Graduate Faculty Executive Committee
1:30 p.m. – 3:30 p.m.
May 14, 2021

AGENDA

Automatic Consent

1. (1:30 pm) Automatic consent approvals
   a. Minutes from April 9, 2021
   b. Approval of the extension of active Graduate Faculty status for English Professor Emerita Theresa Kelley through May of 2022 (Parmesh Ramanathan)
   c. Approval of the extension of active Graduate Faculty status for Art History Professor Emeritus Henry Drewal through December of 2021 (Parmesh Ramanathan)
   d. Approval of the extension of active Graduate Faculty status for African Cultural Studies Professor Emertia Mary Layoun through August 2022 (Parmesh Ramanathan)

Approvals

2. (1:35) Request to approve new Doctoral Minor in Medieval Studies effective Fall 2021 (Sue Zaeske) Lumen Link

3. (1:45) Request to suspend effective Fall 2022 and discontinue effective Fall 2023 Named Option Marketing Analytics and Insights in the Master of Business Administration: Business: Marketing. (Enno Siemsen, Jack Nevin) Lumen Link

4. (1:50) Request to suspend effective Fall 2022 and discontinue effective Fall 2023 Named Option Product Management in the Master of Business Administration: Business: Marketing. (Enno Siemsen, Jack Nevin) Lumen Link

5. (1:55) Request to approve substantial redirection in the curriculum of the Master of Business Administration: Business: Marketing effective Fall 2022 (Enno Siemsen, Jack Nevin) Lumen Link

6. (2:00) Request to approve new Named Option Technology Strategy & Product Management in the Master of Business Administration: Business: Operations & Technology Management effective Fall 2022 (Enno Siemsen) Lumen Link

7. (2:10) Request to approve new Named Option Applied Security Analysis in the Master of Science in Business: Business: Finance, Investment, and Banking effective Fall 2021 (Enno Siemsen, David Brown) Lumen Link
Program Review Responses

8. (2:20) Master of Engineering in Engineering Named Option Sustainable Systems Engineering GFEC review response (Parmesh Ramanathan)

9. (2:25) Master of Science in Economics Named Option Graduate Foundations GFEC review response (Lisa Martin)

Program Review


11. (2:50) 5-year review of the Power Conversion and Control Capstone Certificate (Steffen Lempp)

12. (3:10) 5-year review of the Master of Science in Computer Sciences Named Option Professional Program (Steffen Lempp)
MINUTES


Members Absent: Alex Dressler

Dean William Karpus called the meeting to order.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes from March 12, 2021
   b. Approval of the extension of active Graduate Faculty status for Sociology professors Myra Ferree and Pam Oliver through May of 2022

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

Postponed Business

2. Postponed from the March 12, 2021 meeting due to lack of time. Associate Dean Lisa Martin presented a summary of the Diversity Equity and Inclusion Self-Assessment results. In Fall 2020, PhD, MFA and DMA programs were asked to complete a self-assessment of their diversity, equity and inclusion practices. Ninety-one programs/Departments responded to the survey. The Graduate School has shared the aggregate results with programs as a resource and is beginning a new discussion series regarding best practices in recruitment.

   No action sought.

Approvals

3. Dean Karpus introduced Associate Dean Susan Zaeske who presented a request to suspend admissions to the Graduate/Professional Certificate in Public Humanities effective Fall 2021. The low-award program is being moved from the Center for the Humanities to an academic unit, yet to be determined, as an administrative home that can better serve the program. As a result, admissions will be suspended while the program is in a state of transition.

   Motion: Moved and seconded to approve the request to suspend admissions to the Graduate/Professional Certificate in Public Humanities effective Fall 2021. The motion passed unanimously.
4. Dean Karpus introduced Professor Russ Coff who presented a request to suspend admissions effective Fall 2022 and discontinue effective Fall 2024 the Master of Business Administration: Business: Arts Administration. The program is very specialized, with only one student enrolled in past two years. The existing courses will continue to be offered through an MA program.

Motion: Moved and seconded to approve the request to suspend admissions effective Fall 2022 and discontinue effective Fall 2024 the Master of Business Administration: Business: Arts Administration. The motion passed unanimously.

Program Review Responses:

5. GFEC member Associate Dean Lisa Martin summarized the Program Review Response for the Institution for Regional & International Studies.
   a. Southeast Asian Studies MA, Doctoral Minor
   b. Russian, East European and Central Asian Studies MA, Graduate/Professional Certificate, Doctoral Minor
   c. African Studies Graduate/Professional Certificate, Doctoral Minor
   Highlights of the response include enhanced recruitment efforts.

   No action sought

6. GFEC member Associate Dean Parmesh Ramanathan summarized the Program Review Response for the Master of Engineering in Civil and Environmental Engineering Named Option Environmental Engineering. Highlights of the response include monitoring and assessing career outcomes and student attrition, and the creation of a graduate student handbook specific to the program

   No action sought

7. GFEC member Associate Dean Lisa Martin summarized the Program Review Response for the Capstone Certificates in Clinical Nutrition and Clinical Nutrition-Dietetic Internship. Highlights of the response include update of learning outcomes, action plan to increase enrollment, and enhanced recruitment strategies for a wider range of students.

   No action sought

8. GFEC member Associate Dean Parmesh Ramanathan summarized the Program Review Response for the Linguistics MA, PhD, and Doctoral Minor. Highlights of the response include a detailed strategy for funding students, addition of a course on Semantics, a course in natural language processing skills, and a succession plan when senior faculty retire.

   No action sought

9. GFEC member Associate Dean Lisa Martin summarized the Program Review Response for the Capstone Certificate in Infant, Early Childhood and Family Mental Health. Highlights of the response include a plan to lower attrition rate, plans for leadership succession, and an innovative diversity plan.
No action sought

**Adjournment**

Meeting adjourned by Dean William Karpus.
To: Eric Wilcots, Dean, College of Letters and Science  
From: Anja Wanner, Chair, Department of English, awanner@wisc.edu  
Date: April 5, 2021  

Re: Extension of graduate faculty status for Professor Emerita Theresa Kelley  

Dear Dean Wilcots,  
The English Department requests the extension of graduate faculty status through 21-22 for Professor Emerita Theresa Kelley. Kelley retired at the end of AY 2018-19 and, as permitted by FPP 3.05, retained graduate faculty status for another year. She is still active serving on dissertation committees and is the advisor of two graduate students. Due to the COVID crisis, these two students are taking longer to graduate than anticipated, but we fully expect them to graduate next year (in 21-22).  

According to FPP 3.05, annual extensions of graduate faculty status for a retired faculty member may be granted by the dean on the affirmative recommendation of a departmental executive committee and with the approval of the Graduate Faculty Executive Committee. The English Department’s Executive Committee voted on March 31, 2021 (34:0:0) to seek such an extension for Professor Kelley through 21-22 (but not longer).  

We hope you and the Graduate Faculty Executive Committee will approve this request.  

Sincerely,  
Anja Wanner  

I endorse the extension of the graduate faculty status of these emeritus faculty members.  

Eric Wilcots, Dean  

Department of English  
University of Wisconsin–Madison, 600 North Park Street  
www.english.wisc.edu
April 13, 2021

Dear Dean Wilcots,

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 his final doctoral student, Marguerite Heckscher. The defense is planned for Summer 2021. But to be safe, we request an extension until December 31, 2021.

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

I endorse the extension of the faculty graduate status of this emeritus faculty member.

4/13/2021

Eric Wilcots, Dean
To: Dean William Karpus, Dean of the Graduate School  
From: Katrina Daly Thompson, Chair, Department of African Cultural Studies  
Date: 26 April 2021  
Re: Extension of graduate faculty status for Mary Layoun

Mary Layoun retired from the Department of Comparative Literature in May 2019. As permitted by FPP 3.05.D, she maintained graduate faculty status for the year following her retirement. She received an extension of her status through AY 2020-2021 per a request from then-chair of Comparative Literature, but that department was disbanded in May 2020. Since she no longer has a home department to make this request, African Cultural Studies is asking for an additional extension through AY 2021-22. Dr. Layoun is currently chair of Sami Lamine’s doctoral committee in African Cultural Studies, having taking over for our colleague Teju Olaniyan when he passed away in Fall 2019. Given the turnover in this student’s supervision, we are keen to have Dr. Layoun continue to chair his committee so that his progress is not delayed. The Executive Committee of African Cultural Studies voted on 4/22/2021 to extend Mary Layoun’s graduate faculty status through the end of summer 2022 (5-0-0 yes-no-abstain), pending the approval of the Dean.
New Program Proposal

Date Submitted: 02/15/21 5:35 pm

Viewing: Medieval Studies

Last edit: 05/03/21 3:21 pm
Changes proposed by: lapina

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

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

In Workflow

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

Approval Path

1. 11/11/20 5:17 pm  Scott Burkhardt (stburkhardt): Rollback to Initiator
2. 11/12/20 12:02 pm  Scott Burkhardt (stburkhardt): Approved for HISTORY Dept. Approver
3. 11/19/20 10:28 am  Elaine Klein (emklein): Rollback to HISTORY Dept. Approver for L&S College Admin Reviewer
4. 11/19/20 11:27 am  Scott Burkhardt (stburkhardt): Rollback to Initiator
5. 12/11/20 12:20 pm  Scott Burkhardt (stburkhardt):
Approved for HISTORY Dept. Approver
6. 02/15/21 5:30 pm
   Elaine Klein (emklein): Rollback to Initiator
7. 02/15/21 5:36 pm
   Leslie Abadie (abadie): Approved for HISTORY Dept. Approver
8. 03/15/21 3:21 pm
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer
9. 04/06/21 2:40 pm
   Elaine Klein (emklein): Approved for L&S College Approver
10. 04/08/21 1:10 pm
    Karen Mittelstadt (mittelstadt): Rollback to L&S College Approver for APIR Admin
11. 04/08/21 2:27 pm
    Elaine Klein (emklein): Rollback to HISTORY Dept. Approver for L&S College Approver
12. 04/09/21 8:22 pm
    Leslie Abadie (abadie): Approved for HISTORY Dept. Approver
13. 04/12/21 2:13 pm
    Elaine Klein
Proposal Abstract/Summary:

This proposal seeks to create a Doctoral Minor in Medieval Studies. The Medieval Studies Program (MSP) is housed in the Department of History. The MSP has long offered an undergraduate certificate program requiring honors-level interdisciplinary study across many departments and disciplines. This foundation affords expansion to the graduate level, with faculty from African Cultural Studies; Art History; English; French and Italian; Classical and Ancient Near Eastern Studies; History; German, Nordic, Slavic+; Spanish and Portuguese; and the School of Medicine participating in and overseeing the program. The Minor in Medieval Studies would be of interest and use to graduate students seeking to study the Middle Ages in a way that would complement and deepen their study of history, language, literature, art, etc. The program will allow these students to gather the broadly interdisciplinary coursework that many of them already do in courses outside their doctoral research into a meaningful, transcripted credential.
**Basic Information**

Program State: Active

Type of Program: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: History (HISTORY)

School/College: College of Letters and Science

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

Yes

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

The six-person Steering Committee of the Medieval Studies Program (chaired by the Director of the MSP) will coordinate / provide oversight of the Minor. The Committee already exists and oversees the undergraduate certificate program. Although academic staff can be elected to the Committee, the Committee currently consists entirely of Graduate Faculty, which will likely to be the case in the future (the Director of the MSP can only be a member of Graduate Faculty). Procedures for transitions in the Steering Committee are outlined in MSP Policies and Procedures. Processes for interaction between MSP and its home department are outlined in MSP Policies and Procedures, which was approved by the program and department of History in Fall 2020. (See attachment for details.) The Director of MSP communicates all program changes to the Chair of the History Department and the Directors of Undergraduate and Graduate Studies within the History Department. The Director of MSP submits an annual program report regarding the Minor to the Chair of the History department and the Directors of Undergraduate and Graduate Studies within the History Department. These procedures are intended to ensure proper academic oversight by disciplinary scholars, and regular administrative oversight by department-based committees and staff.

The MSP Director will be responsible for day-to-day advising of all students in the Doctoral Minor Program and will enroll candidates for the Doctoral Minor with the assistance of the home department’s Director of Graduate Studies and Graduate Program Coordinator.

Is this in the Graduate School? Yes
SIS Code:

SIS Description:

Transcript Title: Medieval Studies

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Lapina, Elizabeth</td>
<td><a href="mailto:lapina@wisc.edu">lapina@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Neville, Leonora</td>
<td><a href="mailto:Ineville@wisc.edu">Ineville@wisc.edu</a></td>
<td>608/263-1814</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Lapina, Elizabeth</td>
<td><a href="mailto:lapina@wisc.edu">lapina@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>Associate Dean for Academic Planning</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Abadie, Leslie</td>
<td><a href="mailto:abadie@wisc.edu">abadie@wisc.edu</a></td>
<td>608/263-1961</td>
<td>DGS, Department of History</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History (ART HIST)</td>
</tr>
<tr>
<td>German, Nordic, and Slavic (GNS)</td>
</tr>
<tr>
<td>Spanish and Portuguese (SPAN PORT)</td>
</tr>
<tr>
<td>English (ENGLISH)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Spring 2021: Following governance Approval, the Director of the Medieval Studies Program will meet with colleagues in L&S Admin, the History Department, and Graduate School to discuss aspects of program administration; begin marketing program to students.

Year 1 (2021-2022): 2-5 students enroll in the program

Year 2 (2022-2023): 2-5 students enroll in the program (for the total of 4-10)

Year 3 (2023-2024): 2-5 students enroll in the program (for the total of 6-12)

Year 4 (2024-2025): 2-5 students enroll in the program, 2-5 students receive the Doctoral Minor in Medieval Studies. The total of currently enrolled students remains between 6-12.

Year 5 (2025-2026): 2-5 students enroll in the program, 2-5 students receive the Doctoral Minor in Medieval Studies. The total of currently enrolled students remains between 6-12.

Rationale and Justifications

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

The main justification for the Doctoral Minor is that Medieval Studies is strongly interdisciplinary, and graduate students working on medieval subjects (be it medieval history, medieval literature, medieval art, etc.) would like to have a credential that demonstrates that on their transcript. In fact, graduate students working on medieval subjects have been requesting this for some time. Most graduate students working on medieval subjects, regardless of their home department, would most likely pursue this minor. Many graduate students working on medieval subjects already pursue the "distributed minor," requiring them to take classes outside their home department, which a Minor in Medieval Studies would replace. In addition, the Minor will boost enrollment by courting those graduate students who are "medieval adjacent," including those who specialize in the fields that deal with the modern, but for various reasons call back to the medieval. The existence of the Minor would help with graduate recruitment and might also be helpful to students on the job market. Finally, a Doctoral Minor would add to an overall feeling of coherence for the program.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lapina, Elizabeth</td>
<td>History (HISTORY)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Dale, Thomas</td>
<td>Art History (ART HIST)</td>
<td>Professor</td>
</tr>
<tr>
<td>Wolf, Kirsten</td>
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<td>Cooper, Lisa</td>
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<td>Ancos Garcia, Pablo</td>
<td>Spanish and Portuguese (SPAN PORT)</td>
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<tr>
<td>Calomino, Salvatore</td>
<td>German, Nordic, and Slavic (GNS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Pruitt, Jennifer</td>
<td>Art History (ART HIST)</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

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

The new Doctoral Minor should not create a significant burden. It will be supported by the following: the Director or the Medieval Studies Program, the Steering Committee of the Medieval Studies Program, the PA of the Director of the Medieval Studies Program, individual members of the Medieval Studies Program, and the staff of the History Department (current home of the Medieval Studies Program). It will not require any labs or equipment.

**Curriculum and Requirements**

Guide Admissions/How to Get In tab

A student should declare their interest to the Director of the Medieval Studies Program before beginning coursework required for the minor. See Contact Box for Director information.
Describe plans for recruiting students to this program.

We plan to recruit graduate students in the following ways:

- Information posted on the Program of Medieval Studies' web site
- Information posted on the Program of Medieval Studies' social media
- Information emailed to our faculty and graduate student lists
- Information made available to GAMS (Graduate Association of Medievalist Students)
- Information sent to departments/disciplines that offer courses that serve the curriculum to ask for information to be shared with their graduate students

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>2-5</td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
<td>6-12</td>
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<tr>
<td>Year 4</td>
<td>6-12</td>
</tr>
<tr>
<td>Year 5</td>
<td>6-12</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.

Guide Requirements tab

Graduate students interested in completing the Doctoral Minor in Medieval Studies must complete a minimum of 9 credits of courses from the list that appears below.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAND ST/MEDIEVAL 409</td>
<td>Survey of Old Norse-Icelandic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SCAND ST/MEDIEVAL 430</td>
<td>The Vikings</td>
<td>4</td>
</tr>
<tr>
<td>SCAND ST/MEDIEVAL 444</td>
<td>Kalevala and Finnish Folk-Lore</td>
<td>4</td>
</tr>
<tr>
<td>ART HIST 715</td>
<td>Topics in Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 314</td>
<td>Structure of English</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 417</td>
<td>History of the English Language</td>
<td>3</td>
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<tr>
<td>ENGL/MEDIEVAL 520</td>
<td>Old English</td>
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<td>-----------------------------</td>
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<tr>
<td>ENGL/ MEDIEVAL 521</td>
<td>Advanced Old English Literature</td>
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<tr>
<td>ENGL/ MEDIEVAL 803</td>
<td>Topics in Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY/ MEDIEVAL/ RELIG ST 309</td>
<td>The Crusades: Christianity and Islam</td>
<td>3-4</td>
</tr>
<tr>
<td>HISTORY 333</td>
<td>The Renaissance</td>
<td>3-4</td>
</tr>
<tr>
<td>HISTORY 417</td>
<td>History of Russia</td>
<td>3-4</td>
</tr>
<tr>
<td>HISTORY/ LEGAL ST 426</td>
<td>The History of Punishment</td>
<td>3-4</td>
</tr>
<tr>
<td>HISTORY/ SCAND ST 431</td>
<td>History of Scandinavia to 1815</td>
<td>3</td>
</tr>
<tr>
<td>HISTORY/ RELIG ST 439</td>
<td>Islamic History From the Origin of Islam to the Ottoman Empire</td>
<td>3-4</td>
</tr>
<tr>
<td>HIST SCI 622</td>
<td>Studies in Ancient and Medieval Science</td>
<td>1</td>
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<tr>
<td>SPANISH/ MEDIEVAL 503</td>
<td>Survey of Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPANISH/ MEDIEVAL 504</td>
<td>Survey of Medieval Literature</td>
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<tr>
<td>SPANISH/ MEDIEVAL 541</td>
<td>Old Spanish</td>
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<td>SPANISH/ MEDIEVAL 718</td>
<td>Topics in Medieval Spanish Literature</td>
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<tr>
<td>HISTORY 805</td>
<td>Seminar-Medieval History</td>
<td>1-3</td>
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<tr>
<td>ITALIAN/ MEDIEVAL 659</td>
<td>Dante's Divina Commedia</td>
<td>3</td>
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<tr>
<td>ITALIAN/ MEDIEVAL 671</td>
<td>II Duecento</td>
<td>3</td>
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<tr>
<td>LATIN/ MEDIEVAL 563</td>
<td>Mediaeval Latin</td>
<td>3</td>
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<tr>
<td>MUSIC 411</td>
<td>Survey of Music in the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>MUSIC 412</td>
<td>Survey of Music in the Renaissance</td>
<td>3</td>
</tr>
</tbody>
</table>

The following constraints should be taken into consideration when selecting courses:
Only courses that carry the "Graduate 50%" attribute may be used to meet program requirements.
To ensure that students achieve interdisciplinarity in their studies, courses must be selected from at least two different subject listings.
To ensure breadth of study beyond a student's focused doctoral research, courses must be selected from subject listings offered outside the student's home department or program.

Total credits required:

9

Guide Graduate Policies tab

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**Commitments**

Courses in the curriculum are numbered 300 or higher.

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

Yes

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

Yes

### Supporting Information

Additional Information:
- Procedures - Jan 2021.pdf
- memos support for MedSt PhD Minor.pdf
- Fw_Doctoral Minor in Medieval Studies.pdf

### Approvals

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

Enter any notes about approval here:

Department of History Graduate Council approval on February 1, 2021, and the Department of History final approval on February 15, 2021.

Entered by: Leslie Abadie  
Date entered: 02-16-2021

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

Enter any notes about approval here:
Presented at the 6 April 2021 L&S APC meeting. Noting the many positive changes in faculty interest and curricular support for the program, as well as the excellent administrative and advising support offered through the Department of History, the L&S APC was pleased to approve a motion to create this new program.

Entered by and  
Elaine M. Klein, Associate Dean for Academic Planning

date:  
Date entered:  
04-06-2021

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

Career:

SIS Program Code:

SIS Short Description:
Other plan codes associated with this program:

Field of Study:

Plan Group:

CIP Code:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Scott Burkhardt (stburkhardt) (11/11/20 5:17 pm): Rollback: Per program request

Elaine Klein (emklein) (11/19/20 10:26 am): Proposal to be rolled back per lengthy email offering questions, suggestions, and direction for substantial revisions.

Elaine Klein (emklein) (11/19/20 10:28 am): Rollback: Please see email to E. Lapina dated 11/19/2020, enumerating changes to the proposal. (Highest priority: review list of acceptable graduate level courses and include it on this page - you may not refer to the undergraduate program course list.)


Elaine Klein (emklein) (01/07/21 2:24 pm): Added updated procedures to proposal as attachment; inserted summary of procedures between MSP and History. Still awaiting compiled evidence of student interest.

Elaine Klein (emklein) (02/15/21 5:30 pm): Rollback: Returned to author to add: approval dates by key committees, course list updates, correct title of a participant, and other edits./emklein 2/15

Karen Mittelstadt (mittelstadt) (04/08/21 1:10 pm): Rollback: API Rollback: The course list in the Guide Requirements section is not linked/publication ready. Please correct and re-advance. Thank you.

Elaine Klein (emklein) (04/08/21 2:27 pm): Rollback: This proposal is being returned to the department with a request that the course list that appears in the integration point be connected to the Course Catalog. (Please follow the directions for how to build a course list here: https://kb.wisc.edu/lumen/69395 ) This will ensure that no obsolete courses are included, that course titles and subject listings are correct, etc. Assuming that the list of courses does not change significantly, we will easily reapprove the proposal so it can be considered at the Graduate School.

Elaine Klein (emklein) (04/12/21 2:13 pm): Rollback: Many courses listed do not have the Grad Level indicator; do you need to edit this course list again with that in mind?
Elaine Klein (emklein) (04/14/21 1:08 pm): Proposal was rolled back to department to allow editing of integration points for Guide publication. Course list was amended to reflect currently available courses and requirement that all courses be grad level or carry 50% grad indicator, per policy. Because these changes make the record conform to what had been previously approved by the L&S CC and APC, no further approval is required.

Key: 1184
Date Submitted: 02/17/21 9:41 am

Viewing: **MR : Marketing Analytics and Insights**

Parent Plan: **MAJ: Bus: Marketing MBA**

Last approved: 06/01/20 9:47 am

Last edit: 05/04/21 9:54 am

Changes proposed by: bacemens

Catalog Pages Using this Program

**Business: Marketing: Marketing Analytics and Insights, 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>

In Workflow

1. **MARKETING Dept. Approver**
2. **BUS School Admin Reviewer**
3. **BUS School Approver**
4. **APIR Admin**
5. **GFEC Approver**
6. **UAPC Approver**
7. Registrar

Approval Path

1. 03/03/21 1:01 pm  
   Brigid Patterson (bacemens): Approved for MARKETING Dept. Approver

2. 03/03/21 1:03 pm  
   Brigid Patterson (bacemens): Approved for BUS School Admin Reviewer

3. 03/23/21 10:56 am  
   Brigid Patterson (bacemens): Approved for BUS School Approver

4. 04/08/21 11:51 am  
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

In conjunction with our proposal for larger changes to the "parent" program, the Marketing Department wishes to suspend admissions to and discontinue this named option. Elimination of the named options will reduce administrative burden and silos that exist within the current structure. The new degree structure will allow for more student choice within electives, which enables students to work with their advisors to target elective coursework that best aligns with their career goals. In allowing more student choice and flexibility, we will be able to capitalize on attracting a new segment of prospective students. We expect that this change in degree structure will contribute to increased enrollments of 17-32% growth.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: Suspend, will be discontinued Active
Type of Program: Named Option
Parent Program: MAJ: Bus: Marketing MBA
Parent Audience: Graduate or professional
Parent Home Department: Marketing (MARKETING)
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

Parent Award: Master of Business Admin

SIS Code: MR

SIS Description: Marketing Analytics & Insights

Transcript Title: Marketing Analytics and Insights

Named Options: MR: Marketing Analytics & Insights
PRODMGMT: Product Management

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

**Suspension and Discontinuation**

What is the last term that a student could declare this program? Summer 2022 (1226)

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?

*If this proposal is approved, the Marketing department will begin internal processes and make announcements in the summer of 2021. These internal processes will include communicating with current students in the two named options about upcoming changes to the program, updating web and print marketing materials to be ready to go by July 1, 2021. Communication will begin with prospective students about the changes to the program and students will be admitted to the new program starting in Fall 2022.*
Explain the precipitating circumstances or rationale for the proposal.

The proposed changes align with the Wisconsin School of Business’s MBA strategy of a specialized MBA, while fostering student choice within the electives to allow for better alignment with career goals. At many other universities, students earn a general ‘Masters of Business Administration’ degree. At UW-Madison, our students earn a specialized degree: ‘Masters of Business Administration - Marketing’. Our current additional requirement of the two named options creates rigidity, silos, and administrative obstacles. Removing the named options from the degree and strengthening the core marketing coursework will allow us to focus our communications on the “MBA in Marketing” educational foundation.

What is the potential impact on enrolled students?

The impact will be minimal to students currently enrolled in the program. They will be able to complete their plan without disruption. Currently we have 20 students enrolled in the Marketing Analytics and Insights named option. As of 02/11/21, we do not have any stopped out students in either of the named option plans. However, if any students do stop out, these students will be re-entered into the MBA Marketing degree program. Stopped out students looking for re-entry should contact the Director of Admissions and Recruiting in the MBA and Masters’ Program Office.

What is the potential impact on faculty and staff?

This proposal will have no impact on current faculty or staff, and they will be involved in the updated parent 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 proposal process and are aware that the two named options will become one marketing MBA degree.

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

For current students, program leadership will hold Town Halls during the Week of Feb. 22 to inform them of the proposed changes. Associate Dean Enno Siemsen will open the town hall meeting and provide more details about the process. The Marketing Center director Kristin Branch will then review changes being made to curriculum. We will also inform the Graduate Business Association on Tuesday, March 2 in their meeting.
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

We will plan to email alumni from the respective specializations affected. Program leadership with meet with the Alumni Relations Office in the Wisconsin School of Business to discuss proposed changes. An email will be prepared to send to alumni of the program, and it will incorporate a tone that signals the proposed changes are forward-thinking, modernize our curriculum, and offer new areas of growth etc. At present, our idea is to share an email on the day that students in that Center discuss the news. We will also host a Town Hall the following week for alumni to answer questions/hear feedback.

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

Program quality will be maintained. The core marketing curriculum for the current named option will be offered and faculty will remain committed to those courses because they will be a part of the updated Marketing MBA degree.

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.

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

In September 2021, the MBA and master’s program office will reach out to any students who deferred their admittance from Fall 2021 to Fall 2022. This communication will inform these students of the change in the program plan. 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 updated MBA Marketing degree.

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 02/11/21, we do not have any stopped out students in either of the named option plans. However, if any students do stop out, these students will be re-entered into the MBA Marketing degree 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 updated marketing MBA plan proposed to begin Fall 2022, 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>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Nelson Sanford, Blair</td>
<td><a href="mailto:blsanford@wisc.edu">blsanford@wisc.edu</a></td>
<td>608/262-9817</td>
<td>Assistant Dean of the Full Time MBA Program</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
<td>Associate Dean of the MBA and Masters Programs</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Nevin, Jack</td>
<td><a href="mailto:jrnevin@wisc.edu">jrnevin@wisc.edu</a></td>
<td>608/262-8912</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing (MARKETING)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Parent has outside accreditation: Yes
Parent Guide
Accreditation tab

Accreditation

AACSB International—The Association to Advance Collegiate Schools of Business


Graduates of parent program seek licensure or certification after graduation.

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

The parent degree - MBA in Marketing has two named options: Market Research, which is the one we are updating, and Product Management. The two are 'sister programs' and do some events together but largely are independent. The update to 'Marketing Analytics and Insights' is not likely to impact the other Named Option. The management team of the other Named Option has been fully a part of the long term planning process that accompanied this name and curriculum change.

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 will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Parent Value

As part of our comprehensive on boarding process, we have a touchpoint during orientation that focuses on cultural competency led by our Chief Diversity Officer. Additionally, the Associate Dean for the WSB appointed a three student task force to meet with core faculty in the Full-time MBA Program to determine how the faculty are incorporating diversity and inclusion in their courses and to suggest ideas, from a student perspective. As those findings become available we will share the results with the curriculum committee to gain a better understanding of how D/I is being deployed beyond what is already known. Currently, we are aware of three core courses that include a D/I component in their curriculum. MHR 706, Leading and Working in Teams offers one class session focused on diversity/equity and inclusion. In MHR 723, Business Strategy, the course has one case that focuses on D/I. Both of these courses were taught in the fall semester of year one. In spring of year 1, our GB 710 offers a session on D/I and our MBA Consulting Practicum course, GB 725 brings together
diverse working teams to consult with a corporate partner that delivers recommendations to C-Suite leaders within the organization. During Re-Orientation, our Chief Diversity Officer and campus diversity officer offer a session on developing inclusive leadership skills. One of our four learning outcomes is focused on developing cultural awareness and sensitivity. This broader outcome is delivered through a variety of global courses offered at the program and career specialization level.

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

Parent Value
The Wisconsin School of Business is a founding member school of the Consortium for Graduate Study in Management (co-founding the consortium in 1966 with Washington University in St. Louis and Indiana University) to increase the participation of under-represented minority in graduate business programs. We participate in Consortium MAPS recruiting events. We coordinate ongoing meetings with our Consortium Fellows (class size is typically a total of 20 including both FT MBA classes - two classes) to build and maintain community. We host a Diversity/Preview Weekend (inclusive programming focused on students of color, women and LGBTQ applicants each fall semester). We have set a goal of 25 x 25 Diversity Plan (increase % of URM yield to 25 % of US residents by the year 2025). We host the “On Wisconsin Weekend/OP Bootcamp Prep” (Yield event for newly admitted Consortium students in which career prep for a national recruitment conference is delivered to the students). We have several student organizations in our graduate student portfolio including: Diversity in Business, Graduate Women in Business, Out for Business, and a Consortium student group (our student liaisons provide ongoing feedback in order to gauge their perspectives on climate, etc.) Support is made available to all students who are looking for strategies on how to persist and be successful in the classroom (resources are made known and discussed on an individual basis).

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

Parent Value
The Human Resources team in the Wisconsin School of Business recently implemented significant new requirements in order to ensure fair practices and equity in recruiting and hiring of faculty and staff. Those practices include but are not limited to the development of a
A comprehensive guide to employment searches called Searching for Excellence & Diversity. The 100+ page document details best practices for running an effective and efficient search committee, how to recruit an excellent and diverse pool of applicants, how to recognize and eliminate unconscious bias during the candidate evaluation process, conducting a fair and thorough review, and ensuring a fair interview process. These steps are supported by staff members in HR, who attend the initial search kick-off meeting, and are proactively involved in the continuation of the process including conducting a review of search criteria prior to opening the pool of candidates. Additionally, they review interview questions prior to the start of interviews and conduct a salary review prior to an offer being extended.

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 and 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 plans at the department, school/college or university, make those connections explicit where relevant.

Parent Value
The University of Wisconsin-Madison Diversity Framework includes 5 goals. The WSB and FT MBA Program aligns closely with several of the goals identified by campus.

Specifically, UW Goal 1: Promote shared values of diversity and inclusion is connected to our WSB FT MBA Learning Outcomes, where measuring and training in the area of cultural awareness is key. The importance of diversity in teams and cultural awareness is taught in Learning and Working in Teams and is measured in class assignments as well as pre-post measures collected in Semester 1 of the FT MBA first year MBA survey, and in an additional indirect survey specific to cultural awareness.

Additionally, UW Goal 2: Improve coordination of campus diversity planning is aligned closely with the WSB decision to create an Office of Diversity & Inclusion to enhance campus communication and coordination goals as well as improve climate and offer significant programming and mentoring. Binnu Palta Hill, Asst. Dean, WSB, leads those efforts. As a result, the WSB is more informed and so is campus. Programming developed and delivered in WSB has been shared with others on campus.

Finally, UW Goal 4: Improve institutional access through effective recruitment of diverse students, faculty, and staff. This alignment is explained more fully in answers to question 2 (above) as well as our connection to the Consortium for Graduate Study in Management, highlighted below.

Over 50 years ago, the WSB in collaboration with the FT MBA Program made a conscious
decision to join as a member of the non-profit Consortium for Graduate Study in Management (https://cgsm.org), whose mission includes supporting training and advancement for historically under-represented minority students in order to eliminate the severe lack of C-Suite leaders of color. Today, that original decision contributes to WSB’s strategic plan, Roadmap 2025 and campus diversity frameworks.

Specifically, Roadmap 2025 identifies 3 key goals: deliver a Top 10 BBA Program; 2) deliver a market-driven graduate portfolio; 3) maximize research impact. In order to achieve our goals, there are several core initiatives needed to assure success. Among those are an increased focus on diversity and inclusion across students, faculty, and staff to develop our people and culture. To that end, recruitment and retention efforts, programming, curriculum, and climate efforts detailed in these questions are all important areas of focus.

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

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

All program administration will remain the same as currently structured in the A.C. Nielsen Center.

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

The three classes we are now requiring exist in the Business Analytics masters program. Given the current projections for the business analytics enrollment, these classes have room to accommodate the additional ~10 students in this named option.
Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?  
No change to the curriculum

Parent Plan Admissions/How To Get In Requirements

Admission consideration for the MBA program requires a four-year undergraduate degree or the equivalent, in any discipline, from an accredited institution. The Wisconsin School of Business prefers a minimum of two years of professional work experience along with a strong undergraduate performance. In addition to academic credentials, a GMAT or GRE score, and work experience, personal achievements, motivation, communication skills (written and oral), and recommendation letters are all considered in the admission process at the Master's and doctoral levels.  
Note: The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) must have been taken within five years prior to receiving an offer of admission.  All applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (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 100 or equivalent, 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 was English 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 to the School of Business Admissions page.
Guide Admissions/How to Get In tab

Admissions to the Marketing Analytics and Insights named option have been suspended as of fall 2022. Students currently in the program will be supported and will be able to complete the program; however, no new students will be allowed to enroll in the named option. The School of Business now offers an updated Business: Marketing MBA degree. Additional information can be found on the Program Website.

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 Business seeks a 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, personal achievements, motivation, communication skills (written and oral), international exposure and recommendation letters are considered in the admission process at both the master's and 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 Record Exam (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 Language (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 100 or equivalent, 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 was English may request a waiver of this requirement on the application.

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

<table>
<thead>
<tr>
<th>Parent Requirements</th>
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</thead>
</table>

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

Last Approved: Apr 15, 2021 12:16pm

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

## Major Requirements

### CURRICULAR REQUIREMENTS

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>55 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>49 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (28 credits out of 55 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the first four weeks of the following semester. Students may be required to retake a course in which they receive a grade lower than a C.</td>
</tr>
<tr>
<td>Assessments and Examinations Language Requirements</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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Core Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT I S 700</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
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<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
<td>2</td>
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<tr>
<td>GEN BUS 710</td>
<td>Ethics, Integrity and Society</td>
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</tr>
<tr>
<td>GEN BUS 725</td>
<td>Consulting Practicum</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 750</td>
<td>Professional Experience in Business 1</td>
<td>1</td>
</tr>
<tr>
<td>M H R 706</td>
<td>Leading and Working in Teams</td>
<td>1</td>
</tr>
<tr>
<td>M H R 723</td>
<td>Business Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MARKETING 700</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>Code</td>
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<td>Credits</td>
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<tr>
<td>OTM 700</td>
<td>Operations Management</td>
<td>2</td>
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<tr>
<td>OTM 732</td>
<td>Economics for Managers</td>
<td>2</td>
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</tbody>
</table>

**Required Specialization Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MARKTNG 710</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MARKTNG 737</td>
<td>New Product Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MARKTNG 755</td>
<td>Marketing in a Digital Age</td>
<td>3</td>
</tr>
<tr>
<td>MARKTNG 770</td>
<td>Marketing Consulting Practicum</td>
<td>4</td>
</tr>
<tr>
<td>MARKTNG 815</td>
<td>Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MARKTNG 840</td>
<td>Current Topics in Marketing Analytics &amp; Insights 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives 3**

**Total Credits**

1. Waivers for this requirement and the associated credit will be offered if students have one year or more of United States work experience, or are not seeking an internship for approved reasons, such as company-sponsored status, active military, starting their own business as a founder/owner, or have a medical or family hardship. There may be other approvals on a case by case basis.

2. Students will take this 1 credit repeatable course during the first three semesters of the program.

3. Any 700+ level course offered by the School of Business (including departments: ACCT I S, ACT SCI, FINANCE, GEN BUS, INFO SYS, INTL BUS, M H R, MARKTNG, OTM, REAL EST, or R M I) can be used to complete the required elective credits.

Guide Requirements tab

<table>
<thead>
<tr>
<th>Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/</th>
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**Minimum Graduate School Requirements**

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

**Named Option Requirements**

### MODE OF INSTRUCTION

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

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

Last Approved: Apr 15, 2021 12:16pm

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW-Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

---

### CURRICULAR REQUIREMENTS

**University General Education Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>55 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>42 credits</td>
</tr>
<tr>
<td>Credit Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Graduate</td>
<td></td>
</tr>
<tr>
<td>Coursework</td>
<td>Half of degree coursework (28 credits out of 55 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Overall Graduate</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>GPA Requirement</td>
<td></td>
</tr>
<tr>
<td>Other Grade</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
<tr>
<td>Requirements</td>
<td></td>
</tr>
<tr>
<td>Assessments and</td>
<td>Contact the program for information on required assessments and examinations.</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Contact the program for information on any language requirements.</td>
</tr>
<tr>
<td>Requirements</td>
<td></td>
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</tbody>
</table>

---

**Required COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Fall Semester = 15 Credits</td>
<td></td>
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https://next-guide.wisc.edu/programadmin/?key=598
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 1 S 700</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
<td>2</td>
</tr>
<tr>
<td>MARKETNG 700</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>OTM 700</td>
<td>Operations Management</td>
<td>2</td>
</tr>
<tr>
<td>MH R 706</td>
<td>Leading and Working in Teams</td>
<td>1</td>
</tr>
<tr>
<td>MARKETNG 710</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MARKETNG 840</td>
<td>Current Topics in Marketing Analytics &amp; Insights</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring Semester = 13 Credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MH R 723</td>
<td>Business Strategy</td>
<td>2</td>
</tr>
<tr>
<td>OTM 732</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>GEN BUS 710</td>
<td>Ethics, Integrity and Society</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 725</td>
<td>Consulting Practicum</td>
<td>1</td>
</tr>
<tr>
<td>MARKETNG 737</td>
<td>New Product Innovation</td>
<td>3</td>
</tr>
<tr>
<td>MARKETNG 815</td>
<td>Marketing Analytics</td>
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<tr>
<td>MARKETNG 840</td>
<td>Current Topics in Marketing Analytics &amp; Insights</td>
<td>1</td>
</tr>
</tbody>
</table>

Summer Semester = 1 credit

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GEN BUS 750</td>
<td>Professional Experience in Business</td>
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Year Two

Fall Semester = 13 credits

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>GEN BUS 720</td>
<td>Data Visualization for Business Analytics</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 740</td>
<td>Experiments and Causal Methods for Business Insights</td>
<td>2</td>
</tr>
<tr>
<td>GEN BUS 760</td>
<td>Data Technology for Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MARKETNG 840</td>
<td>Current Topics in Marketing Analytics &amp; Insights</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Spring Semester = 13 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKETNG 805</td>
<td>Qualitatively-Based Marketing Insights</td>
<td>3</td>
</tr>
<tr>
<td>MARKETNG 770</td>
<td>Marketing Consulting Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Total Credits

55

Total credits required:

55

Parent Plan Graduate Policies

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

**Last Approved: Apr 15, 2021 12:16pm**

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

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
With program and department approval, up to 6 credits of graduate coursework completed two years prior to admission at an AACSB accredited institution, in which a grade of B or better was earned, may count toward the degree.

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

UW–Madison University Special
With program and department approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of coursework numbered 600 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

Probation

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

Advisor / Committee

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, responsible for providing advice regarding graduate studies.

Credits Per Term Allowed

15 credits

Time Constraints

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

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
These resources may be helpful in addressing your concerns:

**Bias or Hate Reporting**

**Graduate Assistantship Policies and Procedures**

**Hostile and Intimidating Behavior Policies and Procedures**

**Office of the Provost for Faculty and Staff Affairs**

**Dean of Students Office** (for all students to seek grievance assistance and support)

**Employee Assistance** (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

**Employee Disability Resource Office** (for qualified employees or applicants with disabilities to have equal employment opportunities)

**Graduate School** (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

**Office of Compliance** (for class harassment and discrimination, including sexual harassment and sexual violence)

**Office of Student Conduct and Community Standards** (for conflicts involving students)

**Ombuds Office for Faculty and Staff** (for employed graduate students and post-docs, as well as faculty and staff)

**Title IX** (for concerns about discrimination)

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**Approved Shared Content from /shared/school-of-business-grievance-policy/**

Last Approved: Apr 26, 2021 3:10pm

Any student who feels that they have been mistreated by a faculty or staff member has the right to lodge a complaint. Complaints may concern course grades, classroom treatment, program admission, or other issues. To ensure a prompt and fair hearing of any complaint and to protect both the student’s rights and the person at whom the complaint is addressed, the grievance procedures below are used in the Wisconsin School of Business. The person whom the complaint is directed against must be an employee of the School of Business. Any student or potential student may use these procedures unless other campus rules or contracts cover the complaint:

If the student feels comfortable/safe doing so, the student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant (TA) and the student is not satisfied after discussion of the grievance with the TA, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is still not resolved satisfactorily, the student may continue to step 2.

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

a. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a written decision within 30 days to the student on the action taken by the committee.
If either party is not satisfied with the decision, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

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

On receipt of such a written complaint, the Chief Diversity and Inclusion Officer will convene a subcommittee of relevant stakeholders pending the nature of the issue. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Business who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from when the grievance was filed with the Office of the Dean.

Questions about these procedures can be directed to the School of Business, Office of the Dean, 4339 Grainger, 975 University Avenue, 608-262-7867.

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

The Graduate School has procedures for students wishing to appeal a grievance decision at the school/college level. These policies are described in the Graduate School's Academic Policies and Procedures: https://grad.wisc.edu/documents/grievances-and-appeals/

Other

Students are expected to be enrolled full-time for all semesters. Exceptions may be granted in the final semester.

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

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Prior Coursework

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No credits of prior coursework are allowed to satisfy requirements.

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

UW–Madison University Special
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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 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.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

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

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

Last Approved: Apr 15, 2021 12:17pm

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https://next-guide.wisc.edu/programadmin/?key=598
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Title IX (for concerns about discrimination)

Approved Shared Content from /shared/school-of-business-grievance-policy/
Last Approved: Apr 26, 2021 3:10pm

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The Graduate School has procedures for students wishing to appeal a grievance decision at the school/college level. These policies are described in the Graduate School’s Academic Policies and Procedures: https://grad.wisc.edu/documents/grievances-and-appeals/

Other

Students must be enrolled full-time.

Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
Articulate core marketing strategy principles and how marketing drives value.
Apply analytical methods to organize and interpret data, generate consumer insights, and translate into effective marketing strategies.
Articulate specific marketing decisions (product, price, place/distribution, promotion) and their role in overall marketing strategies, and demonstrate how marketing decisions follow from choices with regard to segmentation and positioning.
Demonstrate effective communication and leadership skills to influence others and drive organizational change.
Summarize the assessment plan.

Following the UW-Madison Plan for the Assessment of Student Learning, the Marketing Department will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle using a combination of direct and indirect assessment methods. This process will be led by an individual designated by the Marketing Department Chair. This individual will communicate the assessment results to the Marketing Department Chair and Faculty at a regularly scheduled faculty meeting. Assessment results will be communicated to the WSB Masters Curriculum Committee, WSB Dean’s Office, and the Office of the Provost on a triennial basis. Assessment results will be used to facilitate continuous improvement of the program.

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

Supporting Information

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

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

**Approvals**

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

Enter any notes about approval here:

Departmental Approval 2/22/2021 (per Kym Aebly).

Entered by: Brigid Patterson
Date entered: 3/3/2021

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

Enter any notes about approval here:


Entered by and date: Brigid Patterson
Date entered: 3/23/2021

*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:
URL will need to be updated for June 20/21 Guide

Guide URL:
/gr/graduate/marketing/business-marketing- MBA/business-marketing-marketing-analytics-insights-mba/

SIS effective date:

Guide publish date/type

SIS Short Description:
MrktAnytln

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Scan this proposal:

Upload documents that should be scanned:

Reviewer

Comments
Date Submitted: 02/17/21 9:42 am

Viewing: PRODMGMT : Product Management
Parent Plan: MAJ: Bus: Marketing MBA
Last approved: 06/01/20 9:47 am
Last edit: 05/04/21 9:53 am
Changes proposed by: baclems

Catalog Pages Using this Program
Business: Marketing: Product Management, 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>

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

Approval Path
1. 03/03/21 1:02 pm
   Brigid Patterson
   (baclems):
   Approved for MARKETING Dept. Approver
2. 03/03/21 1:04 pm
   Brigid Patterson
   (baclems):
   Approved for BUS School Admin Reviewer
3. 03/23/21 10:57 am
   Brigid Patterson
   (baclems):
   Approved for BUS School Approver
4. 04/08/21 11:51 am
   Karen Mittelstadt
   (mittelstadt):
   Approved for APIR Admin

History
Proposal Abstract/Summary:

In conjunction with our proposal for larger changes to the "parent" program, the Marketing Department wishes to suspend admissions to and discontinue this named option. Elimination of the named options will reduce administrative burden and silos that exist within the current structure. The new degree structure will allow for more student choice within electives, which enables students to work with their advisors to target elective coursework that best aligns with their career goals. In allowing more student choice and flexibility, we will be able to capitalize on attracting a new segment of prospective students. We expect that this change in degree structure will contribute to increased enrollments of 17-32% growth.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

**Basic Information**

<table>
<thead>
<tr>
<th>Program State:</th>
<th><strong>Suspend, will be discontinued</strong> Active</th>
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</thead>
<tbody>
<tr>
<td>Type of Program:</td>
<td>Named Option</td>
</tr>
<tr>
<td>Parent Program:</td>
<td>MAJ: Bus: Marketing MBA</td>
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<tr>
<td>Parent Audience:</td>
<td>Graduate or professional</td>
</tr>
<tr>
<td>Parent Home Department:</td>
<td>Marketing (MARKETING)</td>
</tr>
<tr>
<td>School/College:</td>
<td>School of Business</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin?key=827
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Parent is in the Graduate School: Yes

Parent Award: Master of Business Admin

SIS Code: PRODMGMT

SIS Description: Product Management

Transcript Title: Product Management

Named Options: MR: Marketing Analytics & Insights
PRODMGMT: Product Management

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

---

**Suspension and Discontinuation**

- What is the last term that a student could declare this program? **Summer 2022**
- What is the last term that students may be enrolled in or complete the program? **Summer 2023**

What is the timeline and advance communication plan?

If this proposal is approved, the Marketing department will begin internal processes and make announcements in the summer of 2021. These internal processes will include communicating with current students in the two named options about upcoming changes to the program, updating web and print marketing materials to be ready to go by July 1, 2021. Communication will begin with prospective students about the changes to the program and students will be admitted to the new program starting in Fall 2022.
Explain the precipitating circumstances or rationale for the proposal.

The proposed changes align with the Wisconsin School of Business’s MBA strategy of a specialized MBA, while fostering student choice within the electives to allow for better alignment with career goals. At many other universities, students earn a general ‘Masters of Business Administration’ degree. At UW-Madison, our students earn a specialized degree: ‘Masters of Business Administration - Marketing’. Our current additional requirement of the two named options creates rigidity, silos, and administrative obstacles. Removing the named options from the degree and strengthening the core marketing coursework will allow us to focus our communications on the “MBA in Marketing” educational foundation.

What is the potential impact on enrolled students?

The impact will be minimal to students currently enrolled in the program. They will be able to complete their plan without disruption. Currently we have 33 students enrolled in the Product Management named option. As of 02/11/21, we do not have any stopped out students in either of the named option plans. However, if any students do stop out, these students will be re-entered into the MBA Marketing degree program. Stopped out students looking for re-entry should contact the Director of Admissions and Recruiting in the MBA and Masters’ Program Office.

What is the potential impact on faculty and staff?

This proposal will have no impact on current faculty or staff, and they will be involved in the updated parent 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 proposal process and are aware that the two named options will become one marketing MBA degree.

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

For current students, program leadership will hold Town Halls during the Week of Feb. 22 to inform them of the proposed changes. Associate Dean Enno Siemsen will open the town hall meeting and provide more details about the process. The Marketing Center director Kristin Branch will then review changes being made to curriculum. We will also inform the Graduate Business Association on Tuesday, March 2 in their meeting.
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

We will plan to email alumni from the respective specializations affected. Program leadership with meet with the Alumni Relations Office in the Wisconsin School of Business to discuss proposed changes. An email will be prepared to send to alumni of the program, and it will incorporate a tone that signals the proposed changes are forward-thinking, modernize our curriculum, and offer new areas of growth etc. At present, our idea is to share an email on the day that students in that Center discuss the news. We will also host a Town Hall the following week for alumni to answer questions/hear feedback.

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

Program quality will be maintained. The core marketing curriculum for the current named option will be offered and faculty will remain committed to those courses because they will be a part of the updated Marketing MBA degree.

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.

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

In September 2021, the MBA and master’s program office will reach out to any students who deferred their admittance from Fall 2021 to Fall 2022. This communication will inform these students of the change in the program plan. 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 updated MBA Marketing degree.

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 02/11/21, we do not have any stopped out students in either of the named option plans. However, if any students do stop out, these students will be re-entered into the MBA Marketing degree 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 updated marketing MBA plan proposed to begin Fall 2022, 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>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Nelson Sanford, Blair</td>
<td><a href="mailto:blsanford@wisc.edu">blsanford@wisc.edu</a></td>
<td>608/262-9817</td>
<td>Assistant Dean of the Full Time MBA Program</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
<td>Associate Dean of the MBA and Masters Programs</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Nevin, Jack</td>
<td><a href="mailto:jrnevin@wisc.edu">jrnevin@wisc.edu</a></td>
<td>608/262-8912</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing (MARKETING)</td>
</tr>
</tbody>
</table>

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

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

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

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

Parent has outside accreditation: Yes
Parent Guide

Accreditation tab

**Accreditation**

**AACSB International—The Association to Advance Collegiate Schools of Business**


Graduates of parent program seek licensure or certification after graduation.

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

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**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 will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

Parent Value

As part of our comprehensive on boarding process, we have a touchpoint during orientation that focuses on cultural competency led by our Chief Diversity Officer. Additionally, the Associate Dean for the WSB appointed a three student task force to meet with core faculty in the Full-time MBA Program to determine how the faculty are incorporating diversity and inclusion in their courses and to suggest ideas, from a student perspective. As those findings become available we will share the results with the curriculum committee to gain a better understanding of how D/I is being deployed beyond what is already known. Currently, we are aware of three core courses that include a D/I component in their curriculum. MHR 706, Leading and Working in Teams offers one class session focused on diversity/equity and inclusion. In MHR 723, Business Strategy, the course has one case that focuses on D/I. Both of these courses were taught in the fall semester of year one. In spring of year 1, our GB 710 offers a session on D/I and our MBA Consulting Practicum course, GB 725 brings together diverse working teams to consult with a corporate partner that delivers recommendations to C-Suite leaders within the organization. During Re-Orientation, our Chief Diversity Officer and campus diversity officer offer a session on developing inclusive leadership skills. One of our four learning outcomes is focused on developing cultural awareness and sensitivity. This broader
outcome is delivered through a variety of global courses offered at the program and career specialization level.

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

Parent Value
The Wisconsin School of Business is a founding member school of the Consortium for Graduate Study in Management (co-founding the consortium in 1966 with Washington University in St. Louis and Indiana University) to increase the participation of under-represented minority in graduate business programs. We participate in Consortium MAPS recruiting events. We coordinate ongoing meetings with our Consortium Fellows (class size is typically a total of 20 including both FT MBA classes - two classes) to build and maintain community. We host a Diversity/Preview Weekend (inclusive programming focused on students of color, women and LGBTQ applicants each fall semester). We have set a goal of 25 x 25 Diversity Plan (increase % of URM yield to 25 % of US residents by the year 2025). We host the “On Wisconsin Weekend/OP Bootcamp Prep” (Yield event for newly admitted Consortium students in which career prep for a national recruitment conference is delivered to the students). We have several student organizations in our graduate student portfolio including: Diversity in Business, Graduate Women in Business, Out for Business, and a Consortium student group (our student liaisons provide ongoing feedback in order to gauge their perspectives on climate, etc.) Support is made available to all students who are looking for strategies on how to persist and be successful in the classroom (resources are made known and discussed on an individual basis).

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

Parent Value
The Human Resources team in the Wisconsin School of Business recently implemented significant new requirements in order to ensure fair practices and equity in recruiting and hiring of faculty and staff. Those practices include but are not limited to the development of a comprehensive guide to employment searches called Searching for Excellence & Diversity. The 100+ page document details best practices for running an effective and efficient search committee, how to recruit an excellent and diverse pool of applicants, how to recognize and eliminate unconscious bias during the candidate evaluation process, conducting a fair and
thorough review, and ensuring a fair interview process. These steps are supported by staff members in HR, who attend the initial search kick-off meeting, and are proactively involved in the continuation of the process including conducting a review of search criteria prior to opening the pool of candidates. Additionally, they review interview questions prior to the start of interviews and conduct a salary review prior to an offer being extended.

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 and 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 plans at the department, school/college or university, make those connections explicit where relevant.

Parent Value

The University of Wisconsin-Madison Diversity Framework includes 5 goals. The WSB and FT MBA Program aligns closely with several of the goals identified by campus.

Specifically, UW Goal 1: Promote shared values of diversity and inclusion is connected to our WSB FT MBA Learning Outcomes, where measuring and training in the area of cultural awareness is key. The importance of diversity in teams and cultural awareness is taught in Learning and Working in Teams and is measured in class assignments as well as pre-post measures collected in Semester 1 of the FT MBA first year MBA survey, and in an additional indirect survey specific to cultural awareness.

Additionally, UW Goal 2: Improve coordination of campus diversity planning is aligned closely with the WSB decision to create an Office of Diversity & Inclusion to enhance campus communication and coordination goals as well as improve climate and offer significant programming and mentoring. Binna Palta Hill, Asst. Dean, WSB, leads those efforts. As a result, the WSB is more informed and so is campus. Programming developed and delivered in WSB has been shared with others on campus.

Finally, UW Goal 4: Improve institutional access through effective recruitment of diverse students, faculty, and staff. This alignment is explained more fully in answers to question 2 (above) as well as our connection to the Consortium for Graduate Study in Management, highlighted below.

Over 50 years ago, the WSB in collaboration with the FT MBA Program made a conscious decision to join as a member of the non-profit Consortium for Graduate Study in Management (https://cgsn.org), whose mission includes supporting training and advancement for historically under-represented minority students in order to eliminate the severe lack of C-Suite leaders of color. Today, that original decision contributes to WSB’s strategic plan, Roadmap
2025 and campus diversity frameworks.

Specifically, Roadmap 2025 identifies 3 key goals: deliver a Top 10 BBA Program; 2) deliver a market-driven graduate portfolio; 3) maximize research impact. In order to achieve our goals, there are several core initiatives needed to assure success. Among those are an increased focus on diversity and inclusion across students, faculty, and staff to develop our people and culture. To that end, recruitment and retention efforts, programming, curriculum, and climate efforts detailed in these questions are all important areas of focus.

**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? No

What is the tuition structure for this program?

Profession-specific tuition, Regent-approved

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

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

**Curriculum and Requirements**

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum
Parent Plan Admissions/How To Get In Requirements

Admission consideration for the MBA program requires a four-year undergraduate degree or the equivalent, in any discipline, from an accredited institution. The Wisconsin School of Business prefers a minimum of two years of professional work experience along with a strong undergraduate performance. In addition to academic credentials, a GMAT or GRE score, and work experience, personal achievements, motivation, communication skills (written and oral), and recommendation letters are all considered in the admission process at the Master's and doctoral levels. 

Note: The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) must have been taken within five years prior to receiving an offer of admission. All applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (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 100 or equivalent, 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 was English 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 to the [School of Business Admissions page](https://next-guide.wisc.edu/programadmin/?key=827).
Guide Admissions/How to Get In tab

Admissions to the Product Management named option have been suspended as of fall 2022. Students currently in the program will be supported and will be able to complete the program; however, no new students will be allowed to enroll in the named option. The School of Business now offers an updated Business: Marketing MBA degree. Additional information can be found on the Program Website.

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 Business seeks a 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, personal achievements, motivation, communication skills (written and oral), international exposure and recommendation letters are considered in the admission process at both the master’s and 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 Record Exam (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 Language (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 100 or equivalent, 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 was English 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 to the School of Business Admissions page.

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: Apr 15, 2021 12:16pm

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

### Major Requirements

#### CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>University General Education Requirements</td>
<td>55 credits</td>
</tr>
</tbody>
</table>

| Minimum Residence Credit Requirement | 49 credits                                                           |

| Minimum Graduate Coursework Credit Requirement | Half of degree coursework (28 credits out of 55 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide ([https://registrar.wisc.edu/course-guide/](https://registrar.wisc.edu/course-guide/)). |

| Overall Graduate GPA Requirement | 3.00 GPA required.                                                  |

| Other Grade Requirements | The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the first four weeks of the following semester. Students may be required to retake a course in which they receive a grade lower than a C. |

| Assessments and Examinations Requirements | No required assessments or examinations beyond course requirements. |

| Language Requirements | No language requirements.                                           |

#### Required COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Core Courses</strong></td>
<td></td>
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</tr>
<tr>
<td>ACCT 1 S 700</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
<td>2</td>
</tr>
<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
<td>2</td>
</tr>
<tr>
<td>GEN BUS 710</td>
<td>Ethics, Integrity and Society</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 725</td>
<td>Consulting Practicum</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 750</td>
<td>Professional Experience in Business 1</td>
<td>1</td>
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<tr>
<td>M HR 706</td>
<td>Leading and Working in Teams</td>
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<tr>
<td>M HR 723</td>
<td>Business Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MARKETING 700</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
<td>Code</td>
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</tr>
<tr>
<td>OTM 700</td>
<td>Operations Management</td>
<td>2</td>
</tr>
<tr>
<td>OTM 732</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
</tbody>
</table>

**Required Specialization Courses**

| MARKETING 710 | Marketing Research                      | 3       |
| MARKETING 737 | New Product Innovation                  | 3       |
| MARKETING 755 | Marketing in a Digital Age              | 3       |
| MARKETING 770 | Marketing Consulting Practicum          | 4       |
| MARKETING 815 | Marketing Analytics                      | 3       |
| MARKETING 840 | Current Topics in Marketing Analytics & Insights 2 | 3       |

**Electives 3**

**Total Credits**

1. Waivers for this requirement and the associated credit will be offered if students have one year or more of United States work experience, or are not seeking an internship for approved reasons, such as company-sponsored status, active military, starting their own business as a founder/owner, or have a medical or family hardship. There may be other approvals on a case by case basis.

2. Students will take this 1 credit repeatable course during the first three semesters of the program.

3. Any 700+ level course offered by the School of Business (including departments: ACCT I S, ACT SCI, FINANCE, GEN BUS, INFO SYS, INTL BUS, M H R, MARKETING, OTM, REAL EST, or R M I) can be used to complete the required elective credits.

Guide Requirements tab

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

Last Approved: Apr 15, 2021 12:16pm

**Minimum Graduate School Requirements**

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

**Named Option Requirements**

**MODE OF INSTRUCTION**

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

Mode of Instruction Definitions
Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Apr 15, 2021 12:16pm

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

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**CURRICULAR REQUIREMENTS**

### University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>62 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>31 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (31 credits out of 62 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
</tbody>
</table>

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**Required COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One Fall Semester</td>
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<tr>
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<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
<td>3</td>
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<tr>
<td>ACCT 1 S 700</td>
<td>Financial Accounting</td>
<td>3</td>
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<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
<td>3</td>
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<tr>
<td>MARKETNG 700</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>M H R 706</td>
<td>Leading and Working in Teams</td>
<td>1</td>
</tr>
<tr>
<td>MARKETNG 710</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MARKETNG 765</td>
<td>Contemporary Topics (Topic: CBPM Applied Learning)</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M H R 723</td>
<td>Business Strategy</td>
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<td>OTM 700</td>
<td>Operations Management</td>
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<td>OTM 732</td>
<td>Economics for Managers</td>
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<td>MARKETNG 737</td>
<td>New Product Innovation</td>
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<td>MARKETNG 815</td>
<td>Marketing Analytics</td>
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<tr>
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<td>Contemporary Topics (Topic: CBPM Applied Learning)</td>
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<tr>
<td>MARKETNG 765</td>
<td>Contemporary Topics (Topic: Global Applied Learning) (optional)</td>
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<td>Summer Semester</td>
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<tr>
<td>Year Two</td>
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<tr>
<td>Fall Semester</td>
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<td>Ethics, Integrity and Society</td>
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<td>Marketing Channel Strategy</td>
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<td>MARKETNG 735</td>
<td>Brand Strategy</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Optional Elective</td>
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<tr>
<td>Spring Semester</td>
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<tr>
<td>MARKETNG 460</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MARKETNG 715</td>
<td>Marketing Communications</td>
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</tr>
<tr>
<td>MARKETNG 765</td>
<td>Contemporary Topics</td>
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</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Elective</td>
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<td></td>
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<tr>
<td>Total Credits</td>
<td></td>
<td>62</td>
</tr>
</tbody>
</table>

Total credits required: 62

Parent Plan Graduate Policies

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

Last Approved: Apr 15, 2021 12:16pm
Graduate School Policies

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

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
With program and department approval, up to 6 credits of graduate coursework completed two years prior to admission at an AACSB accredited institution, in which a grade of B or better was earned, may count toward the degree.

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

UW–Madison University Special
With program and department approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of coursework numbered 600 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

Probation

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

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, responsible for providing advice regarding graduate studies.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

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

grievances and appeals
Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:
- Bias or Hate Reporting
- Graduate Assistantship Policies and Procedures
- Hostile and Intimidating Behavior Policies and Procedures
- Office of the Provost for Faculty and Staff Affairs
- Dean of Students Office (for all students to seek grievance assistance and support)
- Employee Assistance (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (for informal advice at any level of review and for official appeals of program/departamental 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: Apr 26, 2021 3:10pm

Any student who feels that they have been mistreated by a faculty or staff member has the right to lodge a complaint. Complaints may concern course grades, classroom treatment, program admission, or other issues. To ensure a prompt and fair hearing of any complaint and to protect both the student’s rights and the person at whom the complaint is addressed, the grievance procedures below are used in the Wisconsin School of Business. The person whom the complaint is directed against must be an employee of the School of Business. Any student or potential student may use these procedures unless other campus rules or contracts cover the complaint:

    If the student feels comfortable/safe doing so, the student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant (TA) and the student is not satisfied after discussion of the grievance with the TA, the next step would be to talk to the TA’s supervisor, who is usually the course professor. If the complaint is still not resolved satisfactorily, the student may continue to step 2.

    If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

    a. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed.

   On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be
shared with the person filing the grievance. The chair will provide a written decision within 30 days to the student on the action taken by the committee.

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

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

On receipt of such a written complaint, the Chief Diversity and Inclusion Officer will convene a subcommittee of relevant stakeholders pending the nature of the issue. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Business who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from when the grievance was filed with the Office of the Dean.

*Questions about these procedures can be directed to the School of Business, Office of the Dean, 4339 Grainger, 975 University Avenue, 608-262-7867.*

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

The Graduate School has procedures for students wishing to appeal a grievance decision at the school/college level. These policies are described in the Graduate School's Academic Policies and Procedures: [https://grad.wisc.edu/documents/grievances-and-appeals/](https://grad.wisc.edu/documents/grievances-and-appeals/)

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**Other**

Students are expected to be enrolled full-time for all semesters. Exceptions may be granted in the final semester.

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

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**Graduate School Policies**

The [Graduate School’s Academic Policies and Procedures](https://next-guide.wisc.edu/programadmin?key=827) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree programs 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 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.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

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

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

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https://next-guide.wisc.edu/programadmin/?key=827
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The person whom the complaint is directed against must be an employee of the School of Business. Any student or potential student may use these procedures unless other campus rules or contracts cover the complaint:

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The Graduate School has procedures for students wishing to appeal a grievance decision at the school/college level. These policies are described in the Graduate School’s Academic Policies and Procedures: https://grad.wisc.edu/documents/grievances-and-appeals/

**Other**

Students must be enrolled full time.

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**Program Learning Outcomes and Assessment**

Parent Program

Learning Outcomes

- Articulate core marketing strategy principles and how marketing drives value.
- Apply analytical methods to organize and interpret data, generate consumer insights, and translate into effective marketing strategies.
- Articulate specific marketing decisions (product, price, place/distribution, promotion) and their role in overall marketing strategies, and demonstrate how marketing decisions follow from choices with regard to segmentation and positioning.
- Demonstrate effective communication and leadership skills to influence others and drive organizational change.
Summarize the assessment plan.

Following the UW-Madison Plan for the Assessment of Student Learning, the Marketing Department will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle using a combination of direct and indirect assessment methods. This process will be led by an individual designated by the Marketing Department Chair. This individual will communicate the assessment results to the Marketing Department Chair and Faculty at a regularly scheduled faculty meeting. Assessment results will be communicated to the WSB Masters Curriculum Committee, WSB Dean’s Office, and the Office of the Provost on a triennial basis. Assessment results will be used to facilitate continuous improvement of the program.

**Commitments**

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

**Supporting Information**

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

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

**Approvals**

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

Enter any notes about approval here:

Departmental Approval 2/22/2021 (per Kym Aebly).

Entered by: Brigid Patterson  
Date entered: 3/3/2021

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

Enter any notes about approval here:


Entered by and date: Brigid Patterson  
Date entered: 3/23/2021

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

Enter any notes about the approval here:

Entered by: 
Date entered:

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

Enter any notes about approval
here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:
/graduate/marketing/business-marketing-mba/business-marketing-product-management-mba/

SIS effective date:

Guide publish
date/type

SIS Short Description:
ProdMgmt

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Scan this proposal:

Upload documents that should be scanned:

Reviewer
Comments
Date Submitted: 02/17/21 5:04 pm

**Viewing:** MBA 625BUS : Business: Marketing

Sub Plans: Marketing Analytics & Insights, Product Management

Last approved: 06/01/20 9:46 am

Last edit: 05/06/21 3:39 pm

Changes proposed by: bacemens

Catalog Pages Using
this Program

Business: Marketing, MBA

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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>
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**In Workflow**

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

**Approval Path**

1. 03/03/21 1:00 pm
   Brigid Patterson (bacemens):
   Approved for MARKETING Dept. Approver

2. 03/03/21 1:03 pm
   Brigid Patterson (bacemens):
   Approved for BUS School Admin Reviewer

3. 03/23/21 10:53 am
   Brigid Patterson (bacemens):
   Approved for BUS School Approver

4. 04/08/21 11:49 am
   Karen Mittelstadt (mittelstadt):
   Approved for APIR Admin

**History**
Proposal Abstract/Summary:

This proposal outlines proposed changes to the Marketing MBA degree and current offerings in the A.C. Nielsen Center and Center for Brand and Product Management. Currently students in the MBA program can choose between two separate named options, Marketing Analytics & Insights and Product Management, and degree plans. The marketing department is proposing that the two named options be combined into one Marketing MBA degree with more elective choice. The rationale for this change is to give students more flexibility and freedom to select courses that better align with their career goals. This structure will also help to eliminate structural silos within the major. Students will be advised towards electives that align with their desired career path. Eliminating the two named options will reduce administrative obstacles between the two centers, ensuring the Marketing MBA degree keeps up with current trends in the industry. We believe this new marketing degree will also increase enrollment to 40-45 full-time Marketing MBA students each year which is a 17-32% growth from 34 students in the class of 2022.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

**Basic Information**

Program State: Active

Type of Program: Degree/Major

Who is the audience? Graduate or professional

https://next-guide.wisc.edu/programadmin/?key=571
Home Department: Marketing (MARKETING)

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

Is this in the Graduate School? Yes

Award: Master of Business Admin

SIS Code: MBA 625BUS

SIS Description: Bus: Marketing MBA

Transcript Title: Business: Marketing

Named Options: MR: Marketing Analytics & Insights

PRODMGMT: Product Management

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
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<tr>
<td>Primary Contact</td>
<td>Nelson Sanford, Blair</td>
<td><a href="mailto:blsanford@wisc.edu">blsanford@wisc.edu</a></td>
<td>608/262-9817</td>
<td>Assistant Dean of the Full Time MBA Program</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
<td>Associate Dean of the MBA and Masters Programs</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Nevin, Jack</td>
<td><a href="mailto:jrnevin@wisc.edu">jrnevin@wisc.edu</a></td>
<td>608/262-8912</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing (MARKETING)</td>
</tr>
</tbody>
</table>
Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
- **Face-to-Face (majority face-to-face courses)**
- Set at the named option level (parent plans only)

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

Guide Accreditation tab

**Accreditation**

**AACSB International—The Association to Advance Collegiate Schools of Business**


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

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

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

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

*If this proposal is approved, the Marketing department will begin internal processes and make announcements in the summer of 2021. These internal processes will include communicating with current students in the two named options about upcoming changes to the program, updating web and print marketing materials to be ready to go by July 1, 2021. Changes will be communicated sent out to incoming Fall 2021 all students after full campus approval of currently admitted to the changes is received. program to inform them of the change. It is yet to be determined if this communication will take place through an email, a meeting, or both, but new students will be made aware of the changes and how they would be impacted should they stop out of the program.*
Rationale and Justifications

What is the rationale for this change?

The proposed changes align with the Wisconsin School of Business’s MBA strategy of a specialized MBA, while fostering student choice within the electives to allow for better alignment with career goals. At many other universities, students earn a general ‘Masters of Business Administration’ degree. At UW-Madison, our students earn a specialized degree: ‘Masters of Business Administration - Marketing’. Our current additional requirement of the two named options creates rigidity, silos, and administrative obstacles. Removing the named options from the degree and strengthening the core marketing coursework will allow us to focus our communications on the “MBA in Marketing” educational foundation.

Based on career plans, students will be guided into elective options to align with focus on Brand Management, Consumer Insights, or Technology Product Marketing. Including elective options with a focus on ‘Technology Product Marketing’ will allow prospective students to see (i) the breadth of an MBA, (ii) the specialization opportunities within marketing, and (iii) the option of additional focus through elective course options as their career interests are refined over the course of the program. We have successfully placed our Marketing MBA students at technology companies but in spite of some early successes in the technology sector, the Marketing MBA at the WSB needs to substantially strengthen its presence in this area. Adding additional elective options in Technology Product Marketing will help us in this area. Having one degree option allows the Marketing MBA to remain agile with regard to our offerings in the future as the industry and student needs evolve.

We have historically required students to pick their marketing specialization at the time of admission – that is, before they have had the learning experiences necessary to understand specific career path options. While we have recently introduced the ‘Still Exploring’ option which helps if a student is unclear about the choice between Marketing and Finance, for example, we see the new Marketing MBA as offering additional flexibility if a student is unsure about different options within the general marketing area. Other schools allow their students the chance to discover, choose, and refine their areas of focus throughout their MBA programs. We believe we are missing a segment of prospective students due to this rigidity.
What evidence do you have that these changes will have the desired impact?

Evidence that these changes will have the desired impact are based off market research done about prospective students, current hiring trends in the industry, and comparable competitive MBA programs.

Prospective students are increasingly asking for flexibility and control over their education and career implications - both during the MBA program and over the course of their careers.

Current hiring trends signal strong demand for MBAs in technology companies and the addition of Technology Product Marketing electives will help satisfy this need. The technology sector is large and rapidly growing. Based on market capitalization, seven of the top ten companies in the world today are technology-based businesses. On the supply side (students) there is interest from students in launching a career in technology companies. On the demand side (placement) technology companies are hiring more students with MBA’s.

A competitive program, UT-Austin, has done a very good job of developing a technology marketing focus through its High-Tech Marketing concentration. We should strive for a similar level of success and emulate some of their strategies. Their curriculum offers a course, “Marketing High-Tech Product’ that is similar to our proposed new elective course in “Technology Product Marketing Management”. UT-Austin also specifically promotes the Product Marketing Manager position that we are targeting.

What is the potential impact of the proposed change(s) on enrolled students?

The impact will be minimal to students currently enrolled in the program. They will be able to complete their plan without disruption. Currently, we have 33 students enrolled in the Product Management named option. Currently, we have 20 students enrolled in the Marketing Analytics and Insights named option. As of 02/11/21, we do not have any stopped out students in either of the named option plans. However, if any students do stop out, these students will be re-entered into the MBA Marketing degree program. Stopped out students looking for re-entry should contact the Director of Admissions and Recruiting in the MBA and Masters’ Program Office.

What is the potential impact of the proposed change(s) on faculty and staff?

This proposal will have no impact on current faculty or staff, and they will be involved in the redesigned degree program.

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 will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

As part of our comprehensive on boarding process, we have a touchpoint during orientation that focuses on cultural competency led by our Chief Diversity Officer. Additionally, the Associate Dean for the WSB appointed a three student task force to meet with core faculty in the Full-time MBA Program to determine how the faculty are incorporating diversity and inclusion in their courses and to suggest ideas, from a student perspective. As those findings become available we will share the results with the curriculum committee to gain a better understanding of how D/I is being deployed beyond what is already known. Currently, we are aware of three core courses that include a D/I component in their curriculum. MHR 706, Leading and Working in Teams offers one class session focused on diversity/equity and inclusion. In MHR 723, Business Strategy, the course has one case that focuses on D/I. Both of these courses were taught in the fall semester of year one. In spring of year 1, our GB 710 offers a session on D/I and our MBA Consulting Practicum course, GB 725 brings together diverse working teams to consult with a corporate partner that delivers recommendations to C-Suite leaders within the organization. During Re-Orientation, our Chief Diversity Officer and campus diversity officer offer a session on developing inclusive leadership skills. One of our four learning outcomes is focused on developing cultural awareness and sensitivity. This broader outcome is delivered through a variety of global courses offered at the program and career specialization level.
Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The Wisconsin School of Business is a founding member school of the Consortium for Graduate Study in Management (co-founding the consortium in 1966 with Washington University in St. Louis and Indiana University) to increase the participation of under-represented minority in graduate business programs. We participate in Consortium MAPS recruiting events. We coordinate ongoing meetings with our Consortium Fellows (class size is typically a total of 20 including both FT MBA classes - two classes) to build and maintain community. We host a Diversity/Preview Weekend (inclusive programming focused on students of color, women and LGBTQ applicants each fall semester). We have set a goal of 25 x 25 Diversity Plan (increase % of URM yield to 25 % of US residents by the year 2025). We host the “On Wisconsin Weekend/OP Bootcamp Prep” (Yield event for newly admitted Consortium students in which career prep for a national recruitment conference is delivered to the students). We have several student organizations in our graduate student portfolio including: Diversity in Business, Graduate Women in Business, Out for Business, and a Consortium student group (our student liaisons provide ongoing feedback in order to gauge their perspectives on climate, etc.) Support is made available to all students who are looking for strategies on how to persist and be successful in the classroom (resources are made known and discussed on an individual basis).

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

The Human Resources team in the Wisconsin School of Business recently implemented significant new requirements in order to ensure fair practices and equity in recruiting and hiring of faculty and staff. Those practices include but are not limited to the development of a comprehensive guide to employment searches called Searching for Excellence & Diversity. The 100+ page document details best practices for running an effective and efficient search committee, how to recruit an excellent and diverse pool of applicants, how to recognize and eliminate unconscious bias during the candidate evaluation process, conducting a fair and thorough review, and ensuring a fair interview process. These steps are supported by staff members in HR, who attend the initial search kick-off meeting, and are proactively involved in the continuation of the process including conducting a review of search criteria prior to opening the pool of candidates. Additionally, they review interview questions prior to the start of interviews and conduct a salary review prior to an offer being extended.
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 and 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 plans at the department, school/college or university, make those connections explicit where relevant.

The University of Wisconsin-Madison Diversity Framework includes 5 goals. The WSB and FT MBA Program aligns closely with several of the goals identified by campus.

Specifically, UW Goal 1: Promote shared values of diversity and inclusion is connected to our WSB FT MBA Learning Outcomes, where measuring and training in the area of cultural awareness is key. The importance of diversity in teams and cultural awareness is taught in Learning and Working in Teams and is measured in class assignments as well as pre-post measures collected in Semester 1 of the FT MBA first year MBA survey, and in an additional indirect survey specific to cultural awareness.

Additionally, UW Goal 2: Improve coordination of campus diversity planning is aligned closely with the WSB decision to create an Office of Diversity & Inclusion to enhance campus communication and coordination goals as well as improve climate and offer significant programming and mentoring. Binnu Palta Hill, Asst. Dean, WSB, leads those efforts. As a result, the WSB is more informed and so is campus. Programming developed and delivered in WSB has been shared with others on campus.

Finally, UW Goal 4: Improve institutional access through effective recruitment of diverse students, faculty, and staff. This alignment is explained more fully in answers to question 2 (above) as well as our connection to the Consortium for Graduate Study in Management, highlighted below.

Over 50 years ago, the WSB in collaboration with the FT MBA Program made a conscious decision to join as a member of the non-profit Consortium for Graduate Study in Management (https://cgsm.org), whose mission includes supporting training and advancement for historically under-represented minority students in order to eliminate the severe lack of C-Suite leaders of color. Today, that original decision contributes to WSB’s strategic plan, Roadmap 2025 and campus diversity frameworks.

Specifically, Roadmap 2025 identifies 3 key goals: deliver a Top 10 BBA Program; 2) deliver a market-driven graduate portfolio; 3) maximize research impact. In order to achieve our goals, there are several core initiatives needed to assure success. Among those are an increased focus on diversity and inclusion across students, faculty, and staff to develop our people and culture. To that end, recruitment and retention efforts, programming, curriculum, and climate efforts detailed in these questions are all important areas of focus.
Faculty and Staff Resources

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.
Select the Graduate Research Scholars Community for this program.

Business Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Profession-specific tuition, Regent-approved Set at the named option level (parent plans only)

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

There is sufficient capacity are no new fiscal implications related to meet the workload from this change. Not having two named options will reduce the administrative workload overall. Existing curricular and academic support services are in place to support academic advising, career advising, and student support services. The marketing department will guide students through the selection of electives in consultation with career teams to ensure students are provided guidance about selecting a track that aligns with their career goals. No additional faculty will be needed to support the proposed changes.

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

The program will not need substantial new resources to support the described changes. There are no new resource implications related to this change.

Curriculum and Requirements
What percentage of the curriculum, if any, is being proposed to change via this proposal? 25% - 49% of the curriculum will change.

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 Wisconsin School of Business prefers a minimum of two years of professional work experience along with a strong undergraduate performance. In addition to academic credentials, a GMAT or GRE score, and work experience, personal achievements, motivation, communication skills (written and oral), and recommendation letters are all considered in the admission process at the Master's and doctoral levels.

Note: The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) must have been taken within five years prior to receiving an offer of admission. All applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (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 100 or equivalent, 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 was English may request a waiver of this requirement on the application.

How to Apply

Students interested in Business degrees do not Students apply through to the Graduate School application system and should instead refer to the School Master of Business Admissions page. Business Administration in Business:

Marketing through one of the named options: Marketing, Analytics and Insights, Product Management

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

Guide Requirements tab

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

Last Approved: Apr 15, 2021 12:16pm

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

**Major Requirements**

**CURRICULAR REQUIREMENTS**

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>55 credits</td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>49 credits</td>
</tr>
<tr>
<td>Minimum Graduation</td>
<td>Half of degree coursework (28 credits out of 55 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
</tr>
</tbody>
</table>

The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the first four weeks of the following semester. Students may be required to retake a course in which they receive a grade lower than a C.

No required assessments or examinations beyond course requirements.

No language requirements.

**Required COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Core Courses</strong></td>
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</tr>
<tr>
<td>ACCT I S 700</td>
<td>Financial Accounting</td>
<td>2</td>
</tr>
<tr>
<td>FINANCE 700</td>
<td>Introduction to Financial Management</td>
<td>2</td>
</tr>
<tr>
<td>GEN BUS 704</td>
<td>Data to Decisions</td>
<td>2</td>
</tr>
<tr>
<td>GEN BUS 710</td>
<td>Ethics, Integrity and Society</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 725</td>
<td>Consulting Practicum</td>
<td>1</td>
</tr>
<tr>
<td>GEN BUS 750</td>
<td>Professional Experience in Business</td>
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</tr>
<tr>
<td>M H R 706</td>
<td>Leading and Working in Teams</td>
<td>1</td>
</tr>
<tr>
<td>M H R 723</td>
<td>Business Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MARKETNG 700</td>
<td>Marketing Management</td>
<td>2</td>
</tr>
<tr>
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<td>Title</td>
<td>Credits</td>
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<td>---------</td>
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</tr>
<tr>
<td>OTM 700</td>
<td>Operations Management</td>
<td>2</td>
</tr>
<tr>
<td>OTM 732</td>
<td>Economics for Managers</td>
<td>2</td>
</tr>
</tbody>
</table>

**Required Specialization Courses**

- MARKTNG 710 Marketing Research 3
- MARKTNG 737 New Product Innovation 3
- MARKTNG 755 Marketing in a Digital Age 3
- MARKTNG 770 Marketing Consulting Practicum 4
- MARKTNG 815 Marketing Analytics 3
- MARKTNG 840 Current Topics in Marketing Analytics & Insights 2 3

**Electives 3**

**Total Credits 55**

1. Waivers for this requirement and the associated credit will be offered if students have one year or more of United States work experience, or are not seeking an internship for approved reasons, such as company-sponsored status, active military, starting their own business as a founder/owner, or have a medical or family hardship. There may be other approvals on a case by case basis.

2. Students will take this 1 credit repeatable course during the first three semesters of the program.

3. Any 700+ level course offered by the School of Business (including departments: ACCT I S, ACT SCI, FINANCE, GEN BUS, INFO SYS, INTL BUS, M H R, MARKTNG, OTM, REAL EST, or R M I) can be used to complete the required elective credits.

COURSES: Select a Named Option for courses required: Named Options: A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the MBA in Business: Marketing must select one of the following named options:

**Business: Marketing: Marketing Analytics and Insights, MBA**

**Business: Marketing: Product Management, MBA**

https://next-guide.wisc.edu/programadmin/?key=571
Total credits required:

55

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

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

Major-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
With program and department approval, up to 6 credits of graduate coursework completed two years prior to admission at an AACSB accredited institution, in which a grade of B or better was earned, may count toward the degree.

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

UW–Madison University Special
With program and department approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of coursework numbered 600 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

Probation

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

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, responsible for providing advice regarding graduate studies.

CREDITS PER TERM ALLOWED

15 credits
Time Constraints

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

grievances and appeals

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

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

Approved Shared Content from /shared/school-of-business-grievance-policy/
Last Approved: Apr 26, 2021 3:10pm

Any student who feels that they have been mistreated by a faculty or staff member has the right to lodge a complaint. Complaints may concern course grades, classroom treatment, program admission, or other issues. To ensure a prompt and fair hearing of any complaint and to protect both the student’s rights and the person at whom the complaint is addressed, the grievance procedures below are used in the Wisconsin School of Business.

The person whom the complaint is directed against must be an employee of the School of Business. Any student or potential student may use these procedures unless other campus rules or contracts cover the complaint:

If the student feels comfortable/safe doing so, the student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant (TA) and the student is not satisfied after discussion of the grievance with the TA, the next step would be to talk to the TA’s supervisor, who is usually the course professor. If the complaint is still not resolved satisfactorily, the student may continue to step 2.

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

a. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a written decision within 30 days to the student on the action taken by the committee.

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

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

On receipt of such a written complaint, the Chief Diversity and Inclusion Officer will convene a subcommittee of relevant stakeholders pending the nature of the issue. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Business who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from when the grievance was filed with the Office of the Dean.

*Questions about these procedures can be directed to the School of Business, Office of the Dean, 4339 Grainger, 975 University Avenue, 608-262-7867.*

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

The Graduate School has procedures for students wishing to appeal a grievance decision at the school/college level. These policies are described in the Graduate School’s Academic Policies and Procedures: [https://grad.wisc.edu/documents/grievances-and-appeals/](https://grad.wisc.edu/documents/grievances-and-appeals/)

**Other**

Students are expected to be enrolled full-time for all semesters. Exceptions may be granted in the final semester.

Students should refer to one of the named options for policy information: Marketing Analytics and Insights Product Management

https://next-guide.wisc.edu/programadmin/?key=571
# Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
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<tbody>
<tr>
<td>1</td>
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<td>10</td>
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</tbody>
</table>

1. Articulate core marketing strategy principles and how marketing drives value.

2. Apply analytical methods to organize and interpret data, generate consumer insights, and translate into effective marketing strategies.

3. Articulate specific marketing decisions (product, price, place/distribution, promotion) and their role in overall marketing strategies, and demonstrate how marketing decisions follow from choices with regard to segmentation and positioning.
Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

4 Demonstrate effective communication and leadership skills to influence others and drive organizational change.

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

Summarize the assessment plan.

Following the UW-Madison Plan for the Assessment of Student Learning, the Marketing Department will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle using a combination of direct and indirect assessment methods. This process will be led by an individual designated by the Marketing Department Chair. This individual will communicate the assessment results to the Marketing Department Chair and Faculty at a regularly scheduled faculty meeting. Assessment results will be communicated to the WSB Masters Curriculum Committee, WSB Dean’s Office, and the Office of the Provost on a triennial basis. Assessment results will be used to facilitate continuous improvement of the program.

Department Approved Assessment Plan:

BUSB MBA Assessment Plan – Marketing Analytics and Insights.pdf
BUSB MBA Assessment Plan – Product Management.pdf
Visual for Informal Tracks - Marketing MBA.docx
Marketing MBA Assessment Plan 5-5-21.docx

Related Programs

Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

Supporting Information

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

Additional Information:

## Approvals

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

Enter any notes about approval here:

Departmental Approval 2/22/2021 (per Kym Aebly).

Entered by: Brigid Patterson  
Date entered: 3/3/2021

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

Enter any notes about approval here:


Entered by and date: Brigid Patterson  
Date entered: 3/23/2021

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

Enter any notes about the approval here:

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

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:
/graduate/marketing/business-marketing-mba/

SIS effective date:
Guide publish date/type
Career: Graduate
SIS Program Code: G625
SIS Short Description: Marketing

Other plan codes associated with this program:
Diploma Text: Master of Business Administration
Diploma Text 2:
Degree: 353
Field of Study: Social Science
Program Length: 2
National Student Clearing House Classification:
Plan Group: 625
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<tr>
<th>Field</th>
<th>Value</th>
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<tbody>
<tr>
<td>Educational Level</td>
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<td>CIP Code</td>
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<td>HEALTH</td>
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<td>NSF STEM</td>
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<td>Educational Innovation Program</td>
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<td>Special Plan Type</td>
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<tr>
<td>Added to UW System Crosswalk</td>
<td>Yes</td>
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<td>Scan this proposal</td>
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<tr>
<td>Upload documents that should be scanned</td>
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</tr>
</tbody>
</table>

Reviewer Comments

**Regina Lowery (lowery3) (03/03/21 1:18 pm)**: Learning outcomes: Format accepted.

**Regina Lowery (lowery3) (03/03/21 1:18 pm)**: Assessment plan: Accepted.

**Regina Lowery (lowery3) (03/03/21 1:22 pm)**: Assessment reporting: Working to submit.

Key: 571
New Program Proposal

Date Submitted: 02/23/21 9:35 pm

Viewing: Technology Strategy and Product Management

Parent Plan: MAJ: Bus: Oper & Tech Mgmt MBA

Last edit: 05/03/21 11:43 am

Changes proposed by: douthouse

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 Oouthouse - BUS</td>
</tr>
</tbody>
</table>

In Workflow

1. O I M Dept. Approver
2. BUS School Admin Reviewer
3. BUS School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 03/11/21 3:33 pm
   Dana Oouthouse (douthouse):
   Approved for O I M Dept. Approver

2. 03/11/21 3:37 pm
   Dana Oouthouse (douthouse):
   Approved for BUS School Admin Reviewer

3. 03/23/21 3:18 pm
   Brigid Patterson (balemens):
   Approved for BUS School Approver

4. 04/08/21 1:07 pm
   Karen Mittelstadt (mitzelstadt):
   Approved for APIR Admin
Proposal Abstract/Summary:

Based upon an in depth review by a task force comprised of OIM faculty, staff, alumni and corporate partners, the recommendation is to create a new named option for the OTM MBA degree that reimagines the degree offering. The new named option will be Technology Strategy and Product Management.

Basic Information

Program State: Active
Type of Program: Named Option
Parent Program: MAJ: Bus: Oper & Tech Mgmt MBA
Parent Audience: Graduate or professional
Parent Home Department: Operations & Information Mgmt (O I M)
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
Parent Award: Master of Business Admin
SIS Code:
SIS Description:
Transcript Title: Technology Strategy and Product Management
Named Options: Sub Plan 1218: No Title Found

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

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.
<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Morris, James</td>
<td><a href="mailto:jgmorris@wisc.edu">jgmorris@wisc.edu</a></td>
<td>608/262-1284</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
<td>Associate Dean of the MBA and Masters Programs; Executive Director of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the Erdman Center</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Nelson Sanford, Blair</td>
<td><a href="mailto:blsanford@wisc.edu">blsanford@wisc.edu</a></td>
<td>608/262-9817</td>
<td>Assistant Dean of the Full-Time MBA Program</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Boeder, Steve</td>
<td><a href="mailto:sboeder@wisc.edu">sboeder@wisc.edu</a></td>
<td>608/262-0975</td>
<td>Director of the Erdman Center for Operations and Technology Management</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
Accreditation

AACSB International—The Association to Advance Collegiate Schools of Business


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

First term of student enrollment: Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment): 2026

Year of first program review (5 years after first student enrollment): 2028

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

We will inform key stakeholders in spring of 2021 of proposed program changes. We will concurrently inform alumni in spring of 2021. We will inform prospective students of the new plan in July of 2021 or once the new proposal is officially approved by campus. We will share with prospective students for fall of 2022 the new 2 courses for this degree, Product Management and Digital Strategy.

Rationale and Justifications

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

Technology Strategy and Product Management links nicely to its parent, Operations Technology Management, a broad umbrella degree. Two new required courses demonstrate the powerful synergies. The Digital Strategy course provides key content for students entering the technology industry or working in technology functions, which the new course in Product Management provides education on both the technical and interpersonal sides of developing and managing a product. Key tools including agile software and product road mapping. The tools and frameworks learned in these two courses advance the student’s expertise in both tech management and strategic management.
Why is the program being proposed? What is its purpose?

The increasingly high number of opportunities within the emerging technology sector, including healthcare technology, gave impetus to a task force that brought together faculty, board members and staff members from admissions and career to review the opportunity. The result was a recommendation to create a clear path to tech product management as well as providing cutting edge electives. A named option in Technology Strategy and Product Management allows a great solution to a gap, which currently exists in the Full-Time MBA Program and takes advantage of our strengths aligned with the market.

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

Each year, we ask Wisconsin School of Business entering Full-Time MBA students to provide industries areas of interest. The intake survey for the Class of 2022 showed that Technology, Consulting, and Marketing remained the three largest areas of interest.

Worldwide, the GMAC Prospective Student Survey 2019 showed that three of the top four industries of interest remain consulting at 36%, products and services at 27%, and technology at 19%. WSB is aligning this named option perfectly to attract and educate the prospective student of the future. Thus, the incremental growth goals will be attained.
What is the market, workforce, and industry need for this program? Provide evidence.

In OTM, the top hiring industries are Technology (35%), Consulting (18%) and Healthcare (14%). Graduating student job titles are more diverse within OTM, with the two largest categories being Product Management (32%) and Consulting (16%). A gap in our hiring portfolio is that large technology companies, such as Google, Amazon and Facebook, currently do not hire Product Managers from these two programs.

It became clear during our conversations that firms are hiring our graduates for two roles: Technical Product Management and Product Marketing Management. Product Line Managers appeared less as a distinct hiring category, but as a career advancement opportunity after hiring. Consumer Packaged Goods companies appeared more focused on hiring Product Marketing Managers, since the Technical Product Managers were (1) organizationally very distinct and (2) were hired without an MBA from engineering backgrounds; for Technology companies, hiring MBAs as technical product managers was certainly an option if these came with the right technological background. The core requirements for the proposed named option will prepare students better to be more attractive to these organizations with hiring goals in product management and consulting.

According to the GMAC Corporate Recruiters Survey 2019, consulting, technology and product services all showed increased demand going into the 2020 recruitment season. In fact, the consulting industry showed an expansion of recruiting interest in the United States going from 73% to 82% while the technology sector increased 71%-80% interest and product services increased 63% to 70%. The proposed named option will position students prominently for these three sectors.

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

This new named option will address the need for the School of Business to fill the gap of education for technology product management, an ever growing discipline that is not covered by product management rooted in the marketing function. The growth in this area will only continue to expand and we have an increasing population of students who seek placement in this area. While the marketing department prepares product managers, the current curriculum focuses on Consumer Product Goods versus the needs of the future and the vast development of technological products that require a different skill set, mindset, and background.

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 will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

As part of our comprehensive on boarding process, we have a touchpoint during orientation that focuses on cultural competency led by our Chief Diversity Officer. Additionally, the Associate Dean for the WSB appointed a three student task force to meet with core faculty in the Fulltime MBA Program to determine how the faculty are incorporating diversity and inclusion in their courses and to suggest ideas, from a student perspective. As those findings become available we will share the results with the curriculum committee to gain a better understanding of how and D/I is being deployed beyond what is already known. Currently, we are aware of three core courses that include a D/I component in their curriculum. MHR 706, Leading and Working in Teams offers one class session focused on diversity/equity and inclusion. In MHR 723, Business Strategy, the course has one case that focuses on D/I. Both of these courses were taught in the fall semester of year one. In spring of year 1, our GB 710 offers a session on D/I and our MBA Consulting Practicum course, GB 725 brings together diverse working teams to consult with a corporate partner that delivers recommendations to C-Suite leaders within the organization. During Re-Orientaion, our Chief Diversity Officer and campus diversity officer offer a session on developing inclusive leadership skills. One of our four learning outcomes is focused on developing cultural awareness and sensitivity. This broader outcome is delivered through a variety of global courses offered at the program and career specialization level.

Parent Value

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learning outcomes is focused on developing cultural awareness and sensitivity. This broader outcome is delivered through a variety of global courses offered at the program and career specialization level.

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

The Wisconsin School of Business is a founding member school of the Consortium for Graduate Study in Management (co-founding the consortium in 1966 with Washington University in St. Louis and Indiana University) to increase the participation of under-represented minority in graduate business programs. We participate in Consortium MAPS recruiting events. Coordinate ongoing meetings with our Consortium Fellows (class size is typically a total of 20 including both FT MBA classes) two classes) to build and maintain community. We host a Diversity/Preview Weekend (inclusive programming focused on students of color, women and LGBTQ applicants each fall semester. We have set a goal of 25 x 25 Diversity Plan (increase % of URM yield to 25 % of US residents by the year 2025). We host the “On Wisconsin Weekend/OP Bootcamp Prep” (Yield event for newly admitted Consortium students in which career prep for a national recruitment conference is delivered to the students). We have several student organizations in our graduate student portfolio including: Diversity in Business, Graduate Women in Business, Out for Business, and a Consortium student group (our student liaisons provide ongoing feedback in order to gauge their perspectives on climate, etc.) Support is made available to all students are looking for strategies on how to persist and be successful in the classroom (resources are made known and discussed on an individual basis)

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

The Human Resources team in the Wisconsin School of Business recently implemented significant new requirements in order to ensure fair practices and equity in recruiting and hiring of faculty and staff. Those practices include but are not limited to the development of a comprehensive guide to employment searches called Searching for Excellence & Diversity. The 100+ page document details best practices for running an effective and efficient search committee, how to recruit and excellent and diverse pool of applicants, how to recognize and eliminate unconscious bias during the candidate evaluation process, conducting a fair and thorough review, and ensuring a fair interview process. These steps are supported by staff members in HR, who attend the initial search kick-off meeting, and are proactively involved in the continuation of the process including conducting a review of search criteria prior to opening the pool of candidates. Additionally, they review interview questions prior to the start of interviews and conduct a salary review prior to an offer being extended.

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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 and 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 plans at the department, school/college or university, make those connections explicit where relevant.

The University of Wisconsin-Madison Diversity Framework includes 5 goals. The WSB and FT MBA Program aligns closely with several of the goals identified by campus. Specifically, UW Goal 1: Promote shared values of diversity and inclusion is connected to our WSB FT MBA Learning Outcomes, where measuring and training in the area of cultural awareness is key. The importance of diversity in teams and cultural awareness is taught in Learning and Working in Teams and is measured in class assignments as well as pre-post measures collected in Semester 1 of the FT MBA first year MBA survey, and in an additional indirect survey specific to cultural awareness.

Additionally, UW Goal 2: Improve coordination of campus diversity planning is aligned closely with the WSB decision to create an Office of Diversity & Inclusion to enhance campus communication and coordination goals as well as improve climate and offer significant programming and mentoring. Binnu Pulta Hill, Asst. Dean, WSB, leads those efforts. As a result, the WSB is more informed and so is campus. Programming developed and delivered in WSB has been shared with others on campus.

Finally, UW Goal 4: Improve institutional access through effective recruitment of diverse students, faculty, and staff. This alignment is explained more fully in answers to question 2 (above) as well as our connection to the Consortium for Graduate Study in Management, highlighted below.

Over 50 years ago, the WSB in collaboration with the FT MBA Program made a conscious decision to join as a member of the non-profit Consortium for Graduate Study in Management (https://cgsm.org), whose mission includes supporting training and advancement for historically under-represented minority students in order to eliminate the severe lack of C-Suite leaders of color. Today, that original decision contributes to WSB’s strategic plan, Roadmap 2025 and campus diversity frameworks.

Specifically, Roadmap 2025 identifies 3 key goals: deliver a Top 10 BBA Program; 2) deliver a market-driven graduate portfolio; 3) maximize research impact. In order to achieve our goals, there are several core initiatives needed to assure success. Among those are an increased focus on diversity and inclusion across students, faculty, and staff to develop our people and culture. To that end, recruitment and retention efforts, programming, curriculum, and climate efforts details in these questions are all important areas of focus.

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---

**Faculty and Staff Resources**

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siemsen, Enno</td>
<td>School of Business (BUSINESS)</td>
<td>Associate Dean of MBA and Master's programs; Erdman Center Faculty Director</td>
</tr>
<tr>
<td>Boeder, Steve</td>
<td>Operations &amp; Information Mgmt (OIM)</td>
<td>Faculty Associate and Erdman Center Director</td>
</tr>
<tr>
<td>Name (Last, First)</td>
<td>Department</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>Babar, Yash</td>
<td>Operations &amp; Information Mgmt (O I M)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Morris, James</td>
<td>Operations &amp; Information Mgmt (O I M)</td>
<td>O I M Department Chair</td>
</tr>
<tr>
<td>Sambamurthy, Vallabh</td>
<td>School of Business (BUSINESS)</td>
<td>Dean of the Wisconsin School of Business</td>
</tr>
<tr>
<td>Nelson Sanford, Blair</td>
<td>School of Business (BUSINESS)</td>
<td>Assistant Dean, Full-Time MBA &amp; Master’s Programs</td>
</tr>
<tr>
<td>Matosian, Mark</td>
<td>School of Business (BUSINESS)</td>
<td>Director of Graduate Student Services</td>
</tr>
</tbody>
</table>

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

The WSB provides academic technology team members to support faculty and staff involved in delivering curriculum for the named option.

Additionally, the faculty and Staff will have access to the Erdman Center. The center space has a conference room and offices for both faculty and meeting space for students. The Learning Commons is utilized as a space for seminar classes and workshops. There is the Computer Lab/Lounge for student access.

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

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</tbody>
</table>

Describe how student services and advising will be supported.

Explain how this new program will impact student services and advising and how the additional workload will be handled in the home department.

This new program will have a minimal impact on student services and advising. The OIM department will not have additional work created by the named option. The FT MBA and Master’s Program will work with the Graduate School to make sure that a GSTS report will be available to monitor degree progress.
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
Profession-specific tuition, Regent-approved

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

Staffing two new courses will require new teaching capacity. Considering all changes together this is a net addition of 3 credits with an annual cost of approximately $39k. Our Dean is committed to providing this strategic investment.

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.

Funding decisions are made for incoming students in the form of merit aid and is managed by the Admissions team. There is some additional merit awarded to continuing students in the 2nd year of the program and that is typically awarded in the form of Teaching Assistantships within the School of Business, as well as across campus.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the MBA in Business: Operations and Technology Management through its named option:
INSERT NAMED OPTION LINK HERE
Guide Admissions/How to Get In

Admission consideration for the MBA program requires a four-year undergraduate degree or the equivalent, in any discipline, from an accredited institution. The Wisconsin School of Business prefers a minimum of two years of professional work experience along with a strong undergraduate performance. In addition to academic credentials, a GMAT or GRE score, and work experience, personal achievements, motivation, communication skills (written and oral), and recommendation letters are all considered in the admission process at the Master's and doctoral levels.

Note: The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) must have been taken within five years prior to receiving an offer of admission. All applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (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 100 or equivalent, 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 was English 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 to the School of Business Admissions page.

Describe plans for recruiting students to this program.

Students are recruited to the FT MBA program and managed by the Admissions team for all MBA programs within the School. There are a number of domestic recruitment fairs that the University of Wisconsin-Madison WSB attends. We also participate in recruiting diverse students through the Consortium for Graduate Study in Management MAPS events, the Forte program (designed to recruit women and Reaching Out MBA (designed to recruit LGBTQIA students). We also participate in some international recruiting efforts through virtual events. We have an active web presence and utilize multiple social media channels. Additionally there is targeted local and national media buys for all MBA platforms. We also host some recruiting events on campus in both the fall and spring semester to promote the Wisconsin MBA.

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>30</td>
</tr>
<tr>
<td>Year 3</td>
<td>30</td>
</tr>
<tr>
<td>Year 4</td>
<td>40</td>
</tr>
<tr>
<td>Year 5</td>
<td>40</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: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

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

Major Requirements

**MODE OF INSTRUCTION**

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

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Apr 15, 2021 12:16pm

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.
**CURRICULAR REQUIREMENTS**

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>54 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>48 credits</td>
</tr>
<tr>
<td>Credit Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>27 credits out of 54 total credits must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the first four weeks of the following semester. Students may be required to retake a course in which they receive a grade lower than a C.</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 the MBA in Operations and Technology Management must select one of the following named options:

INSERT NAMED OPTION BOX HERE

Guide Requirements tab

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

Last Approved: Apr 15, 2021 12:16pm

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

**MAJOR REQUIREMENTS**

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<tbody>
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<td>Requirements Detail</td>
</tr>
<tr>
<td>Minimum Credit Requirement</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
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Requirements
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**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>GEN BUS 704</td>
</tr>
<tr>
<td>GEN BUS 710</td>
</tr>
<tr>
<td>GEN BUS 725</td>
</tr>
<tr>
<td>GEN BUS 750</td>
</tr>
<tr>
<td>ACCT 1 S 700</td>
</tr>
<tr>
<td>FINANCE 700</td>
</tr>
<tr>
<td>M HR 706</td>
</tr>
<tr>
<td>M HR 723</td>
</tr>
<tr>
<td>MARKETING 700</td>
</tr>
<tr>
<td>OTM 700</td>
</tr>
<tr>
<td>OTM 732</td>
</tr>
<tr>
<td><strong>Required Specialization Courses</strong></td>
</tr>
<tr>
<td>OTM 701</td>
</tr>
<tr>
<td>OTM 702</td>
</tr>
<tr>
<td>OTM 752</td>
</tr>
<tr>
<td>OTM 758</td>
</tr>
</tbody>
</table>

Students also select nine credits from the following

<p>| GEN BUS 656  | Machine Learning for Business Analytics                | 3           |
| GEN BUS 713  | Role of Business in Society                            | 1           |
| GEN BUS 720  | Data Visualization for Business Analytics              | 1           |
| GEN BUS 730  | Prescriptive Modeling and Optimization for Business Analytics | 1           |
| GEN BUS 740  | Experiments and Causal Methods for Business Insights   | 1           |
| M HR 628     | Negotiations                                           | 1           |
| M HR 715     | Strategic Management of Innovation                     | 1           |
| M HR 722     | Entrepreneurial Management                             | 1           |
| M HR 738     | Weinert Applied Ventures in Entrepreneurship (WAVE)    | 1           |
| MARKETING 735| Brand Strategy                                         | 1           |</p>
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<tr>
<td>MARKETING 745</td>
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<td>MARKETING 755</td>
<td>Marketing in a Digital Age</td>
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<tr>
<td>OTM 751</td>
<td>Service Operations Management</td>
<td></td>
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<tr>
<td>OTM 760</td>
<td>Managing by Design</td>
<td></td>
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</table>

Electives 2

Total Credits 54

1 Waivers for this requirement and the associated credit will be offered if students have one year or more of United States work experience, or are not seeking an internship for approved reasons, such as company-sponsored status, active military, starting their own business as a founder/owner, or have a medical or family hardship. There may be other approvals on a case by case basis.

Any 700+ level course offered by the School of Business (including departments: ACCT IS, ACT SCI, FINANCE, GEN BUS, INFO SYS, INTL BUS, M H R, MARKETING, OTM, REAL EST, or R M I) can be used to complete the required elective credits.

Total credits required: 54

Parent Plan Graduate Policies

Students should refer to the named options for policy information:

INSERT LINK TO NAMED OPTION

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

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

MAJOR-SPECIFIC POLICIES

PRIOR COURSEWORK

Graduate Work from Other Institutions

With program and department approval, up to 6 credits of graduate coursework completed two years prior to admission at an AACSB accredited institution, in which a grade of B or better was earned, may count toward the degree.

https://next-guide.wisc.edu/programadmin/?key=1218
UW–Madison Undergraduate
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special
With program and department approval and payment of the difference in tuition (between special and graduate tuition), students are allowed to count no more than 15 credits of coursework numbered 600 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

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

ADVISOR / COMMITTEE
Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, responsible for providing advice regarding graduate studies.

CREDITS PER TERM ALLOWED
15 credits

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

GRIEVANCES AND APPEALS

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

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

Approved Shared Content from /shared/graduate-school-grievance-policy-departmental-contact/  
Last Approved: Apr 15, 2021 12:15pm

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

OTHER

Students are expected to be enrolled full-time for all semesters. Exceptions may be granted in the final semester.

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

The nature of this program is that it is designed as a 2 year lockstep, cohorted program. About 1/3 of the curriculum is required core courses (18 credits) that all fulltime MBA students complete in the first year. There are 18 credits of required courses within the program and there is room for up to 18 credits of electives. Students are typically enrolled as fulltime students for 4 semesters. Most students complete a paid internship between their 1st and 2nd year of the program.

Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
Apply foundational theories and knowledge from core management and engineering disciplines to make effective business decisions based on cross-functional thinking whether in general operations and technology management or in a chosen specialty area (such as healthcare operations, technology product management, or consulting).
Apply core operations principles about processes and technologies to the design, justification, operation, assessment, and improvement of organizational and system performance from both financial and nonfinancial perspectives.
Effectively lead and manage organizational and technological change that supports and improves business processes and creates value for customers.
Develop enduring networks and relationships with industry partners.
Summarize the assessment plan.

Following the UW-Madison Plan for the Assessment of Student Learning, the Operations and Information Management (OIM) Department will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle using a combination of direct and indirect assessment methods. This process will be led by an individual designated by the OIM Department Chair. This individual will communicate the assessment results to the OIM Department Chair and Faculty at a regularly scheduled faculty meeting. Assessment results will be communicated to the WSB Masters Curriculum Committee, WSB Dean’s Office, and the Office of the Provost on a triennial basis. Assessment results will be used to facilitate continuous improvement of the program.

**Commitments**

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

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

Yes

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

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

Additional Information:

**Approvals**

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

Enter any notes about approval here:

Departmental Approval 2/25/2021

Entered by: Brigid Patterson
Date entered: 3/23/2021

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

Enter any notes about approval here:


Entered by and date: Brigid Patterson Date entered: 3/23/2021

*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:

https://next-guide.wisc.edu/programadmin/?key=1218
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

SIS Short Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Scan this proposal:

Upload documents that should be scanned:
Reviewer
Comments
Jenna Alsteen (jennabecker) (05/03/21 11:43 am): Vested interest departments deleted per okay from Dana.

Key: 1218
New Program Proposal

Date Submitted: 01/30/21 8:48 pm

Viewing: Applied Security Analysis

Parent Plan: MAJ: Bus: Finance, Invest&Bank MSB

Last edit: 05/05/21 3:49 pm

Changes proposed by: douthouse

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

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<thead>
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<td>Dana Outhouse - BUS</td>
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In Workflow

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

Approval Path

1. 02/17/21 1:32 pm
   Dana Outhouse (douthouse):
   Approved for FINANCE Dept. Approver
2. 02/17/21 2:57 pm
   Dana Outhouse (douthouse):
   Approved for BUS School Admin Reviewer
3. 03/23/21 1:46 pm
   Brigid Patterson (baclemens):
   Approved for BUS School Approver
4. 04/08/21 12:06 pm
   Karen Mittelstadt (mittelstadt):
   Approved for APIR Admin
5. 04/09/21 9:19 am
   Jenna Alsteen
Proposal Abstract/Summary:

This proposal places the Applied Securities Analysis Program (ASAP) under a named option within the MS-Business: Finance, Investment & Banking degree (MS degree). The two-year ASAP has been offered for 50 years, beginning in the year 1970. Both MBA students and undergraduate students are accepted into ASAP, with the latter earning the MS degree. At the present time the ASAP students earning the MS degree are lumped together with students who choose to leave the Finance Ph.D. program early, and without the Ph.D. degree. In other words, each group of students currently earns the same degree.

A formal named option for the ASAP students is sensible and desirable, as these students pursue a program of study that is unique on the UW-Madison campus. ASAP students’ coursework is applied and experiential, and substantially different from that of the exiting Ph.D. students. This proposal identifies ASAP within the UW-Madison Lumen system, describing it correctly.

In addition, this proposal changes the application and admittance requirements for ASAP MS students. These changes are intended to support and facilitate the recruitment of underrepresented minority students and advance diversity within the program.

This proposal does not change the requirements for MBA students in ASAP, nor does it substantially change the coursework or fundamental nature of the program.

Basic Information
Program State: Active
Type of Program: Named Option
Parent Program: MAJ: Bus: Finance, Invest&Bank MSB
Parent Audience: Graduate or professional
Parent Home Department: Finance (FINANCE)
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?

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

ASAP is overseen day-to-day by the two Co-Directors of the Hawk Center, who also are instructors in the program, together with the Assistant Director. The Academic Director meets regularly with these individuals, and oversees programmatic and academic issues, including staffing courses sponsored by the Center.

The Center resides in the Finance Department. An Academic Advisory Committee of three persons – the Chairman of the Department, the Academic Director and one additional Department faculty member – meet as needed, and at least once each semester. This committee works to advise the Academic Director on programmatic issues, such as the scheduling of the courses taught in the Department and the overall education of ASAP students.

Parent is in the Graduate School: Yes

Parent Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Applied Security Analysis

Named Options: Sub Plan 1209: 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? No

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

<table>
<thead>
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<th>Role Type</th>
<th>Name (Last, First)</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Quintin, Erwan</td>
<td><a href="mailto:quintin@wisc.edu">quintin@wisc.edu</a></td>
<td>608/262-5126</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Brown, David</td>
<td><a href="mailto:dpbrown1@wisc.edu">dpbrown1@wisc.edu</a></td>
<td>608/265-5281</td>
<td>Academic Director of the Hawk Center for Investment Analysis</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Scadden, Cara</td>
<td><a href="mailto:cfish3@wisc.edu">cfish3@wisc.edu</a></td>
<td></td>
<td>Hawk Center Assistant Director</td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Siemsen, Enno</td>
<td><a href="mailto:esiemsen@wisc.edu">esiemsen@wisc.edu</a></td>
<td></td>
<td>Associate Dean of the MBA and Masters Programs</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

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.

This program has been operating for 50 years and this proposal is simply to formalize the program as its own named option. If approved, the proposed changes to the application and admittance requirements will be made immediately.

Rationale and Justifications

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

No named options currently exist under the MS Business: Finance, Investment and Banking degree. The new proposed named option will formalize the ASAP degree requirements and provide better information to students on how they can apply to the program. The Finance department is planning to provide more named options in the future as they customize their curriculum.
Why is the program being proposed? What is its purpose?

There are two primary purposes/goals for the changes proposed here. First, it is critical that the information in the UW Lumen system correctly describe ASAP. It currently does not do so, and by the creation of a named option, this error will be corrected.

Second, in order to increase the diversity of the ASAP student body, it is important to allow students from across the UW-Madison campus as well as students from outside the UW system to apply and enter ASAP. This proposal describes changes to the application and admittance process that will work toward this goal.

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

As noted above, ASAP has existed for 50 years. Entrance to the program is competitive and highly selective. Each year the program admits between 12 and 18 students, including both MBA and MS students, and now has an alumni base approaching 700 individuals. The number of applicants for the MS program is generally 4 or 5 times the number of openings. That is, student interest in ASAP is high. Participants in the program easily find both summer internships and permanent employment in the equity and fixed income research roles with asset managers and investment banks (which are the program’s target). Given the low census of minority students in the Wisconsin School of Business (and even lower census within the Finance major) we previously changed the requirements to enable any WSB undergraduate student and Economics majors to apply for ASAP, hoping to attract additional minority students, but experienced only modest success. We have communicated with various minority-related student programs within UW-Madison (BEL, POSSE, PEOPLE) as well as with the Applied Investment Program at UW-Whitewater. All parties have indicated that their students are interested in ASAP.

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

The number of applicants for the MS program is generally 4 or 5 times the number of openings. That is, student interest in ASAP is high. Participants in the program easily find both summer internships and permanent employment in the equity and fixed income research roles with asset managers and investment banks (which are the program’s target). This indicates that there is market demand for these skills.

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

This program has been operating for 50 years so it is already filling the gap.

---

**Diversity and Inclusion**

---

[https://next-guide.wisc.edu/programadmin?key=1209](https://next-guide.wisc.edu/programadmin?key=1209)
Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

This proposal does not change the curriculum or learning outcomes of the program. Instead, the goal of the proposed new application and admittance requirement is to create new entrance doors to the program, and to increase the diversity of the student body.

The ASAP coursework is highly interactive, with students working in groups, learning to value securities and manage the equity and debt portfolios. This is done under the supervision of the program’s instructors. This proposal will increase the number of applicants to ASAP with diverse backgrounds, will increase the numbers of students of color in the program and will increase the opportunity of all ASAP students to work with others from diverse backgrounds.

Parent Value
This proposal does not change the curriculum or learning outcomes of the program. Instead, the goal of the proposed new application and admittance requirement is to create new entrance doors to the program, and to increase the diversity of the student body.

The ASAP coursework is highly interactive, with students working in groups, learning to value securities and manage the equity and debt portfolios. This is done under the supervision of the program’s instructors. This proposal will increase the number of applicants to ASAP with diverse backgrounds, will increase the numbers of students of color in the program and will increase the opportunity of all ASAP students to work with others from diverse backgrounds.

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

ASAP has an exceptional record of students completing the program and earning their degrees. During the past five years, for example, 100% of matriculating students have earned their degrees, and have been placed in well-paying jobs in the field of asset management. Our corporate partners who work with the Hawk Center staff, and who seek to hire graduates of ASAP, now express great interest in hiring persons with diverse backgrounds. This proposal changes application and admittance requirements for ASAP, and in so doing, it provides students of color greater access to employment in the financial sector of our economy.

Our recruiting of minority students involves a multi-pronged approach.
• First, we have a spreadsheet of all students majoring in the WSB and Economics. The spreadsheet includes information such as race, hometown and GPA. This allows us to directly
spreadsheet includes information such as race, hometown and GPA. This allows us to directly hone in on the population of students of color that we are targeting. We typically direct message them via LinkedIn, describing our programs and inviting them to an info session or a one-on-one meeting with Hawk Center staff.

• Second, we have developed relationships with the BEL, POSSE and PEOPLE programs. The staff of these programs have indicated that their students would benefit from being educated in financial literacy as a first step to better understanding the investment world. Last fall Betsy Hill gave a financial literacy lecture to PEOPLE underclassmen that introduced them to ASAP and the pre-requisites that they needed to satisfy in order to apply. She gave one to members of a historically black sorority as well.

• Third, in non-covid times we hold one or two informal informational sessions targeting women and minorities.

• Hawk Center staff is in contact with the UW Athletics Academic advisors who advise a wide range of students, many of whom are diverse. We have met with them in the past and plan to sit down with them again next semester. We also regularly review all UW student athlete bios to attempt to find Finance and Economics majors so we can educate them on our programs.

• We plan to use the students of color who have matriculated from our programs to help convince other underrepresented students to apply for ASAP.

• We encourage the underclassmen and undergraduate minority students we meet to join the Capital Management Club (CMC) so that they can learn more about analyzing companies’ financial statements and valuing equities. CMC helps us build a funnel of potential ASAP candidates.

• We have a strong relationship with the Program Director of the Applied Investment Program (AIP) at UW-Whitewater (who is an ASAP alum). UWW has a much higher proportion of minorities than UW-Madison. He believes the higher performing AIP students would be good candidates for ASAP.

Evidence of success
From 1970-2020 there had been very few underrepresented minority students in ASAP—(We estimate~ 2 Black males, 1 Native American male and 1 Pacific Islander male. One female student from Mali left WSB her first year in ASAP). Our first Black female student matriculated ASAP in May 2020. She compiled a video targeted at a diverse audience extolling the virtues of ASAP. She was also very helpful in convincing a mixed race MBA male and an undergraduate Black female to enroll this past fall, and stands ready to help us with additional recruitment activities. We believe that we will have at least a half dozen well prepared underrepresented minorities (not all of whom are in WSB or Econ) apply for ASAP this spring.

We don’t believe that adding diversity to the ASAP student base is sufficient to guarantee minority students a satisfactory experience. We believe steps need to be taken so that they feel more included, and so that other students have a better understanding of what it is like to be part of a marginalized group. Toward that end we have assigned summer readings on race as well as a personal reflection of takeaways from those readings. While it can sometimes make students feel uncomfortable, we encourage candid conversations to enhance understanding.
Parent Value

The Wisconsin School of Business is a founding member school of the Consortium for Graduate Study in Management (co-founding the consortium in 1966 with Washington University in St. Louis and Indiana University) to increase the participation of under-represented minority in graduate business programs. We participate in Consortium MAPS recruiting events. We host a Diversity/Preview Weekend (inclusive programming focused on students of color, women and LGBTQ applicants each fall semester. We host the “On Wisconsin Weekend/OP Bootcamp Prep” (Yield event for newly admitted Consortium students in which career prep for a national recruitment conference is delivered to the students). We have several student organizations in our graduate student portfolio including: Diversity in Business, Graduate Women in Business, Out for Business, and a Consortium student group (our student liaisons provide ongoing feedback in order to gauge their perspectives on climate, etc.) Support is made available to all students are looking for strategies on how to persist and be successful in the classroom (resources are made known and discussed on an individual basis)

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

ASAP is currently being run under the guidance and direction of the Finance Department of the Wisconsin School of Business. This proposal does not change the plans or needs for recruitment or hiring by the Department or the School. The proposal changes only the application and admittance requirements of MS students.

In general, the Human Resources team in the Wisconsin School of Business recently implemented significant new requirements in order to ensure fair practices and equity in recruiting and hiring of faculty and staff. Those practices include but are not limited to the development of a comprehensive guide to employment searches called Searching for Excellence & Diversity. The 100+ page document details best practices for running an effective and efficient search committee, how to recruit an excellent and diverse pool of applicants, how to recognize and eliminate unconscious bias during the candidate evaluation process, conducting a fair and thorough review, and ensuring a fair interview process. These steps are supported by staff members in HR, who attend the initial search kick-off meeting, and are proactively involved in the continuation of the process including conducting a review of search criteria prior to opening the pool of candidates. Additionally, they review interview questions prior to the start of interviews and conduct a salary review prior to an offer being extended.

Parent Value

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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 and 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 plans at the department, school/college or university, make those connections explicit where relevant.

The UW and WSB are broadly committed to increasing the diversity of the student base. We believe this initiative is in line with these institutional goals.

Parent Value
The University of Wisconsin-Madison Diversity Framework includes 5 goals. The WSB aligns closely with several of the goals identified by campus.
Specifically, UW Goal 1: Promote shared values of diversity and inclusion is connected to our WSB Learning Outcomes, where measuring and training in the area of cultural awareness is key. The importance of diversity in teams and cultural awareness is taught in several courses.
Additionally, UW Goal 2: Improve coordination of campus diversity planning is aligned closely with the WSB decision to create an Office of Diversity & Inclusion to enhance campus communication and coordination goals as well as improve climate and offer significant programming and mentoring. Binnu Palta Hill, Asst. Dean, WSB, leads those efforts. As a result, the WSB is more informed and so is campus. Programming developed and delivered in WSB has been shared with others on campus.
Finally, UW Goal 4: Improve institutional access through effective recruitment of diverse students, faculty, and staff. Over 50 years ago, the WSB made a conscious decision to join as a member of the non-profit Consortium for Graduate Study in Management (https://cgsm.org), whose mission includes supporting training and advancement for historically under-represented minority students in order to eliminate the severe lack of C-Suite leaders of color. Today, that original decision contributes to WSB's strategic plan, Roadmap 2025 and campus diversity frameworks.
Specifically, Roadmap 2025 identifies 3 key goals: deliver a Top 10 BBA Program; 2) deliver a market-driven graduate portfolio; 3) maximize research impact. In order to achieve our goals, there are several core initiatives needed to assure success. Among those are an increased focus on diversity and inclusion across students, faculty, and staff to develop our people and culture.
To that end, recruitment and retention efforts, programming, curriculum, and climate efforts details in these questions are all important areas of focus.

**Faculty and Staff Resources**

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

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<thead>
<tr>
<th>Name (Last, First)</th>
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<tbody>
<tr>
<td>Edwards, Greg</td>
<td>Finance (FINANCE)</td>
<td>Hawk Center Co-Director and ASAP Instructor</td>
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<tr>
<td>Hill, Betsi</td>
<td>Finance (FINANCE)</td>
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<td>Brown, David</td>
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<td>Hawk Center Academic Director</td>
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<td>Scadden, Cara</td>
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<td>Hawk Center Assistant Director</td>
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<td>Schroeder, Greg</td>
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<td>Senior Lecturer</td>
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<tr>
<td>Shaliastovich, Ivan</td>
<td>Finance (FINANCE)</td>
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<tr>
<td>Palmer, Marisa</td>
<td>Finance (FINANCE)</td>
<td>Senior Lecturer</td>
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</table>

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

ASAP students take courses primarily in the Wisconsin School of Business (WSB), and they manage equity and debt portfolios using the resources of the Hawk Center (in the WSB). The Center includes three offices, a conference room, a common area and a trading room. The trading room houses desks and equipment, such as computers and Bloomberg terminals.

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>Edwards, Greg</td>
<td>Finance (FINANCE)</td>
<td>Hawk Center Co-Director</td>
</tr>
<tr>
<td>Hill, Betsi</td>
<td>Finance (FINANCE)</td>
<td>Hawk Center Co-Director</td>
</tr>
<tr>
<td>Brown, David</td>
<td>Finance (FINANCE)</td>
<td>Hawk Center Academic Director</td>
</tr>
<tr>
<td>Scadden, Cara</td>
<td>Finance (FINANCE)</td>
<td>Hawk Center Assistant Director</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

ASAP is housed in the Hawk Center of the Wisconsin School of Business. The Center supports five faculty/staff positions, either fully or partially. There is one Academic Director, two Co-Directors, an Assistant Director, and two instructional staff supported by the Center endowment. Student services and advising are provided by these individuals. MBA students also receive advising from the WSB MBA office, while MS students also receive advising from the WSB UG office (as UG students, during their first year of the 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?

Profession-specific tuition, Regent-approved

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

No new financial or other resources are required.

Are new Library resources needed to support this program? No

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

Financial support/funding for ASAP MS students is provided on a competitive basis. Most financial support for MS students is in the form of Teaching Assistantships, and these opportunities depend on student success in coursework during the first year. The Hawk Center has discretion to award additional scholarships on a discretionary basis. In addition, we have spoken with parties interested in donating monies to help fund minority scholarships, but are hesitant to accept them prior to demonstrating a higher minority census.

Curriculum and Requirements
Parent Plan Admissions/How To Get In Requirements

Students apply to the Business: Finance, Investment and Banking, MSB through the named option: Business: Applied Security Analysis MSB (PLEASE HYPERLINK)

Guide Admissions/How to Get In tab

Applications to the program are accepted at any time, with rolling windows of consideration. However, applications received during any academic year and prior to March 15 are given priority for entry into the program in the following fall semester. If you apply after March 15, you may be placed on a wait list.

The ASAP named option can be earned as an MS or MBA degree. This page describes the admission process for the MS degree. If you seek the MBA degree, please see the admissions information for the FT MBA.

If you apply to ASAP as an undergraduate (UG) student at the University of Wisconsin-Madison, and are accepted to the program, you will complete your senior year, earning your UG degree, and then complete a fifth year of study, earning the MS degree. You are not required to submit scores for graduate exams such as the GMAT or the GRE. If you are not a student at UW-Madison, you must submit as a part of your application: (i) scores for either the GMAT or the GRE exam, or (ii) evidence that you have passed the Level I Chartered Financial Analyst (CFA) exam.

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite Courses 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Completed Prior to Application</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCE/ECON 300</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACCT IS 100</td>
<td>Introductory Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Prior or Concurrent Enrollment Required for Application</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT IS 301</td>
<td>Financial Reporting I</td>
<td>3</td>
</tr>
<tr>
<td>GEN BUS 306</td>
<td>Business Analytics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Must be Completed Prior to Starting MS Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINANCE/ECON 320</td>
<td>Investment Theory</td>
<td>3</td>
</tr>
<tr>
<td>FINANCE 305</td>
<td>Financial Markets, Institutions and Economic Activity</td>
<td>3</td>
</tr>
<tr>
<td>or FINANCE 325</td>
<td>Corporation Finance</td>
<td></td>
</tr>
<tr>
<td>or FINANCE 330</td>
<td>Derivative Securities</td>
<td></td>
</tr>
<tr>
<td>FINANCE 635</td>
<td>Business Valuation</td>
<td>3</td>
</tr>
<tr>
<td>FINANCE 740</td>
<td>Analysis of Fixed Income Securities</td>
<td>3</td>
</tr>
</tbody>
</table>

1All prerequisite courses are waived for applicants who have passed the CFA Exam 1. Otherwise, applicants must have completed courses equivalent to the required prerequisites and must submit for evaluation their transcripts of grades and documentation (course syllabi) describing the equivalent courses. The ASAP Academic Director will establish equivalencies. Credits earned by completing the prerequisites do not count toward the MS degree. Six credits of undergraduate coursework (FINANCE 645 and FINANCE 646) may count towards the MS degree.

As an applicant to ASAP you will be evaluated on your academic credentials, work experience, personal achievements, motivation, both written and oral communication skills, your international exposure, letters of
recommendation, and if you are not undergraduate students at UW-Madison, your test scores. Importantly, ASAP seeks individuals with a strong desire and commitment to learn the applied science of security analysis and portfolio management. You can demonstrate your commitment in your application in numerous ways. Some of these are to provide evidence of: (i) passage of the first-level Chartered Financial Analyst (CFA) exam, (ii) a facility with applied financial modeling, (iii) prior coursework in investments, security analysis, and financial accounting, (iv) active participation in an investment club (such as the Capital Management Club at the UW-Madison), (v) experience as either an intern or full-time employee in an asset-management company, and/or (vi) a desire and willingness to compete in activities such as competitive sports and games.

Note: All applicants whose native language is not English must submit scores from the Test of English as a Foreign Language (TOEFL), the Pearson Test of English (PTE), Intensive English as a Second Language (IELTS), or show completion of an Interlink program. A minimum iBT TOEFL score of 100 or equivalent, 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 was English 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 to the [School of Business Admissions page](https://next-guide.wisc.edu/programadmin/?key=1209).

Describe plans for recruiting students to this program.

At the present, only UW-Madison undergraduate (UG) students majoring in either Finance or in Economics may enter ASAP as MS students, and they do so under a 4+1 program. These students apply and are accepted into the program in the spring semester of their junior year. During their senior year, they complete a set of ASAP-required courses, including a two-semester sequence in security analysis and portfolio management. After receiving their UG degree and during their fifth year, students manage the equity and debt portfolios of the Hawk Center, and then graduate with the MS degree.

This proposal changes the application and admittance requirements to the program. The goal of the proposed changes is to allow more active and successful recruitment of underrepresented minority students and to increase the diversity of the student body in ASAP. For example, if the proposal is accepted, program staff have the freedom to contact and encourage applications from students outside the School of Business and the Economics Department (where all MS students now are found).

**Projected Annual Enrollment:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>10</td>
</tr>
<tr>
<td>Year 2</td>
<td>11</td>
</tr>
<tr>
<td>Year 3</td>
<td>12</td>
</tr>
<tr>
<td>Year 4</td>
<td>13</td>
</tr>
<tr>
<td>Year</td>
<td>Projected Enrollment</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Year 5</td>
<td>14</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: Apr 15, 2021 12:16pm

**Minimum Graduate School Requirements**

Review the Graduate School minimum [academic progress and degree requirements](https://lumen.wisc.edu/programadmin/?key=1209), in addition to the program requirements listed below.

**Major Requirements**

**MODE OF INSTRUCTION**

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

**Mode of Instruction Definitions**

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.
**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

---

**CURRICULAR REQUIREMENTS**

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Detail</td>
</tr>
<tr>
<td>Minimum Credit Requirement</td>
<td>33 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>27 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of degree coursework (17 credits out of 33 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>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 first four weeks of the following semester. Students may be required to retake a course in which they receive a grade lower than a C.</td>
</tr>
<tr>
<td>Assessments and Examinations Language Requirements</td>
<td>No required assessments or examinations beyond course requirements.</td>
</tr>
<tr>
<td>Language Requirement</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

**Required COURSES**

Select the [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. (PLEASE ADD NAMED OPTION BOX BELOW)

---

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

Last Approved: Apr 15, 2021 12:16pm
Minimum Graduate School Requirements

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

NAMED OPTION REQUIREMENTS

### MODE OF INSTRUCTION

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

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

Last Approved: Apr 15, 2021 12:16pm

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### CURRICULAR REQUIREMENTS

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<td>Overall Graduate GPA Requirement</td>
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<td>3.00 GPA required.</td>
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</tbody>
</table>
Requirements
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 first four weeks of the following semester. Students may be required to retake a course in which they receive a grade lower than a C.

Assessments and Examinations
No required assessments or examinations beyond course requirements.

Language Requirements
No language requirements.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCE 645</td>
<td>Introduction to Applied Security Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FINANCE 646</td>
<td>Introduction to Applied Portfolio Management</td>
<td>3</td>
</tr>
<tr>
<td>FINANCE 835</td>
<td>Applied Security Analysis and Investment Management I</td>
<td>5</td>
</tr>
<tr>
<td>FINANCE 836</td>
<td>Applied Security Analysis and Investment Management II</td>
<td>4</td>
</tr>
<tr>
<td>FINANCE/INTL BUS 745</td>
<td>Multinational Business Finance 1&amp;2</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 3 of the following courses:

- FINANCE 330  Derivative Securities
- FINANCE 410  Bank Management
- Any FINANCE course at the 600 level or higher
- Any ACCT IS course at the 600 level or higher

Any School of Business course or approved elective 3  

Total Credits 33

1 This course can be substituted for any international course approved in advance by the ASAP Academic Director.

2 FINANCE/INTL BUS 445 can be taken instead but the graduate version is recommended.

3 Electives taken outside of the School of Business are allowed but must be approved in advance by the ASAP Academic Director.

Total credits required: 33

Parent Plan Graduate Policies

Students should refer to the named option for policy information:

*Business: Applied Security Analysis MSB (PLEASE HYPERLINK)*

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

https://next-guide.wisc.edu/programadmin/?key=1209
Graduate School Policies

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

named option-SPECIFIC POLICIES

PRIOR COURSEWORK

Graduate Work from Other Institutions
No credits of graduate coursework from other institutions is allowed to satisfy requirements.

UW–Madison Undergraduate
Up to 6 credits from courses numbered 300 or above will be allowed to apply toward the minimum graduate degree credit requirement. Courses numbered 700 or above will be allowed to apply toward the minimum graduate coursework requirement. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

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 6 credits of coursework taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

PROBATION

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

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, responsible for providing advice regarding graduate studies.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

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

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

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

Approved Shared Content from /shared/school-of-business-grievance-policy/
Last Approved: Apr 26, 2021 3:10pm

Any student who feels that they have been mistreated by a faculty or staff member has the right to lodge a complaint. Complaints may concern course grades, classroom treatment, program admission, or other issues. To ensure a prompt and fair hearing of any complaint and to protect both the student’s rights and the person at whom the complaint is addressed, the grievance procedures below are used in the Wisconsin School of Business.

The person whom the complaint is directed against must be an employee of the School of Business. Any student or potential student may use these procedures unless other campus rules or contracts cover the complaint:

If the student feels comfortable/safe doing so, the student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant (TA) and the student is not satisfied after discussion of the grievance with the TA, the next step would be to talk to the TA’s supervisor, who is usually the course professor. If the complaint is still not resolved satisfactorily, the student may continue to step 2.

If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

a. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed.

On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will
On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a written decision within 30 days to the student on the action taken by the committee.

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

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

On receipt of such a written complaint, the Chief Diversity and Inclusion Officer will convene a subcommittee of relevant stakeholders pending the nature of the issue. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Business who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from when the grievance was filed with the Office of the Dean.

Questions about these procedures can be directed to the School of Business, Office of the Dean, 4339 Grainger, 975 University Avenue, 608-262-7867.

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

The Graduate School has procedures for students wishing to appeal a grievance decision at the school/college level. These policies are described in the Graduate School’s Academic Policies and Procedures: https://grad.wisc.edu/documents/grievances-and-appeals/
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
  Develop the ability to assess the value of publicly traded equity and fixed income securities.
  Articulate the common causes of mispriced securities, develop techniques to find these securities, and acquire insight as to how to evaluate the success of their process and decisions.
  Develop the ability to build portfolios that are designed to produce consistent positive returns and/or outperform benchmarks without taking on significant absolute or incremental risk.
  Develop the ability to communicate and collaborate effectively within an organization.
  Understand the importance of ethical behavior within the industry and have an understanding of how to work through ethical dilemmas as they arise.

Summarize the assessment plan.

Following the UW-Madison Plan for the Assessment of Student Learning, the Hawk Center will engage in annual learning assessment activities, ensuring that all program learning outcomes are assessed at least once within a three-year cycle using a combination of direct and indirect assessment methods. This process will be led by the Hawk Center Academic Director who will communicate the assessment results to the Staff Director, Center APC and relevant faculty and staff. Assessment results will be communicated to the WSB Masters Curriculum Committee, WSB Dean’s Office, and the Office of the Provost on a triennial basis. Assessment results will be used to facilitate continuous improvement of the program.

Commitments

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

  Yes

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

  Yes

Courses have enrollment capacity.

  Yes

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

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

Yes

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

Yes

**Supporting Information**

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quintin, Erwan</td>
<td>1/14/2021</td>
<td>Finance (FINANCE)</td>
<td>This proposal changes the admittance requirements for the Applied Security Analysis Program, and, among other benefits, likely will create greater diversity in the student body of the program. I heartily support the changes.</td>
<td></td>
</tr>
</tbody>
</table>

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

Additional Information:

[ASAP Assessment Plan.pdf](https://next-guide.wisc.edu/programadmin/?key=1209)

**Approvals**

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

Enter any notes about approval here:

Entered by: Dana Outhouse
Date entered: 2/17/2021

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

Enter any notes about approval here:

Entered by and date: Brigid Patterson Date entered: 3/23/2021

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:

https://next-guide.wisc.edu/programadmin/?key=1209
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:
Special Plan Type:
Scan this proposal:
Upload documents that should be scanned:

Reviewer Comments

**Dana Outhouse (douthouse) (02/17/21 1:32 pm):** Approved by the Finance Department on 2/4/2021.

**Jenna Alsteen (jennabecker) (04/09/21 9:19 am):** Rollback: Rollback to explore other options to varied credits for one plan.

**Dana Outhouse (douthouse) (05/03/21 11:03 am):** Proposal updated to only push forward one of the entry pathways at this time.

Key: 1209
March 24, 2021

William J. Karpus  
Dean of the Graduate School  
Professor of Pathology and Laboratory Medicine

Dear Dean Karpus and the Graduate Faculty Executive Committee:

Thank you for your summary of the GFEC’s discussion of the Master of Engineering Sustainable Systems Engineering (SSE) five-year program review. As the recently appointed Program Director for the SSE degree, I will attempt to respond to the GFEC’s recommendations as outlined in your September 29, 2020 letter.

The College of Engineering Office of Engineering Professional Development has implemented one of the recommendations identified in the review, by appointing a new Program Director for the degree. As a long-time instructor in the program, I was selected to lead the degree beginning with FY21. My efforts will be focused on broadening the reach of the degree and expanding marketing efforts for growth in student recruitment and retention.

As part of our strategy to grow enrollments, we plan to review the potential of a name change for the program. We currently have SSE students with interests ranging from sustainability in manufacturing and product development, to chemical engineers interested in plastics recycling. We are exploring options for market research, including interviews with key employers, surveys, and support in market research from the Division of Continuing Studies team.

Our goal of expanding the reach of the degree and its appeal to a wide variety of sustainability-minded engineering students will certainly address the remaining comments from the GFEC review. We are in the process of reaching out to sustainability faculty across the university, including the School of Business and the Nelson Institute for Environmental Studies. We will identify areas where coordinated efforts could enhance the learning opportunities related to sustainability for students within SSE and other programs. Developing new courses across traditional boundaries could greatly benefit the students and create cross-disciplinary educational experiences that will further all of these students’ careers and impact to society. We see tremendous potential to differentiate UW-Madison’s offerings in sustainability, and we are confident that these efforts will address the recommendations from the GFEC review.

We would be happy to discuss more details with the committee as we continue outreach within the College of Engineering and across campus to gauge interest and willingness to collaborate and share curriculum and resources. Thank you for your feedback and direction via the 5-year review process, and please let us know if you would like to discuss this further.

Sincerely,

Joy Altwies, Ph.D., P.E.
Program Director, Master of Engineering in Sustainable Systems Engineering
Office of Engineering Professional Development
29 September 2020

William Likos, Ph.D.,
Professor and Chair
Department of Civil and Environmental Engineering
University of Wisconsin–Madison
Sent Electronically

Dear Professor Likos,

When the College of Engineering assembled a review committee to conduct a five-year program review of the Master of Engineering in Engineering named option Sustainable Systems Engineering, Professor Christopher Choi was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Choi led a discussion of the review at the GFEC meeting on September 11, 2020. In this letter, I summarize the committee’s discussion.

The GFEC learned that the strengths of the program include a broad focus of 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 committee had the following recommendations:

- Consider changing the name of the program to Sustainable Energy Systems Engineering to better reflect the program’s curriculum.
- Hire a program director and constitute an executive committee to oversee the program. The program needs someone who can commit time needed to increase enrollment and realize the full potential.
- Engage a wide diversity of UW expertise in sustainability.
- Incorporate ideas from other successful programs such as the Master of Engineering in Civil and Environmental Engineering named option in Environmental Engineering.

GFEC recommends the department engage in efforts to address the recommendations of the review committee. Please provide a written response by March 1, 2021 on how the department is addressing these recommendations, which will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
Cc: Ian Robertson, Dean, College of Engineering
    David Noyce, Executive Associate Dean, College of Engineering
    Chris Brace, Assistant Dean for Academic Affairs, College of Engineering
    Jocelyn Milner, Office of the Provost
    Parmesh Ramanathan, Graduate School
    Jenna Alsteen, Graduate School
Hi Jenna:

Here is my response to the GFEC program review. Please let me know if you need more detail.

Ananth

1. Diversity: The departmental DEI committee has been looking more closely at the pipeline to our graduate programs in general. Four specific initiatives with the caveat being that the bulk of applications to our program (and this is typical with MS programs in Economics) are from China.
   - Our undergraduate office recently hosted a panel of graduate students to discuss graduate level study
   - This year, we will be offering scholarships to incoming students to try and diversity the student body
   - We also reached out to colleagues across the United States to let them know that we will offering free tuition in the MS program to well qualified students of color along with a nominal stipend. This also has the potential to be a pathway for students of color into our PhD program.
   - We are being more proactive in offering application fee waivers to underrepresented students as well as examining how we can diversify the cohort.

2. Faculty steering committee: Economics faculty Jack Porter and Xiaoxia Shi are also now very involved with the MS program and are on the steering committee. The hope is that one of them takes over the leadership program in due course.

3. Tracking progress of alumni in their career: Staff recently attended a presentation on Steppingblocks and how it could be used to better track our alumni. We are pursuing access to Steppingblocks (https://apir.wisc.edu/institution/graduate-outcomes/) as a way to better track our alumni.

4. Math course: David Hansen has developed online modules to help prepare students remedy their math backgrounds. We are building on his earlier modules to ensure that the next cohort can benefit from this course in the summer prior to entry into our MS program.

On Tue, Mar 2, 2021 at 2:49 PM JENNA ALSTEEN <jenna.alsteen@wisc.edu> wrote:

Thank you much Ananth.

-Jenna
Hi Jenna:

My apologies for missing this - I will send you the response in a few days.

Ananth

On Tue, Mar 2, 2021 at 1:42 PM JENNA ALSTEEN <jenna.alsteen@wisc.edu> wrote:

Hello Ananth,

I am touching base regarding the attached GFEC program review letter. Please feel free to send the program response directly to me as soon as possible.

Take care,

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
Thank you, Jocelyn. Very much appreciate the feedback.

A quick comment on the assessment - Yes, the department annually reviews student learning and prepares a student learning assessment report for each degree level that is discussed by the program faculty. Many of the adjustments to our academic programs over the past few years were driven by the student learning assessment process. For example, the introduction of doctoral field workshops arose from discussions surrounding a direct assessment activity related to the third year doctoral field paper. For the undergraduate program, recent new courses focusing more on data in economics have come from assessment activities focused on learning outcome #4, “Use mathematics/computational/statistical techniques to analyze real world situations and policies.” We plan to continue following our assessment plans, engaging in direct and indirect assessment activities, and making adjustments based on student learning outcomes to strengthen the academic programs in the department.

Best Regards,

Ananth

On Fri, Mar 5, 2021 at 1:10 PM Jocelyn Milner <jocelyn.milner@wisc.edu> wrote:

Colleagues,

Thank you all for this important work on program review of the Economics academic programs. In keeping with usual practice, I did not receive the self-study, but the report from the dean and the review committee are the usual pieces of documentation we in APIR accept in completion of the required program review and I have reviewed them.

The additional step is a review of this material by the Graduate Faculty Executive Committee, which I think is already scheduled for an upcoming meeting.

I would make a few observations.

-I would agree from information from a wide variety of sources that the Department of Economics academic programs and instruction has many strengths and overall is a strong department.

-I applaud the efforts at expanding diversity and the recognition of the ongoing need for efforts in that direction.
I was looking for a discussion of student learning and how the assessment program is providing evidence for what is strong and what needs to be improved in the curriculum and student learning experience. I did not see much reference to the student learning assessment components of the program review process. As a reminder attention to student learning is required. Each program is required to have an assessment plan and conduct student learning assessment activities annually. This can include a mix of direct and indirect measures. And then this information is expected to be a foundational piece of the self-study and program review discussion. I did check with Student Learning Assessment colleagues (copied) and I do understand that Economics has assessment plans and is up to date on reporting of assessment activities. I understand that the program review committee had the assessment reports available to them. I would trust that these activities associated with student learning have wide engagement in Economics.

I accept these materials as satisfying the requirements of program review for these programs with the expectation that Economics will act on recommendations from L&S and the review committee and will continue to prioritize considerations for student success.

Thank you again for participating in these important activities that relate to continued program quality at UW-Madison. Jocelyn

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Jocelyn Milner, PhD
Vice Provost, Academic Affairs
Director, Academic Planning and Institutional Research
University of Wisconsin-Madison
169 Bascom Hall, Madison WI, 53706
apir.wisc.edu
jocelyn.milner@wisc.edu

From: Lori DeMeuse <lori.demeuse@wisc.edu>
Sent: Wednesday, March 3, 2021 9:24 AM
To: ANANTH SESHADRI <ananth.seshadri@wisc.edu>
Cc: JENNA ALSTEEN <jenna.alsteen@wisc.edu>; Greg Downey <greg.downey@wisc.edu>; ELAINE M KLEIN <elaine.klein@wisc.edu>; Jocelyn Milner <jocelyn.milner@wisc.edu>; Parmesh RAMANATHAN <parmesh.ramanathan@wisc.edu>
Subject: Completion of the Review of Economics Academic Programs sent on behalf of L&S Dean Eric Wilcots

Dear Ananth,
Please see the attached memo and supporting documents sent on behalf of Dean Wilcots.

Best,

Lori

Lori DeMeuse
Assistant to Dean Eric Wilcots
College of Letters & Science
University of Wisconsin-Madison
105E South Hall
1055 Bascom Mall
Madison, WI 53706
608-265-6351
Plan to diversify student body: Your response talks about some of the steps your program has undertaken to diversify the student population in Graduate Foundations, including several that are focused on domestic students. However, as you are aware, 93% of new enrollments to the program are international students. Do you have specific multi-year targets for enhancing diversity? The steps you mention seem to be preliminary with no specific goals. Can you please detail program’s plan to increase the number of domestic students? Can you also detail program’s plan to even diversify the international students (i.e., enrolling students from across the world)?

Our goal is to increase program diversity within five years. The outreach efforts that the Economics Diversity and Inclusion committee have started will take time to yield results. To work on diversifying the program in the short term, graduate area staff attended the recruitment fairs sponsored by the Graduate School this past year and will continue to do so. Graduate area staff have also worked with our undergraduate office this past year to recruit undergraduates from UW-Madison to our master's program. We have a promotional brochure for our master's program that faculty send out to academic contacts and various institutions, both in the U.S. and abroad. In addition, we are starting to provide scholarships for domestic students as well as students from other countries. The primary goal of these outreach efforts is to reach new student populations. We are always open to suggestions and ideas for ways to increase awareness of our master’s program to new audiences.

All that said, I am very nervous about having specifics since we are facing an uphill battle. This year, despite several of these efforts, the fraction of students from China has only gone up, a trend I fear might continue. I will point out that our experience is not unique – this is fairly common for very high tuition programs (and as you are aware, our program has the highest tuition at UW-Madison). Our newly created MSFE program is all Chinese for Fall 21. One reason for this is that Latin American and Asian students tend to go to excellent low-cost MS programs in their own countries. Another is the explosion of pre-docs. Domestic students who have completed their undergraduate degrees are increasingly preferring to work as RAs for faculty especially at private universities. These RA positions compete directly with MS programs since the undergraduate RA provides low cost research support for two years and hopes to get a great letter from the supervising faculty. I know friends at private universities hire 3-5 RAs a year. The Economist had an article on this.


You might ask – isn’t the inability to diversity our MS program a problem? I would argue that the answer is no. Without the revenue from the 131 MS program, we could not possibly have maintained our excellence. In addition, revenue from the MS
program has been critical in diversifying our PhD student body. We have a greater fraction of women in our PhD program than any other top 20 department thanks largely due to funds from our MS program which has enabled us to attract very talented women. This year, we supplemented TOP funds for faculty hiring with our 131 funds to hire an excellent Black economist. We received authorization to hire another senior Black economist who will be funded from MS program revenues. In addition, we attracted three PhD students of color including two Black students for the incoming Fall 2021 PhD program. The market for students of color is so competitive that we had to supplement the Grad School two-year fellowship with four additional years of fellowships to attract an excellent Black student (this is the first time we have ever offered a six year fellowship). The funds would come from our MS program.

Your response mentions Stepping Blocks. As you know, Stepping Blocks is primarily undergrad focused. Have you had success with tracking graduate alumni using Stepping Blocks? If so, can you elaborate? Have you undertaken other steps to track alumni from the program.

Our Career Office uses Steppingblocks to track our alumni overall and keep on top of hiring trends in economics. While Steppingblock does tend to be more undergraduate focused, our career office has found the tool helpful in tracking our US-based MSGF graduates. Career advisors have used Steppingblocks data as one piece of the data puzzle in conjunction with our own internal first destination survey and the graduate school first destination survey, to track our students and follow hiring trends. Steppingblocks displays demographic, salary and employment history for 123 of our MSGF alumni using LinkedIn data. To ensure that our sample size in Steppingblocks continues to increase, we encourage our MSGF students to create and update their LinkedIn pages and invite them to join our Econ Master’s LinkedIn group.

You mention online modules for remedial Math courses. How are students completing these remedial courses? Are they offered for credit in summer? Can you please elaborate on how these courses will be offered to the students who need them.

The remedial courses are online. They are not offered for credit – tuition is high and so students would complain if this course is only offered for credit. Going forward, we plan to integrate this into our Math for Economists MS course. This is the strategy followed in the PhD program which also has a more advanced Math for Economists course. The way we would offer this is to begin the course two weeks or a week prior to classes begin. One week of remedial math. And the second week would be a part of the ECON 700 course and end by October. The advantage is that the students will have the essential tools from the Math course to use in the Microeconomics and the Econometrics course. A committee is currently looking into this and we will finalize this by May.
23 September 2020

Anant Seshadri, Ph.D.
Todd E. and Elizabeth H. Warnock Distinguished Chair in Economics
Professor and Chair of Economics
College of Letters and Science
University of Wisconsin–Madison
Sent Electronically

Dear Professor Seshadri,

When the College of Letters and Science (L&S) assembled a review committee to conduct a five-year program review of the MS Graduate Foundations, Professor Bret Shaw was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Shaw led a discussion of the review at the GFEC meeting on September 11, 2020. In this letter, I summarize the committee’s discussion.

The GFEC learned that the program has seen considerable growth in enrollment since its inception. The strengths of the programs include its outstanding placement record in PhD programs and industry positions, its approach to assessment, and active engagement of faculty and staff with the students in the program. The committee provides the following recommendations:

- Create a plan to increase the diversity of the students enrolled in the program. Currently, a large fraction of the students is international, especially from a single country.
- Create a faculty steering committee and leadership succession plan.
- Track the progression of alumni in their career.
- Implement program’s plan to create a remedial mathematics course.

GFEC recommends the department engage in efforts to address the recommendations of the review committee. Please provide a written response by March 1, 2021 on how the department is addressing these recommendations, which will be discussed at a subsequent GFEC meeting. Thank you for your strong commitment to graduate education.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
Cc: Eric Wilcots, Dean, L&S
    Elaine Klein, Associate Dean for Academic Affairs, L&S
    Greg Downey, Associate Dean for Social Sciences, L&S
    Jocelyn Milner, Office of the Provost
    Parmesh Ramanathan, Graduate School
    Jenna Alsteen, Graduate School
April 14, 2021

TO: Karl Scholz, Provost
FROM: Diana Hess, Dean, School of Education
RE: Program Review - Curriculum and Instruction: MS-Secondary Mathematics, Science, Social Studies, and English Education named options

Attached please find the self-study from the Department of Curriculum and Instruction for the five-year program review of the MS in Curriculum and Instruction Secondary Mathematics, Science, Social Studies, and English Education named options. This memo highlights key strengths and weakness of the program as identified in the self-study and the Review Committee’s report and provides a summary of the Review Committee’s recommendations.

Program Strengths:

- The Secondary Education’s social justice-focused curriculum is bolstered by the program’s cohort model. Graduates reported feeling well-connected to their peers and program staff. Students and partner teachers also viewed the community-based placement as a mutually beneficial experience.
- The contributions of Faculty Associates are a particular strength and contribute to the broader success of the Secondary Education programs. Supervising partner teachers also serve as important resources to pre-service teachers during the community-based placements.
- The revenue-generating 131 financial model is a strength and ensures successful implementation of the program. The program’s healthy financial status is partly attributable to the role of Faculty Associates in attracting students to the program.

Program Challenges:

- The Review Committee noted an imbalance between the two teach licenses, content area and English as a Second Language (ESL). Graduates state that the ESL content feels like an add-on and that the quality and usefulness of the community-based placement varies widely.
• The role of Faculty Associates should be evaluated, specifically the job title, duties, workload, and issues related to status. Faculty Associates consider their work to be at odds with the work of tenure-track faculty.
• The Review Committee noted that the Teacher Education Center (TEC) is in the process of developing its identity, as it serves a variety of purposes. The TEC should consider its role in conducting research on the 14 teacher licensure programs within the SoE.

Recommendations:
• The Review Committee recommended that the Department collect additional data on ESL preparation and convene a retreat focused on the ESL curriculum. The Department should leverage the expertise of the Wisconsin Center for Educational Research and WIDA to improve ESL training. The Department clarified that the program is not intended to prepare student to serve as stand-alone ESL teachers, the ESL training is complementary to their content area training. The program already utilizes WIDA resources, standards, and performance indicators in the ESL curriculum, but will work to make this more visible to students.
• The Department should address the issues related to the Faculty Associate role, including, clarifying the lines of supervision, job duties, and title. The Review Committee also recommended requiring a terminal degree and extensive teaching experience. The Department voted to approve Faculty Associate appointments as ongoing renewable positions and are in the process of modifying job titles. The program’s Faculty Chair supervises Faculty Associates.

On behalf of the School of Education, I want to thank the Review Committee and the Curriculum and Instruction graduate program for all the hard work it took to prepare the report and complete the program review.

Sincerely,

Diana Hess, PhD
Dean
Karen A. Falk Distinguished Chair of Education

CC: Carolyn Kelley, Senior Associate Dean, School of Education
    Elizabeth Jach, Policy and Planning Analyst, School of Education
    Maddie Sychta, Academic Planner, School of Education
    Kimmer Wilkerson, Teacher Education Center, School of Education
    Erica Halverson, Chair, Curriculum and Instruction, School of Education
    Jeremy Stoddard, Professor, Curriculum and Instruction, School of Education
    Julie Mead, Associate Dean, School of Education
    Parmesh Ramanathan, Associate Dean, Graduate School
    Jenna Alsteen, Assistant Dean, Graduate School
    Jocelyn Milner, Vice Provost of Academic Affairs and Director, APIR
    Karen Mittelstadt, Academic Planner, APIR
Review Committee Report:
Curriculum and Instruction Master of Science in Secondary Education
University of Wisconsin-Madison Graduate School

Date submitted: December 1, 2020

Review Committee Members:
Stephanie van Hover, Professor, University of Virginia (Chair), svanhover@virginia.edu
Martha Bigelow, Professor, University of Minnesota mbigelow@umn.edu
Rochelle Gutiérrez, Professor, University of Illinois at Urbana-Champaign, rg1@illinois.edu
Scott Straus, Professor, University of Wisconsin-Madison, sstraus@wisc.edu

Overview:
The committee appreciated the opportunity to serve as program reviewers for the MS in Curriculum & Instruction - Secondary Education Program. The charge from Dean Diana Hess asked us to focus on “evaluating the quality and function of the academic programs” and that this report, rather than reiterating the self-study, should “provide feedback and accentuate noteworthy topics... with particular regard to program quality and student learning.” The self-study identified 4 questions to focus our inquiry:

- How well does the dual certification and accelerated design of the master's program enable students to master learning outcomes? How well does it prepare them to teach in their content areas and/or ESL?
- How do students experience the program? Are changes needed in the program design or structure to enhance student experience and toward the goals of subject area and ESL dual licensure?
- The program has recently hired faculty associates to increase program coherence and capacity and to support faculty and students. Based on your early experience, how is that model working?
- How well are the programs serving high demand areas of teacher certification and the communities who have the highest levels of need for qualified teachers?

We utilized the template provided by University of Wisconsin-Madison to synthesize our assessment of the M.S. in Curriculum & Instruction-Secondary Education.
A. A summary of the activities of the review committee and materials reviewed;

The activities of the committee included the following:

- **Introduction & Orientation**: Dean Diana Hess outlined the charge for the committee and provided historical background on the shift from an undergraduate secondary teacher education program to the graduate-level M.S. program. She identified enrollment targets, described the role of the Faculty Associates (and the possibility that the title might change to Teaching Professor) and provided information about the “Pledge” that will provide financial support to those teacher education students who agree to teach in Wisconsin for several years.

- **Content Area Meetings**: Reviewers attended assigned content area meetings (Stephanie & Scott: Social Studies & Science; Martha: ESL; Rochelle: Math & English). Program faculty and faculty associates described the course sequence, field experiences, capstone and roles and responsibilities of faculty associates. Reviewers asked participants to reflect on programmatic strengths and challenges.

- **School Context Partners**: Reviewers met with school context partners, seven middle- and high- school teachers who serve as cooperating teachers for the program. After initial introductions, reviewers asked participants to reflect on programmatic strengths and challenges.

- **Teacher Education Supports**: Reviewers met with multiple “teacher education supports” including faculty and staff from the Teacher Education Center, Faculty Associates, and Student Teaching Supervisors. These meetings focused on understanding the programmatic structures and supports and the different roles and responsibilities. Participants also reflected on strengths and challenges of the program.

- **Alumni**: Reviewers met with two groups of alumni: a) 2020 graduates and b) graduates from previous cohorts. In this meeting, we asked participants to tell us where they taught and to reflect on the strengths and challenges of the program as well as identify recommendations for change.

- **Exit Meetings**: Reviewers met with program leadership and Dean Diana Hess. The meetings focused on clarification of lingering questions.

The materials reviewed by the committee included the following:

- **Self-Study**: The “5-year Initial Program Review Self-Study” which followed the guidelines and template provided by the Graduate School. The Self-Study outlined four specific questions.

- **Additional Materials**: As the visit progressed, site reviewers asked for additional information (which was provided by Joey Lubasi) and reviewed the following:
  - Capstone Titles
B. An evaluation of the strengths and weaknesses of the program:

The site review visit surfaced both strengths and weaknesses of the program. We summarize these below and used the framing questions identified in the self-study to focus our assessment.

Strengths of the Program

Programmatic Goals & Vision: Conversations with participants in addition to the data included in the self-study report indicate that the decision to shift from an undergraduate secondary teacher education program to the M.S. was a good one. Some of the original reasons for the shift were to boost enrollment, attract a more diverse group of students, and increase the cohort effect of having students move through the program. This program is very desirable to the teacher candidates as well as school partners because of the length (14 months) and the fact that it includes two licenses - a content area (Mathematics, English Language Arts, Science, or Social Studies) and English as a Second Language (ESL). It is remarkable to offer a program that permits teacher candidates to obtain two credentials in two dramatically different fields. Additional strengths related to the content and structure of the program include the following:

Epistemology & Social Justice: The program’s inclusion of epistemology courses (which interrogate the content area in terms of social justice and diversity) are a unique addition that reflect the overall vision of the program and give students a chance to see how their specific subject matter has historically evolved into what it is today. Alumni also identified the emphasis on social justice and equity as a strength of the program. One graduate said they appreciated the “unapologetic lens regarding problems with education in America.”

The Cohort Model: The cohort model is clearly a strength of the program. All of the alumni identified the cohort as a strength. One graduate mentioned “I met great people who shared what you were going through” and others reiterated the close relationships built during the program. It was clear each cohort received exceptional support from Joey Lubasi and the Faculty Associates.
Student Experience, Placement Rates & Administrative Excellence: The students we interacted with liked the program and described positive experiences. The program has a high job placement rate, and alumni credited the program for obtaining their preferred post-graduation job. All students mentioned the support of Joey Lubasi, who supported the students from the beginning of the program through graduation. One member of the review team summarized what we heard as “all roads lead to Joey” and we were all struck by the warm relationships between current students/alumni and Joey.

Connection between Theory & Practice: All stakeholders mentioned the emphasis on the connection between theory and practice, with faculty associates serving as bridges. One faculty associate mentioned that the program is designed to “mirror the growth and development of a new teacher” which is a clear strength of the program. Various stakeholders also emphasized the teacher candidates’ willingness and ability to engage in reflective praxis as a way of developing as teachers and creating a strong professional identity. This reflective practice seems to be supported by students having been exposed to theoretical concepts and framings in coursework so that they can analyze how those concepts play out in classrooms in which they are observing or teaching. One graduate reflected that he “appreciated [the program] creating a space to discover what we believe about education and giving him a solid confidence and grounding to move forward in a profession that is really tough and difficult to navigate...the philosophical grounding allowed me to figure out the more technical pieces.”

Strong Field Component: All stakeholders mentioned the strong field component as a strength of the program. Specifically mentioned as a strength was the summer practicum which, in non-COVID times, provides a community-based placement in which students interact with diverse groups of students. Mentor teachers mentioned learning from their students and enjoying the opportunity to work with the program. One described students as “creative, reflective, and engaged” and another said the students were “focused, asked very good questions about content and practice.”

Inclusion of ELL Pedagogies: The inclusion of ELL pedagogies was also mentioned as a strength because teacher candidates. It seems that the ESL methods classes and work with English learners offered an opportunity for teacher candidates to learn a wide range of general teaching strategies for differentiation and scaffolding content and language learning.

Programmatic Autonomy: While the majority of teacher education programs spend enormous energy responding to external accrediting bodies (e.g., CAEP), this does not seem to be the case
at UW-Madison, with the exception of their state accreditation process. And, while EdTPA was frequently identified as a challenge, it seems to be a past challenge and the door seems open to re-inventing how teacher candidates demonstrate progress towards programmatic/state objectives. In sum, the external reviewers all noticed, with some envy, that UW-Madison’s Secondary Teacher Education program seems to have extraordinary freedom and autonomy to innovate. This is a strength of the program and offers exciting opportunities for innovation, making changes quickly, and to think collectively and differently about teacher preparation.

**Faculty Associates:** The Faculty Associates in this program are a strength. Later in this report we reference issues (challenges) related to equity, power, positionality, and consistency in relation to faculty associates but that should not distract from or diminish the impressive work and enormous contributions the Faculty Associates make to the program. It is very evident that the Faculty Associates are the backbone of the program and contribute enormously to its success. Their responsibilities include, but surely are not limited to, recruitment, admissions, summer epistemology, summer practicum, fall seminar, spring seminar, supervision, capstone, and general support of students, plus Teacher Education Center meetings, meetings regarding a new performance-based assessment, and liaising with teachers. They also teach some other courses (e.g., ESL, methods within content area, classroom management courses). They help translate theory into practice, teach courses, support and liaison with mentor teachers and student teacher supervisors as well as ensuring students fulfill the expectations of the final performance assessment (portfolio and capstone). The alumni identified the Faculty Associates as the “go-to people”, the instructors they most appreciated in the program and graduates were able to identify specific ways in which the Faculty Associates had supported their growth including high quality teaching, support with placements, and problem-solving small- and large-issues. In sum, the Faculty Associates support students in all ways, from recruitment to advising to support throughout the program.

**Supervisors:** In addition to the faculty associates as strong school-based practitioners, the program benefits from impressive field-based supervisors. The supervisors bring content expertise, many years of teaching experience, and are clearly very grounded in their role of supporting pre-service, novice teachers. We noted that relatively low numbers of teacher candidates (approx. 5-10) are assigned to the content area supervisors, and higher numbers assigned to the ESL supervisors (21). They in turn are supported through regular meetings. The alumni cited their supervisors as a great source of support during field placements, offering everything from lesson plan review to instructional coaching to negotiating relationships with mentor teachers.

**Revenue, Load & Strategic Support:** The program is an autonomous, revenue-generating program, a “131” program in the university’s parlance. The program has proven to be
financially healthy and viable, with program net revenue exceeding expenses each year of existence and thereby providing funds back to the Department of Curriculum and Instruction. The financial health of the 131 program should not be taken for granted and is an important success. Additionally, the implementation of the program seems not to have detracted from the other goals of the School of Education and the C&I department. The faculty do not seem to be overtaxed, and so neither their research programs or their instruction and advising to PhD students has suffered as a result. That success is in part due to the crucial role that the Faculty Associates play in the program, further highlighting their centrality and emphasizing the need for proper mentoring, job description, and compensation.

**Areas for Consideration and Improvement**

**Imbalance of the 2 Licenses**: We heard from every group we met with that there is an ongoing struggle to offer teacher candidates balanced field experiences and coursework in both licensure areas, or, as one person said, offering a “true dual certification program”. We heard repeatedly that teacher candidates do not get similar levels of field experiences, observations or academic preparation in ESL as they do in their content area preparation. We were surprised that many of the candidates we spoke with were not introduced to WIDA in their preparation, given that UW-Madison is home to WIDA, that the WIDA consortium includes most states in the US, and that WIDA is widely used in ESL assessment and instruction and common in inservice and preservice teacher development.

The imbalance has also seemed to result in a homogenization of English learner profiles. Not being attentive to the different needs of a variety of English language learners could have a deleterious impact on the decisions related to curriculum, instruction and programming for English learners in K-12 schools. While we did not probe deeply, we noticed that there was no mention of how English learners differ. Learning about SLIFE, LTELs, newcomers, etc. would help teacher candidates nuance the claim we heard repeatedly that “good teaching strategies for English learners (or sped) are good strategies for all.” Of course, this may be true of English learners who have reached the highest WIDA levels, but can’t be the case with, for example, English learner newcomers or those who are in the initial stages of developing alphabetic print literacies. We assume teacher candidates are exposed to teaching strategies that prepare them to teach in ways that are linguistically additive and support multilingualism, but we did not hear anyone talk about this way of approaching ESL instruction.

Mentor teachers raised concerns about the depth of knowledge of teaching candidates in terms of their ability to recognize the diversity of language learners, assess and interpret utilizing WIDA, and apply ESL strategies into the regular education classroom. One teacher, for example stated, “it feels like the ESL is an add-on...and I wonder why it is not an additional methods class
and why it has to be a certification.” Another observed that some students were “fired up about the ELL certification and others were going through the motions” and they wondered if “more quality instruction would come out of ELL being an option rather than a required bundle.” Another mentor teacher said “it feels tacked on” and that the content areas were “in their silos.” The ELL mentor teachers also mentioned that students were not WIDA literate, which was an essential skill. Similarly, while students described the ESL focus as a strength and draw of the program they also highlighted the imbalance of the two licenses. One said, “we didn’t get the technical grounding one might desire in ESL” and another said “A lot of us have ended up teaching ESL clusters or even sheltered classes. I think preparedness to teach ESL really depended on individual student teaching experiences. I definitely struggled with my sheltered classes [in my first year] and had to lean heavily on my colleagues.” Another said, “in my student teaching experience I had no access to the newcomer level class and that’s what I was teaching the following year. It was a rough year. I felt like, that’s when I doubted the most, it was such a learning curve.”

This imbalance between the two licenses is a completely predictable issue given the compressed nature of the program. Furthermore, we understand the desirability of having an ESL credential in addition to a content area license. Nevertheless, we see the program’s strong commitment to equity to be at odds with releasing novice teachers with possibly inadequate preparation in ESL to schools. With their credential, they could be in the position of being the ESL specialist in a school, including an elementary school, or in charge of leading an ESL department, as was the case with one of the alums we spoke with. We are confident that these issues can be resolved by the very competent instructional staff. We couldn’t help but also generate some suggestions in the section “advice to the Dean and Program” based on ideas from those we had the opportunity to speak with.

**Role of Faculty Associates:** The Faculty Associates are absolutely a strength of the program and should continue to be a part of it. Our review surfaced some challenges related to the role, including clarity of role, the workload, the reporting line, and issues related to status. One Faculty Associate aptly described their work as “human focused”, “relationship based”, “time intensive”, and “intellectually rich and stimulating”. However, other Faculty Associates referred to their position as “an interesting sidecar” or “worker bees.” They all seem to strongly identify as teacher educators. They feel that they have good relations and enjoy a great deal of appreciation from their faculty counterparts. However, given the structure of departmental meetings and the way research faculty are evaluated for tenure can mean that “there’s a dichotomy created between intellectual work that is about securing grants, publishing, etc. and the work we do” (as if it is not intellectual). We found the long list of their responsibilities to be quite daunting, and they seem to be everything to everyone. The title “Faculty Associate” is misleading, and we (in the recommendations) encourage the School to consider adopting
“Teaching Faculty” or some equivalent title to clarify the role and position of Faculty Associates in the department.

**Role of the Teacher Education Center:** It seems that the Teacher Education Center (TEC) was just getting off the ground when Covid-19 pandemic hit and, as a result, is still in the process of developing its identity. The faculty/part-time director is tasked with a variety of roles, including convening bi-weekly meetings of the faculty associates, faculty, and others. The TEC also serves as an accrediting liaison with the state (Department of Public Instruction), archiver of teacher candidate data, convenor of supervisors for training, and coordinating body for 14 licensure programs across various departments at the undergraduate and graduate level, among other things. The existence of the TEC is much needed and certainly an asset and a strength in this secondary, dual licensure program. As a program in a research-intensive institution, and as the place where many types of data are housed, we contemplated the role the TEC could play in facilitating research on the programs.

C. **Advice to the program, dean, and/or provost for improving the program**

The reviewers were impressed with the structure, content, and administration of the Secondary Teacher Education program. As noted above, we identified many strengths. We also described challenges and, in this section, offer some issues for Dean Diana Hess and all the stakeholders to consider with the recognition that the four reviewers are external to the School of Education and are interpreting information from our own lived experiences.

**Address the Imbalance Between 2 Licenses:**

The imbalance between the 2 licenses emerged as an area that should be addressed. We recommend the following:

- **Collect Additional Data:** Our questions about whether candidates are prepared to be ESL teachers are based on our brief conversations with graduates and clearly speculative. This issue would surely benefit from additional research. We think this would be a particularly rich area of inquiry given the program’s strength in helping teacher candidates develop a strong professional identity. Is this identity largely within the realm of the content area? How do they fare in terms of developing ESL-centered teacher identities? Could the Teacher Education Center facilitate this research?

- **Curriculum Review and/or Retreat:** According to conversations with TEC personnel and secondary teacher education personnel, there are regular meetings to review syllabi and discuss programmatic goals. We suggest a focused retreat on the ESL issue, with a review of existing syllabi to map out what students are learning, when they are learning
this content, and to determine meaningful ways to integrate attention to ESL methods in the content area seminars and content area methods courses. While more ESL depth through curricular integration was one suggestion, this would require a great deal of curriculum development work. We are not suggesting more parsing of ESL content, but rather an exploration of what it would look like to deepen the coursework, expand field experiences, co-teach some of the content methods classes with an ESL teacher educator (as is frequently done in strong high school ESL service models), or in some way offering more ESL expertise to the instructors in the content areas. Perhaps some teacher candidates should forgo the ESL license and others should seek only the ESL license.

- **Collaborate with the Wisconsin Center for Educational Research & WIDA**: The reviewers are envious of the fact that WCER and WIDA are housed at Wisconsin and see this as a natural source of collaboration. A brief review of the WCER website indicates WIDA offers professional development and outreach and closer relationships could strengthen students’ knowledge.

**Address the Role of Faculty Associates:**

- **Clarify reporting, load, mentoring**: When asked about who they report to in terms of annual performance reviews, there was a pause. It seems that the Department Chair is technically the person they report to, but their performance is monitored more informally by Joey Lubasi. Given the importance of the faculty associates position in the overall program, the chains of supervision should be clarified. It would seem to us that the Faculty Director of the program would have the most hands-on interaction with the Associates and should serve as the Supervisor to the Associates. Perhaps the department has a preference for the Department Chair or the overall administrator, a position held by Joey Lubasi, to serve as supervisor. Either way, the lines of supervision should be clear and clarified. Similarly, the position description should be clear too—and perhaps the department could use the current campus-wide TTC effort to define position descriptions as an opportunity to gain clarity on the roles and responsibilities of the Faculty Associations.

- **Recruitment, Qualifications, Retention & Diversity**: Once the title is clarified (again, we suggest Teaching Faculty), we recommend requiring a terminal degree (Ed.D. or Ph.D.) in conjunction with extensive practice-based 6-12 experience. We also wonder about recruiting candidates who have an ELL/Content Area background in order to strengthen the theory and practice bridge. The terms and expectations of this position should be clear in order to recruit the highest quality candidates. We see these positions as essential to the program, and as a position that should be very desirable to candidates.
interested in working as teacher educators rather than researchers. We encourage UW to think about addressing job security, status, and burnout.

- **Support for Programmatic Growth**: The Faculty Associates seem to bear a great deal of responsibilities; the enrollment projections in conjunction the Teacher Pledge and the addition of World Languages suggest that perhaps the program will need to invest in additional supports and might consider additional hires to ensure program quality is maintained.

**D. Recommendations for future directions**

We outline our specific advice to the program and the school above. Our recommendations are that the program could benefit from reflecting on two questions:

1) **How can new assessments show teacher reflection and learning?**

The teacher education program (writ large) is so very fortunate to have freedom from CAEP and other accrediting bodies that constrain innovation. We suggest the program reflect on what innovation can take place—particularly as EdTPA will no longer be required. We recommend thinking about the capstone and the proposed portfolio as opportunities to engage in innovation.

2) **How can the program design align to core commitments to equity?**

We suggest the secondary teacher education program reflect on the core identity -- it seems that this is a content-disciplinary focused program with a strong strand of social justice and attention to equity. The ESL focus seems, as stakeholders mentioned, “tacked on”. We recommend a deep dive into “who are you, really?” and to align the portfolio and capstone to the core mission and focus of the program.

We appreciate the opportunity to serve as reviewers for the Secondary Teacher Education program and are happy to answer any additional questions.
Overall, we found the report produced by our external review team members to be extraordinarily useful and positive. We are extremely grateful to the review team members and the wide range of staff, mentor teachers, and alumni who participated in the review and provided feedback to the review team. The recommendations from the review team will help inform program and department planning and ongoing improvement activities. We identify some initial or ongoing activities related to recommendations from the external review report below. This report is particularly timely as we are addressing some key changes to state requirements as outlined in our self-study report. Below we note some clarifications to items from the report that we felt either did not reflect current developments or did not capture the full story of the program.

**edTPA Performance Assessment:** The WI Department of Public Instruction is currently in the process of changing the requirements for performance assessments. Previously, the edTPA was required for all new teachers. However, going forward university programs may develop their own teacher performance assessment aligned with state teacher education standards that, if approved, can serve as the required performance assessment. The UW-Madison Teacher Education Center is leading efforts to develop the guidelines and reporting process for this performance assessment, with SED staff involved in its development and implementation within the SED program.

**Faculty Associates:** The faculty associates within the SED program are valued members of the program as well as of the department. We could not run the program to the level that we do without the dedication and work of the faculty associates. In fact, the department found the faculty associates to be so valuable that they have already voted to shift the initial two-year term appointment to be renewable ongoing appointments. We also agree with the committee that the faculty associates title is not clear, given that their work is a combination of instructional, administrative, and advisory. We are awaiting new titles to be approved by the School of Education to determine which may best fit these important roles within the program and will better reflect these positions. We appreciate the recommendation of the committee on finding ways to support the work of our faculty associates, and are exploring steps to include these kinds of supports in our future budget projections.

One clarification to address a concern of a clear supervisory system – the Faculty Chair of the program, currently Jeremy Stoddard, serves as the supervisor of the faculty associates and program coordinator (Joey Lubasi) for the SED program. The lack of clarity reflected in the report was likely the result of some recent reorganization in the department service and administration structure that came with a change in department chairs. We agree with the committee that there should be a clear and supportive system of supervision and will continue to examine and clarify roles as we move forward.

**ESL:** We greatly value the input of the committee on the role of the ESL program in particular. The merger of the content and ESL teaching field has been an ongoing area of growth and pride throughout the program’s development. At present we are also working to incorporate the state’s licensure shift to a K-12 model for ESL.
We found the recommendations of the committee regarding ESL (p. 8-9) to be quite useful and will incorporate these as part of our continuous improvement of the program and professional learning for faculty and staff. Two of the recommendations in particular are issues we are working to address. First, it has been a challenge to identify and place students in ESL specific teaching placements, and in particular placements where ESL and the subject area are being taught in ways that model the practices emphasized in the program. This is in part because of the local school systems and how ESL services are provided at the secondary (middle and high school) level. We are continually attempting to identify additional quality placements and are also exploring alternative models to what these experiences may look like (e.g., clinical rounds) to make what field experiences we can provide richer. We also identified the need to continue to work on the integration of the ESL and subject methods courses as well as the field experiences. We have experimented with doing combined ESL/subject area supervision visits and ways to make the most of the field experiences that do exist. For greater integration across coursework, the review team’s recommendation of holding a working retreat to explore greater integration with faculty and faculty associates to explore cross-over in courses, and methods courses in particular, is something we would like to implement in the near future. We have had a large number of faculty and faculty associate changes over the past three years and it is a good time to create spaces for this kind of collaboration.

While we found the recommendations in the report to be overall useful, and in particular those identified above, there were also three assertions in the report that seemed to mischaracterize the program, its structure and goals. These could be the result of the particular alumni the team talked with and when they went through the program as well as a lack of understanding of how different elements of the program are designed to address key standards required by the state for certification.

First, the program was designed to develop secondary teachers for core content areas (English, Social Studies, Math, Science) with ESL as a complementary skill set and certification for working with English Learners in those subjects. The program is not intended or designed for teachers looking to serve as stand-alone ESL teachers. Given the shift in licensure grade bands (Secondary is now 4-12 and ESL K-12) we need to continue to consider how we balance elements of the program toward the core goals of secondary teacher preparation with these shifts in licensure. While it is true our students technically qualify for stand-alone ESL positions, that is not why they attend our program – and very few of our graduates are in these roles. As our self-study indicates, the majority of our students who reported working with ESL populations in their classes are teaching secondary content area courses. The recommendation by the review team to see how to better integrate ESL methods into subject area courses and experiences is important given this core goal of the program.

Second, it surprised us that the team found that WIDA was not a core part of our ESL instruction. Elements and resources from WIDA are embedded throughout the ESL courses. For example, in our initial course WIDA presents its definitions of academic language and its assessments. The WIDA standards and performance indicators are integrated throughout, and WIDA staff guest lecture in each ESL course. As one specific example, in ESL Methods we have a researcher from WIDA come to present a workshop on how teachers can leverage the WIDA English Language development standards to better meet the needs of the English Learners in their student teaching placements and future
classrooms. We will make the WIDA connection more visible to students and Cooperating teachers, so they can see the resources threaded throughout the program.

Finally, the notion of an imbalance in the program is not reflected in the credit count nor in how these courses work toward the UW Teacher Education standards and certification requirements. Within the first three semesters of the program candidates learn, explore and are assessed on the primary elements of teaching and learning to earn their teaching certification. During this timeframe, there are three classes with subject specific coursework that equal 8 credits, and four classes with ESL specific coursework that equal 9 credits. Further, the balance is not just between ESL and subject specific courses but also with foundational courses on topics such as human development, politics in schools, and inclusive schooling. Field experiences do lean more heavily on the subject area lens since the initial license is granted within the content domain and, as noted elsewhere, is something that we will continue to work on in terms of identifying contexts that model integrating ESL strategies within the subject area. The review committee was correct that there are constraints with the compressed 14-month program model that comprises a graduate degree and dual certification. The incorporation of ESL with secondary subject teacher preparation is a core commitment of the program to address the need for teachers who can support diverse populations of students to be academically successful in Wisconsin schools.

For those teacher candidates who have an interest in gaining more expertise in ESL beyond the initial standards, we offer additional opportunities. Any of the teacher candidates may request that their full-time student teaching be in an ESL setting. Given the dual degree nature of the program it would be ideal to have at least one of students’ student teaching experiences to be in a setting that includes students receiving ESL services or that models pedagogy integrating subject-specific strategies with ESL strategies. This is a goal we will continue to work toward for all of our students, while assuring that those interested specifically in ESL contexts have that option. We also offer final summer term workshops that students may select for .5 credit each. These workshops explore targeted practice-based topics like newcomer strategies and resources, teaching reading, and working with SLIFE.

**Conclusion**

The specific recommendations provided by our external review team will provide useful guidance as the MS Secondary Education programs expand and work to address the needs of Wisconsin schools. In particular, we were heartened by the many strengths identified by the team and for the ideas for better understanding or improving areas of our program. The popularity of the program and affordances of the 131 financial model will provide both flexibility and financial resources to work toward the changes and improvements we identified above, and this report will be a useful resource for the faculty and academic staff in the program for years to come.
April 22, 2021

TO: Karl Scholz, Provost
    William Karpus, Dean, Graduate School

FROM: David A. Noyce, Executive Associate Dean

RE: Review of the Power Conversion and Control Capstone Certificate

At its April 21, 2021 meeting, the College of Engineering Academic Planning Council (APC) unanimously recommended for approval the attached review and self-study of the Power Conversion and Control Capstone Certificate in the College of Engineering.

The review committee found the program is meeting the prescribed student learning objectives and enrollment of students from historically underrepresented groups has steadily grown over the past three years. The program provides excellent preparation for those students interested in enrolling in the Master of Science in Electrical Engineering, Power Engineering named option program.

The review committee did note that growth in the program is stagnant and suggests that the program include additional courses in grid applications to expand the pool of those that may be interested in the program.

On behalf of the College of Engineering, I accept the APC’s recommendation to approve this program review.

Attachments: Review Committee Report
              Department Self-Study

cc: Jocelyn Milner, APIR
    Karen Mittelstadt, APIR
    Parmesh Ramanathan, Associate Dean, Graduate School
    Jenna Alsteen, Graduate School
    Chris Brace, Assistant Dean for Graduate Affairs, College of Engineering
    Andrea Strzelec, Program Director
    Ed Borbely, Associate Dean, InterPro/Engineering Professional Development
    Sara Hagen, Academic Planner, College of Engineering
    Dan Ludois, Program Review Committee Chair
Review Committee Report for Power Conversion & Control Capstone

Date submitted: 4/9/2021

Review Committee Members: Prof. Dan Ludois - ECE (Chair), Prof. Xiaoping Qian - ME, Prof. Riccardo Bonazza - EP and Prof. Steffen Lempp - Math

A. A summary of the activities of the review committee and materials reviewed

The committee members reviewed the self-study document to formulate questions and follow up discussion topics with key people in the program. Three separate interviews were conducted: 1. Program Faculty, 2. Program Administrators, and 3. Students.

1. Program faculty members Giri Venkataramanan and Bulent Sarlioglu met with the entire review committee for an hour-long discussion on the program. Tom Jahns shared comments with the Chair separately due to schedule conflicts, but his comments aligned with those made by Giri and Bulent. The faculty confirmed the history of the program, its technical rigor and its strong affiliation with UW research group Wisconsin Electric Machines & Power Electronics Consortium (WEMPEC). Since WEMPEC is large industrial consortium, it serves as a recruitment tool for the capstone program. When the committee inquired about apparently high drop rate, the faculty said that was a multi-variable problem. They anecdotally shared that the program students are all professionals with full time employment in industry, some of which have been out of school for several years, and the program can be especially challenging given the time commitment and requisite “dusting off” of dormant skills. Overall the faculty were clearly proud of the program and confirmed the contents of the self-study.

2. Program administrator Daryl Harrison was interviewed by the committee and provided excellent additional information/clarification on the program. First, she clarified the enrollment statistics, revealing their true meaning. Since 2015, 130 students have signed up for the capstone, with 113 enrolling in courses. Of these 113, 78 have completed the capstone. Of the 78 that have completed the capstone, 52 have gone on to the MS program. Daryl has kept meticulous notes on the students participating in the program and tracked reasons for dropping out or taking a pause in the program. (some students will take a gap between courses) The primary reasons are due to the life circumstances of the students and the rigor of the program (meeting minimum GPA requirement). Sample student feedback Daryl received for students dropping or pausing includes:

“…too much calculus...” “...too much responsibility at work...” “...military deployment…”

The committee and others we interviewed agree that these reasons reflect the life stage of the students participating in an online professional program, rather the program itself.

Other information provided by Daryl were detailed enrollment statistics/demographics. This took the form of a slide deck with additional data on program diversity and enrollment statistics beyond those in the self-study. The committee learned that while enrollment on an annual basis is relatively flat/consistent, participation of underrepresented groups is
increasing. Below is a plot of the demographics for the MS Online program for which the Capstone Program is a feeder. Daryl said that she has been using the Society of Women Engineers (SWE) and the Society of Black Engineers Conferences as recruiting venues for the Power Capstone and the MS Online programs. A female student interviewed confirmed that she came across the program via recruitment efforts at SWE. This suggests that current outreach initiatives are effective and should be continued/expanded.

3. **Program Students** The committee reached out a current program course, ECE 412, to seek students to gather feedback from. We set up a meeting room during office hours to allow students from the program to speak with us if they chose to. One student participated, and we asked her to paint a picture of her program experience and what her motivations were for participating in the program.

The student graduated in mechanical engineering from Grand Valley University MI in 2016, and is now a practicing engineer in Kalamazoo MI. Currently, her career focuses on next generation batteries (cell technology) as a design engineer and sees herself continuing with her current employer (although not necessarily forever). Her work in batteries is mostly on cordless power tools and she has had little background in ECE (thus her interest in gaining more). She appreciates the PC capstone starting from scratch, i.e. building the material from the ground up. The student initially found program via google, attended a SWE conference in 2019 and met UW recruiter (likely Daryl). She compared the UW program with Michigan State University and wanted a “new” school outside of Michigan. Thus far she really enjoys the PC capstone and plans to continue with the online MS here at UW. To complete the capstone, she needed a prerequisite (ECE 355) and is in her third of four courses (and will take the last one over summer). She is currently in 412 and likes
the class because of classmate (peer) interaction but sees challenges for students from other
countries. Prior to the UW PC capstone she took only one online undergraduate summer
course at MSU before (which was very modular based and non-interactive). She interacts
with a study group of 2 – 4 other students in class that she is on a first name basis with.
Her prior two classes (355 and 411) had mandatory class participation (with optional class
opportunities), and equal TA-prof-student interaction. ECE 355 had more Piazza and less
student-to-student interaction. Her current course, ECE 412, is a flipped classroom whereas
355 and 411 were more traditional recorded lecture classes. She endorsed the
recommended class order and thought it was very helpful; having taken 411 after 412
would have increased the gap between 355 and 411, not that 412 material would have
required 411 material.

B. An evaluation of the strengths and weaknesses of the program,

Strengths: The program is strong and healthy for reasons enumerated in the self-study. These
primarily include a roadmap towards the MS program, filtering out weaker candidates for the MS
program, establishing a link between UW research and students, a high quality and societally
relevant curriculum, growing diversity of the student body, etc. Information provided beyond
the self-study by interviewing program faculty (Venkataramanan, Sarlioglu, Jahns) and administrators
(Daryl Harrison) supported the claims of the self-study, i.e. it appeared accurate. Student feedback
also supported the self-study and was very positive overall. See the self-summary for further
strength details.

Weaknesses: The primary weakness of the program that the committee identified is relatively static
enrollment. Mechanisms to grow program enrollment should be considered.

C. Advice to the program, dean, and/or provost for improving the program,

Expand the definition of diversity in the self-study document. It seems primarily focused on
women rather than broader underrepresented groups in engineering. However, the data provided
by Daryl Harrison clearly shows broader diversity data is being tracked, just not indicated in the
self-study.

Expand the program to include one or two more courses related to power conversion and let
students select 3 of 4, for example. This could bolster enrollment by casting a broader net within
power conversion industries.

D. Recommendations for future directions

The primary recommendation for the program is the expansion of term “power conversion” to be
broader within the context of electrical engineering. For example, the Power Conversion Capstone
is narrowly focused on machines (ECE 411), power electronics (ECE 412) and Controls (ME 446).
Historically the committee understands why this was done, these are the core areas for electric
drive systems that pertain to culturally relevant topics, e.g. electric vehicles, industrial automation,
etc. The program can expand to include electric grid related topics (ECE 427). This would expand
power conversion capstone to include Grid topics such as power systems, solar, wind, etc. that are
also affiliated with power electronics and control. A student participating in the capstone could then select 3 of 4 four courses, tailoring their power conversion focus to their educational or professional development needs. The broader scope would attract a broader group of professionals/companies, effectively growing the program, with minimal effort. This idea was discussed with program faculty and administrators and they agreed with it.

E. Specifications for any necessary follow-up action

No specific actions are necessary beyond the considerations outlined above.
Self-Study for Capstone Certificate in Power Conversion and Control

Date submitted: 11 January 2021

Primary Contacts: Dr. Andrea Strzelec, Program Director (strzelec@wisc.edu) or Ed Borbely, Associate Dean of Engineering Professional Development (borbely@wisc.edu)

Department: College of Engineering Office of Professional Development

School/College: College of Engineering

1. Program Description and Context

The Power Conversion and Control Capstone Certificate (PCC) addresses the learning goals of practicing engineers by providing further study with senior, highly respected faculty in the UW–Madison College of Engineering. It provides engineers with an opportunity to gain specialized expertise, including technical knowledge of power electronics, drives, and controls. The certificate also provides a “stepping stone” for students wishing to apply for admission to the university’s online Master of Science: Electrical Engineering named option in Power Engineering.

The curriculum was developed in response to needs identified by more than 80 corporate sponsors of the renowned Wisconsin Electric Machines and Power Electronics Consortium (WEMPEC). The Capstone was developed to offer a credential for professional electrical engineers looking to focus their knowledge on power electronics but not ready to undertake a full Master’s.

The format of the Power Conversion and Controls Capstone Certificate is completely online to accommodate working professionals. The 9-credit capstone certificate was designed for completion in three consecutive terms of 3 credits (one course) per term. Fundamental coursework in electrical engineering is a prerequisite, as is coursework in electromechanical energy conversion. (ECE 355 Electromechanical Energy Conversion is available online for admitted students).

The Learning Outcomes for the program are:

1. Analyze how torque and speed are controlled in the major classes of electric machines
2. Evaluate how power electronics are used to perform electrical power conversion from one form into another.
Further details, including current tuition and costs, are provided on the program’s website.

2. Demonstration of Need and Recruitment/Outreach
Include populations targeted, data to demonstrate need, and efforts to recruit/inform students

Need for the program: The Power Conversion and Control Capstone Certificate was developed based on an identified need from the ECE: Power MS program. The first 3-4 courses of the Master’s program were packaged into this graduate capstone, which became a pre-requisite for admission to the ECE: Power MS program. Students must complete the capstone with a minimum GPA of 3.3 to be eligible for admission to the Master’s program. This ensures that students will be successful in the MS program, which is a rigorous set of electrical engineering courses. From Fall 2015 to Summer 2020, 144 students were admitted to PCC, and 56 (43%) went on to the Power MS. The PCC program allows them to collect a certification even if they determine that the Master’s program is not right for them, or if they don’t make the Master’s GPA cutoff. This is an important factor for the US News and World Report ranking of the Master’s program as well – as it keeps students who wouldn’t be competitive in the program from enrolling, and maintains our completion statistics.

Targeted population: The program is targeted to highly skilled electrical engineers working in the field of power electronics. WEMPEC member companies are particular targets for this program, as are participants in the Power Electronics short courses taught in EPD.

Recruiting Efforts: Although hampered in 2020 by the COVID-19 pandemic, recruiting efforts for this program are quite vigorous. EPD presents the PCC as part of our portfolio in a variety of graduate fairs (UW, Oak Ridge National Laboratory, etc.), conference expositions (IEEE, ASME, SAE- Society of Automotive Engineers, SWE - Society of Women Engineers), to the WEMPEC member companies at the annual consortium meeting, and in all of the relevant EPD short courses in automotive engineering and power electronics. Recruiting efforts are further supported by Department of Continuing Studies staff with webinars, email campaigns, and inquiry responses.

3. Program Administration and Resources
Include a description of academic administration and a description and evaluation of the fiscal model (if appropriate)

Academic Administration: The program is administered by a collaboration between ECE faculty and an EPD Program Director (PD, Dr. Andrea Strzelec assumed responsibility of this program in May 2020) with the invaluable help of Student Services Specialist (SS) Ms. Daryl Harrison. The PD and SS handle student inquiries, recruiting, and manage admissions. Admissions decisions are made by the ECE faculty assigned by ECE to the PCC/Power MS Admission committee. The courses are taught by ECE faculty, lecturers and EPD lecturers.
Fiscal Model: EPD and ECE have just established a new fiscal model for this program, which went into effect in Fall of 2020. In this new model, the program revenue is split 10-45-45% between the COE, ECE and EPD. ECE has taken on the responsibility of all of the instructional costs (faculty, TA, grader), which was previously the responsibility of EPD.

4. Advising and Student Services

Advising: Advising for the capstone is standardized based on the capstone curriculum offering schedule. Whether students need to take 3 or 4 courses is determined by the admissions committee as part of the admissions process. Therefore, advising is done by Student Services and is programmatically limited to making sure that the students know which of the courses are being offered in a particular semester, providing help with registration enrollment, and guiding students appropriately to the Power MS application.

Student Services: EPD has a team of three Student Services Specialists, who are each assigned to lead specific programs, but can assist students in any program in an as-needed basis. In particular, Ms. Daryl Harrison has been the Student Services Specialist since the inception of the program. She has an exceptional reputation with the students in the program, and represents the continuity of the program (PDs, faculty have changed) as the students transition into the Power MS Program. Daryl provides guidance on “all things related to being a student at UW-Madison” – which includes helping students register, helping them navigate the Bursar’s office, and providing them information on available training available such as the Online Student Learning Orientation.

5. Faculty/Staff Participants Include a list of participating faculty, instructional staff, administrative staff with their role and department affiliation noted

Faculty: Prof. Tom Jahns, ECE  
Prof. Giri Venkataramanan, ECE  
Prof. Mike Zinn, ME  
Prof. Bulent Sariglu, ECE

Instructional Staff: Rich Schiferl, EPD

Administrative Staff: Dr. Andrea Strzelec, EPD  
Ms. Daryl Harrison, EPD  
Additional EPD Student Services Team Members available for support: Stephanie Scholze, Justin Bush  
EPD Learning Design Team: Stacey Binder, Amanda Renz
6. **Student Enrollment** include total number of students enrolled/declared in the program compared to program enrollment goals; address low enrollment policy (if applicable)

The PCC is both a stand-alone program and a feeder to the Power MS program. Data is presented for both total enrollments, and the number of students that continued on to the Master's program, after successful completion of the capstone.

<table>
<thead>
<tr>
<th>Term</th>
<th>PCC Student Admissions</th>
<th>Continued on to MS</th>
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</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>17</td>
<td>10</td>
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<td>Spring 2016</td>
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<td>Fall 2019</td>
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<td>Fall 2020</td>
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</tbody>
</table>

| Total           | 144                    | 56/131 = 42%       |

The program is currently meeting enrollment goals, but we are looking to expand enrollment further.

7. **Curriculum** include evidence that required courses have enrollment capacity to certificate progress and completion

The PCC curriculum consists of 3-4 courses, depending on the student’s preparation. All students take:

- ECE 411 Introduction to Electric Drive Systems*
- ECE 412 Power Electronic Circuits
- ME 446 Automatic Controls

*The admissions committee recommends ECE 355 Electromechanical Energy Conversion for students without a strong background in the subject, as a pre-requisite to ECE 411.
8. **Assessment** Include the assessment plan and a summary of annually conducted assessment activities, with an analysis of the extent to which the program is meeting the learning goals. This assessment evidence should form the basis for any proposals for curricular changes.

The annual assessment is completed by the EPD PD and the ECE faculty advisers. Once the assessment is completed, a summary of the recommendations is assembled by the PD and shared with the faculty director, who shares them with the appropriate faculty and oversees the implementation.

Due to the COVID-19 pandemic, an alternative assessment plan was filed for 2020. Therefore, we have included the 2019 assessment plan as part of this document.

9. **Program Completion** Include comments on number of certificates awarded annually relative to program goals; for capstone certificates include placement of “graduates.”

From Fall 2015 to Spring 2019, 130 students were admitted to, and 78 (60%) completed the capstone and were awarded the certificate. Over 5 years, 78 certificates have been awarded, an average of 16 per year over the course of the program’s life. Of those 78 certificate earners, 56 continued on to the Master’s program – a graduate placement rate of 72% into the Power MS.

<table>
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<tr>
<th>Term</th>
<th>PCC Student Admissions</th>
<th>Completed PCC</th>
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<td></td>
<td>144</td>
<td>78</td>
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</table>
10. Overall Analysis of Self-Study and State of the Program *Include recommendation and proposals for academic or administrative improvements*

Overall, the state of the Power Conversion and Control Capstone is strong. The program is running well and primed for additional growth. This desire for growth was at the heart of the new relationship – both for program administration and the financial model, between EPD and ECE.

It is anticipated that the new relationship model between EPD and ECE will only strengthen the capstone, as more faculty will be involved in the program and there will be more opportunities for interaction between the on-campus and off-campus students. The diversity of faculty and students in the combined classes will improve the experience for both sets of students.
April 27, 2021

TO: Remzi Arpacci-Dusseau, Professor and Chair, Computer Sciences

FROM: Eric M. Wilcots, Interim Dean

RE: Academic Program Review: MS-Computer Sciences, “Professional Program” Option
(brief report requested by March 30, 2020)

CC: Jenna Alsteen, Graduate School
Kristin Eschenfelder, Associate Director, L&S Division of Computer, Data, and Information Sciences
Cindy Fendrick, Academic Programs Director, Computer Sciences
Marty Gustafson, Associate Dean for Professional Degrees, Certificates, and Learning Design, Division of Continuing Studies
Elaine M. Klein, Associate Dean for Academic Planning, L&S
Jocelyn Milner, Associate Provost and Director, Academic Planning & Institutional Research
Karen Mittelstadt, Academic Planning & Institutional Research
James Montgomery, Associate Dean for Fiscal Initiatives, L&S
Rebekah Paré, Associate Dean and Executive Director, L&S SuccessWorks
Parmesh Ramanathan, Associate Dean, Graduate School

On March 2, 2021, the L&S Academic Planning Council discussed the materials submitted for the review of the MS-Computer Sciences, named option “Professional Program” (known, colloquially, as the “Professional Masters Program” or PMP). Associate Dean Kristin Eschenfelder led the council’s discussion, and as expected, we learned that the program generally seems to be performing well, is on solid financial footing, and students are satisfied with it.

In consideration of students’ learning, we and the APC encourage the department to continue and to expand the use of assessment data collection to understand better the student experience and student achievement in the PMP; this is particularly important for students completing the degree. Ideally, the program would use existing systems upon which to build new methods to collect data the program finds useful for improvement.

In terms of diversity, the ongoing challenge for CS is to identify and implement strategies to grow the number of students of color in the PMP applicant pool. We suggest consultation with
experts in the Graduate School and use of the extensive CS alumni network to begin to develop a recruiting network. The program has shown progress in gender diversity, increasing female applicants and percent of women in the enrolled student. The self-study suggests that the department will further this through setting of admissions goals and attract more women through diversification of its faculty and staff.

Several suggestions raised in the report were discussed further by the L&S Academic Planning Council:

- The report described how some students felt they did not have relationships with faculty advisors, whose advice about course selection is intended to complement the advice they receive about meeting program requirements. The L&S APC agreed that all students should have a faculty advisor who is accessible and able to provide this course advice. They encouraged CS to reorganize program advising to better meet these goals, perhaps by making more use of group advising by interest area or other systematic, regularized arrangements.

- The report also drew out the need for more career advising, which CS faculty identified as a need. The L&S APC agreed that faculty members are probably not fully prepared or well-positioned to offer advice about career preparation and placement. They encouraged CS to consider adding post-baccalaureate career services capacity using program revenue, perhaps through a cooperative arrangement within the School of Computer, Data, and Information Science, and in consultation (or, if possible) cooperation with L&S SuccessWorks.

- The report drew attention to some students’ perception that the curriculum was overly theoretical and did not offer sufficient applied coursework for a “professional” program. The review committee recognized the tension between students’ requests for more applied or practical courses and a more research-oriented or theoretical curriculum. The APC discussed this and strongly encourages CS to continue to work to meet the needs of PMP students by adapting coursework to incorporate more applied work, which seems to distinguish the program from GPR-funded CS programs in the traditional curriculum.

Although the APC did not require that you provide a formal report on your efforts to take action to increase program diversity, increase student connections with faculty, or enhance access to career advising, I look forward to learning more about what you will do in these dimensions and what impact your actions will have. I and my colleagues in L&S Administration note that this non-pooled revenue program enjoys the benefit that status. For example, the program can work with DCS to recruit a more diverse pool of applicants. The Department can and should address curricular needs and expand student services to better align with the demands of its audience by increasing enrollment to fund that expansion. Please reach out to Associate Dean Kristin Eschenfelder for guidance on the nature and timing of the update you should provide.

The review report encouraged CS to try to build a mechanism to provide information about future likely course offerings so students could better plan their programs of study. Finally, the report encouraged CS to continue work on strengthening community for PMP students so that
they feel more engaged with the department and with program alumni. The review committee offered a number of other suggestions, some of which might be considered in consultation with colleagues in CDIS, in L&S Administration or the Graduate School, particularly where program development or revision may be a factor.

In sum, the council agreed, on the whole, with the review committee’s conclusion that the PMP is functioning well and the department is managing it appropriately. I am happy to report that the L&S APC unanimously approved a motion to consider the L&S portion of this review complete. The next phase of review will involve discussion by the Graduate Faculty Executive Committee, which may offer advice from its perspective.

While the purview of the L&S APC does not include financial and budget matters, this review also provides an opportunity for the College to consider the financial performance of the program. Recognizing that PMP has a very competitive admissions rate, it appears the program has considerable potential to expand enrollment. The department seems to feel that the program cannot increase enrollment without sacrificing the quality of the student experience and limiting access to desired courses. The 131 budget model was intentionally designed to eliminate the tension between these objectives, as the additional revenue from increased enrollment could be used to cover the additional expenses while also increasing the department’s surplus. Indeed, expansion of 131 programs is crucial for the department to achieve its long-run aspirations, allowing it to expand well beyond what would be possible if it tried to rely entirely on 101 funding.

We wish you, your colleagues, and students continued success in your work.
Program Review Report

MS in Computer Science Professional Program

Review Committee

- Steffen Lempp, Mathematics, College of Letters and Science (GFEC member)
- Qunying Huang, Geography, College of Letters and Science
- Catherine Arnott Smith, The Information School, College of Letters and Science (Committee Chair)

A summary of the activities of the review committee and materials reviewed

L&S Dean Eric Wilcots charged the committee to complete the first five-year review of the MS in Computer Science Professional Program Named Option. The analysis and report were prepared by the committee.

The committee received the following documents:

- Charge from Dean Eric Wilcots.
- The self-study prepared by the program faculty and staff.
- An overview of the five-year review process: [https://kb.wisc.edu/apir/97507](https://kb.wisc.edu/apir/97507)
- Resources supporting program review ([https://kb.wisc.edu/apir/97289](https://kb.wisc.edu/apir/97289))
Institutional and program data available in Tableau visualizations (https://dataviz.wisc.edu/#/projects/8 and https://search.data.wisc.edu/radar.php)

The committee met (via Zoom) on October 27 for roughly an hour to review and discuss the charge, analyze the self-study and set up a plan for verifying facts and obtaining information from CS administration, faculty, and students.

The Review Committee met (via Zoom) with three faculty and staff affiliated with the PMP from 11 AM to 12 PM on Thursday, December 10, 2020:

- Janna Boehm (Professional Programs Coordinator);
- Stephen J. Wright (Amar and Balinder Sohi Professor of Computer Sciences); and
- Suman Banerjee (Sheldon B. Lubar Professor of Computer Sciences).

Wright is one of 3 faculty members supporting the program. Janna Boehm serves as coordinator dedicated to both the PMP and its precursor Certificate Program. Boehm developed a short list of 18 interested first- and second-year students to compose a focus group; these were encouraged to invite other students.

The resulting student focus group was held (via Zoom) from 1-2 PM on Monday, January 4, 2021. There were 6 final student participants: 3 first-year, 2 second-year and 1 very recent (December) graduate. Identities of participating students will be left anonymous in this report, and the meeting was not recorded, in order to ensure candid and confidential conversation.
An evaluation of the strengths and weaknesses of the program

The Computer Science Professional Master’s Program (PMP) is set up to allow working professionals to earn an M.S. degree in two years. The PMP courses are typically taught in face-to-face format, with the necessary migration online due to COVID in 2020. PMP students have access to the full range of courses offered by the Department. The Professional Certification Program is designed in part to serve as a gateway for those students who choose to apply up to 14 credits from the Certification towards their Professional Master’s. PMP students also earn an MS in Computer Science. The PMP degree is a terminal one, and students wishing to continue on for their doctorate must apply separately to the traditional MS/PhD program.

Strengths

The Department self-study states of its PMP students that “we make a point of treating the same as students in our traditional program in all respects. …We have not compromised on the quality of the education received by PMP students.” The PMP is a popular program, attracting over 600 applications for 2020-2021. One faculty member describes it as “at a good steady state” in which the principal limitation is teaching capacity, since there is great demand and strain on graduate courses. He continued to say that the parity between Professional and Traditional program curricula had a salutary effect on the students: “Our PMP is very similar to the regular program. While it may look odd, our PMP students completely and seriously appreciate it. They feel they are getting a very high quality education and therefore the minimal difference between the two programs is a strength: students are motivated and positive.”1 Program Coordinator Janna Boehm reports that for Fall 2021, 112 people have already submitted applications and another 411 have applications in progress. This is more applications than seen in December 2019. Every year, there are more certificate program graduates applying to the PMP; in 2020, 75%

1 Suman Banerjee, CS faculty/staff interview, December 2020.
were admitted.\textsuperscript{2} Generally, the program has been hitting its targets for proportion of offers and acceptances. The COVID pandemic has naturally had a depressing effect on applications; most accepted students admitted for Fall have deferred entry for 1-2 semesters, and this has downstream implications for admissions from the next round of applications in February and March 2021.\textsuperscript{3}

Faculty members interviewed report on the high academic quality of PMP students. When the program was first launched, one concern was that because the bar for admission to the PMP is academically lower than for the traditional master’s, and applicant GPAs are not as high, coursework would have to be correspondingly changed to meet the needs of this cohort. In fact, this has not happened and PMP students are, in general, doing as well as the traditional master’s program students, which faculty have discussed quite a bit.\textsuperscript{4}

The six students from whom this Committee sought feedback are in uniform agreement on the quality of the coursework and faculty, describing their instructors as “knowledgeable, very responsive” and saying they are “very happy with professors.” First- and second-year students alike told us they were “very satisfied” with their programs; one first-year student with an interest in research specified that his research experience had also been very good, which was a bonus he wasn’t expecting. Another first-year student emphasized her gratitude “for the existence of the program … [she was] very grateful that it was an avenue where she could continue to study without that being her sole commitment” and that she was “very happy this program exists at the UW. It will bring in students with interesting backgrounds and career development”.\textsuperscript{5} It is the conclusion of this committee that for the most part, the students in the PMP are very happy.

\begin{flushleft}
\textsuperscript{2} Janna Boehm, CS faculty/staff interview, December 2020. \\
\textsuperscript{3} Steven Wright, CS faculty/staff interview, December 2020. \\
\textsuperscript{4} Ibid. \\
\textsuperscript{5} PMP student focus group, January 2021.
\end{flushleft}
**Weaknesses**

The PMP has some challenges, in which this committee finds varying degrees of agreement between faculty, staff and students.

Students expressed their desire for what they called more practical education, as opposed to theoretical: “There is a general machine learning class and a theoretical machine learning class,” one second-year student complained, “but nothing about how to do that in practice. That was missing.”\(^6\) Specifically, there was no programming component on how to apply the knowledge acquired. A first-year student agreed, saying that while almost all classes had a “strong theoretical side to them,” not many were practical. This student would like to see more courses focused on best programming practices, admitting that this “might not be in the ethos of the department, but for a professional program, would be helpful.”\(^7\) Another first-year student expressed an interest in “a practical class for those whose main objective is to go into industry…Content targeting what you do for jobs would be helpful.”\(^8\) This speaks to the essential difference between the Professional Master’s and the Traditional Master’s Program: the PMP is set up to meet the needs of working professionals, but those curricular needs will differ. But students in this focus group do not perceive that these differences are reflected in the coursework.

Both groups of stakeholders described advising as a weakness of the program. This was evident in the program’s Self-Study report. Student exit surveys in Fall 2018 and Spring 2019 revealed dissatisfaction with this aspect of the program, with approximately 30% of respondents indicating it fell below their expectations.\(^9\) However, the CS faculty we interviewed identified *career* advising as a particular challenge. Both Professors Wright and Banerjee expressed that specific career services advising was something the program needs, but was currently not feasible.

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\(^6\) PMP focus group, *op. cit.*

\(^7\) *Ibid.*

\(^8\) *Ibid.*

\(^9\) Computer Science Department. (2020, May 11). Self-study for Computer Science: Professional Program, M.S.
due to faculty and staff resource limitations. Curiously, that was not a big concern for the students--one was even surprised about getting help with an internship!

Conversely, the students in the focus group almost uniformly identified *academic* advising as a particular area of weakness. The problem of choosing courses was a dominant theme in our focus group conversation. All participants had very positive things to say about Ms. Boehm in her role as coordinator – “She’s very responsive, provides a lot of information that is helpful!”\(^\text{10}\) but understand that she is not the appropriate person to ask which courses to select. One first-year student was careful to stress that while both Ms. Boehm and his instructors had a “very fast response” to his curricular questions, nobody else did – “pretty nonexistent advising” when he would have “appreciated a sit-down with his advisor to discuss what courses to take.” A second-year student agreed that she had had the same experience, saying that she contacted her advisor twice during her program, and then “gave up”\(^\text{11}\). The downstream effect of this on students was made clear by a different student in the group, who specified that she “doesn’t feel uncomfortable reaching out [to her advisor]. We just have no relationship. They probably wouldn’t even know who I was unless I cold-emailed them.” These comments stand in contrast to the opinions expressed by both faculty we interviewed, that “Very rarely do [students] seek advice. … If they were more proactive, things would change.”\(^\text{12}\)

Additional challenges around coursework centered on unavailability of information; no course forecast is available to permit students to make longer-range choices, not just about which courses to take but about the sequence and future availability of prerequisite courses. In the context of the advisor communication problem described above, students feel themselves in an information vacuum: as one first-year student put it, “[I’m] not

\(^{10}\) PMP focus group, *op. cit.*

\(^{11}\) Ibid.

\(^{12}\) Suman Banerjee, faculty interview, December 2020.
sure it’s feasible to plan a course of study if you don’t know what’s going to be available”\textsuperscript{13} and another first-year student agreed, saying “It’s hard to figure out what to take this semester to fit requirements down the road.”\textsuperscript{14}

The final weakness identified by the six students in our focus group relates to the departmental culture. While several described their professors as “friendly and approachable”\textsuperscript{15}, they also found it difficult to become engaged with the CS department as a whole and the PMP program specifically, saying they felt a lack of connection. This was a theme we heard from both first- and second-year students. Students were careful to acknowledge that the move online due to COVID naturally had an impact on this. A first-year student commented that “Some informal meetups have happened. Online fatigue makes it less likely for her to participate.”\textsuperscript{16} A second-year student pointed out that some work to “make it a more friendly atmosphere” was needed – “Even before the pandemic, could have used some help with that.”\textsuperscript{17} Another first-year student mentioned that this weakness related to the gap in career services – students “could use the opportunity to network with past graduates who have already graduated and are working at the companies you want to join. Opportunities to network with people at these companies would be helpful.”\textsuperscript{18} Only one student mentioned the CS departmental online meetups on Fridays – “somewhat helpful in meeting other students”\textsuperscript{19} – which raises the possibility of a lack of awareness of what opportunities exist for students to connect with their peers.

\textsuperscript{13} PMP focus group, \textit{op. cit.}
\textsuperscript{14} \textit{Ibid.}
\textsuperscript{15} \textit{Ibid.}
\textsuperscript{16} \textit{Ibid.}
\textsuperscript{17} \textit{Ibid.}
\textsuperscript{18} \textit{Ibid.}
\textsuperscript{19} \textit{Ibid.}
Recommendations for future directions

This Committee has some suggestions for the CS Department to consider based on its own departmental experiences. First, academic advising is clearly broken – this is something the Department needs to address with its faculty, using whatever incentives are available to ensure that students have a connection with an advisor. Second, career advising services, while not as great an area of concern for students, were mentioned as a weakness by the CS faculty we interviewed. Third, aspects of Departmental culture seem to pose an impediment to some students – increasing ways for students to network with each other will help address the previous two concerns simply by filling the present informational vacuum. Fourth, provision of sample course schedules for a “generic 4-semester” schedule, with several possible foci, would help students. Forecasts can be disseminated with the understanding that some courses might not run in a particular semester. These could be modified to meet individual students’ needs and with the understanding that some courses may not run in a given semester. Fifth, connecting current students with former students for networking would help current students both academically and careerwise.