Automatic Consent

1. (1:30 pm) Automatic consent approvals (Dean Karpus)
   a. Minutes from December 10, 2021

Approvals

2. (1:35) Request to suspend and discontinue the Master of Science in Educational Psychology named option “Educational Specialist in School Psychology” effective Fall 2022. (Jim Wollack) Lumen Link
3. (1:45) Request to suspend effective Fall 2022 and discontinue effective Fall 2024 the Doctor of Occupational Therapy named option “Post-Professional”. Lumen Link
4. (1:55) Request to discontinue the Master of Science in Occupational Therapy effective Fall 2023. Lumen Link
5. (2:05) Request to suspend the Masters of French Studies programs effective Summer 2022 (Stefania Buccini) Lumen Link including:
   - “French Studies Summer Institute” named option Lumen Link
   - “Full-Time Academic” named option Lumen Link
   - Capstone Certificate of French Studies for Teachers Lumen Link
6. (2:15) Request to approve new named option “Applied Statistics” in the Master of Science in Statistics effective Fall 2022. (Brian Yandell) Lumen Link
7. (2:25) Request to change the name of named option “Data Science” to “Statistics and Data Science” in the Master of Science in Statistics effective Fall 2022. (Brian Yandell) Lumen Link
8. (2:35) Request to approve substantial curricular changes and approve changing the name of the named option “Nanomaterials and Nanoengineering” to “Materials Engineering” in the Master of Science in Materials Science and Engineering effective Fall 2022. (Xudong Wang) Lumen Link

Three-year Check-in

9. (2:45) PhD in Biomedical Data Science (Parmesh Ramanathan)

Presentation and Discussion

10. (2:55) Graduate School Office of Diversity, Inclusion, and Funding (Christopher Yue)
University of Wisconsin-Madison  
Graduate Faculty Executive Committee Meeting  
1:30 pm – 3:30 pm, 52 Bascom Hall  
December 10, 2021

M I N U T E S

Members Present: Robert Asen, Kevin Black, Chris Choi, Alex Dressler, Tullia Dymarz, Emily Fletcher, Florence Hsia, William Karpus, Mark Mandel, Lisa Martin, Donna Neumann, Manish Patankar, Parmesh Ramanathan, Gail Robertson, Morgan Robertson, Sissel Schroeder, Leslie Smith III, Shannon Stahl

Members Absent: William Karpus, Julie Poehlmann-Tynen, Bret Shaw

Associate Dean Parmesh Ramanathan called the meeting to order.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes from November 12, 2021

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

Approvals

2. Associate Dean Ramanathan introduced Professor Barry Van Veen who presented a request to change Electrical Engineering MS/PhD to Electrical and Computer Engineering MS/PhD effective Fall 2022. Students were surveyed and were overwhelming in favor of the name change that better reflects the program’s curriculum. Some students that preferred the old name will be able to complete their degree with that name.

   Motion: Moved and seconded to approve changing Electrical Engineering MS/PhD to Electrical and Computer Engineering MS/PhD effective Fall 2022. The motion passed unanimously with one abstention.

3. Associate Dean Ramanathan introduced Assistant Faculty Associate Makayla Schuchardt who presented a request to approve substantial changes to the curriculum and program learning outcomes for the Capstone Certificate in Clinical Nutrition effective Fall 2022. Expanding the curriculum to include more medical nutrition courses which allows students to customize curriculum to best meet their professional needs and growth. The changes reflect revised learning outcomes and decreases required credits from 12 to 9 so professional practitioners can complete certificate in one year or less.

   Motion: Moved and seconded to approve substantial changes to the curriculum and program learning outcomes for the Capstone Certificate in Clinical Nutrition effective Fall 2022. The motion passed unanimously.

4. Associate Dean Ramanathan introduced Professor Terry Warfield who presented a request to suspend and discontinue the doctoral minor in Business: Actuarial Science effective Fall
2022. The minor has been dormant for many years. No students are currently enrolled in the minor.

**Motion:** Moved and seconded to approve request to suspend and discontinue the doctoral minor in Business: Actuarial Science effective Fall 2022. The motion passed unanimously.

5. Associate Dean Ramanathan introduced Associate Professor Mariana Pacheco who presented a request to approve a new Capstone Certificate in Spanish-English Bilingual-Bicultural Education effective Summer 2022. The curriculum is responsive to school district needs and will allow current teachers to qualify for bilingual-bicultural DPI license in Wisconsin. All coursework is offered in Spanish at this time.

**Motion:** Moved and seconded to approve a new Capstone Certificate in Spanish-English Bilingual-Bicultural Education effective Summer 2022. The motion passed unanimously.

6. Associate Dean Ramanathan introduced Professor Remzi Arpaci-Dusseau and Associate Dean Kristin Eschenfelder who presented a request to approve a Notice of Intent for a new Master of Science in Data Engineering degree. Data Engineering differs from Data Science in that it focuses on the systems that collect and preparing the data prior to scientific statistical analysis. The program is responsive to external demand. The program is intended for a professional audience and does not include a research component.

**Motion:** Moved and seconded to approve a Notice of Intent for a new Master of Science in Data Engineering degree. The motion passed unanimously.

**Three-year Check-Ins**

7. GFEC member Associate Dean Parmesh Ramanathan summarized the three-year check-in for the Graduate/Professional Certificate in Business Analytics. Highlights of the check-in included strong enrollment from a variety of business students. GFEC members expressed desire for more attention to diversity initiatives.

**No action sought**

8. GFEC member Associate Dean Lisa Martin summarized the three-year check-in for MS in Educational Leadership and Policy Analysis named option “Wisconsin Idea Principal Preparation.” Highlights of the check-in included a lower than projected enrollment for the face-to-face program, but drew larger population when it was forced to go online due to the pandemic. As a result, the program is pursuing expansion to online instruction to give access to a larger population.

**No action sought**

**Program Review Responses**

9. GFEC member Associate Dean Parmesh Ramanathan summarized the Program Review Response for the MS in Computer Sciences named option “Professional Program” 5-year program review. Highlights of the response included increased involvement in advising by
faculty members, growth of the research program, and a plan to diversify student underrepresented minority population.

No action sought

Program Review

10. GFEC member Robert Asen presented the Institutional 10-year program review of the MA/PhD in Classical and Ancient Near Eastern Studies named option “Classics.” Asen noted strengths of the program include reducing time to degree through a streamlined curriculum including a revised exam structure, strong collegiality and commitment, attention to contemporary developments, teaching opportunities for graduate students, and active pursuit of diversity.

The review committee recommendations include development of a graduate handbook, a redesign of the department website, a specific action plan to recruit more underserved minority students, solicitation of student feedback regarding curricular changes, developing methods of assessment for new curriculum, alignment of mission statement and curriculum, continued streamlining of curriculum, development of campus connections and programs that facilitate non-academic employment alternatives for graduate students.

Motion: Moved and seconded to accept the 10-Year Program Review of the MA/PhD in Classical and Ancient Near Eastern Studies named option “Classics.” The motion passed unanimously with one abstention.

Adjournment

Meeting adjourned by Associate Dean Parmesh Ramanathan.
Program Change Request

Date Submitted: 07/22/21 3:28 pm

Viewing: 283MSESSP : Educational Specialist in School Psychology

Parent Plan: MAJ: Educational Psychology MS

Last approved: 04/24/20 3:50 pm

Last edit: 12/23/21 8:44 am

Changes proposed by: ejach

Catalog Pages Using this Program

Educational Psychology: Educational Specialist in School Psychology, M.S.

Approval Path

1. 08/16/21 4:11 pm
James Wollack (jwollack): Approved for ED PSYCH Dept. Approver

2. 12/06/21 10:10 am
Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

3. 12/17/21 3:55 pm
Maddie Sychta (sychta): Approved for EDU School Approver

4. 12/22/21 1:50 pm
Karen Mielstadt (mielstadt): Approved for APIR Admin

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>Elizabeth Jach - EDU</td>
</tr>
</tbody>
</table>
Proposal Abstract/Summary:

This proposal suspends and discontinues the Educational Specialist in School Psychology as students now enroll in the EdS School Psychology degree. Credit changes reflect what current second year students will complete for having the MS awarded spring 22 as the cohort will then move into the EdS to complete their internship year. These credit changes are included so that record conforms to fact in terms of requirements for the final class of named option completers (these students complete their internship in the EdS, not in the Ed Psych MS named option). These edits are being included in the discontinuation as the updates were not permitted to go through as a mid-cycle update.

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
Parent: School of Education

School/College:

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

No

Parent is in the Graduate School: Yes

Parent Award:

Master of Science

SIS Code: 283MSESSP

SIS Description: Educational Specialist in School Psychology

Transcript Title: Educational Specialist in School Psychology

Named Options:

PROF ED: Professional Educator (MSPE)
283MSESSP: Educational Specialist in School Psych
283MSRSRCH: Research
283MSLRNAY: Learning Analytics

Found

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

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

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 2022 (1226)
What is the timeline and advance communication plan?

With the onset of the new Educational Specialist in School Psychology degree, new students and third year students on internship moved into the EdS program as of fall 21. Current second year students in the program will be awarded the master's degree in spring 22 and then be moved into the EdS degree for fall 22 for their third and final year. As of the end of summer 22, there will be no students in this named option. Students have been informed of these changes and made aware of being awarded the MS en route to the EdS so that they can be paid on their internship experience in WI public schools, per requirements of the state Department of Public Instruction.

Explain the precipitating circumstances or rationale for the proposal.

This named option was a work around for students until the full Educational Specialist degree was fully approved. With the EdS now fully approved and enrolling continuing and new students, this named option can be suspended and discontinued.

What is the potential impact on enrolled students?

Only second year students are currently enrolled in this named option. They will be awarded the MS at the end of spring 22 and will then move into the EdS program for their third and final year of the EdS degree while on internship. The new EdS degree benefits students as they can be awarded the MS en route to the EdS and paid while on internship.

What is the potential impact on faculty and staff?

Faculty and staff have been key stakeholders in developing and overseeing the changes for the creation and implementation of the EdS degree. Faculty and staff will ensure that students are awarded the MS and are moved into the EdS degree prior to the discontinuation of this named option.

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

Department faculty voted to discontinue the Ed Psych MS: Educational Specialist in School Psychology named option at the July 19, 2021 department meeting. The department meeting included discussion with representatives from the SoE Dean's Office and Academic Planning and Institutional Research to ensure all questions regarding programmatic changes could be addressed in advance of the vote.

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

Faculty and staff have informed students of the new EdS degree and the manner in which they will be awarded the MS en route to the EdS, and moved into the EdS degree.
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

The School Psychology Program has confirmed with the accrediting bodies, the American Psychological Association and the National Association of School Psychology, that the discontinuation of the MS Educational Specialist in School Psychology named option and the development of the MS in School Psychology degree will have no effect on our accreditation. The Department of Educational Psychology will be communicating the discontinuation of the Educational Specialist MS degree and the creation of the MS in School Psychology degree in the bi-annual electronic newsletter, which will be distributed to alumni, faculty, students, staff and other stakeholders of the department. Because the Educational Specialist in School Psychology MS is currently embedded within our new School Psychology EdS program, only a single cohort of students has received this degree. In all cases, these “alumni” are still current students in our EdS program. Therefore, to reach alumni, we have shared information on our plan to transition the current MS program within the EdS program to a MS in School Psychology, and have provided the students an opportunity to ask questions.

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

Since the new program offering of this curriculum is already in place, students will continue to train to become professional school psychologists through the new EdS degree.

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

Current students in the named option will be awarded the MS in spring 22 and then will move into the EdS program. Students will complete all required coursework and internship requirements in the third year and be awarded the EdS. Advising and other student services will continue to be offered through the EdS program.

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

Students in the admissions pipeline will apply to the EdS in School Psychology.

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

Students would be re-entered into the EdS in School Psychology.

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

Students will meet all curricular requirements through completion of the EdS in School Psychology degree.
Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Wollack, James Albers, Craig</td>
<td><a href="mailto:jwollack@wisc.edu">jwollack@wisc.edu</a>, <a href="mailto:caalbers@wisc.edu">caalbers@wisc.edu</a></td>
<td>608/262-0675, 608/262-4586</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Eklund, Katie Albers, Craig</td>
<td><a href="mailto:eklund3@wisc.edu">eklund3@wisc.edu</a>, <a href="mailto:caalbers@wisc.edu">caalbers@wisc.edu</a></td>
<td>608-2658091, 608/262-4586</td>
<td></td>
</tr>
<tr>
<td>Faculty Director Primary Contact</td>
<td>Garbacz, Andy Albers, Craig</td>
<td><a href="mailto:sgarbacz@wisc.edu">sgarbacz@wisc.edu</a>, <a href="mailto:caalbers@wisc.edu">caalbers@wisc.edu</a></td>
<td>608/265-8535, 608/262-4586</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Jach, Elizabeth Kelley, Carolyn</td>
<td><a href="mailto:ejach@wisc.edu">ejach@wisc.edu</a>, <a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
<td>608/262-3389, 608/263-5733</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

Parent has outside accreditation: No

Graduates of parent program seek licensure or certification after graduation: No
How does the named option relate to the major and to other named options in the major, if relevant?

This program was originally generated because campus could not permit the creation of the EdS due to the timing of creating a new degree with overall institutional accreditation. The EdS in School Psychology has been approved, making it time to discontinue this named option. The proposed MS Educational Specialist in School Psychology Named Option will provide individuals with an entry-level route for becoming a school psychologist. The existing PhD program in school psychology emphasizes preparation of psychologists for academic and scholarly careers. Whereas the PhD program is a professional psychology doctoral training program designed to be completed in 5 years, the MS Educational Specialist in School Psychology Named Option will be a school psychology practitioner-oriented program that will be completed in three years (74 credits post-bachelor) and is designed for individuals who want to work in schools and other settings as a practitioner, as compared to a researcher. Thus, we view the proposed Named Option as a complement to the existing training.

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.

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

The MS in Educational Psychology program is dedicated to addressing issues of diversity in every aspect of its training program. Students and faculty members are expected to be aware of, sensitive to, and responsive to all forms of diversity in professional activities, including both research and coursework. Within research, this includes conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups which may have been neglected in previous research as well as the potential generalizability of extant research, practice, and theory for diverse populations. Within coursework, diversity issues are infused into coursework throughout the curriculum to help students identify sources of potential bias in different disciplines, understand how research results extend to different populations, learn from varied viewpoints and positions in order to increase cultural knowledge and understanding, and experience a greater degree of cross-racial interactions.
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 MS in Educational Psychology: Educational Specialist in School Psychology named option is committed to recruiting and retaining diverse students. Program faculty have (1) established partnerships with the McNair Scholars Program, (2) attended a broad range of college and career fairs to connect with a more diverse range of students, and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as school psychologists work to serve diverse children, families, and educators in education and other related settings. When students join the program, the quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level. The Diversity and Inclusion Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required courses contain content specifically dedicated to culturally responsive frameworks, including ED PSYCH 540: Introduction to Professional School Psychology; ED PSYCH 740: Cognitive Assessment; and the practicum sequence of coursework (ED PSYCH 840: Beginning Practicum, ED PSYCH 840: Field Practicum). Similarly, students document their development of multicultural competencies in courses, research, and practicum activities. This documentation is included in their progress reports for reviews of student progress. The emphasis on diversity within coursework, clinical training, and didactic experiences, aligns with standard 3.B.4 of the Higher Learning Commission (UW’s accrediting body), which states that the institution “recognizes the human and cultural diversity of the world in which students live and work.”

Parent Value

The MS in Educational Psychology Program is committed to recruiting and retaining diverse students. Program faculty have (1) established partnerships with the McNair Scholars Program and the Summer Education Research Program (SERP), (2) attended a broad range of college and career fairs to connect with a more diverse range of students, and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as educational psychologists work to serve diverse children, families, and educators in education and other related settings. The program also considers aspects of diversity and equity into financial packages, and makes a special effort to identify students from traditionally underserved populations for fellowships.
Parent Value

The Department of Educational Psychology will ensure equity in the recruitment and hiring of faculty, instructional staff, and staff in our graduate program. The Department of Educational Psychology reviews job descriptions to ensure inclusive language, which includes using gender neutral language and action verbs, as well as separating minimum prerequisites from preferred prerequisites. The program convenes diverse interview panels and utilizes video interviewing in order to expand the pool of candidates and to provide a fair, structured interview process. The program plans to consider where they are promoting job opportunities in an effort to engage traditionally underrepresented groups.
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.

**UW-Madison has a robust Division of Diversity, Equity, and Educational Achievement (DDEEA) which provides programming available to students in the MS in Educational Psychology: Educational Specialist in School Psychology named option. In addition to offering equity workshops for graduate assistants, DDEEA also offers resources for members of historically minoritized groups. The School Psychology Program also communicates various opportunities available to faculty, staff, and students. These opportunities include book clubs, forums, trainings on mental health issues, activism, gender-identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings. Furthermore, the Department of Educational Psychology has a Diversity and Inclusion Association which promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. This association works closely with the following UW-Madison resources committed to equity, inclusion, and diversity: Creating Community at UW-Madison, DDEEA, Student Affairs – Diversity and Inclusion, Employee Disability Resources, Multicultural Events, and Diversity Events.**

Parent Value

**UW-Madison has multiple units which offer equity, diversity, and inclusion resources for departments and programs, including the Division of Diversity, Equity, and Educational Achievement (DDEEA) and the School of Education Office of Diversity and Inclusion. The Department communicates various opportunities available to faculty, staff, and students, including book clubs, forums, trainings on mental health issues, activism, gender-identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings. In addition, DDEEA also offers resources for members of historically minoritized groups.**

**The Department of Educational Psychology also has a Diversity and Inclusion Association which promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. This association works closely with the following UW-Madison resources committed to equity, inclusion, and diversity: Creating Community at UW-Madison, DDEEA, Student Affairs – Diversity and Inclusion, Employee Disability Resources, Multicultural Events, and Diversity Events.**

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**Faculty and Staff Resources**

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

Yes
Resources, Budget, and Finance

Is this a revenue program?  Yes

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

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

The proposed Named Option will be a non-pooled tuition program. Our plan is to be able to implement, support, and sustain the Named Option training (with cohort sizes of approximately 15 students per cohort) through existing personnel and course offerings. Should there be a greater demand for this training program, cohort sizes could be expanded if program revenue is used to support additional faculty and staff hires. Required courses and practice currently exist within the PhD program; however, the sequence of existing course and practice offerings will be altered to accommodate the Named Option training. Similarly, existing faculty and staff will provide the appropriate supervision and mentoring. The PhD program currently has a Director (Dr. Albers); either Dr. Albers or an otherwise existing faculty/staff member will serve as the Named Option director. Typically, program administration includes institutional support (e.g., course release, summer support). As a proposed academic program with non-pooled tuition, paid tuition will allow for the department to offset the required costs associated with intensive clinical-training programs, such as the school psychology program. We also intend to use paid tuition revenue to fund 1-2 TA positions to support the larger number of students enrolled in these school psychology courses and fieldwork settings as a result of this new training option; these TA positions will provide ongoing financial support to our doctoral-level school psychology students, which is an ongoing challenge within the program.

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

The department currently holds the capacity to manage the facilitation of students meeting requirements.
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.

Unless the program were to expand beyond the target enrollment of 15 students per year, we do not anticipate any additional staffing needs beyond what we currently have available.

### 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 |

### Parent Plan Admissions/How To Get In Requirements

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

- Learning Analytics
- Professional Educator (MSPE)
- Research
This master's program is offered Admission's criteria for work leading to the EdS MS-Educational-Specialist in School Psychology. Psychology Named Option include: Students may not apply directly for this master's named option, and should instead see the admissions information for the EdS.

| Fall Deadline | December 1 |
| Spring Deadline | This program does not admit in the spring. |
| Summer Deadline | This program does not admit in the summer. |
| GRE (Graduate Record Examinations) | Required: |
| English Proficiency Test | Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency): |
| Other Test(s) (e.g., GMAT, MCAT) | n/a |
| Letters of Recommendation | 3 |

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

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.
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>See Named Options for policy information.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td></td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td></td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>n/a</td>
</tr>
<tr>
<td>Assessments and Examinations Language Requirements</td>
<td>See Named Options for policy information.</td>
</tr>
</tbody>
</table>

**Required COURSES**

Select a Named Option for courses required.

**Named Options**

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

**Educational Psychology: Educational Specialist in School Psychology, M.S.**

**Educational Psychology: Learning Analytics, M.S.**

**Educational Psychology: Professional Educator (MSPE), M.S.**

**Educational Psychology: Research, M.S.**

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

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

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

<table>
<thead>
<tr>
<th>Minimum Credit</th>
<th>58 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>44 credits</td>
</tr>
<tr>
<td>Credit Requirement</td>
<td></td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>58 credits</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Requirement</td>
<td></td>
</tr>
</tbody>
</table>

**Other Grade Requirements**
The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

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

**Language Requirements**
No language requirements.

---

**Required COURSES**

**Progress towards graduation sequence:**

All students will need to complete a portfolio that will serve as the culminating project. This project will need to be approved by all program faculty and clinical staff. All students are required to successfully complete the Year
**Internship:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td><strong>Year 2</strong></td>
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<td><strong>Year 3</strong></td>
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</tr>
</tbody>
</table>

All program courses must be completed. No deviation from the required courses is allowed. Electives are not permissible. There are six faculty advisors for this named option. Additionally, there is one clinical faculty member and one Associate Faculty member.

**Fall I**

- **ED PSYCH 540** Introduction to Professional School Psychology 2
- **ED PSYCH 541** Applied Behavior Analysis in Classrooms 3
- **ED PSYCH/ COUN PSY 723** Developmental Processes Across the Life Span 3
- **ED PSYCH 742** Assessment and Intervention for Academic Skill Problems 3
- **ED PSYCH 840** Advanced Practicum in School Psychology 1
- **ED PSYCH 844** Childhood and Adolescent Psychopathology in Schools 3

**Spring I**

- **ED PSYCH 740** Cognitive Assessment of Children in the Schools 3
- **ED PSYCH 743** Design and Analysis of Single-Case Research 3
- **ED PSYCH 761** Statistical Methods Applied to Education II 3
- **ED PSYCH 946** Advanced Assessment and Intervention Techniques (Year 2 Spring) 3
- **ED PSYCH 840** Advanced Practicum in School Psychology 1
- **ED PSYCH 943** Internship in School Psychology (Year 3 Fall (8 credits), Spring (8 credits), Summer (3 credits)) 12
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 947</td>
<td>Evidenced-based Child and Adolescent Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 760</td>
<td>Statistical Methods Applied to Education I (Year 2 Fall)</td>
<td>3</td>
</tr>
<tr>
<td>Summer I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Advanced Practicum in School Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Fall II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 741</td>
<td>Social, Emotional, and Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Advanced Practicum in School Psychology</td>
<td>6</td>
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<tr>
<td>ED PSYCH/HDFS/NURSING/SOC WORK 880</td>
<td>Prevention Science</td>
<td>3</td>
</tr>
<tr>
<td>Spring II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 506</td>
<td>Contemporary Issues in Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/COUN PSY/HDFS 726</td>
<td>Ethnic and Racial Diversity in Social Development</td>
<td>3</td>
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<td>Advanced Practicum in School Psychology</td>
<td>6</td>
</tr>
<tr>
<td>ED PSYCH 942</td>
<td>Systems of Consultation in School Psychology</td>
<td>3</td>
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</tbody>
</table>

Total credits required: 58

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
Learning Analytics
Professional Educator (MSPE)
Research

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 programs can be found below.
Named Option-Specific Policies

Prior Coursework

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

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

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

Probation

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

Advisor / Committee

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. A committee often accomplishes advising for the students in the early stages of their studies.

Credits Per Term Allowed

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/education-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

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

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

The following steps are available within the School of Education when a student has a grievance:

The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

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

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

If either party is not satisfied with the decision of the department, 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 associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

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

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

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

**Other**

Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships or other appointments that would result in a tuition waiver. Students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum.

**Program Learning Outcomes and Assessment**

Parent Program

Learning Outcomes

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

Student Learning Outcomes for students in the MS Educational Specialist in School Psychology Named Option are:

1. Students will acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
2. Students will become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for reach and practice in their chosen field of study.
3. Students will develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.
4. Students will learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).
5. Students will be able to identify key features of high-quality research or program implementation/evaluation in their chosen field.
6. Students will develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
7. Students will communicate effectively in collaborative work or consultation settings with professional colleagues.
8. Students will become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.
9. Students will uphold the highest standards of ethical conduct.
10. Students will learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.
11. Students will know how to prepare materials required for review by boards overseeing the ethical conduct of research and program implementation or evaluation.

Assessment activities will include (a) satisfactory performance on assignments in required courses, (b) practice observations and ratings, (c) internship observations and ratings, and (d) a culminating portfolio project that is reviewed by the program's faculty and staff.

At the beginning of each semester, the program director and faculty will meet to review each student's

---

**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:

The Department of Educational Psychology approved this proposal on 7/19/2021.

Entered by: Maddie Sychta
Date entered: 08/24/2021
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:

This proposal was approved by the SoE Programs Committee on 12/3/2021. The SoE APC approved this proposal on 12/15/2021.

Entered by and date: Maddie Sychta Date entered: 12/17/2021

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/educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/

SIS effective date:
Guide publish
date/type:

Tuition start term:

SIS Short EdSpSchPsy
Description:

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

One or more options associated with this plan is

Special Plan Type: One or more options associated with this plan are Non-Pooled options

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Jenna Alsteen (jennabecker) (12/23/21 8:44 am): Update to abstract per communication with EJ.

Key: 1019
Program Change Request

Date Submitted: 11/23/21 1:17 pm

Viewing: **720OTDPSTP : Post-Professional**

Parent Plan: **MAJ: Occupational Therapy OTD**

Last approved: 04/15/21 4:51 pm

Last edit: 01/03/22 12:49 pm

Changes proposed by: sychta

Catalog Pages Using this Program

**Occupational Therapy: Post-Professional, OTD**

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>Maddie Sychta - EDU</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 11/29/21 2:06 pm  
   Lisa Cappabianca (lcappabianca): Approved for KINESIO Dept. Approver
2. 12/06/21 10:09 am  
   Maddie Sychta (sychta): Approved for EDU School Admin Reviewer
3. 12/17/21 1:37 pm  
   Maddie Sychta (sychta): Approved for EDU School Approver
4. 12/22/21 2:57 pm  
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

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

The Occupational Therapy program in the department of Kinesiology has decided to suspend admissions and discontinue the Post-Professional option in the Occupational Therapy, OTD program. This proposal also removes redbox course E P D 703 from the Guide Requirements tab.

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: Occupational Therapy OTD

Parent Audience:  Graduate or professional

Parent Home Department:  Kinesiology (KINESIO)

Parent School/College:  School of Education

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

No
Parent is in the Graduate School: Yes
Parent Award: Doctor of Occupational Therapy
SIS Code: 720OTDPSTP
SIS Description: Post-Professional
Transcript Title: Post-Professional
Named Options: 720OTDELVL: Entry Level
720OTDPSTP: Post-Professional

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 2024

What is the timeline and advance communication plan?

Upon approval, the program director will communicate the suspension and discontinuation with current and prospective students.

Explain the precipitating circumstances or rationale for the proposal.

The Post-Professional option has low enrollment, much less than originally projected. Current enrollments are not sustaining program operations, as required by 131-programs. Competition has increased, as there are currently 62 online and face to face post-professional programs available to occupational therapists seeking an OTD nationwide (including three other programs in Wisconsin). Most programs are cheaper and less rigorous than the SoE program. Additionally, the MSOT program will be discontinued as of Fall 2022, further decreasing the pipeline of potential students.

What is the potential impact on enrolled students?

Enrolled students must complete program requirements by Summer 2024. The program director will advise students to complete requirements by Summer 2024 and will work with them to create a plan.
What is the potential impact on faculty and staff?

The impact on faculty and staff will be minimal, as the program will continue to offer the Entry-Level option for students.

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

The program decided to discontinue the Post-Professional option after conducting a self-study as required by the program review process. Program faculty/staff have requested approval from the Graduate Studies Committee in addition to the department of Kinesiology.

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

The program director has contacted and notified current students of the plan to discontinue the Post-Professional option. Students will be supported via advising in order to complete the Post-Professional option by Summer 2024. The program director regularly meets with students to discuss progress at the end of each semester.

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

The program director has communicated the discontinuation with alumni and other stakeholders via alumni mailings. She does not anticipate that this will generate concern from alumni and/or other stakeholders.

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

The department of Kinesiology will continue to offer courses for enrolled students to support program completion. The program director will work with current students to create a plan to complete requirements before the discontinuation. The OT program continues to offer the Entry Level OTD option.

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

Courses will be offered for students as planned. The program will ensure that courses are available for students to finish in spring 2024. The program director will continue to advise students.
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?

The program director will communicate with prospective students directly and update all program materials (website, mailings, Google ads, etc.), as applicable. The Guide will be updated to communicate the suspension of admissions and the discontinuation as well.

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?

It is unlikely that there will be stopped out students interested in re-entering the Post-Professional option. If students are interested in earning their OTD post-MSOT, the program director will refer potential students to programs at different institutions, including the three OTD programs in Wisconsin.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Mason, Andrea Diffee, Gary</td>
<td><a href="mailto:andreamason@wisc.edu">andreamason@wisc.edu</a></td>
<td>608/262-9904</td>
<td>Diffee</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:gmdiffee@wisc.edu">gmdiffee@wisc.edu</a></td>
<td>608/262-7732</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Gartland, Sharon</td>
<td><a href="mailto:sgartland@wisc.edu">sgartland@wisc.edu</a></td>
<td>608/890-3299</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Farrar Edwards, Dorothy</td>
<td><a href="mailto:dfedwards@wisc.edu">dfedwards@wisc.edu</a></td>
<td>608/262-7421</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Diffee, Gary Kelley, Carolyn</td>
<td><a href="mailto:gmdiffee@wisc.edu">gmdiffee@wisc.edu</a></td>
<td>608/262-7732</td>
<td></td>
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<tr>
<td>Contact</td>
<td></td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
<td>608/263-5733</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sci &amp; Disorders (COM SCI DIS)</td>
</tr>
</tbody>
</table>
Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

Mode of Delivery:
Distance Education (100% online)

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

No lab courses are required

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

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

Parent has outside accreditation: Yes

In March 2020, the Occupational Therapy Doctoral (OTD) program was granted Candidacy Status with the Accreditation Council for Occupational Therapy Education (ACOTE) and advanced to the Preaccreditation Review step with the self-study due in 2022. With Candidacy Status, the program is eligible to admit students.

Doctoral-Degree-Level Occupational Therapy Program (Program with Candidacy Status)
The UW-Madison entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

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

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

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

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

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/
Last Approved: Apr 15, 2021 12:21pm

Professional Certification/Licensure Disclosure (NC-SARA)
The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

The requirements of this program do not meet Certification/Licensure in the following states:
Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:
Not applicable
How does the named option relate to the major and to other named options in the major, if relevant?

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

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

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

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.
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

**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? Yes

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

$1,000/credit

What is the rationale for selecting this tuition increment?

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

Will segregated fees be charged?

No

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

The program will be funded by tuition dollars.
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.

The program does not require substantial new resources other than those currently in place.

**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

Students apply to the Occupational Therapy Doctorate through the Entry-Level named option:

[Entry-Level](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)
Admissions to the Occupational Therapy: Post-Professional, OTD program have been suspended as of Fall 2022, and the program will be discontinued as of Fall 2024. If you have any questions, please contact the department.

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website. Applicants must meet the minimum requirements of the Graduate School as well as the program(s). Once you have researched the graduate program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Fall Deadline</th>
<th>July 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>April 15</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>2</td>
</tr>
<tr>
<td>Admission to the Post-Professional named option requires:</td>
<td></td>
</tr>
<tr>
<td>Master’s degree from a regionally accredited school of higher education in occupational therapy or a related field.</td>
<td></td>
</tr>
<tr>
<td>Registration as an occupational therapist or eligibility within first year of enrollment</td>
<td></td>
</tr>
<tr>
<td>Transcripts from each college, university, or technical college attended showing work completed and in progress</td>
<td></td>
</tr>
<tr>
<td>Personal statement responding to prompts provided on the graduate application</td>
<td></td>
</tr>
<tr>
<td>Personal letters of recommendation (two required, optional for a third)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Minimum Graduate School Requirements

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>See Named Option for policy information</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework must be completed graduate-level coursework. Details can be found in the Graduate School’s policy: <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a></td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>n/a</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Capstone project proposal and final product must be reviewed and approved by a dissertation committee of graduate faculty per Graduate School policy.</td>
</tr>
</tbody>
</table>

This program follows the Graduate School's policy: [https://policy.wisc.edu/library/UW-1203](https://policy.wisc.edu/library/UW-1203).
Language Requirements

No language requirements.

Doctoral Requirements

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

Minor/Breadth Requirements

Required COURSES

Select a Named Option for courses required.

Named Options

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

**Occupational Therapy: Entry Level, OTD**

**Occupational Therapy: Post-Professional, OTD**

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

**Mode of Instruction Definitions**

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

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**

- **Minimum Credit Requirement**: 64 credits (34 beyond the M.S.)
- **Minimum Residence Credit Requirement**: 32 credits
- **Minimum Graduate Coursework Requirement**: 32 credits (50% of 64 credits) must be graduate-level coursework. Details can be found in the Graduate School's policy: [https://policy.wisc.edu/library/UW-1244](https://policy.wisc.edu/library/UW-1244)
- **Overall Graduate GPA Requirement**: 3.00 GPA required.
- **Other Grade Requirements**: n/a
- **Assessments and Examinations**: Capstone project proposal and final product must be reviewed and approved by a dissertation committee of graduate faculty per Graduate School policy.
- **Language Requirements**: No language requirements.
- **Doctoral Minor/Breadth Requirements**: Breadth is provided via interdisciplinary training (minor requirement waived).

**Required Courses**

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

Five total elective credits must be taken. Options include OCC THER 890 Inter-Professional Development for Leadership, KINES 699 Independent Study, or E P D courses, including: E P D 701 Writing for Professionals, E P D 702 Professional Presentations, E P D 704 Organizational Communication and Problem Solving, or E P D 713. Course E P D 713 Not Found.

Total credits required:
34

Parent Plan Graduate Policies

Students should refer to the Entry-Level named option for policy information:
Entry-Level
Graduate School Policies

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

Named option-specific policies

prior coursework

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

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

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

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. Probation

This program follows on the Graduate School's Probation policy. School website.

Advisor / committee

Every graduate student is required to have an advisor to meet UW information management needs and https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Every graduate student is required to have an advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. The advisor is a graduate or clinical faculty member.

This program follows the Graduate School's Advisor policy and Committees policy.

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

Credits per term allowed

15 credits

Time Limits

This program follows the Graduate School's Time Limits policy.

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

Grievances and Appeals

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

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

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

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

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

If either party is not satisfied with the decision of the department, 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 associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

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

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

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

### OTHER

None.

### Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

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

Summarize the assessment plan.

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

### Commitments

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

Yes

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

Yes
Courses have enrollment capacity.

Yes

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

Yes

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

Yes

## 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:

The department of Kinesiology approved this program proposal on 11/12/2021.

Entered by: Maddie Sychta
Date entered: 11/29/2021

**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.
This proposal has been approved by the SoE Programs Committee on 12/3/2021. This proposal has been approved by the SoE APC on 12/15/2021.

Entered by and date: Maddie Sychta 12/17/2021.

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/kinesiology/occupational-therapy-otd/occupational-therapy-post-professional-otd/

SIS effective date:

Guide publish date/type:

Tuition start term:

SIS Short Description: Post-Prof
Other plan codes associated with this program:

- Educational Innovation Program: One or more options associated with this plan is
- Distance Education Program: One or more options associated with this plan is
- Non Traditional Program: One or more options associated with this plan is
- Special Plan Type: One or more options associated with this plan are Non-Pooled options

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Jenna Alsteen (jennabecker) (12/23/21 10:50 am): Minor edits to admissions text okay per EJ.
Jenna Alsteen (jennabecker) (01/03/22 12:49 pm): Edits made for Graduate School consistency in Guide.

Key: 1124
Program Change Request

Date Submitted: 11/23/21 1:05 pm

Viewing: MS 720EDU: Occupational Therapy

Last approved: 04/28/20 2:46 pm

Last edit: 12/17/21 1:21 pm

Changes proposed by: sychta

Catalog Pages Using this Program

Occupational Therapy, M.S.

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

Name

Elizabeth Jach - EDU

Approval Path

1. 11/29/21 2:06 pm
   Lisa Cappabianca (lcappabianca): Approved for KINESIO Dept. Approver

2. 12/06/21 10:09 am
   Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

3. 12/17/21 1:29 pm
   Maddie Sychta (sychta): Approved for EDU School Approver

4. 12/22/21 2:58 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

This proposal resolves the suspended status of the MSOT with discontinuation of the program.

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: Discontinued Suspend Admissions

Type of Program: Degree/Major

Who is the audience? Graduate or professional

Home Department: Kinesiology (KINESIO)

School/College: School of Education

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

No

Is this in the Graduate School? Yes

Award: Master of Science
The Occupational Therapy faculty respectfully request suspension of admissions to the Masters of Science in Occupational Therapy beginning Summer 2020 to permit the faculty to plan a restructuring and re-organization of the entry-level professional curriculum in response to the Accreditation Council of Occupational Therapy Education’s (ACOTE) mandate that entry-level education move to the Doctor of Occupational Therapy (OTD) degree by July 1, 2027. The program is developing two named options for the OTD degree (entry-level [EL] and post-professional [PP]) and anticipate the first class of students will matriculate into the new program in summer 2021. Suspending admission into the current MSOT program beginning summer 2020 will allow a full teach out of students in the MSOT program while also allowing the program time to fully plan the restructuring and re-organization of the entry-level program. Students admitted in summer 2019 will graduate in December 2021. A decision about program discontinuation can be made in the fall of 2021 (likely to go into effect for fall 2022).

All students are on track to complete in December 2021 and Spring 22. In the event a student does not pass a clinical placement, an additional year leaves sufficient time for students to pass all requirements. The summer 2023 timing coincides with ideal timing for Guide publication.

Explain the precipitating circumstances or rationale for the proposal.

In August 2017, ACOTE mandated the OTD as the entry-level degree requirement for the occupational therapist by July 1, 2027 and reaffirmed that decision in August 2018. It is the UW-Madison OT Program faculty’s opinion that being situated in a very high research university with a strong commitment to doctoral-level education, our mission should include transition to an entry-level curriculum named option within the OTD degree.
What is the potential impact on enrolled students?

The current entry-level MS-OT degree program has sustained a strong admissions pool over the course of the past five years with total number of applications consistently exceeding 300 for the 25 available slots. The proposed timeline will enable students enrolling this summer to complete the program. In anticipation of the ACOTE entry-level OTD mandate, the OT Program's Admissions Coordinator has been notifying prospective students in the pipeline that planning is in progress for transition of the program and that MS-OT admissions will likely be suspended in the near future. We will continue to advise and support prospective students interested in a career in occupational therapy through the transition. We will also ensure that all students enrolled in the MS-OT program as of Summer 2019, will be supported to completion of their degree.

All students will have sufficient time to complete the MSOT.

What is the potential impact on faculty and staff?

OT Program faculty have agreed to develop the EL-OTD named option within the same Revenue-Generating (131) budget model as the current PP-OTD program. A proposal for development funds from the Division of Continuing Studies to support the creation of a new EL-OTD named option and the revision of the entry-level curriculum is being drafted, including funds to support a transition year from 2020-2021.

As of fall 2021, faculty have voted to discontinue the post-professional named option so all students going forward will complete the entry-level curriculum.

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

OT program faculty submitted a memo of suspension of admission to the MS-OT degree program to the Department of Kinesiology on 2/15/19 and it was approved at the Kinesiology Department meeting on March 8, 2019.

Department faculty also voted in fall 2021 to discontinue the program.
Explain and provide evidence of efforts made to confer with and to notify current students.

Current MSOT students have been informed through the Student Occupational Therapy Association presidents who have been kept up to date on plans to transitioning from master's level to doctoral level training. Current MSOT students will again be told about plans to suspend the MSOT program admissions at the scheduled listening sessions run by Program Director Dr. Sharon Gartland on April 22 and April 24, 2019. New MSOT students will be told at their orientation on May 31, 2019.

Current MSOT students will be informed that the last term to complete the program is summer 2023.

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

Alumni and other stakeholders were informed at the 75th Anniversary Celebration in September 2018 by Dr. Ruth Benedict. The fieldwork sites that accept our students have also been informed by Josh Brown (our fieldwork coordinator) as he communicates with them about future placements. The We will also have an article in the next OT Matters newsletter has also informed to inform Alumni and Stakeholders of the our suspension of MSOT admission and intent to transition to the Entry Level OTD curriculum. OTD.

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

We will teach out all enrolled students making satisfactory progress toward the degree and will not seek discontinuation of the degree until all MS-OT students are graduated. The MS-OT program is currently accredited until 2025.

Since students are on track to complete in Dec 21 or Spring 22, summer 2023 leaves ample time for any students with unexpected circumstances to complete.

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

Students admitted in summer 2019 will complete the MS OT program in its current form in December 2021. Courses, curricular elements, advising, and student services will be maintained.
Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

The OT Program’s Admissions Coordinator has been notifying prospective students in the pipeline that planning is in progress for transition of the program and that MS-OT admissions will likely be suspended in the near future. The program will continue to advise and support prospective students interested in a career in occupational therapy through the transition.

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?

The ACOTE standards for accreditation of an EL-OTD program encompass and expand upon the full complement of standards for Masters degree programs so accommodating the curricular needs of any MS-OT students who may need to take a Leave of Absence from the program during the period of transition should be feasible. Another option would be working with the Graduate School to identify a completion route through a special committee master's degree with a named option in occupational therapy.

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

NA

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>Mason, Andrea</td>
<td><a href="mailto:andreamason@wisc.edu">andreamason@wisc.edu</a></td>
<td>608/262-9904</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diffee, Gary</td>
<td>gmdiffeewisc.edu</td>
<td>608/262-7732</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Gartland, Sharon</td>
<td><a href="mailto:sgtland@wisc.edu">sgtland@wisc.edu</a></td>
<td>608/890-3299</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Jach, Elizabeth</td>
<td><a href="mailto:ejach@wisc.edu">ejach@wisc.edu</a></td>
<td>608/262-3389</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Nursing (NURSING)</td>
</tr>
<tr>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
</tr>
</tbody>
</table>
Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

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

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

Guide Accreditation tab

Accreditation

Accreditation Council for Occupational Therapy Education
Accreditation status: Accreditation. Next accreditation review: 2028
Will graduates of this program seek licensure or certification after graduation? Yes
Certification/Licensure

National Board for Certification in Occupational Therapy

<table>
<thead>
<tr>
<th>Year of Exam</th>
<th>UW-Madison Graduates: First Attempt</th>
<th>National: First Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>100%</td>
<td>not available</td>
</tr>
<tr>
<td>2017</td>
<td>100%</td>
<td>not available</td>
</tr>
<tr>
<td>2016</td>
<td>100%</td>
<td>not available</td>
</tr>
</tbody>
</table>

Note: The table shows pass rates on the national certification exam. Licenses are awarded at the state level.

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/
Last Approved: Apr 15, 2021 12:21pm

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:
Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

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.

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.

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.

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.

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**Faculty and Staff Resources**

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

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

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**Resources, Budget, and Finance**

Is this a revenue program?
What is the tuition structure for this program?

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

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

### Curriculum and Requirements

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

Guide Admissions/How to Get In tab

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

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>The program does not admit in the fall.</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>November 15</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
</tbody>
</table>

Other Test(s) (e.g., GMAT, MCAT) n/a

Letters of Recommendation 0
Required
Applicants for all graduate programs must complete a UW–Madison Graduate School application.

M.S. in Occupational Therapy (Professional)

Admission to the entry-level professional program in occupational therapy requires:
Bachelor's degree (or equivalent) from a regionally accredited school of higher education by the start of the program
Transcripts from each college, university, or technical college attended showing work completed and in progress
Graduate Record Exam (GRE) scores
Documentation of paid or volunteer experience in at least two different settings serving persons across the lifespan with physical, behavioral or mental health disabilities
Direct observation of Registered Occupational Therapists, or Certified Occupational Therapy Assistants, providing services is highly recommended
Minimum of three letters of recommendation
Personal statement responding to prompts provided on the graduate application
At least a "C" or better in the following prerequisite courses or their equivalent:

**PREREQUISITE COURSES (UW-Madison or comparable) **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 362</td>
<td>Development of the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 320</td>
<td>Human Development in Infancy and Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 460</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>HDFS 363</td>
<td>Development from Adolescence to Old Age</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 405</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 210</td>
<td>Basic Statistics for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ANAT&amp;PHY 337</td>
<td>Human Anatomy</td>
<td>6-8</td>
</tr>
<tr>
<td>ANAT&amp;PHY 338</td>
<td>Human Anatomy Laboratory</td>
<td></td>
</tr>
<tr>
<td>ANAT&amp;PHY 335</td>
<td>Physiology (with Lab)</td>
<td></td>
</tr>
</tbody>
</table>

* Further guidelines for acceptable prerequisite coursework may be found [here](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver).

1 Applicants who complete a lifespan/human development course should complete a second course in child or adult...
development.

Applicants may complete 6–8 credits (two semesters) of combined anatomy and physiology (with lab) to fulfill both the anatomy and physiology prerequisite.

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

**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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>61 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (31 credits out of 61 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 students maintain a graduate grade point average (GPA) of 3.00 (on a 4.00 scale) for courses numbered 300 and above (excluding research) to receive a degree. Conditions for probationary status may require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No formal examination specific to the M.S. is required. Curricular requirements (all didactic courses) must be passed, in conformity with GPA and grad requirements.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

### Required COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANATOMY 622</td>
<td>Human Anatomy for Physical and Occupational Therapy Students</td>
<td>6</td>
</tr>
<tr>
<td>OCC THER 610</td>
<td>Professional Skills I: Professional Practice in Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 611</td>
<td>Professional Skills II: Communication &amp; Interpersonal Skills in OT</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 612</td>
<td>Professional Skills III: Organization and Management in OT Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 613</td>
<td>Professional Skills IV: Community-based OT Practice</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 620</td>
<td>Occupational-based Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>OCC THER 621</td>
<td>Assessment of Occupational Participation</td>
<td>3</td>
</tr>
<tr>
<td>OCC THER 622</td>
<td>Infant and Childhood Occupations and Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>OCC THER 623</td>
<td>Adolescent and Young Adult Occupations and Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>OCC THER 624</td>
<td>Middle and Late Adulthood Occupations and Therapeutic Interventions</td>
<td>4</td>
</tr>
<tr>
<td>OCC THER 625</td>
<td>Level-I Fieldwork: Infants and Children</td>
<td>1</td>
</tr>
</tbody>
</table>
The MS–OT has a prescribed curriculum of 61 credits, with potential for electives.

Total credits required:

61

Guide Graduate Policies tab
Students are allowed to count no more than 15 credits of coursework numbered 300 or above taken in UW–Madison University Special student status. 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. See [Probation](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) on the Graduate School website.

**Advisor / Committee**

All students must have an assigned advisor to meet UW information management needs, and accordingly, and of its own volition, the department assigns an advisor to each student. Assigned advisors in the M. S. in Occupational Therapy (MS–OT) program are graduate research or clinical faculty. 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.

**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.

Level II fieldwork must be completed within 24 months of completion of coursework.

**Grievances and Appeals**

Approved Shared Content from [shared/graduate-school-grievance-policy/](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

- [Bias or Hate Reporting](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)
- [Graduate Assistantship Policies and Procedures](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)
- [Hostile and Intimidating Behavior Policies and Procedures](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)
- [Office of the Provost for Faculty and Staff Affairs](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)
- [Dean of Students Office](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) (for all students to seek grievance assistance and support)
- [Employee Assistance](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) (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](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- [Graduate School](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) (for informal advice at any level of review and for official appeals of program/departmental or
Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

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

The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

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

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

4. If either party is not satisfied with the decision of the department, 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.

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

6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.
Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

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

**Program Learning Outcomes and Assessment**

List the program learning outcomes.

<table>
<thead>
<tr>
<th></th>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Foundational Knowledge) Demonstrate an understanding of the physical, psychological and contextual substrates of human occupation in typical and nontypical development.</td>
</tr>
<tr>
<td>2</td>
<td>(Foundational Knowledge) Discuss the role of personal and environmental factors on involvement in daily activities and community participation.</td>
</tr>
<tr>
<td>3</td>
<td>(Foundational Knowledge) Critically examine and apply theories associated with the science of human occupation and models of interprofessional practice to service delivery.</td>
</tr>
<tr>
<td>4</td>
<td>(Foundational Knowledge) Demonstrate knowledge of one's own role and those of other professions to appropriately assess and address the needs of clients and populations served.</td>
</tr>
<tr>
<td>5</td>
<td>(Scientific Inquiry and Theory Development) Articulate current problems facing the profession of occupational therapy in an interprofessional context with respect to theory, knowledge and practice.</td>
</tr>
<tr>
<td>6</td>
<td>(Scientific Inquiry and Theory Development) Identify and critique current knowledge, theories and evidence to inform practice.</td>
</tr>
<tr>
<td>7</td>
<td>(Scientific Inquiry and Theory Development) Demonstrate necessary skills for designing a scholarly proposal that includes a research question, relevant literature, samples, design, measurement and data analysis.</td>
</tr>
</tbody>
</table>
### Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th>No.</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>(Scientific Inquiry and Theory Development) Participate in scholarly activities that evaluate professional practice, service delivery, and/or professional issues.</td>
</tr>
<tr>
<td>9</td>
<td>(Practice Reasoning and Decision Making) Appropriately assess clients' participation in daily life activities and employ an interprofessional approach to determining clients' needs within the context of family and society.</td>
</tr>
<tr>
<td>10</td>
<td>(Practice Reasoning and Decision Making) Identify factors within the environment that influence participation in home and community life.</td>
</tr>
<tr>
<td>11</td>
<td>(Practice Reasoning and Decision Making) Plan for discharge in collaboration with the client and family and terminate occupational therapy when appropriate.</td>
</tr>
<tr>
<td>12</td>
<td>(Professional Conduct) Articulate the values of the occupational therapy profession.</td>
</tr>
<tr>
<td>13</td>
<td>(Professional Conduct) Work with individuals of other professions to maintain a climate of mutual respect and shared values.</td>
</tr>
<tr>
<td>14</td>
<td>(Professional Conduct) Describe the varied roles of the occupational therapist as practitioner, educator, researcher, and entrepreneur.</td>
</tr>
<tr>
<td>15</td>
<td>(Professional Conduct) Establish appropriate therapeutic relationships with individuals, groups, organizations and systems.</td>
</tr>
<tr>
<td>16</td>
<td>(Professional Conduct) Use effective interpersonal communication and demonstrate effective and culturally sensitive group communication.</td>
</tr>
<tr>
<td>17</td>
<td>(Professional Conduct) Demonstrate use of safety precautions with the client during the process of practice.</td>
</tr>
<tr>
<td>18</td>
<td>(Professional Conduct) Demonstrate knowledge of legal and ethical issues related to care in health, education, and community settings.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Department Approved
Assessment Plan:

**Commitments**

Courses in the curriculum are numbered 300 or higher.
Yes

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

Yes

### 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:

The department of Kinesiology approved this proposal on 11/12/2021.

Entered by: Maddie Sychta
Date entered: 11/29/2021

**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:

The SoE Programs Committee approved this proposal on 12/3/2021. The SoE APC approved this proposal on 12/15/2021.
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:

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

Enter any notes about approval here:

For Administrative Use

Admin Notes:

Guide URL:
/graduate/kinesiology/occupational-therapy-ms/

SIS effective date:

Guide publish date/type:

Tuition start term:

Career: Graduate

SIS Program Code: G720

SIS Short Description: Occ Ther

SIS code for additional major:
Other plan codes associated with this program:

Diploma Text: Master of Science
Diploma Text 2: OCCUPATIONAL THERAPY
Degree: 861
Field of Study: Biological Science
Program Length: 2
National Student Clearing House Classification:
Plan Group: 720
Educational Level: Masters degrees
Award Category: Master's
Enrollment Category: Master's
CIP Code: 51.2306 - Occupational Therapy/Therapist.

STEMOPT

UWSTEM:
HEALTH: Yes

NSF STEM:

Educational Innovation Program:
Distance Education Program:
Non Traditional Program:
Special Plan Type:
Added to UW System Crosswalk: Yes

Scan this proposal:
Upload documents that should be scanned:

Reviewer
Comments

Key: 666
Program Change Request

Date Submitted: 11/18/21 6:36 am

Viewing: **MFS 452L&S : French Studies**

Sub Plans: [French Studies Summer Inst, Full-Time Academic](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

Last approved: 04/15/21 5:30 pm

Last edit: 12/23/21 11:03 am

Changes proposed by: ramer2

Catalog Pages Using this Program

- [French Studies, MFS](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

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

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

**In Workflow**

1. FRIT 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. 11/18/21 12:59 pm
   Shawn Ramer (ramer2): Approved for FRIT Dept. Approver
2. 11/18/21 3:02 pm
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 11/18/21 3:13 pm
   Elaine Klein (emklein): Approved for L&S College Approver
4. 11/23/21 2:03 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

**History**

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

Request to suspend admissions to the Master of French Studies (and the two Named Options associated with it) and the Capstone Certificate of French Studies for Teachers as soon as possible. (These programs are known, collectively, as the Professional French Master's Program, or PFMP.) This suspension will prevent new students entering a program that will be discontinued. The request for discontinuation will be submitted in Spring 2022, after a period of planning and consensus-building to address the needs of currently enrolled students. If planning can be completed early in the semester, this request may be amended to include that action (if possible).

This request is submitted for implementation in first term possible (Summer 2022).

This request is being made due to declining student interest and other factors that have rendered the program unsustainable.

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

Summer 2022 (1226)

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 Admissions Active

Type of Program: Degree/Major
Who is the audience? Graduate or professional

Home Department: French and Italian (FRIT)

School/College: College of Letters and Science

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

No

Is this in the Graduate School? Yes

Award: Master of Prof French Studies

SIS Code: MFS 452L&S

SIS Description: French Studies MFS

Transcript Title: French Studies

Named Options: 452MFSFSXI: French Studies Summer Inst

452MFSFTAC: Full-Time Academic

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

---

**Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved? **May 1, 2022**

What is the last term that a student could declare this program? **Spring 2022 (1224)**

What is the timeline and advance communication plan?

*The timeline is to suspend admissions effective Summer 2022; if possible, L&S will ask for the program will be removed from the graduate application in January 2022, to prevent submission of new applications. Any students who are in the application pipeline will be contacted and, if they have already submitted their application materials, their fees will be refunded if that action aligns with Grad School policy and practice.*

*The department will develop a teach out and communication plan in early Spring 2022. Notice will be given in the program newsletter and in the department newsletter. Notice will be provided on the departmental and program website, on the DCS website, and in the program’s social media space. The Department will work with L&S Strategic Communications and with the Associate Dean for Arts & Humanities to develop consistent and clear messaging.*
Explain the precipitating circumstances or rationale for the proposal.

Stated most simply, the program is no longer sustainable. Applications and interest in the program have been declining and a series of anticipated faculty retirements will make it impossible to adequately staff the programs. Because this is a self-funded (revenue-generating and supporting) program, the decline in enrollments has led to a decline in revenue sufficient to support the program. Not only does this mean that the program is unsustainable, the obligation to honor ongoing financial commitments to the program (even with very low enrollments) is now endangering the financial health of the sponsoring department. In addition, the complex program structure and its administrative needs have a negative impact on the department's staff reserves (scheduling courses, program support). This situation threatens to compromise the department's core responsibilities to maintain the GPR-funded program and pursue excellence in faculty research.

This situation has been further exacerbated by the catastrophic effect of the global pandemic, which eliminated the ability of students to travel, participate in international internships. Unfortunately, the program has no financial reserves available to cover costs and weather these challenges.

What is the potential impact on enrolled students?

Currently enrolled students will be able to complete their program of study with regularly offered courses that can meet program requirements, a small number of special courses that were created to support this program, and independent study.

What is the potential impact on faculty and staff?

Suspending and discontinuing this program will alleviate the responsibility of faculty and staff to administer the program and the additional work of scheduling small courses, manage internships, and navigate the relationships of this "high-touch" boutique program. Faculty and staff will be able to return resources and attention to the 101 funded programs. In consultation with L&S Human Resources, duties of staff currently assigned to the program will be revised and other appropriate employment in the department found. Faculty members who had previously taught for the program during the Summer session will no longer be required to do so and may return attention to research and other duties.
Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Suspension of the PFMP was initially proposed by the program leadership and has been discussed at departmental meetings.

Professional French Master’s Program (PFMP) Directorate vote was taken on 10/18/2021
French Instructional Committee (FIC) vote was taken on 10/20/2021
Executive Committee vote was taken on 11/3/2021

L&S meeting with DCS, Grad school, APIR colleagues has been scheduled.

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

Enrollments will rapidly decline in the coming semesters. There will be nine students enrolled in the program in January 2022, most of whom will graduate in May and in August 2022. The small number of students (4?) whom we expect to enroll in Fall 2022 will be invited to meet with representatives from L&S and the Graduate School to discuss the work these units will do to ensure that they are able to complete their programs of study in a timely way, consistent with the quality of the program.

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

The department will announce the suspension of admissions (and the discontinuation of the PFMP, if and when that would be official) on our department website, in our department and PFMP newsletters, and via email to PFMP alums and stakeholders.

L&S and DCS will work with the department to develop a communication plan.

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

The department will continue to provide program oversight by faculty and staff who have been responsible for the program to date; we anticipate that there will be no affect on quality.

The department will continue to offer courses relevant to this program and with some accommodation, will continue to fulfill the requirements for students who are still taking courses. In cases where specific courses cannot be offered, students will be allowed to meet requirements with directed/independent study.

By Fall 2022, the remaining students will be focused less on coursework and more on their internship experiences, and will be able to complete them. The department will be able to ensure appropriate supervision of student internship experiences.
Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

As noted above, suspension of admissions is essential to reduce the flow of new students into the program, to reduce the expectation that low enrollment courses will continue to be taught. For students who will continue to be enrolled in Fall 2022, student work will be focused on the internship experience. The department will maintain a portion of staff time dedicated to overseeing the teach-out process for the remaining year of student enrollment.

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?

Declining student interest and the global pandemic have greatly reduced the flow of applications into the system. Consultation with the graduate school and the grad program administrator confirm that (only) one student has an application in the system that needs action; that student will be contacted and informed that the program is slated for closure, and their application fee will be refunded.

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?

Detailed teach out plan is being developed, and plans will be developed for each student. * one student who has been admitted deferred enrollment and plans to begin in Fall 2022. This student will be included in L&S/Grad School/Department communication with students about the future of the program. * one student has stopped out and is unlikely to return; if this student were to return within five years, the department would recommend that this student be awarded a special graduate committee degree.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Buccini, Stefania</td>
<td><a href="mailto:buccini@wisc.edu">buccini@wisc.edu</a></td>
<td>608/262-9736</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bousquet, Gilles</td>
<td><a href="mailto:bousquet@wisc.edu">bousquet@wisc.edu</a></td>
<td>608/262-4062</td>
<td></td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and Italian (FRIT)</td>
</tr>
</tbody>
</table>

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

Mode of Delivery:
Set at the named option level (parent plans only)

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

---

**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.

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.

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.

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.

### Faculty and Staff Resources

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

Select the Graduate Research Scholars Community for this program. Letters & Sciences Community of Graduate Research Scholars

### Resources, Budget, and Finance

Is this a revenue program? No
What is the tuition structure for this program?

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.

As noted above, this program currently exists and resources it generates support it. This request to raise the per-credit tuition to $800 will improve the program's capacity to support itself.

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 aspects of the program will change, apart from the tuition charged.

---

**Curriculum and Requirements**

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

Guide Admissions/How to Get In tab

Students apply to the Master of French Studies through one of the named options:

- **Full-Time Academic**
- **French Studies Summer Institute**

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

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

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

Major Requirements

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of the degree coursework (15 of 30 total credits) must be completed in 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>B or better in FRENCH 615.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Internship, oral examination, and professional portfolio.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>See Named Options for policy information.</td>
</tr>
</tbody>
</table>

Required COURSES

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

Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of French Studies must select one of the following named options:
Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th></th>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speak, read, listen and write in French at a level sufficient to work successfully among native French speakers in the student's concentration area.</td>
</tr>
<tr>
<td>2</td>
<td>Identify, select and retrieve primary and secondary sources in research projects, using techniques expected by professionals working in the student's concentration area.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate a thorough understanding of the relationship between practices and perspectives in the cultures of the world's major French-speaking regions.</td>
</tr>
<tr>
<td>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Articulate, critique, and elaborate the major professional approaches and best practices in the student's concentration area.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate understanding of the student's concentration area in its historical and cultural context.</td>
</tr>
<tr>
<td>6</td>
<td>Successfully apply major professional approaches and best practices to professional projects in a French-speaking organizational setting outside the United States, in the student's concentration area.</td>
</tr>
<tr>
<td>7</td>
<td>Use the most appropriate methodologies for success when beginning or returning to work in the student's concentration area.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Department Approved


**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.

<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>
</table>

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

Additional Information:

## Approvals

*Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining 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:

Suspension of the PFMP was initially proposed by the program leadership and has been discussed at departmental meetings.

- Professional French Master’s Program (PFMP) Directorate vote was taken on 10/18/2021
- French Instructional Committee (FIC) vote was taken on 10/20/2021
- Executive Committee vote was taken on 11/3/2021

Entered by: Shawn Ramer, on behalf of the Department

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
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<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deitz, Ritt</td>
<td>10/18/2021</td>
<td>French and Italian (FRIT)</td>
<td>Support suspending admissions</td>
<td>Professional French Master’s Program (PFMP) Directorate</td>
</tr>
<tr>
<td>Armstrong, Joshua</td>
<td>10/20/2021</td>
<td>French and Italian (FRIT)</td>
<td>Support suspending admissions</td>
<td>French Instructional Committee (FIC)</td>
</tr>
<tr>
<td>Buccini, Stefania</td>
<td>11/3/2021</td>
<td>French and Italian (FRIT)</td>
<td>Support suspending admissions</td>
<td>Department of French and Italian (FRIT) Executive Committee</td>
</tr>
</tbody>
</table>
For Administrative Use

Admin Notes:

Guide URL:
/graduate/french-italian/french-studies-mfs/

SIS effective date:
Guide publish
date/type:
Tuition start term:
Career: Graduate
SIS Program Code: G452
SIS Short Description:
SIS code for additional major:
Other plan codes associated with this program:
Diploma Text: Master of Professional French Studies
Diploma Text 2:
Degree: MFS
Field of Study: Arts and Humanities
Program Length: 2
National Student Clearing House Classification:
Plan Group: 452
Educational Level: Masters degrees
Award Category: Master's
Enrollment Category: Master's
STEMOPT
UWSTEM:
HEALTH:
NSF STEM:
Educational Innovation
Program:

Distance Education
Program:

Non Traditional Program:

Special Plan Type: One or more options associated with this plan are Non-Pooled options

Added to UW System Crosswalk: Yes

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Key: 588
Program Change Request

Date Submitted: 11/18/21 9:48 am

Viewing: 452MFSFSSI : French Studies Summer Institute

Parent Plan: MAJ: French Studies MFS
Last approved: 04/15/21 4:48 pm
Last edit: 01/03/22 2:24 pm
Changes proposed by: emklein

Catalog Pages Using this Program
French Studies: French Studies Summer Institute, MFS

Approval Path
1. 11/18/21 1:17 pm Shawn Ramer (ramer2): Approved for FRIT Dept. Approver
2. 11/18/21 3:02 pm Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 11/18/21 3:09 pm Elaine Klein (emklein): Approved for L&S College Approver
4. 11/23/21 2:03 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History

In Workflow
1. FRIT Dept. Approver
2. L&S College Admin Reviewer
3. L&S College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar
Proposal Abstract/Summary:

This proposal is presented in alignment with request to suspend admissions to the parent program, MFS 452L&S: French Studies. That proposal conveys a request to suspend admissions to the Master of French Studies (and the two Named Options associated with it) and the Capstone Certificate of French Studies for Teachers as soon a possible. (These programs are known, collectively, as the Professional French Master's Program, or PFMP.) This suspension will prevent new students entering a program that is at risk for discontinuation. If recommended, the request for discontinuation would be submitted in Spring 2022, after a period of planning and consensus-building to address the needs of currently enrolled students. If that recommendation is made early in the semester, this request may be amended to include that action (if possible).

This request is submitted for implementation in first term possible (Summer 2022).

This request is being made due to declining student interest and other factors that have rendered the program unsustainable.

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

Summer 2022 (1226)

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 Admissions Active

**Type of Program:** Named Option

**Parent Program:** MAJ: French Studies MFS
Parent Audience: Graduate or professional
Parent Home Department: French and Italian (FRIT)
Parent School/College: College of Letters and Science

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

No

Parent is in the Graduate School: Yes
Parent Award: Master of Prof French Studies
SIS Code: 452MFSFSSI
SIS Description: French Studies Summer Inst
Transcript Title: French Studies Summer Institute
Named Options: 452MFSFSSI: French Studies Summer Inst 452MFSFTAC: Full-Time Academic

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

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved? May 1, 2022
What is the last term that a student could declare this program? Spring 2022 (1224)
What is the timeline and advance communication plan?

This will follow the plan articulated in the "Parent Plan" proposal.

Explain the precipitating circumstances or rationale for the proposal.

This is explained in the "Parent" plan proposal, which discusses the factors that render this program unsustainable.
What is the potential impact on enrolled students?

As noted in the "Parent" plan proposal, all currently enrolled students will be able to complete the programs to which they were admitted.

What is the potential impact on faculty and staff?

As noted in the "Parent" plan proposal, faculty and staff who are currently engaged in this program will be better able to return attention to 101/GPR funded programming and research that are central to the mission of the department.

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

As noted in the "Parent" plan proposal, this issue has been discussed by the program committee and in department meetings.

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

As noted in the "Parent" plan proposal, the program will reach out to currently enrolled students who will be enrolled in the terms where admission has been suspended to discuss their continuation plans.

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

As noted in the "Parent" plan proposal, the department will work with L&S Strategic Communication and the Associate Dean for Arts & Humanities to develop a communication plan that will include its standard mechanisms for communicating with these groups, including program-focused newsletter and email lists, department-wide newsletter and email lists, and social media.

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

As noted in the "Parent" plan, faculty and staff who currently maintain the program will continue with the department and will be available to provide necessary oversight.

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

As noted in the "Parent" plan proposal, students who are completing coursework will have courses available, including the option of completing directed study to wrap up requirements.
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?

As noted in the "Parent" plan proposal, the program will consult with the Graduate School about communicating with any applicants in progress to inform them of the suspension and refund application fee(s).

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 noted in the "Parent" plan proposal, this is unlikely to happen, but if the program is discontinued, returning students would be accommodated.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Buccini, Stefania</td>
<td><a href="mailto:sbuccini@wisc.edu">sbuccini@wisc.edu</a></td>
<td>608/262-9736</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Deitz, Ritt</td>
<td><a href="mailto:mdeitz@wisc.edu">mdeitz@wisc.edu</a></td>
<td>608/262-4090</td>
<td>Director, PFMP</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Debaiauex, Martine</td>
<td><a href="mailto:baisieux@wisc.edu">baisieux@wisc.edu</a></td>
<td>608/262-4063</td>
<td>Faculty Co-Director, PFMP</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Ramer, Shawn</td>
<td><a href="mailto:ramer2@wisc.edu">ramer2@wisc.edu</a></td>
<td>608/262-6971</td>
<td>FRIT GSA</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>Assoc Dean Academic Planning</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and Italian (FRIT)</td>
</tr>
</tbody>
</table>

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

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

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

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

Parent has outside accreditation: No

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

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

The named option is proposed as a pathway through requirements followed by our full-time academic cohort: two full-time semesters on campus, followed by a semester (or two) of professional internship and professional portfolio completion and oral presentation. The standard MFS is intentionally broad-based, with graduates who undertake work in several different disciplines following graduation. The proposed Summer Institute will focus the program for a specific professional community—working teachers of French at the K-12 level—who earn a master's degree in French by working through degree requirements together as a cohort. The requirements and learning outcomes for the MFS and this named option are identical; the distinction between them is driven by the need to adjust the timing and focus of courses to serve this audience.

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.

n/a

Parent Value
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.

\[ n/a \]

Parent Value

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.

\[ n/a \]

Parent Value

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.

\[ n/a \]

Parent Value

**Faculty and Staff Resources**

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

**Resources, Budget, and Finance**

Is this a revenue program? \[ Yes \]

Upload the 131 spreadsheet.

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

Select a tuition increment:

$800/credit

What is the rationale for selecting this tuition increment?

The MFS is an existing non-pooled tuition program. (That program will be submitting a request to raise the tuition level to this amount, from a lower level that had been grandfathered in under a previously existing arrangement.) This level is among the approved tiers available to non-pooled tuition programs offered in L&S. Though it is a higher rate than what was formerly used, it should still be within reach of the audience for the program.

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

The PFMP currently employs Ritt Deitz, PFMP Director, to administer the MFS. The addition of this program may require a modest increase in the assistant director's appointment. Increased revenue from Summer Institute Track students should afford this increase to 100%, which will allow the Assistant Director to address any demands created by the new program.

The program has [faculty, instructors, courses]; these courses have sufficient enrollment capacity to serve these students, with no additional instructional staffing required.

Those courses requiring distance delivery for this cohort will use asynchronous learning formats, delivered online, using email, online forum, and video posting to ensure substantive and engaged student/instructor contact. This will allow the cohort—K-12 French teachers working during the school year, during the day—to complete their work in a more flexible schedule, while observing specific deadlines unique to their cohort.

Required technology comprises filming lectures or discussions, which requires hiring a student camera operator for those classes. The program has experience with this approach and has built these costs into the program budget. Uploads and instructor-student interaction require technology already possessed and used by instructors and students. Courses will use combinations of Canvas, Skype, Zoom, allowing for maximum interaction between student and instructor.

The MFS program has assessment procedures in place that will be extended to this program with no significant additional burden on the program.
Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

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

As noted above, this program is proposed as a pathway within an existing program. Though the proposal aspires to generate new revenue within the program, the department and PFMP do not anticipate that it will require substantial new 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

Students apply to the Master of French Studies through one of the named options:

- **Full-Time Academic**
- **French Studies Summer Institute**

Guide Admissions/How to Get In tab

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

Last Approved: Apr 15, 2021 12:15pm

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>April 20*</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>April 20</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate...</td>
</tr>
</tbody>
</table>
Those who are not familiar with using the html editor fields may upload a document

instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).

Other Test(s) (e.g., GMAT, MCAT) n/a
Letters of Recommendation Required *

Early acceptance deadline or if applying to live at the French House: January 15
Regular application deadline: April 20

**STEP 1: GRADUATE SCHOOL APPLICATION**

Graduate School Application (online)

Note: For this program, select “French Studies, MFS,” not “French MA.”

Note: the application will ask you to list 3 people who will write letters of recommendation for you. At least one of the letters should address your overall proficiency, creativity, and style of expression in the French language. These may be professors, instructors, supervisors, or anyone who is familiar with your work and may give us a sense of your readiness for our program.

Note: the CV you submit must be in English. You may also submit a French-language version, but this is not required.

Application fee (waived for current and former TAPIF participants)
GRE Scores UW-Madison’s institution code is 1846.

For international students whose native language is not English: IELTS or TOEFL scores. (All international applicants must also pay a one-time processing fee.)

**STEP 2: PROGRAM INFORMATION**

As you are filling out your Graduate School Application, you will be asked to complete a “Supplemental Application.” This allows you to upload information required specifically by the Professional French Masters Program:

A writing sample in French (i.e., a graded undergraduate term paper) Your statement of purpose (1 page, in French).

What is your chosen concentration area, and how do you expect it, and the French Studies MFS in general, to position you for a more satisfying professional life? If you have experience working or studying in your chosen concentration area, please elaborate; otherwise, tell us why you would like to move in this direction now. Although you may use dictionaries and other resources, we trust that this statement will be written without assistance.

NOTE: in most cases, we will schedule an oral interview in French, either in person or by telephone.

Questions?

Contact Ritt Deitz, Director: (608) 262-4090 or mdeitz@wisc.edu.

Those who are not familiar with using the html editor fields may upload a document

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
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>Minimum Credit Requirement</th>
<th>30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of the degree coursework (15 of 30 total credits) must be completed in 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>B or better in FRENCH 615</td>
</tr>
<tr>
<td>Assessments and Examinations Language Requirements</td>
<td>Internship, oral examination, and professional portfolio</td>
</tr>
<tr>
<td></td>
<td>See Named Options for policy information</td>
</tr>
</tbody>
</table>

Required COURSES

Select a Named Option for courses required.

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

<table>
<thead>
<tr>
<th>Named Option</th>
<th>View as list</th>
<th>View as grid</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Studies: French Studies Summer Institute, MFS</td>
<td><strong>French Studies: French Studies Summer Institute, MFS</strong></td>
<td></td>
</tr>
<tr>
<td>French Studies: Full-Time Academic, MFS</td>
<td><strong>French Studies: Full-Time Academic, MFS</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Mode of Instruction Definitions

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

| Minimum Credit Requirement | 30 credits |
| Minimum Residence Credit Requirement | 16 credits |
| Minimum Graduate Coursework Requirement | 15 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) policy ([https://policy.wisc.edu/library/UW-1244](https://policy.wisc.edu/library/UW-1244)). |
| Overall Graduate GPA Requirement | 3.00 GPA required. This program follows the Graduate School's GPA Requirement policy ([https://policy.wisc.edu/library/UW-1203](https://policy.wisc.edu/library/UW-1203)). |
| Other Grade Requirements | B or better in FRENCH 615. |
| Assessments and Examinations | Internship, oral examination, and professional portfolio. |
| Language Requirements | No additional language requirements. |

**Required COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 615</td>
<td>Advanced Grammar</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 616</td>
<td>Social Responsibility in Contemporary French-Language Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 617</td>
<td>Contemporary Skill Set Literature in French</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 618</td>
<td>Career Strategies for the French-Speaking World</td>
<td>2</td>
</tr>
<tr>
<td>FRENCH 623</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 642</td>
<td>Culture and Societies</td>
<td>3</td>
</tr>
</tbody>
</table>
**FRENCH 793**  Professional French Masters Program Internship  3

**FRENCH 799**  Independent Study (Portfolio)  4

**FRENCH/ITALIAN 821**  Issues in Methods of Teaching French and Italian (SLA Concepts)  3

**FRENCH 901**  Seminar-Materials and Methods of Research (Curricular Design and Assessment)  3

Total Credits  30

Total credits required:  30

Parent Plan Graduate Policies

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

**Full-Time Academic**

**French Studies Summer Institute**

Guide Graduate Policies tab

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**Graduate School Policies**

The [Graduate School’s Academic Policies and Procedures](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

**Named Option-Specific Policies**

### Prior Coursework

**Graduate Work from Other Institutions**

No graduate coursework from other institutions is allowed to count towards 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 approval, University Special students enrolled in the capstone certificate "French Studies for Teachers" may count up to 9 credits of coursework taken while they are capstone students toward the MFS degree.

### Probation
Students are reviewed annually by program leadership and may be placed on probation if they are not making satisfactory progress on program requirements.

**ADVISOR / COMMITTEE**

Students are advised by the PFMP Director, and their master's project is assessed by a three-person master's committee.

**CREDITS PER TERM ALLOWED**

13 credits

**Time Limits Constraints**

Students who have allowed a session to "lapse" without enrolling during that session, and without approval to take a leave of absence, must reapply to the program if they desire to continue. See program "Requirements and Policies" document for more details.

Leaves of absence are viable for one semester only.

**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/letters-science-grievance-policy/

Last Approved: Apr 22, 2021 10:10am

Students should contact the department chair or program director with questions about grievances. They may also contact the L&S Academic Divisional Associate Deans, the L&S Associate Dean for Teaching and Learning Administration, or the L&S Director of Human Resources.
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

- Speak, read, listen and write in French at a level sufficient to work successfully among native French speakers in the student's concentration area.
- Identify, select and retrieve primary and secondary sources in research projects, using techniques expected by professionals working in the student's concentration area.
- Demonstrate a thorough understanding of the relationship between practices and perspectives in the cultures of the world's major French-speaking regions.
- Articulate, critique, and elaborate the major professional approaches and best practices in the student's concentration area.
- Demonstrate understanding of the student's concentration area in its historical and cultural context.
- Successfully apply major professional approaches and best practices to professional projects in a French-speaking organizational setting outside the United States, in the student's concentration area.
- Use the most appropriate methodologies for success when beginning or returning to work in the student's concentration area.

Summarize the assessment plan.

Students' professional portfolios and linguistic production (fluency, professionally specific applied vocabulary, in both writing and speaking) are regularly reviewed by the program committee, first as part of the process to evaluate successful completion of the program, and second, to evaluate the extent to which student work reflects attainment of program wide learning outcomes. Committee notes patterns relative to their collective attainment of outcomes, and uses this information to guide program improvement per the existing MFS assessment plan.

Commitments

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

Courses have enrollment capacity.

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

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

Supporting Information

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

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:

Suspension of the PFMP was initially proposed by the program leadership and has been discussed at departmental meetings.

Professional French Master’s Program (PFMP) Directorate vote was taken on 10/18/2021.
French Instructional Committee (FIC) vote was taken on 10/20/2021
Executive Committee vote was taken on 11/3/2021

Entered by: Shawn Ramer, on behalf of the Department
Date entered: 11/18/2021

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:

Approved by the L&S APC on 11/16/2021.

Entered by and date: Elaine Klein, on behalf of the College Date entered: 11/18/2021

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/courseleaf/approve/?role=GRAD SCH Dept. Approver
/graduate/french-italian/french-studies-mfs/french-studies-french-studies-summer-institute-mfs/

SIS effective date:

Guide publish date/type:

Tuition start term:

SIS Short Description:

FS SumInst

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

One or more options associated with this plan is

Special Plan Type:

One or more options associated with this plan are Non-Pooled options

Scan this proposal:

Upload documents that should be scanned:

Reviewer

Comments

Key: 1024
Program Change Request

Date Submitted: 11/18/21 9:56 am

Viewing: 452MFSFTAC : Full-Time Academic

Parent Plan: MAJ: French Studies MFS

Last approved: 04/19/21 10:12 am

Last edit: 01/03/22 2:27 pm

Changes proposed by: emklein

Catalog Pages Using this Program

French Studies: Full-Time Academic, MFS

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

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

In Workflow

1. FRIT 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. 11/18/21 1:00 pm Shawn Ramer (ramer2): Approved for FRIT Dept. Approver
2. 11/18/21 3:02 pm Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 11/22/21 5:45 pm Elaine Klein (emklein): Approved for L&S College Approver
4. 11/23/21 2:03 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

This proposal is presented in alignment with request to suspend admissions to the parent program, MFS 452L&S: French Studies. From that proposal:
Request to suspend admissions to the Master of French Studies (and the two Named Options associated with it) and the Capstone Certificate of French Studies for Teachers as soon as possible. (These programs are known, collectively, as the Professional French Master's Program, or PFMP.) This suspension will prevent new students entering a program that may be discontinued. The plan concerning the program's future will be submitted in Spring 2022, after a period of planning and consensus-building to address the needs of currently enrolled students. If planning can be completed early in the semester, and if discontinuation is recommended, this request may be amended to include that action (if possible).

This request is submitted for implementation in first term possible (Summer 2022).

This request is being made due to declining student interest and other factors that have rendered the program unsustainable.

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

Summer 2022 (1226)

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 Admissions Active

Type of Program: Named Option
Parent Program: MAJ: French Studies MFS
Parent Audience: Graduate or professional
Parent Home Department: French and Italian (FRIT)
Parent School/College: College of Letters and Science

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

No
Parent is in the Graduate School: Yes

Parent Award: Master of Prof French Studies
SIS Code: 452MFSFTAC
SIS Description: Full-Time Academic
Transcript Title: Full-Time Academic
Named Options: 452MFSFSSI: French Studies Summer Inst
452MFSFTAC: Full-Time Academic

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

---

**Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved? May 1, 2022

What is the last term that a student could declare this program? Spring 2022 (1224)

What is the timeline and advance communication plan?

*This will follow the plan articulated in the "Parent Plan" proposal.*

Explain the precipitating circumstances or rationale for the proposal.

*This is explained in the "Parent" plan proposal, which discusses the factors that render this program unsustainable.*
What is the potential impact on enrolled students?

As noted in the "Parent" plan proposal, all currently enrolled students will be able to complete the programs to which they were admitted.

What is the potential impact on faculty and staff?

As noted in the "Parent" plan proposal, faculty and staff who are currently engaged in this program will be better able to return attention to 101/GPR funded programming and research that are central to the mission of the department.

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

As noted in the "Parent" plan proposal, this issue has been discussed by the program committee and in department meetings.

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

As noted in the "Parent" plan proposal, the program will reach out to currently enrolled students who will be enrolled in the terms where admission has been suspended to discuss their continuation plans.

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

As noted in the "Parent" plan proposal, the department will work with L&S Strategic Communication and the Associate Dean for Arts & Humanities to develop a communication plan that will include its standard mechanisms for communicating with these groups, including program-focused newsletter and email lists, department-wide newsletter and email lists, and social media.

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

As noted in the "Parent" plan, faculty and staff who currently maintain the program will continue with the department and will be available to provide necessary oversight.

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

As noted in the "Parent" plan proposal, students who are completing coursework will have courses available, including the option of completing directed study to wrap up requirements.
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?

As noted in the "Parent" plan proposal, the program will consult with the Graduate School about communicating with any applicants in progress to inform them of the suspension and refund application fee(s).

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 noted in the "Parent" plan proposal, this is unlikely to happen, but if the program is discontinued, returning students would be accommodated.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Buccini, Stefania</td>
<td><a href="mailto:sbuccini@wisc.edu">sbuccini@wisc.edu</a></td>
<td>608/262-9736</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Deitz, Ritt</td>
<td><a href="mailto:mdeitz@wisc.edu">mdeitz@wisc.edu</a></td>
<td>608/262-4090</td>
<td>Director, PFMP</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Ramer, Shawn</td>
<td><a href="mailto:ramer2@wisc.edu">ramer2@wisc.edu</a></td>
<td>608/262-6971</td>
<td>Grad Student Coordinator</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>French and Italian (FRIT)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Parent has outside accreditation: No

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

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

This moves the administrative function of the current program to the subplan level.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum 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

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
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

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

---

**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? Yes

Upload the 131 spreadsheet.

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

Select a tuition increment: $800/credit

What is the rationale for selecting this tuition increment?
Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

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.

n/a

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

Students apply to the Master of French Studies through one of the named options:

Full-Time Academic
French Studies Summer Institute

Guide Admissions/How to Get In tab

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

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website.

Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School as well as the program(s). Once you have researched the graduate program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Fall Deadline</th>
<th>April 20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Deadline</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>April 20</td>
</tr>
<tr>
<td>GRE (Graduate Record)</td>
<td>Required</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for GRE (Graduate Record Examinations) Required.

English Proficiency Test
Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).

Other Test(s) (e.g., GMAT, MCAT) n/a

Letters of Recommendation
Required

* Early acceptance deadline or if applying to live at the French House: January 15
Regular application deadline: April 20

**STEP 1: GRADUATE SCHOOL APPLICATION**

Graduate School Application (online)

*Note: for this program, select “French Studies, MFS,” not “French MA.”

Note: the application will ask you to list 3 people who will write letters of recommendation for you. At least one of the letters should address your overall proficiency, creativity, and style of expression in the French language. These may be professors, instructors, supervisors, or anyone who is familiar with your work and may give us a sense of your readiness for our program.

Note: the CV you submit must be in English. You may also submit a French-language version, but this is not required.

$75.00 application fee (waived for current and former TAPIF participants)

GRE Scores UW-Madison’s institution code is 1846.

For international students whose native language is not English: IELTS or TOEFL scores. (All international applicants must also pay a one-time fee of $15.00.)

**STEP 2: PROGRAM INFORMATION**

As you are filling out your Graduate School Application, you will be asked to complete a “Supplemental Application.” This allows you to upload information required specifically by the French Studies, MFS program:

A writing sample in French (i.e., a graded undergraduate term paper)

Your statement of purpose (1 page, in French).

What is your chosen concentration area, and how do you expect it, and the French Studies, MFS in general, to position you for a more satisfying professional life? If you have experience working or studying in your chosen concentration area, please elaborate; otherwise, tell us why you would like to move in this direction now. Although you may use dictionaries and other resources, we trust that this statement will be written without assistance.

NOTE: in most cases, we will schedule an oral interview in French, either in person or by telephone.

Contact Ritt Deitz, Director: (608) 262-4090 or mdeitz@wisc.edu.

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>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of the degree coursework (15 of 30 total credits) must be completed in 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>B or better in FRENCH 615.</td>
</tr>
<tr>
<td>Assessments and Examinations Language</td>
<td>Internship, oral examination, and professional portfolio.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>See Named Options for policy information.</td>
</tr>
</tbody>
</table>

**Required COURSES**

Select a Named Option for courses required.

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

**French Studies: French Studies Summer Institute, MFS**

**French Studies: Full-Time Academic, MFS**

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

Mode of Instruction Definitions

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

| Minimum Credit Requirement | 30 credits |
| Minimum Residence Credit Requirement | 16 credits |
| Minimum Graduate Coursework Requirement | 15 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) policy (https://policy.wisc.edu/library/UW-1244). |

Overall Graduate GPA Requirement

3.00 GPA required.

This program follows the Graduate School's GPA Requirement policy (https://policy.wisc.edu/library/UW-1203).

Other Grade Requirements

B or better in FRENCH 615.

Assessments and Examinations

Internship, oral examination, and professional portfolio.

Language Requirements

No additional language requirements.

Required COURSES

<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 615 Advanced Grammar</td>
</tr>
<tr>
<td>FRENCH 616 Social Responsibility in Contemporary French-Language Professional Writing</td>
</tr>
<tr>
<td>FRENCH 617 Contemporary Skill Set Literature in French</td>
</tr>
<tr>
<td>FRENCH 618 Career Strategies for the French-Speaking World</td>
</tr>
<tr>
<td>FRENCH 623 Oral Communication</td>
</tr>
</tbody>
</table>
Total credits required: 30

Students must enroll in FRENCH 793 while completing their internship. Students must complete 24 credits of French-language courses before enrolling in their professional internship (FRENCH 793 Professional French Masters Program Internship, and FRENCH 799 Independent Study).

Students must enroll in FRENCH 799 for 3 credits in their first fall semester and 1 credit in their first spring semester (regardless of which is the beginning term). After this students enroll in FRENCH 799 for variable credits and variable semesters depending on plan of study.

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.

Named Option-Specific Policies

Prior Coursework
Graduate Work from Other Institutions

Students may not count coursework from other institutions toward the MFS degree.

UW–Madison Undergraduate

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

UW-Madison University Special

With program approval, University Special students enrolled in the capstone certificate "French Studies for Teachers" may count up to 9 credits of coursework taken while they are capstone students toward the MFS degree.

Probation

Students are reviewed annually by program leadership and may be placed on probation if they are not making satisfactory progress on program requirements.

ADVISOR / COMMITTEE

Students are advised by the PFMP Director, and their master's project is assessed by a three-person master's committee.

CREDITS PER TERM ALLOWED

13 credits

Time Limits Constraints

Students who have allowed a session to "lapse" without enrolling during that session, and without approval to take a leave of absence, must reapply to the program if they desire to continue. See program "Requirements and Policies" document for more details. Leaves of absence are viable for one semester only.

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)
Approved Shared Content from /shared/letters-science-grievance-policy/
Last Approved: Apr 22, 2021 10:10am

Students should contact the department chair or program director with questions about grievances. They may also contact the L&S Academic Divisional Associate Deans, the L&S Associate Dean for Teaching and Learning Administration, or the L&S Director of Human Resources.

Other

French Studies and certificate students may not be simultaneously enrolled in other UW-Madison graduate programs, nor are they eligible for project assistantships, teaching assistantships, or other forms of graduate support that provide tuition remission. French Studies students are automatically eligible for selected small scholarships.

Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

Speak, read, listen and write in French at a level sufficient to work successfully among native French speakers in the student's concentration area.
Identify, select and retrieve primary and secondary sources in research projects, using techniques expected by professionals working in the student's concentration area.
Demonstrate a thorough understanding of the relationship between practices and perspectives in the cultures of the world's major French-speaking regions.
Articulate, critique, and elaborate the major professional approaches and best practices in the student's concentration area.
Demonstrate understanding of the student's concentration area in its historical and cultural context. Successfully apply major professional approaches and best practices to professional projects in a French-speaking organizational setting outside the United States, in the student's concentration area.
Use the most appropriate methodologies for success when beginning or returning to work in the student's concentration area.

Summarize the assessment plan.
Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Suspension of the PFMP was initially proposed by the program leadership and has been discussed at departmental meetings.

Professional French Master’s Program (PFMP) Directorate vote was taken on 10/18/2021
French Instructional Committee (FIC) vote was taken on 10/20/2021
Executive Committee vote was taken on 11/3/2021

Entered by: Shawn Ramer, on behalf of the Department
Date entered: 11/18/2021

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:

Approved by L&S APC on 11/16/2021.

Entered by and Elaine M. Klein, on behalf of the College
date: Date entered: 11/18/2021

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:
Admin Notes:

Guide URL:
/graduate/french-italian/french-studies-mfs/french-studies-full-time-academic-mfs/

SIS effective date:

Guide publish date/type:

Tuition start term:

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

Key: 1091
Program Change Request

Date Submitted: 11/18/21 10:46 am

Viewing: UNCS451: Capstone Certificate of French Studies for Teachers

Last approved: 05/03/21 8:37 am

Last edit: 12/03/21 12:21 pm

Changes proposed by: emklein

Catalog Pages Using this Program

French Studies for Teachers, Capstone Certificate

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

Name

Elaine M Klein - L&S

In Workflow
1. FRIT 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. 11/18/21 1:19 pm Stefania Buccini (sbuccini): Approved for FRIT Dept. Approver
2. 11/18/21 3:02 pm Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 11/18/21 3:13 pm Elaine Klein (emklein): Approved for L&S College Approver
4. 11/23/21 2:03 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin
5. 12/03/21 12:04 pm Jenna Alsteen (jennabecker):
Proposal Abstract/Summary:

This request is submitted with the related request to suspend admissions to the Master of French Studies (and the two Named Options associated with it) as soon as possible. There are no students enrolled in this Capstone Certificate, and suspension of students to this program will prevent new students entering a program that is no longer sustainable in its current form and at risk to be discontinued. The plan for the program future will be submitted in Spring 2022, after a period of planning and consensus-building to address the needs of currently enrolled students. If planning can be completed early in the semester, this request may be amended to include that action (if possible).

This request is submitted for implementation in first term possible (Summer 2022).

This series of requests is being made due to declining student interest and other factors that have rendered all programs in this area unsustainable.

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

Summer 2022 (1226)
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 Admissions Active

Type of Program: Capstone Certificate (Special only)

Who is the audience? Graduate or professional

Home Department: French and Italian (FRIT)

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.

This Capstone will be coordinated and overseen by the Directorate of the Professional French Masters Program (that is, the Director and Faculty Co-Directors of the PFMP, with assistance from the Assistant Director of the PFMP). This Directorate reports to the Chair and full department (French and Italian) with semester enrollment reports, and regular consultation on budget planning with the department Administrator, Financial Specialist, and contacts in the L&S Dean’s Office. The PFMP Directorate has long approved policies for succession and/or replacement of persons in those roles (i.e. Director, Faculty Co-Director), and the Directorate generally meets monthly to oversee enrollment, curriculum, recruiting, promotion, budget and program development business in the PFMP. Because this Capstone budget would be overseen by the PFMP Directorate, that body would be the oversight committee for the program.

Is this in the Graduate School? Yes

SIS Code: UNCS451

SIS Description: French Studies Teachers CAP

Transcript Title: Capstone Certificate of French Studies for Teachers

Named Options:
Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?  May 1, 2022

What is the last term that a student could declare this program?  Spring 2022 (1224)

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

The timeline is to suspend admissions effective Summer 2022; if possible, L&S will ask for the program will be removed from the graduate application in January 2022, to prevent submission of new applications. Any students in the application pipeline will be contacted and, if they have already submitted their application materials, their fees will be refunded if that action aligns with Grad School policy and practice. There are no students in the Capstone Certificate program, so no need to communicate with enrolled students. For other programs in the Professional French Program, the department will develop a teach out and communication plan in early Spring 2022. Notice will be given in the program newsletter and in the department newsletter. Notice will be provided on the departmental and program website, on the DCS website, and in the program’s social media space. The Department will work with L&S Strategic Communications and with the Associate Dean for Arts & Humanities to develop consistent and clear messaging.

Explain the precipitating circumstances or rationale for the proposal.

Stated most simply, the professional French studies programs are no longer sustainable. Applications and interest have been declining and a series of anticipated faculty retirements will make it impossible to adequately staff the programs. Because these are self-funded (revenue-generating and supporting) program, the decline in enrollments in the master’s program has led to a decline in revenue sufficient to support it. Not only does this mean that the program is unsustainable, the obligation to honor ongoing financial commitments to the program (even with very low enrollments) is now endangering the financial health of the sponsoring department. In addition, the complex program structure and its administrative needs have a negative impact on the department’s staff reserves (scheduling courses, program support). This situation threatens to compromise the department’s core responsibilities to maintain the GPR-funded program and pursue excellence in faculty research.

This situation has been further exacerbated by the catastrophic effect of the global pandemic, which eliminated the ability of students to travel, participate in international internships. Unfortunately, the program has no financial reserves available to cover costs and weather these challenges.
What is the potential impact on enrolled students?

There are not students enrolled in this program within the series of professional French Studies programs.

What is the potential impact on faculty and staff?

Suspending this program will alleviate the responsibility of faculty and staff to administer the program and the additional work of scheduling small courses, manage internships, and navigate the relationships of this "high-touch" boutique program that enrolls very few students. If the program is eventually discontinued, faculty and staff will be able to return resources and attention to the 101 funded programs. In consultation with L&S Human Resources, duties of staff currently assigned to the program will be revised and other appropriate employment in the department found. Faculty members who had previously taught for the PFS program during the Summer session will no longer be required to do so and may return attention to research and other duties.

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

Suspension of the PFMP or professional French studies programs was initially proposed by the program leadership and has been discussed at departmental meetings.

Professional French Master’s Program (PFMP) Directorate vote was taken on 10/18/2021
French Instructional Committee (FIC) vote was taken on 10/20/2021
Executive Committee vote was taken on 11/3/2021

L&S meeting with DCS, Grad school, APIR colleagues has been scheduled.

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

There are no students seeking this credential. In other PFMP areas, enrollments will rapidly decline in the coming semesters. There will be nine students enrolled in the program in January 2022, most of whom will graduate in May and in August 2022. The small number of students (4?) whom we expect to enroll in Fall 2022 will be invited to meet with representatives from L&S and the Graduate School to discuss the work these units will do to ensure that they are able to complete their programs of study in a timely way, consistent with the quality of the program.
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

The department will announce the suspension of admissions (and the discontinuation of the PFMP, if and when that would be official) on our department website, in our department and PFMP newsletters, and via email to PFMP alums and stakeholders.

L&S and DCS will work with the department to develop a communication plan.

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

The department will continue to provide program oversight for credentials in which students are enrolled. Faculty and staff who have been responsible for the program to date will continue to provide oversight during this period; we anticipate that there will be no affect on quality.

The department will continue to offer courses relevant to the PFMP, with accommodation where needed. The department will continue to fulfill the requirements for students who are still taking courses. In cases where specific courses cannot be offered, students will be allowed to meet requirements with directed/independent study.

By Fall 2022, the students enrolled in other PFMP areas will be focused less on coursework and more on their internship experiences, and will be able to complete them. The department will be able to ensure appropriate supervision of student internship experiences.

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

As noted above, suspension of admissions is essential to reduce the flow of new students into the program, to reduce the expectation that low enrollment courses will continue to be taught. For students who will continue to be enrolled in Fall 2022, student work will be focused on the internship experience. The department will maintain a portion of staff time dedicated to overseeing the teach-out process for the remaining year of student enrollment.

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?

Declining student interest and the global pandemic have greatly reduced the flow of applications into the system. Consultation with the graduate school and the grad program administrator confirm that (only) one student has a PFMP application in the system that needs action; that student will be contacted and informed that the program is slated for closure, and their application fee will be refunded.
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?

**Detailed teach out plan is being developed, and plans will be developed for each student.**

* there are no students enrolled in this program

For other PFMP areas:

* one student who has been admitted deferred enrollment and plans to begin in Fall 2022. This student will be included in L&S/Grad School/Department communication with students about the future of the program.

* one student has stopped out and is unlikely to return; if this student were to return within five years, the department would recommend that this student be awarded a special graduate committee degree.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Deitz, Ritt</td>
<td><a href="mailto:mdeitz@wisc.edu">mdeitz@wisc.edu</a></td>
<td>608/262-4090</td>
<td>Director, PFMP</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Debaisieux, Martine</td>
<td><a href="mailto:baisieux@wisc.edu">baisieux@wisc.edu</a></td>
<td>608/262-4063</td>
<td>Faculty Co-Director, PFMP</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Bousquet, Gilles</td>
<td><a href="mailto:bousquet@wisc.edu">bousquet@wisc.edu</a></td>
<td>608/262-4062</td>
<td>Faculty Co-Director, PFMP</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Buccini, Stefania</td>
<td><a href="mailto:sbuccini@wisc.edu">sbuccini@wisc.edu</a></td>
<td>608/262-9736</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>Assoc Dean, Academic Planning</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Ramer, Shawn</td>
<td><a href="mailto:ramer2@wisc.edu">ramer2@wisc.edu</a></td>
<td>608/262-6971</td>
<td>Grad Studies Director, FRIT</td>
</tr>
</tbody>
</table>

*For other PFMP areas:*”

* one student who has been admitted deferred enrollment and plans to begin in Fall 2022. This student will be included in L&S/Grad School/Department communication with students about the future of the program.

* one student has stopped out and is unlikely to return; if this student were to return within five years, the department would recommend that this student be awarded a special graduate committee degree.
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction (CURR INSTR)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

**Rationale and Justifications**

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

What is the rationale for this change?

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

**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.

This low-credit, graduate-level certificate does not have courses specifically devoted to diversity and inclusion. However, taking graduate-level coursework in French at UW-Madison is already, to a great extent, a sustained exercise in understanding difference. The learning itself takes place in a "foreign" language; also, the French-speaking world is complexly diverse in its culture, geography, demographics, and debates about diversity and inclusion themselves. The courses Capstone students take, already required of Professional French Masters Program students, are replete with texts and forms of communication that reflect this diversity. French 642 CULTURE AND SOCIETY IN THE FRANCOPHONE WORLD addresses contemporary issues of race, migration, and gender in Quebec, including writing by a Native-Canadian female novelist and the first Haitian ever admitted to the French Academy, on the experience of immigrants of African descent in Quebec. The Africa theme addresses race and ethnicity inside the complex geographies of contemporary Francophone Africa. French 616 SOCIAL RESPONSIBILITY IN CONTEMPORARY FRENCH-LANGUAGE PROFESSIONAL WRITING centers debates about sustainable development and diplomacy strongly on French interrogations of North-South economic disparities, including the effects of race and gender in international development projects in the Global South. French 617 CONTEMPORARY SKILL SET LITERATURE IN FRENCH grounds its presentation of professional practices in an intercultural curriculum focused on questions of language, race, gender, ethnicity, national identity in professional cultures and sub-cultures in Europe and the United States.
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 proposed program is a post-baccalaureate certificate program aimed at a specific form of professional development for teachers. Because required courses are also required for the Master of French Studies degree, however, we expect some students taking the Certificate may wish to apply to and complete the Professional French Masters Program. (Every course taught in the proposed program is already offered.) Our main recruiting source is working French teachers who are already certified to teach, most of whom are active in organizations department members and program leadership are active, such as the American Association of Teachers of French and the American Council on the Teacher of Foreign Languages; the publications, meetings and outreach of these organizations are deeply committed to recruiting a diverse community of current and future French teachers, mostly for the K-12 level. As is the case in the PFMP, and for those professional organizations through which we partly recruit already, the proposed program will remain committed to welcoming students identifying as Black, Indigenous, Non-Binary, and all other groups traditionally marginalized by American social and economic institutions.

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.

We do not believe that this issue concerns this program proposal, because all classes required of the proposed program are already being offered in the Professional French Masters Program, and are currently being taught by existing faculty and academic staff.

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 L&S Career Initiative has provided an important link to the Professional French Masters Program, including an annual activity organized with SuccessWorks, and we expect the proposed program will avail its students of the same connections—many of which have directly to do with actively exposing students to issues of diversity and inclusion in the job market and in the art of hunting for work with a UW-Madison credential. The department is currently working on a statement on diversity and inclusion, along with a departmental code of conduct, for the near future.
**Faculty and Staff Resources**

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

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

**Resources, Budget, and Finance**

Is this a revenue program? Yes

Upload the 131 spreadsheet.

- Copy of Budget for College 131ProgramModel-
  MFS_ALL Full-Time
  -- Summer Institute --
  Capstone Updated
  5 aug 2020.xlsx

What is the tuition structure for this program?

  Market-based tuition - separate proposal to be submitted

Select a tuition increment:

  $800/credit

What is the rationale for selecting this tuition increment?

  This is the amount currently paid by students in our Summer Institute option, who are working toward the MFS degree. Students enrolled toward this Capstone Certificate would be taking only classes required of Summer Institute option students, with the same learning outcomes and work requirements.

Upload Market-based tuition proposal here:

- Market-
  BasedTuitionPolicy_
  Capstone Cert French Studies for
Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

As mentioned above, program administration, instructional delivery, and technology needs are already covered under the umbrella of existing operations serving Professional French Masters Program students, whom new Capstone students would join in existing courses. Program assessment would be directed by the PFMP Directorate, likely requiring roughly four more hours per semester than is currently spent on program assessment, although after a year and efficient practice this is likely to go down rather quickly.

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.

No.

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

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

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? No change to the curriculum
Guide Admissions/How to Get In tab

Capstone Certificate of French Studies for Teachers are teachers of French at the primary or secondary level who have completed a bachelor's degree and who do not have an existing student relationship with the University of Wisconsin-Madison.

Students working on the Capstone may not be enrolled in other UW-Madison degree programs.

The application is free, relatively brief, and online.

Submit your [application to the Division of Continuing Studies](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver).

Once admitted, you will receive a formal letter of admission. The letter will contain course enrollment instructions and information about tuition and registration deadlines.

For more information, please contact the program manager listed in Contact Information.

* Provide an explanation of the reason.*

* Provide justification for the limits.*

* Is this certificate available to University Special students?*

* Describe certificate program procedures.*

* Describe certificate program procedures.*

* Parent Plan Admissions/How To Get In Requirements*

---

* Are international students permitted to enroll in this program?*

Yes

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

Students in the Capstone will complete **nine credits** from among the following courses regularly offered in the Professional French Masters Program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRENCH 623</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 617</td>
<td>Contemporary Skill Set Literature in French</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 616</td>
<td>Social Responsibility in Contemporary French-Language Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 901</td>
<td>Seminar-Materials and Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 642</td>
<td>Culture and Societies</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 615</td>
<td>Advanced Grammar</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH/ITALIAN 821</td>
<td>Issues in Methods of Teaching French and Italian</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH 793</td>
<td>Professional French Masters Program Internship</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Capstone students complete these nine credits in consultation with their advisor, depending on their primary professional development goals as French teachers.

Approved Shared Content from /shared/division-of-continuing-studies-capstone-requirements/

Last Approved: Apr 15, 2021 12:15pm

**Minimum Requirements for Capstone Certificate Completion**

- Students must earn a minimum grade of C in each course used to meet Capstone Certificate requirements.
- Courses in which a student elects the pass/fail or audit option will not count toward completion of Capstone Certificate requirements.
- All of the Capstone Certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison.
- All of the Capstone Certificate credits must be earned while enrolled in the Capstone Certificate program.

Individual Capstone Certificate programs may have additional requirements for completion, which will be listed above as/if applicable.

Total credits required:
Semesters to completion:

1-3

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan tab
Discuss expected progress to degree and time to degree. For untenable program, provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits total).

Describe full-time, time-compressed, intensive format here.

Describe other format here.

## Program Learning Outcomes and Assessment

**List the program learning outcomes.**

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

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

Capstone program assessment relies on existing PFMP assessment resources. The PFMP Director will review each Capstone student’s progress every semester, in terms of program criteria for satisfactory progress, as part of academic advising with that student. The PFMP Assistant Director assists the program Director and Faculty Co-Directors in compiling the data necessary to assess annually the program’s ability to help its students meet the published program learning goals. At an annual meeting in the late spring, the PFMP Director, Assistant Director and Faculty Co-Directors will meet to review evidence of student learning in the program over the previous year and over longer periods of time. Data reviewed at this annual meeting will include but not be limited to (1) results of regular alumni and current student perception polls; (2) perceived effects of particular study option on quality of student work in courses; (3) enrollment trends by study option; (4) program alumni perceptions of the value of the certificate on the job market and/or in their ongoing career; (5) effects of program requirements on time to certificate; and (10) results of faculty direct assessment activities (like comparing data gathered from all students’ oral fluency upon their entry in the program with the results of those students’ final projects in their last semester).

Department Approved
Assessment Plan:  

Capstone Assessment Plan oct18.pdf

Related Programs
List majors and certificates that may not be earned in combination with
List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program.
Provide information in related programs offered by other UW System institutions which the proposed program is distinct and how it overlaps or duplicates those programs.

Commitments
All required courses are approved through the school/college level.
Yes
Courses are offered on a regular basis to allow timely completion.
Yes
Courses have enrollment capacity.
Yes
Courses in the curriculum are numbered 300 or higher.
Yes

Courses in the curriculum are numbered 699 or lower.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate. Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled

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

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency.

Students must earn a minimum 2.000 GPA on required certificate coursework.

Completed courses listed within the certificate curriculum, whether or not they meet

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

Yes

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

Yes

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

Yes

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

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

Certificate requires no more than half of the credits required for a major in a related

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

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

Yes

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

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

Yes

**Supporting Information**

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

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

Additional Information:

**Approvals**

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

Enter any notes about approval here:

Suspension of the PFMP was initially proposed by the program leadership and has been discussed at departmental meetings.

Professional French Master’s Program (PFMP) Directorate vote was taken on 10/18/2021

French Instructional Committee (FIC) vote was taken on 10/20/2021

Executive Committee vote was taken on 11/3/2021

Entered by: Shawn Ramer, on behalf of the Department

Date entered: 11/18/2021

*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:

Approved by L&S APC on 11/16/2021

Entered by and Elaine Klein, on behalf of the College
date: Date entered: 11/18/2021

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: /nondegree/capstone/french-studies-teachers-capstone-certificate/

SIS effective date:

Guide publish date/type:

Tuition start term:

Career: Special Student

SIS Program Code: UNCS

SIS Program Code
UNCS451: Capstone Certificate of French Studies for Teachers

Description: FrnchStTch

SIS code for

SIS code for

SIS code for honors

SIS code for honors

SIS code for honors in the major

SIS code for special

Other plan codes associated with this program:

Diploma Text: 
Diploma Text 2: 

Degree: CRT

Degree (BS):

Field of Study: Arts and Humanities

Program Length: 1

National Student Clearing House Classification:

Plan Group: 451

Educational Level:

Award Category: Capstone

Enrollment Category: Capstone Special


STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Program:
Distance Education
Program:
Non Traditional Plan is
Program:
Special Plan Type: The entire plan is a Non-pooled plan
CDR certificate Postbaccalaureate certificate
category:

Added to UW
Scan this proposal:

Upload documents that should
be scanned:

Reviewer
Comments

Jenna Alsteen (jennabecker) (12/03/21 12:04 pm): Rollback: JA sending back to Elaine to make edits specifically for the Capstone/special students.

Key: 1014
Program Change Request

New Program Proposal

Date Submitted: 09/14/21 1:01 pm

Viewing: : Applied Statistics

Parent Plan: MAJ: Statistics MS

Last edit: 01/04/22 2:48 pm

Changes proposed by: rodock

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

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

Approval Path

1. 11/05/20 1:28 pm
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

2. 12/21/20 10:40 am
   Elaine Klein (emklein): Rollback to Initiator

3. 09/14/21 1:03 pm
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

4. 11/11/21 10:24 am
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer

5. 11/11/21 10:38 am
   Elaine Klein (emklein): Approved
Proposal Abstract/Summary:

The Department of Statistics proposes to create a new named option within the MS Statistics, focused on applied statistics. The department recognizes that many students wish to have significant training within statistics, but apply their knowledge paired with a domain field in which they will utilize their statistical knowledge. This option within the MS Statistics provides the opportunity to do this. We anticipate that many students will wish to pursue this program as a double, dual, or joint degree.

Note regarding curriculum: STAT 678 is currently in the course approval process and is at the UCC approver stage (as of July 8, 2021; https://next-guide.wisc.edu/courseadmin/?key=14243).

Note that this proposal was started in Fall 2020 when Jun Zhu was department chair, and current chair is now Yazhen Wang.

Basic Information

Program State: Active
Type of Program: Named Option
Parent Program: MAJ: Statistics MS
Parent Audience: Graduate or professional
Parent Home Department: Statistics (STATISTICS)

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 Science

SIS Code:

SIS Description:

Transcript Title: Applied Statistics

Named Options:
- DS949MS: Data Science
- BIO: Biostatistics
- 949MSSTAT: Statistics
- Sub Plan 1173: 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>
<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>Yandell, Brian</td>
<td><a href="mailto:byandell@wisc.edu">byandell@wisc.edu</a></td>
<td>608/263-3304</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>Rodock, Sara</td>
<td><a href="mailto:rodock@wisc.edu">rodock@wisc.edu</a></td>
<td>608/262-3851</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Wang, Yazhen</td>
<td><a href="mailto:wang239@wisc.edu">wang239@wisc.edu</a></td>
<td>608/262-3720</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>Col of Agricultural &amp; Life Sci (CALS)</td>
</tr>
<tr>
<td>Biostatistics and Medical Info (B M I)</td>
</tr>
</tbody>
</table>
Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

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

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

First term of student enrollment: Fall 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.

Once the program is approved, the Statistics department will provide information on our website to recruit new students to the named option. Additionally, we will work internally at UW-Madison to advertise this new named option so that students who are already on campus may know about this program.
Rationale and Justifications

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

The Statistics department would like to add the Applied Statistics option to our existing suite of programs under the MS Statistics. This option would provide an opportunity for students to take a curriculum that is statistically robust, but also pairs it with coursework in a second domain field of interest. This option will relate to the other options in that it builds upon our existing graduate-level foundation courses, but students will have the flexibility to select appropriate domain electives with their advisor.

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

This program will provide a unique and specialized educational opportunity to students who will be well trained in statistics, but also have skills to apply that knowledge within a specific domain field.

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

Over the past 10 years Statistics has had 142 students graduate from the pooled MS programs. Forty eight of the students have complete either or both a PhD and/or MS outside of Statistics. Of the 12 students enrolled in the Statistics MS Statistics and Biostatistics named options in Spring 2021, 5 students have an additional graduate program outside of Statistics.

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

The field of statistics continues to be one of the fastest growing fields. In the Occupational Outlook Handbook from the U.S. Bureau of Labor Statistics, Mathematicians and Statisticians have an expected job outlook growth for 2019-2029 of 33% which is classified as much faster than average and statisticians in particular has a project growth of 35%. This report states that "growth is expected to result from more widespread use of statistical analysis to inform business, healthcare, and policy decisions. The amount of digitally stored data will increase over the next decade as more people and companies conduct business online and use social media, smartphones, and other mobile devices. As a result, businesses will increasingly need statisticians to analyze the large amount of information and data collected. Statistical analyses will help companies improve their business processes, design and develop new products, and advertise products to potential customers." We see that it is important to provide an opportunity for students to be both well trained in statistics, but also have the domain knowledge for the wide variety of areas in which statistics is employed.

https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm#tab-6
What gap in the program array is it intended to fill?

The Statistics department acknowledges that we already have an array of existing programs, but this program will provide a unique experience.

- MS Statistics: Statistics is a program that is solely focused on coursework within Statistics, has an emphasis on teaching consulting skills, and is often an option for students to complete while in the Statistics PhD or for students who wish to continue on for a PhD.
- MS Statistics: Biostatistics is similar to the previous program, but builds upon UW's vast expertise and historical strength in biostatistics and provides students an opportunity to focus within that area.
- MS Statistics: Data Science is a 131, revenue-generating programs that builds upon statistical principles to give students the tools to working with the field of data science. As with 131 programs, the MS Statistics: Data Science option cannot be paired with other graduate programs and the option for electives within a second domain field are tightly regulated.

The goal of the MS Statistics: Applied Statistics is to give students the opportunity to pair a solid foundation in Statistics with a domain field of their choosing to become a well trained statistical researcher who will work in a collaborative environment. We anticipate that many students may wish to pair this program with an MS or PhD in a second domain area as well. We have provided letters of support from a number of departments that anticipate their students will take advantage of this new 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.

In alignment with the College of Letters and Sciences commitment to diversity, the proposed named option will continue along with the other named options to address diversity and equity within the program curriculum. The curriculum will strive to ensure that students can demonstrate professional communications, teamwork, and are aware of culture competencies. This will be demonstrated through the assessment of our learning goals of “communicates data concepts and analysis results clearly” and “recognizes and applies principles of ethical and professional conduct.”

Parent Value

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.

This new program will be a 101 (not 131 program) and as mentioned in the proposal all students admitted to this option will have department TA positions available to them as we have a huge need for Statistics TAs and we anticipate that students in the Applied Statistics named option will be excellent candidates to serve as TAs, especially in our introductory courses. This is the anticipated mode of funding for students in the Applied Statistics option not funded otherwise. We hope that this new named option will attract students from a wide array of backgrounds who wish to enhance their education with applied statistics, and that a more diverse population comes with that. We intend to nominate students for AOF fellowships when eligible. As we anticipate that many students will be joint, double, or PhD degree students in other areas, we hope to collaborate with those other programs, especially those who have a diverse population such as Plant Pathology (30% minority enrollment), Political Science (13%), and Zoology (15%).

In Summer 2021 we hired a new Student Services Coordinator where 25% of their position is in recruitment efforts for all of the Statistics offered graduate programs. The previous person in this position worked to identify best practices of other similar departments at UW-Madison so that we begin to create a comprehensive and intentional recruitment strategy. Due to COVID, many of these plans have been delayed. Below is a summary of the proposal and then two specific highlights of new activities that we have begun this year.

-Pre-application: engage in a variety of recruitment opportunities such as Statistics conferences, minority recruiting conferences (e.g., SACNAS), explore smaller conferences to have a broader reach where faculty attend to build connections with prospective applicants; create more modern recruitment materials including updating our website to be more student focused and have materials/swag for conferences
-Application: offer fee-waivers to applicants from diverse backgrounds; have a more pro-active communication strategy during the process to provide transparency; revamp the visit program/schedule to better demonstrate our climate and build community
-Pre-matriculation: assign “faculty contacts” to each admitted applicant who will be tasked with having regular communication with candidates; explore opportunities to connect applicants with alumni
-Post-admission: track how applicants came to us to begin to identify successful pathways; explore additional pipelines and pathways

We understand that creating and launching a systematic recruitment process is a large undertaking and some of it not possible during COVID. We did pick two activities that are possible this year to begin this process and ones in particular that will help with recruitment of a diverse student population. The first is that the department attended the 2020 SACNAS
conference and then providing connections from interested students to faculty. The second is the plan to assign faculty contacts to each admitted applicant. The goal, when possible, will be to match faculty and students in a way to build mentorship along research interests and demographic backgrounds.

As we continue to implement the new recruitment strategy, we will also develop better mechanisms to review student progress and assure that there aren’t inequities between students of different demographics. We already do have practices that align with this like blind grading of MS and qualifying exams and will analyze our milestones to include additional practices such as this.

Parent Value

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 Department of Statistics will continue with their efforts to diversify the faculty body. On the faculty recruitment front, Statistics has focused on increasing the number of faculty who come from underrepresented populations, including increasing the number of female faculty in the department. The department has reached out to alumni and colleagues in departments across the country to recruit a diverse population of candidates to apply for our faculty positions. In addition to these recruitment efforts, the department will promote training to raise faculty awareness of diversity and inclusion issues prevalent at UW-Madison.

Parent Value
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.

During the past few years, the Department of Statistics has done some analysis of our departmental climate to be in alignment with campus expectations and goals. Our Climate Committee continues to assess the environment and provide improvements. One specific goal of the committee has been to provide more departmental events to help build community across all faculty, staff, and students.

The Department of Statistics is now in the School of Computing, Data, and Information Sciences (CDIS). CDIS has five focus areas and area three is “Inclusion – Addressing under representation and inclusivity problems in the STEM fields and bringing together diverse populations, points of view and approaches.” Via the CDIS diversity committee we have begun to see a shared effort across departments to increase diversity, equity, and inclusion efforts by supporting each department’s work and commitment, all of which include the Statistics Department.

Parent Value

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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>Yandell, Brian</td>
<td>Statistics (STATISTICS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Zhu, Jun</td>
<td>Statistics (STATISTICS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Ane, Cecile</td>
<td>Statistics (STATISTICS)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

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

Faculty and staff will draw on existing resources of advising, instruction and computing support within the Department of Statistics. In addition, students and their advisors now have access to campus-level research cyberinfrastructure resources for data storage (on prem and cloud) and high throughput computing that enable more effective cross-disciplinary data-rich research activity.

Program advisor(s) with title and departmental affiliation(s).
Describe how student services and advising will be supported.

John Schuppel is a Student Status Examiner Senior in the Department of Statistics who already provides student services to the existing 101 MS Statistics programs and will also provide support for the MS Statistics: Applied Statistics option.

Students will have an advisor from Statistics based on their area of interest and will need to have a committee that includes both faculty from Statistics as well as the second domain field.

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

### Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

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

L&S will not provide new resources to support this program. All resources required (faculty and staff as well as computing and other resources) are currently available through the Department of Statistics.

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.

All full-time MS Statistics: Applied Statistics students will be offered 2 years of guaranteed support via teaching assistantships within Statistics at the time of admission with the option for additional semesters of support, if needed and as space allows. Given the recent large growth of statistics teaching, we need more graduate students in the department to meet the demand and these additional students will be excellent teaching assistants in the gateway courses in particular, since many of these courses are targeted towards students outside of the Statistics and Data Science majors.

**Curriculum and Requirements**

Parent Plan Admissions/How To Get In Requirements

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

Applied Statistics (ADD LINK TO PROGRAM WHEN AVAILABLE)

Biostatistics

Data Science (CORRECT PROGRAM NAME WHEN APPROVED)

Statistics

Guide Admissions/How to Get In tab

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

Last Approved: Apr 15, 2021 12:15pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website.

Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum requirements of the Graduate School as well as the program(s). Once you have researched the graduate program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>March 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>3</td>
</tr>
</tbody>
</table>

Applicants to the MS Statistics: Applied Statistics program may fall in to two categories:
Joint, double, or dual degree with another program on campus. For students who fall in to this category they may apply either while they are applying to their domain program or once they are on campus. It is strongly advised that students indicate their domain program in their statement of interest. For applicants already on campus, please contact admissions@stat.wisc.edu for information on how to apply.

Stand-alone program students. For students who fall in to this category, it is strongly advised to include information in your statement regarding your specific domain area, ideas for collaboration within the domain field, and address why this option versus the traditional MS Statistics: Statistics.

Applicants to the MS Statistics: Applied Statistics program should have completed the following courses equivalent to the UW-Madison courses listed below:

### Undergraduate Calculus

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 221</td>
<td>Calculus and Analytic Geometry 1</td>
<td>5</td>
</tr>
<tr>
<td>MATH 222</td>
<td>Calculus and Analytic Geometry 2</td>
<td>4</td>
</tr>
<tr>
<td>MATH 234</td>
<td>Calculus--Functions of Several Variables</td>
<td>4</td>
</tr>
</tbody>
</table>

### Statistics

Complete one sequence below

Option 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT/F&amp;W ECOL/HORT 571 &amp; STAT/F&amp;W ECOL/HORT 572</td>
<td>Statistical Methods for Bioscience I and Statistical Methods for Bioscience II</td>
</tr>
</tbody>
</table>

Option 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 301</td>
<td>Introduction to Statistical Methods</td>
</tr>
<tr>
<td>or STAT 324</td>
<td>Introductory Applied Statistics for Engineers</td>
</tr>
<tr>
<td>or STAT 371</td>
<td>Introductory Applied Statistics for the Life Sciences</td>
</tr>
<tr>
<td>STAT 303</td>
<td>R for Statistics I</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Applied Regression Analysis</td>
</tr>
</tbody>
</table>

Option 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI SCI 812 &amp; POLI SCI 813</td>
<td>Introduction to Statistical Methods in Political Science and Multivariable Statistical Inference for Political Research</td>
</tr>
</tbody>
</table>

Option 4: or another similar introductory statistics sequence
Describe plans for recruiting students to this program.

The department recruitment coordinator will update information on our website to highlight this new program, participate in relevant recruitment events, and provide clear information regarding the difference between all of the MS Statistics options. Additionally, we have already begun to reach out to departments where double, joint, and dual degree students might exist to advertise the program to those students.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>8</td>
</tr>
<tr>
<td>Year 3</td>
<td>10</td>
</tr>
<tr>
<td>Year 4</td>
<td>12</td>
</tr>
<tr>
<td>Year 5</td>
<td>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.

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
Minimum Credit Requirement: 30 credits
Minimum Residence Credit Requirement: 16 credits
Minimum Graduate Coursework Requirement: 15 credits (50% of 30 credits) must be graduate-level coursework. Details can be found in the Graduate School's policy: https://policy.wisc.edu/library/UW-1244
Overall Graduate GPA Requirement: 3.00 GPA required.
This program follows the Graduate School's policy: https://policy.wisc.edu/library/UW-1203.
Other Grade Requirements: See Named Options for grade requirements.
Assessments and Examinations: See Named Options for policy information.
Language Requirements: No language requirements.

**Required COURSES**

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

**Named Options**

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

- **Statistics: Biostatistics, M.S.**
- **Statistics: Data Science, M.S.**
Statistics: Statistics, M.S.

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30</td>
</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>16</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Minimum Graduate Coursework Requirement: 15 credits (50% of 30) must be graduate-level coursework. Details can be found in the Graduate School's policy: [https://policy.wisc.edu/library/UW-1244](https://policy.wisc.edu/library/UW-1244).

Overall Graduate GPA Requirement: 3.00 GPA required.

Other Grade Requirements: n/a

Assessments and Examinations: Candidates must complete a project with an emphasis on the integration of statistics and science. A final oral examination is also required upon completion of the coursework and project.

Language Requirements: No language requirements.

### Required Courses

#### Introductory Mathematical Statistics

Complete using one of the following sequences

<table>
<thead>
<tr>
<th>STAT/ MATH 309</th>
<th>STAT/ MATH 310</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Probability and Mathematical Statistics I and Introduction to Probability and Mathematical Statistics II</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STAT 311</th>
<th>STAT 312</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Theory and Methods of Mathematical Statistics I and Introduction to Theory and Methods of Mathematical Statistics II</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STAT 609</th>
<th>STAT 610</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Statistics I and Introduction to Statistical Inference</td>
<td></td>
</tr>
</tbody>
</table>

Or equivalent one-year sequence

#### Domain Area Electives

9

**Statistics Graduate Electives:**

- Statistics 600-level or above: 6
- Statistics 500-level or above: 3

#### Applied Experience:

- **STAT 678** | Introduction to Statistical Consulting | 3
- Research or Project (see details below): 3

**Total Credits:** 30

Excluding **STAT/F&W ECOL/HORT 571, STAT/F&W ECOL/HORT 572, STAT/B M I 641, STAT 698, STAT 699, STAT 990** and any courses/sections reserved for MS Statistics: Data Science or Statistics-VISP students. Credits from suitable quantitative courses taught in other departments (e.g., mathematics) may be substituted.
Selecting Program Coursework

All students in the MS Statistics: Applied Statistics option will work directly with their Statistics advisor prior to initial enrollment and will need to work with their Statistics advisor, domain committee member/co-advisor, and 3rd committee member to select appropriate coursework during their first year of enrollment. This will be done by completing the MSAS course plan form (which is found in the program handbook). Students are strongly encouraged to have all coursework pre-approved and multiple options of courses, in the case of the domain electives, to ensure that they are able to complete appropriate courses approved by their committee.

Domain coursework that covers statistical methodology is limited to a maximum of 3 credits. Independent study or internship credits cannot be included in domain coursework. Students will need to have a central theme to their domain coursework that can be selected from multiple, related departments. Here are some examples of themes and courses:

**Ecology:** [F&W ECOL/ZOOLOGY 660](#) Climate Change Ecology, [F&W ECOL/BOTANY/ENVIR ST/ZOOLOGY 651](#) Conservation Biology, [ZOOLOGY/BOTANY 725](#) Ecosystem Concepts

**Entomology:** [ENTOM 450](#) Basic and Applied Insect Ecology, [ENTOM/GENETICS/ZOOLOGY 624](#) Molecular Ecology, [ENTOM 701](#) Advanced Taxonomy

**Information:** [L I S 615](#) Systems Analysis and Project Management for Information Professionals, [L I S 711](#) Data Management for Information Professionals, [L I S 751](#) Database Design for Information Professionals

**Plant Breeding and Plant Genetics:** [HORT/AGRONOMY 501](#) Principles of Plant Breeding, [HORT/AGRONOMY 811](#) Molecular Approaches for Potential Crop Improvement

**Plant Pathology:** [PL PATH 300](#) Introduction to Plant Pathology, [PL PATH/BOTANY/ENTOM 505](#) Plant-Microbe Interactions: Molecular and Ecological Aspects, [PL PATH 602](#) Ecology, Epidemiology and Control of Plant Diseases

**Political Science:** [POLI SCI 817](#) Empirical Methods of Political Inquiry, [POLI SCI 818](#) Maximum Likelihood Estimation, [POLI SCI 919](#) Seminar-Advanced Methodology

**Population Health:** [POP HLTH 795](#) Principles of Population Health Sciences, [POP HLTH 796](#) Introduction to Health Services Research, [POP HLTH/SOC 797](#) Introduction to Epidemiology, [POP HLTH 798](#) Epidemiologic Methods

The course plan will be reviewed by the student services coordinator prior to the requesting of the MS warrant to ensure that the correct and approve courses have been completed.

Research or Project

Each student must complete a project that represents an original contribution to applied statistics as the goal of this named option is to train statisticians who will work in a collaborative research environment. Examples of such contributions may include the creation and evaluation of a useful experimental design, the development and/or comparison of statistical methods, or a novel analysis of some interesting data related to their domain area. All students in the MS Statistics: Applied Statistics option will work directly with their Statistics advisor and domain committee member/co-advisor to identify an appropriate project.

The project results are to be presented in a manuscript with emphasis on the integration of statistics and science that is approved by the student's 3-member committee. This requirement will be formalized by enrolling in at least three credits of "Research" or "Directed Study" (for example, independent study or research courses numbered 699, 799, or 999 in Statistics or in another department).
Total credits required:

30

Parent Plan Graduate Policies

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

(please add new program and update program title when available)

Applied Statistics

Biostatistics

Statistics and Data Science

Statistics

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.

Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions towards the graduate degree credit and graduate coursework (50%) requirements. Coursework earned five or more years prior to admission to the master’s degree is not allowed to satisfy requirements.

UW-Madison Undergraduate

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

UW-Madison University Special

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

Probation

Candidates who fail to meet satisfactory progress criteria in two consecutive reviews will be dropped from the program. See the Graduate School’s Probation policy.

Advisor / Committee

Students are required to meet with their advisor near the beginning of each semester to discuss course selection.
Students are required to meet with their advisor near the beginning of each semester to discuss course selection and progress. See the Graduate School’s Advisor policy and Committees policy.

**Credits Per Term Allowed**

15 credits

**Time Limits**

If the student is enrolled in a concurrent Ph.D. degree, the student should make application for both the master’s and Ph.D. degrees during the semester in which they defend. In other words, the Masters Statistics: Applied Statistics degree should be completed by the semester in which the concurrent Ph.D. degree is completed. It is expected that all enrolled students will complete the program within three years.

**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/letters-science-grievance-policy/
Last Approved: Apr 22, 2021 10:10am

Students should contact the department chair or program director with questions about grievances. They may also contact the L&S Academic Divisional Associate Deans, the L&S Associate Dean for Teaching and Learning Administration, or the L&S Director of Human Resources.

**Other**

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

Standalone students completing the MS Statistics: Applied Statistics would be expected to complete the program in 2 years. The program requires 30 credits to graduate and students will be expected to complete ~18 credits of coursework in their first year. The remaining 12 credits will come in the second year and leave more time for the consulting experience and research/project. Student who wish to enroll on a part-time basis will work with their advisor to identify a time to degree that meets their needs.

Double, joint, and dual degree students will likely need additional time to complete multiple programs worth of requirements. In this case, students will work with both programs to identify a time-to-degree plan that best suits their individual needs. PhD students will need to identify a plan that allows them to maintain compliance with dissertator policies.

All students will be able to apply for additional TA support if they go beyond their 2 years of provided support as long as they demonstrate satisfactory academic progress and as available TA positions allow.

**Program Learning Outcomes and Assessment**

Parent Program
Learning Outcomes
Demonstrates understanding of statistical theories, methodologies, and applications as tools in scientific inquiries.
Selects and utilizes the most appropriate statistical methodologies and practices.
Synthesizes information pertaining to questions in empirical studies.
Communicates data concepts and analysis results clearly.
Recognizes and applies principles of ethical and professional conduct.

Summarize the assessment plan.

The department of Statistics utilizes the MS exam/capstone/final project (depending on the named option) to assess the learning outcomes. Every year our assessment coordinator will collect rubrics, based on an oral presentation by the MS Statistics: Applied Statistics student from their final project. Committee members in the presentation will fill out the provided rubric. Once the assessment coordinator collects the rubrics a final assessment summary, along with any recommendations from the faculty, will be provided to the Provost’s Office.

**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>Weigel, Kent</td>
<td>10.12.2020</td>
<td>Animal and Dairy Sciences (AN&amp;DY SCI)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Newton, Michael</td>
<td>07.07.2021</td>
<td>Biostatistics and Medical Info (B MI)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Cameron, Kenneth</td>
<td>07.07.2021</td>
<td>Botany (BOTANY)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Name (Last, First)</td>
<td>Date of contact/support letter received</td>
<td>School, College, or Department</td>
<td>Comment by contact person</td>
<td>On behalf of</td>
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<tr>
<td>Groves, Russell</td>
<td>07.04.2021</td>
<td>Entomology (ENTOM)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Kruger, Eric</td>
<td>07.07.2021</td>
<td>Forest and Wildlife Ecology (F&amp;W ECOL)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Linderoth, Jeffrey</td>
<td>07.06.2021</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Gevens, Amanda</td>
<td>07.02.2021</td>
<td>Plant Pathology (PL PATH)</td>
<td>supportive, see attached letter</td>
<td></td>
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<tr>
<td>Canon, David</td>
<td>07.07.2021</td>
<td>Political Science (POLI SCI)</td>
<td>supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>De Leon Gatti, Natalia</td>
<td>07.03.2021</td>
<td>Agronomy (AGRONOMY)</td>
<td>on behalf of the Plant Breeding &amp; Plant Genetics program, supportive, see attached letter</td>
<td></td>
</tr>
<tr>
<td>Barber, Sarah</td>
<td>10.22.2021</td>
<td>Col of Agricultural &amp; Life Sci (CALS)</td>
<td>on behalf of CALS: The CALS APC offers it support for all three programs.</td>
<td>CALS</td>
</tr>
<tr>
<td>Conklin, Peggy</td>
<td>10.22.2021</td>
<td>College of Engineering (ENGINEERG)</td>
<td>on behalf of EGR: Peggy Conklin (mjconkii) (10/21/21 8:33 am): Reviewed at the 10.20 College of Engineering APC meeting; no concerns or additional comments from Engineering.</td>
<td>EGR</td>
</tr>
<tr>
<td>Outhouse, Dana</td>
<td>11.10.2021</td>
<td>School of Business (BUSINESS)</td>
<td>supportive: &quot;The Wisconsin School of Business Dean's Office reviewed the proposal and offers its support of the proposal.&quot;</td>
<td>WSB</td>
</tr>
<tr>
<td>Robbins, Paul</td>
<td>11.4.2021</td>
<td>Inst for Environmental Studies (ENVIR ST)</td>
<td>supportive:&quot;The credential is enormously valuable, the capacity of the unit is unquestionable, and the value that it brings to campus is clear.&quot;</td>
<td>Nelson</td>
</tr>
<tr>
<td>Name (Last, First)</td>
<td>Date of contact/support letter received</td>
<td>School, College, or Department</td>
<td>Comment by contact person</td>
<td>On behalf of</td>
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<tr>
<td>Golden, Robert</td>
<td>11.2.2021</td>
<td>School of Med &amp; Pub Hlth ACAF (SMPH ACAF)</td>
<td>enthusiastic support: &quot;Program design aligns with strategic priorities of SMPH...&quot;</td>
<td>SMPH</td>
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<tr>
<td>Swanson, Steven</td>
<td>10.27.2021</td>
<td>School of Pharmacy (PHARMACY)</td>
<td>no concerns</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Holland, Michelle</td>
<td>11.15.2021</td>
<td>School of Human Ecology (HUM ECOL)</td>
<td>no concerns</td>
<td>SOHE</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.

- AnDySci.pdf
- BMI.pdf
- Botany.pdf
- Entomology.pdf
- FWE.pdf
- ISYE.pdf
- PBPG.pdf
- PlPath.pdf
- PoliSci.pdf
- MDS-BMI.pdf
- SOHE Support.pdf

Additional Information:

- Pharmacy - no concerns MS-Stat Applied Stats.pdf
- SMPH Support MS-Applied Statistics.pdf

---

**Approvals**

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

The Department of Statistics reviewed the proposal for the MS Statistics: Applied Statistics option at the department meeting on October 13 and a motion to approve was passed unanimously at the meeting. Per request from Elaine Klein the Statistics faculty have reviewed the revisions from the Fall 2020 version and have given their approval again unanimously (17 for, 0 against, 0 abstentions) at the September 14, 2021 meeting.

Entered by: Sara Rodock
Date entered: 11/5/2020, 9/14/2021

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:

This proposal was considered and recommended for approval by the L&S Curriculum Committee on 9/14/2021; the L&S Academic Planning Council approved it one week later (9/21/2021), noting that the proposal design appears to be sustainable and likely to meet the needs of a broad array of researchers across the university, who will benefit from guidance in applying statistical methods to their work. Following approval, the proposal was widely circulated for comment, and responses from other UW-Madison units support that perspective, as documented above.

Entered by and date: Elaine M. Klein, on behalf of the College Date entered: 11/11/2021

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:

Tuition start term:

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

Elaine Klein (emklein) (12/21/20 10:40 am): Rollback: Returned to department with edits and many question (ALL CAPS) in many sections. Important to remove references to Biometry program (basing a case for creating a new program on a program that is being discontinued is not a strong argument). Strongly recommend consultation with Grad School (Kipp Cox) about Diversity/Equity/Inclusion questions. Also note that several courses in 500 and 600 range include enrollment in Biometry as a requisite - that will need to be adjusted, eventually.

Peggy Conklin (mjconkli) (10/21/21 8:33 am): Reviewed at the 10.20 College of Engineering APC meeting; no concerns or additional comments from Engineering.

Sarah Barber (scbarber) (10/22/21 11:35 am): The proposal was reviewed at CALS APC on 10/19/21. The committee offers it support of the proposal.

Dana Outhouse (douthouse) (11/10/21 8:37 am): The Wisconsin School of Business Dean's Office reviewed the proposal and offers its support of the proposal.

Jenna Alsteen (jennabecker) (11/18/21 2:38 pm): Uploaded SOHE support letter

Jenna Alsteen (jennabecker) (12/03/21 1:47 pm): Edits made for Grad School consistency-okay per SR.

Jenna Alsteen (jennabecker) (12/03/21 2:07 pm): More edits based on correspondence with SR.

Jenna Alsteen (jennabecker) (01/03/22 2:49 pm): Edited policy section of "other" to be n/a. Text will be added to overview per SR.

Jenna Alsteen (jennabecker) (01/04/22 2:48 pm): Edits to DEI question per SR.

Key: 1173
Program Change Request

Date Submitted: 11/23/21 2:54 pm

Viewing: **DS949MS: Statistics and Data Science**

Parent Plan: **MAJ: Statistics MS**

Last approved: 05/11/21 11:00 am

Last edit: 01/04/22 2:52 pm

Changes proposed by: dmaltby

Catalog Pages Using this Program

- Statistics: Data Science, M.S.

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

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

In Workflow

1. STATISTICS 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. 11/22/21 5:55 pm
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

2. 11/22/21 6:11 pm
   Elaine Klein (emklein): Rollback to Initiator

3. 11/23/21 8:51 am
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

4. 11/23/21 9:01 am
   Elaine Klein (emklein): Rollback to Initiator

5. 11/23/21 2:56 pm
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
1. Sep 25, 2018 by Michelle Young (meyoung)
2. Oct 16, 2018 by Michelle Young (meyoung)
3. Apr 25, 2019 by Sara Rodock (rodock)
4. Apr 24, 2020 by Emily Reynolds (emreynolds2)
5. May 20, 2020 by Elaine Klein (emklein)
6. May 11, 2021 by Sara Rodock (rodock)
7. 12/10/21 4:26 pm Elaine Klein (emklein): Approved for L&S College Approver
8. 12/22/21 1:34 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

The Statistics department would like to make some additional minor edits to the MS-Statistics "Data Science" named option to provide more clarity to the program. This includes changing the named option name and creating a constrained list of approved elective course offerings taught from outside of the Statistics department, in line with the College’s goals for 131 revenue generating programs.

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: Named Option
Parent Program: MAJ: Statistics MS
Parent Audience: Graduate or professional
Parent Home Department: Statistics (STATISTICS)
Parent School/College: College of Letters and Science

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

No

Parent is in the Graduate School: Yes
Parent Award: Master of Science
SIS Code: DS949MS
SIS Description: Data Science
Transcript Title: Statistics and Data Science
Will this name change apply to all enrolled students in the same term (turn-key)?

Yes

Named Options:  
- DS949MS: Data Science
- BIO: Biostatistics
- 949MSSTAT: Statistics
- Sub Plan 1173: 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>
<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>Zhu, Jun</td>
<td><a href="mailto:junzhu@wisc.edu">junzhu@wisc.edu</a></td>
<td>608/262-3720</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Shao, Jun</td>
<td><a href="mailto:jshao@wisc.edu">jshao@wisc.edu</a></td>
<td>608/262-7938</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Yandell, Brian</td>
<td><a href="mailto:byandell@wisc.edu">byandell@wisc.edu</a></td>
<td>608/263-3304</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Rodock, Sara</td>
<td><a href="mailto:rodock@wisc.edu">rodock@wisc.edu</a></td>
<td>608/262-3851</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Wang, Yazhen</td>
<td><a href="mailto:wang239@wisc.edu">wang239@wisc.edu</a></td>
<td>608/262-3720</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Maltby, Dana</td>
<td><a href="mailto:dmaltby@wisc.edu">dmaltby@wisc.edu</a></td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Sciences (COMP SCI)</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
</tr>
</tbody>
</table>

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

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

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

Parent has outside accreditation: No
Graduates of parent program seek licensure or certification after graduation. No

Year of three year check-in to GFEC (3 years after first student enrollment): 2019
Year of first program review (5 years after first student enrollment):

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

The changes in prerequisites and available courses would be made available on our website and in the student handbook for Fall 2022, 2021.

**Rationale and Justifications**

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

This option allows students to specialize in Statistical methods related to Data Science. This option is all coursework based.
What is the rationale for this change?

The department would like to make the following changes:

- change the named option name from MS Statistics: Data Science to MS Statistics: Statistics and Data Science, in order to differentiate the program from the upcoming MS: Data Science (MDS) joint program proposed between the Statistics & Computer Science departments.

- change the outside elective from 500-level plus to a list of defined courses from Math and Computer Science. During the approval process last academic year, the College of Letters & Science informed the Statistics department that 131 programs should set forth a constrained list of elective course offerings in order to make program curriculum clear to students. We are submitting a list of approved electives in order to comply with this request.

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

Evidence from peer institutions suggests that the name "Statistics and Data Science" is a common program title. This will also help audiences differentiate between the current existing named option and the new proposed MDS program.

We have also had requests for these changes within the past year from the College, and wish to comply in order to provide more clarity for audiences of the program.

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

Implementation will be "turnkey" - all students who complete the program after approval will be awarded the new name, which expands upon the existing program name. The named option has been designed to be completed within one year of study, and 97% of students complete the program in this time-frame. Therefore, it is predicted that a very small number of currently enrolled students (5-6) may be affected by the change, should they delay completion until Fall 2022. The department is working to identify and reach out to these students to inform them of the change in the sub-plan name that will appear on their transcript, and determine whether any of them may object to the change.

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

There will be no impact, since the new name will better reflect the program of study and is consistent with the customary name for such programs.

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.

In alignment with the College of Letters and Sciences commitment to diversity, the Statistics and Data Science named option continues to address diversity and equity within the program curriculum. The curriculum strives to ensure that students can demonstrate professional communications, teamwork, and are aware of culture competencies. This is be demonstrated through the assessment of our learning goals of “communicates data science concepts and results clearly” and “adheres to principles of ethical and professional conduct in data science.”

Additionally, a large demographic of students enter into the MS Statistics: Statistics and Data Science program through the Statistics-VISP program. This gives students from international backgrounds an opportunity to study at UW, and allows domestic students to engage with others from different cultures on a daily basis in the classroom.

Parent Value

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.

In Summer 2021 we hired a new Student Services Coordinator where 25% of their position is in recruitment efforts for all of the Statistics offered graduate programs and to implement strategies to engage more with students from mid-west regional comprehensive institutions. Prior to this start of this new person, another staff person had worked to identify best practices of other similar departments at UW-Madison so that we begin to create a comprehensive and intentional recruitment strategy. Due to COVID, many of these plans have been delayed. Our new recruitment staff person has begun to implement many of these strategies. Below is a summary of the proposal and then two specific highlights of new activities that we have begun this year:

Pre-application: engage in a variety of recruitment opportunities such as Statistics conferences, minority recruiting conferences (e.g., SACNAS), explore smaller conferences to have a broader reach where faculty attend to build connections with prospective applicants; create more modern recruitment materials including updating our website to be more student focused and have materials/swag for conferences

Application: offer fee-waivers to applicants from diverse backgrounds; have a more pro-active
Application. Offer fee-waivers to applicants from diverse backgrounds; have a more proactive communication strategy during the process to provide transparency; revamp the visit program/schedule to better demonstrate our climate and build community.

Pre-matriculation: assign “faculty contacts” to each admitted applicant who will be tasked with having regular communication with candidates; explore opportunities to connect applicants with alumni. Post-admission: track how applicants came to us to begin to identify successful pathways; explore additional pipelines and pathways.

Several activities to help with diverse student recruitment have been implemented so far. The first is that preferred admission status is given to applicants who have completed at least one semester of the Statistics-VISP program. This allows many international students to be eligible for admission into our MSDS program.

Second, the department attended the 2020 SACNAS conference and provided connections from interested students to faculty.

Third, we award 50% scholarships to highly qualified, AOF eligible students (as indicated in the Applicant Review System) to help recruit and defray costs for students to enter the MSDS program. This scholarship has been implemented in the Fall 2021 and Spring 2022 admissions cycles and has been successful.

The Statistics department has long noted our dependence on international students for this named option. Beginning in Fall 2018 we opened the program to students outside of our VISP pipeline program and we have seen growth in this area.

Enrollment by demographic group
(https://tableau.wisconsin.edu/#/views/GraduateSchoolExplorer/AdmissionsEnrollmentFunding?:iid=1)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Domestic (non-targeted)</th>
<th>Domestic (targeted)</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>0 0 47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>3 0 57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>3 0 85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>8 0 81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>13 1 61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While we acknowledge that we are still quite dependent on a large international student population specifically from China, we are making strides to engage in more wide ranging recruitment.

• We have begun to engage with DCS to explore options for VISP students from other countries
such as India and in 2019 we begun allowing students from programs outside of our existing partnerships to apply for Stats-VISP

- The admission committee attempts to maintain a proportionality between applicants and admits for AY 2018-2022 we had the following
  o Demographic groups
    1% targeted minority applications and 1% admits
    10% domestic non-targeted and 12% admits
    88% international and 87% admits
  o Gender
    36% female applicants and 41% admits

As we continue to implement the new recruitment strategy, we will also develop better mechanisms to review student progress and assure that there aren’t inequities between students of different demographics.

Parent Value

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 Department of Statistics will continue with their efforts to diversify the faculty body. On the faculty recruitment front, Statistics has focused on increasing the number of faculty who come from underrepresented populations, including increasing the number of female faculty in the department. As part of this effort, our hiring committee leaders go through inclusive and diversity hiring training programs. The department has reached out to alumni and colleagues in departments across the country to recruit a diverse population of candidates to apply for our faculty positions. In addition to these recruitment efforts, the department will promote training to raise faculty awareness of diversity and inclusion issues prevalent at UW-Madison.

Parent Value
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.

During the past few years, the Department of Statistics has done some analysis of our departmental climate to be in alignment with campus expectations and goals. Our Climate Committee continues to assess the environment and provide improvements. One specific goal of the committee has been to provide more departmental events to help build community across all faculty, staff, and students.

The Department of Statistics is now in the School of Computing, Data, and Information Sciences (CDIS). CDIS has five focus areas and area three is “Inclusion – Addressing under representation and inclusivity problems in the STEM fields and bringing together diverse populations, points of view and approaches.” Via the CDIS diversity committee we have begun to see a shared effort across departments to increase diversity, equity, and inclusion efforts by supporting each department’s work and commitment, all of which include the Statistics department.

Parent Value

**Faculty and Staff Resources**

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

**Resources, Budget, and Finance**

Is this a revenue program? Yes

Upload the 131 spreadsheet.

What is the tuition structure for this program?

- Market-based tuition - separate proposal to be submitted

Select a tuition increment:

- $1,600/credit

What is the rationale for selecting this tuition increment?
Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

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? Less than 25% of the curriculum will change.

---

**Parent Plan Admissions/How To Get In Requirements**

Students apply to the Master of Science in Statistics through one of the named options: Applied Statistics (ADD LINK TO PROGRAM WHEN AVAILABLE) Biostatistics Data Science (CORRECT PROGRAM NAME WHEN APPROVED) Statistics

Guide Admissions/How to Get In tab

---

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

Last Approved: Apr 15, 2021 12:15pm

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program’s website. Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet the minimum requirements of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, [apply online.](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)
<table>
<thead>
<tr>
<th>Program</th>
<th>Fall Deadline</th>
<th>Spring Deadline</th>
<th>Summer Deadline</th>
<th>GRE (Graduate Record Examinations)</th>
<th>English Proficiency Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>March 1</td>
<td>October 15</td>
<td>This program does not admit in the summer.</td>
<td>Not Required.</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
</tbody>
</table>

Other Tests (e.g., GMAT, MCAT) n/a

Letters of Recommendation Required 3

Students with questions regarding the program’s admission rules and standards should visit our [application website](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver).

The MS Statistics: Statistics and Data Science program is intended for three types of students:

MS Statistics: Statistics and Data Science for VISP students: Students from the Visiting International Student Program (Stat VISP or Math VISP) who have completed some degree requirements at UW-Madison as VISP undergraduates. They may request transfer of up to 15 credits from their VISP coursework.

MS Statistics: Statistics and Data Science for workforce students: Students coming with 5 or more years in the workforce who have worked extensively with data and are seeking a well-rounded training. Some students may be part-time students (6-8 credits per semester) if they remain in the workforce.

MS Statistics: Statistics and Data Science for other general students: Students who have BS degrees or expected to obtain BS degrees prior to the first semester as MS Statistics: Statistics and Data Science students.

### Requisites for Admission

#### Course Requirements - Prerequisite Courses

Students admitted to the MS Statistics: Statistics and Data Science program are expected to have courses equivalent to the UW-Madison courses listed below.

4 semesters of calculus:

- **MATH 221** Calculus and Analytic Geometry 1
- **MATH 222** Calculus and Analytic Geometry 2
- **MATH 234** Calculus--Functions of Several Variables
- **MATH 421** The Theory of Single Variable Calculus (or another advanced analysis course)
- **MATH 340** Elementary Matrix and Linear Algebra

It is highly recommended that students also have:

- **STAT 303** R for Statistics I
- **STAT 304** R for Statistics II
- **STAT/** Introduction to Probability and Mathematical Statistics I
Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: 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>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>15 credits (50% of 30 credits) must be graduate-level coursework. Details can be found in the Graduate School's policy: <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a></td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00</td>
</tr>
</tbody>
</table>

This program follows the Graduate School's policy: [https://policy.wisc.edu/library/UW-1203](https://policy.wisc.edu/library/UW-1203).

Other Grade Requirements: See Named Options for grade requirements.
Assessments and Examinations
Language Requirements

Required COURSES

Select a Named Option for courses required.

Named Options

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

- **Statistics: Biostatistics, M.S.**
- **Statistics: Data Science, M.S.**
- **Statistics: Statistics, M.S.**

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

**Mode of Instruction Definitions**

**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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="https://registrar.wisc.edu/course-guide/">https://registrar.wisc.edu/course-guide/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements Assessments and Examinations</td>
<td>Students may only have one core course (STAT 601, STAT 602, STAT 610, or STAT 615) with a grade below B. None.</td>
</tr>
</tbody>
</table>
Language Requirements

No language requirements.

Required COURSES

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 601</td>
<td>Statistical Methods I</td>
<td>4</td>
</tr>
<tr>
<td>STAT 602</td>
<td>Statistical Methods II</td>
<td>4</td>
</tr>
<tr>
<td>STAT 610</td>
<td>Introduction to Statistical Inference</td>
<td>4</td>
</tr>
<tr>
<td>STAT 615</td>
<td>Statistical Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Skills Courses (6 credits minimum from the following courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 605</td>
<td>Data Science Computing Project</td>
</tr>
<tr>
<td>STAT 627</td>
<td>Professional Skills in Data Science</td>
</tr>
<tr>
<td>STAT 628</td>
<td>Data Science Practicum</td>
</tr>
</tbody>
</table>

Students may substitute a required course (STAT 601, STAT 602, STAT 605, STAT 610, STAT 615, STAT 628) with a Statistics taught 600+ level course with advisor approval.

9 elective credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 303</td>
<td>R for Statistics I</td>
</tr>
<tr>
<td>STAT 304</td>
<td>R for Statistics II</td>
</tr>
<tr>
<td>STAT 305</td>
<td>R for Statistics III</td>
</tr>
<tr>
<td>STAT 349</td>
<td>Introduction to Time Series</td>
</tr>
<tr>
<td>STAT 351</td>
<td>Introductory Nonparametric Statistics</td>
</tr>
<tr>
<td>STAT 411</td>
<td>An Introduction to Sample Survey Theory and Methods</td>
</tr>
<tr>
<td>STAT 421</td>
<td>Applied Categorical Data Analysis</td>
</tr>
<tr>
<td>STAT 443</td>
<td>Classification and Regression Trees</td>
</tr>
<tr>
<td>STAT 451</td>
<td>Introduction to Machine Learning and Statistical Pattern Classification</td>
</tr>
<tr>
<td>STAT 453</td>
<td>Introduction to Deep Learning and Generative Models</td>
</tr>
<tr>
<td>STAT 456</td>
<td>Applied Multivariate Analysis</td>
</tr>
<tr>
<td>STAT 461</td>
<td>Financial Statistics</td>
</tr>
<tr>
<td>STAT/COMP SCI 471</td>
<td>Introduction to Computational Statistics</td>
</tr>
</tbody>
</table>
Students may count up to 3 credits of 500-level or above coursework taught outside of Statistics with advisor approval from the following courses: MATH/IE/OTM/STAT 632; COMP SCI 540, 577, 640, 726, 838. Students are not guaranteed a seat in an elective course taught from outside of the Statistics department. They must obtain departmental permission to enroll.

Student must have at least 3 credits of coursework at the 600-level or above taught within Statistics including the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 609</td>
<td>Mathematical Statistics I</td>
</tr>
<tr>
<td>STAT/B M I 641</td>
<td>Statistical Methods for Clinical Trials</td>
</tr>
<tr>
<td>STAT/B M I 642</td>
<td>Statistical Methods for Epidemiology</td>
</tr>
<tr>
<td>STAT 679</td>
<td>Special Topics in Statistics (may be repeated with different topic titles)</td>
</tr>
<tr>
<td>STAT 701</td>
<td>Applied Time Series Analysis, Forecasting and Control I</td>
</tr>
<tr>
<td>STAT/ MATH 709</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>STAT/ MATH 710</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>STAT 732</td>
<td>Large Sample Theory of Statistical Inference</td>
</tr>
<tr>
<td>STAT/B M I 741</td>
<td>Survival Analysis Theory and Methods</td>
</tr>
<tr>
<td>STAT 760</td>
<td>Multivariate Analysis I</td>
</tr>
<tr>
<td>STAT 761</td>
<td>Decision Trees for Multivariate Analysis</td>
</tr>
<tr>
<td>STAT/B M I 768</td>
<td>Statistical Methods for Medical Image Analysis</td>
</tr>
<tr>
<td>STAT 771</td>
<td>Statistical Computing</td>
</tr>
<tr>
<td>STAT/ECON/ GEN BUS 775</td>
<td>Introduction to Bayesian Decision and Control I</td>
</tr>
<tr>
<td>STAT/MATH 803</td>
<td>Experimental Design I</td>
</tr>
<tr>
<td>STAT 809</td>
<td>Non Parametric Statistics</td>
</tr>
<tr>
<td>STAT 811</td>
<td>Sample Survey Theory and Method</td>
</tr>
<tr>
<td>STAT 834</td>
<td>Empirical Processes and Semiparametric Inference</td>
</tr>
<tr>
<td>STAT 840</td>
<td>Statistical Model Building and Learning</td>
</tr>
<tr>
<td>STAT 841</td>
<td>Nonparametric Statistics and Machine Learning Methods</td>
</tr>
</tbody>
</table>
STAT 860  Estimation of Functions from Data

STAT/B M I  877  Statistical Methods for Molecular Biology

STAT 992  Seminar

Total Credits 30

**Graduate and Undergraduate Courses with Similar Topics**

Courses that cover the same or similar topic at the undergraduate- and graduate-level may both be used towards the MSDS requirements, but if both courses are to be used, the undergraduate level course must be completed first. Please note that this policy does not preclude students from taking just the undergraduate or just the graduate version of a topic. These combinations would include STAT 349 Introduction to Time Series and STAT 701 Applied Time Series Analysis, Forecasting and Control I, STAT 351 Introductory Nonparametric Statistics and STAT 809 Non Parametric Statistics, STAT 411 An Introduction to Sample Survey Theory and Methods and STAT 732 Large Sample Theory of Statistical Inference, STAT 456 Applied Multivariate Analysis and STAT 760 Multivariate Analysis I, STAT 443 Classification and Regression Trees and STAT 761 Decision Trees for Multivariate Analysis, STAT 451 Introduction to Machine Learning and Statistical Pattern Classification and STAT 615 Statistical Learning, and STAT/COMP SCI 471 Introduction to Computational Statistics and STAT 771 Statistical Computing. This will also apply to special topics courses that have similar topics between the undergraduate and graduate level.

Total credits required: 30

Parent Plan Graduate Policies

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

(PLEASE ADD NEW PROGRAM AND UPDATE PROGRAM TITLE WHEN AVAILABLE)

Applied Statistics

Biostatistics

Statistics and Data Science

Statistics

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.
Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions toward the graduate degree credit and graduate coursework (50%) requirements. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
With program approval, up to 7 statistics credits from a UW–Madison undergraduate degree are allowed to count toward minimum graduate degree credits. 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, up to 15 statistics credits completed at UW–Madison while a University Special student at the 300 level or above are allowed to count toward minimum graduate degree and graduate residence credit requirements. Of these credits, those at the 700 level or above may also count toward the minimum graduate coursework (50%) requirement. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

Probation

Students are required to follow all of the requirements listed in the program handbook for maintaining satisfactory academic program. In particular, students must maintain a 3.0 GPA and have a minimum grade of B for any course used to satisfy program requirements. Students who do not make satisfactory academic progress for multiple semesters may be dismissed from the program.

Advisor / Committee

Students are required to communicate with their advisor near the beginning of each semester to discuss course selection and progress.

Credits Per Term Allowed

15 credits

Time Constraints

Students are expected to complete the program in 2 semesters (if coming from the Statistics VISP program) or 3-4 semesters. Students who wish to pursue the program part time must receive permission from the program chair.

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:
Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

- Demonstrates understanding of statistical theories, methodologies, and applications as tools in scientific inquiries.
- Selects and utilizes the most appropriate statistical methodologies and practices.
- Synthesizes information pertaining to questions in empirical studies.
- Communicates data concepts and analysis results clearly.
- Recognizes and applies principles of ethical and professional conduct.
Summarize the assessment plan.

**Commitments**

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

**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>Stovall, Betsy</td>
<td>09/28/2021</td>
<td>Mathematics (MATH)</td>
<td></td>
<td>Curriculum Committee</td>
</tr>
<tr>
<td>Gleicher, Michael</td>
<td>10/19/2021</td>
<td>Computer Sciences (COMP SCI)</td>
<td></td>
<td>Curriculum Committee</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.

MATH Outside Elective Approval Email.pdf
RE_ Reply Requested by 10_1_ Request to add cou.pdf

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:

The Statistics department faculty reviewed the above changes at the September 14 (course additions, 19 for 0 against or abstain), and October 5 (name change, 18 for, no against, 2 abstentions) meetings and approved these changes.

Entered by: Sara Rodock
Date entered: 11/22/2021

**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:

Approved by L&S Academic Planning Council, 12/7/2021.

Entered by and date: Elaine M. Klein, on behalf of the L&S APC
Date entered: 12/9/2021

**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:
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/statistics/statistics-ms/statistics-data-science-ms/

SIS effective date:

Guide publish date/type:

Tuition start term:

SIS Short Description:
Data Sci

Other plan codes associated with this program:

Educational Innovation Program:
One or more options associated with this plan is

Distance Education Program:
Non Traditional Program:
One or more options associated with this plan is

Special Plan Type:
One or more options associated with this plan are Non-Pooled options

Scan this proposal:

Upload documents that should be scanned:

Reviewer

Comments

Elaine Klein (emklein) (11/22/21 6:11 pm): Rollback: Rolling back to proposal initiator to complete proposal. Proposal has been edited by EMK to effect change in name, which was not made in original submission. ALSO NEEDED: Please review responses to impact on currently enrolled students and confirm that they will be contacted and informed of the name change. Any student completing the program Dec 2022 and following will get the new name. Students should be allowed to object/affirm. Please answer the four questions about Diversity, Equity, and Inclusion.

Elaine Klein (emklein) (11/23/21 9:01 am): Rollback: Rolling back to seek clarification of responses to first two DEI questions, which relate to the *new* MDS program being proposed. I suggest also reviewing the proposal to be sure answers don't refer to "MDS" which was the informal (and inaccurate) acronym for the old program that is being revised here.

Jenna Alsteen (jennabecker) (01/04/22 11:13 am): Deleted text from degree requirements per okay by SR.

Jenna Alsteen (jennabecker) (01/04/22 1:54 pm): Edits made to DEI questions per SR.

Key: 252
Program Change Request

Date Submitted: 10/20/21 10:37 am

Viewing: 671MSNANO : Materials Engineering Nanomaterials and Nanoengineering

Parent Plan: MAJ: Materials Science and Engr MS
Last approved: 04/15/21 4:50 pm
Last edit: 01/03/22 12:24 pm
Changes proposed by: skhagen

Catalog Pages Using this Program

Materials Science and Engineering: Nanomaterials and Nanoengineering, M.S.

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

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

In Workflow
1. MAT SC EGR Dept. Approver
2. EGR College Admin Reviewer
3. EGR College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 11/03/21 10:30 am
   Paul Evans (pgevans): Approved for MAT SC EGR Dept. Approver
2. 12/06/21 11:59 am
   Sara Hagen (skhagen): Approved for EGR College Admin Reviewer
3. 12/17/21 1:48 pm
   Sara Hagen (skhagen): Approved for EGR College Approver
4. 12/22/21 2:42 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

This proposal is to rename and restructure the existing Nanomaterials and Nanoengineering named option for the M.S. in Materials Science & Engineering as Materials Engineering.

The goal is to make the option name more broad to accommodate at least 2 curricular focus areas, one of which will still be nanomaterials. This enables the department to minimize administrative overhead while expanding options for students.

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:  Named Option
Parent Program:  MAJ: Materials Science and Engr MS
Parent Audience:  Graduate or professional
Parent Home Department:  Material Science & Engineering (MAT SC EGR)
Parent School/College: College of Engineering

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

No

Parent is in the Graduate School: Yes

Parent Award: Master of Science

SIS Code: 671MSNANO

SIS Description: Nanomaterials & Nanoengineer

Transcript Title: Materials Engineering Nanomaterials and Nanoengineering

Will this name change apply to all enrolled students in the same term (turn-key)? Yes

Named Options: 671MSNANO: Nanomaterials & Nanoengineer 671MSRSRCH: Research

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

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Szlufarska, Izabela</td>
<td><a href="mailto:szlufarska@wisc.edu">szlufarska@wisc.edu</a></td>
<td>608/265-5878</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Pollock, Janna</td>
<td><a href="mailto:tenbruggenc@wisc.edu">tenbruggenc@wisc.edu</a></td>
<td>608/890-2756</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Wang, Xudong</td>
<td><a href="mailto:xwang68@wisc.edu">xwang68@wisc.edu</a></td>
<td>608/890-2667</td>
<td>Professor</td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td>Academic Planner</td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

### Departments

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Engineering (ENGINEERG)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</td>
</tr>
</tbody>
</table>

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

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

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

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

Parent has outside accreditation: No

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

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

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

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

**Marketing under the new name will begin following UAPC approval.**

**Because this is a 1-year program, the impact on enrolled students will be minimal. Students graduating Fall 2022 and beyond will have the new name on their transcript.**

### Rationale and Justifications

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

**This is a coursework-only, accelerated, non-pooled tuition MS program. The other named option is a face-to-face traditional research 101 tuition MS program.**
What is the rationale for this change?

This proposal renames and restructures the existing named option for the M.S. in Materials Science and Engineering: Nanomaterials and Nanoengineering as a more broadly-named named option on Materials Engineering. Nanomaterials and Nanoengineering will remain as a focus area within the reorganized program. The overall goal of the program remains unchanged, which is to provide a M.S. degree that is course-based and accelerated. Students should finish in one calendar year. It targets undergraduate students who want to obtain advanced knowledge in the broad fast-growing materials engineering fields. An additional focus area of Engineering Materials and Processes (EMP) has been created within the restructured curricular requirements below. This new focus area will educate and train engineering professionals on the interrelationships between metallurgy, manufacturing processes, and design to support industry and stimulate innovations to enhance U.S. competitiveness in this area. The following sections provide a brief justification for the implementation of the new focus area.

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

Citizens of industrialized nations live in metal-based societies. Advances in alloy design as well as in traditional and novel manufacturing processes are driving new innovations and applications. These advances cross-cut virtually all technology sectors that impact our economy and well-being—including for example, aerospace, automotive, defense, energy, tools and components, and biomedical technology sectors. Historically as well, the development of manufacturing processes (coupled with metallurgy principles) for steels, light-weight aluminum- and titanium-alloys, high temperature nickel- and cobalt-based alloys, and nuclear uranium and zirconium-alloys, over the last century have paved the way for the U.S. to become the global technology leader. There is presently a renewed interest in revitalizing manufacturing at both the governmental and private sector levels. Federal agencies (e.g., DoD, DOE, ARPA-E) are significantly expanding funding opportunities in manufacturing programs, focused largely on metallurgical manufacturing. The Endless Frontier Act introduced by the Congress calls for $100B/five years funding to create technology directorate within NSF, with advanced manufacturing and materials science and engineering, being among the thrusts. We believe these national initiatives will serve as an impetus to invigorate the interfaces of manufacturing and materials science in the U.S., and the proposed EMP focus area is aimed at positioning students to be prepared for these opportunities The Metallurgical Society (TMS) conference held annually in the U.S. is attended by over 4,000 students and professionals from across disciplines and around the world. Thematically, this new focus area in the proposed EMP almost entirely reflects the content of the TMS conference.

The U.S. Midwest continues to be the hub for bedrock manufacturing industries. Examples of industries in Wisconsin include Fisher-Barton (Watertown, WI, leading manufacturer of tools for agricultural implements), Thermal Spray Technologies (Sun Prairie, WI, leading manufacturer of wear and corrosion resistant coatings), A.O. Smith (Milwaukee, WI,
international leader in water heaters and appliances), Preco (Somerset, WI, laser manufacturing), Oshkosh Trucks (Oshkosh, WI, defense contractor), Grede Foundry (Reedsburg, WI, metal casting), Mercury Marine (Fond du Lac, WI, marine engines), and General Electric Healthcare (Waukesha, WI, medical imaging devices). In order for these companies to maintain their competitive edge on the international stage, workforce development specializing in the cutting-edge developments in metallurgy and manufacturing, for both new recruits and mid-level career development opportunities for existing employees would be highly valuable and in demand. Our proposed EMP focus area within the named option strives to achieve this important objective. It is inherently aligned with the Wisconsin Idea.

A CoE Engineering Career Services report from 2018-19 shows that nearly 75% of the BS graduates continue to work in the Midwest after graduation, and over 40% in the state of Wisconsin. Given the central role of manufacturing in the Midwestern states, these numbers provide an indication of the demand for expertise and cutting-edge advancements in metallurgical manufacturing in Wisconsin and the mid-west. According to the National Association of Manufacturers (https://www.nam.org/state-manufacturing-data/2020-wisconsin-manufacturing-facts/), manufacturers in Wisconsin account for 18.79% of the total output in the state, employing 15.89% of the workforce. Total output from manufacturing was $63.31 billion in 2018 and there were about 474,000 manufacturing employees in Wisconsin in 2019. Of this total output, Fabricated Metal Parts, Machinery, and Aerospace and other transportation equipment accounted of about $17B in output. These numbers again speak to the importance of our proposed EMP focused option.

This EMP focus area targets multiple groups of students that are complementary to the Nanomaterials and Nanoengineering area. First, it attracts more UW MS&E undergraduate students who are interested in metallurgy and manufacturing and want to seek employment in Wisconsin or one of the Midwestern states. Second, it is attractive to Mechanical and Industrial Engineering undergraduate students, whose job options would increase immensely through the additional and specialized materials science/metallurgy expertise that they would gain from the proposed EMP. We also see a high level of interest from returning students from above-mentioned industries, who want higher level of professional education to be competitive in the evolving new manufacturing and metallurgy job market. In addition, this focus area will also attract international students who are seeking world-class education on advanced materials science and metallurgy to further their careers. Data from the CoE’s Engineering Career Services for academic years (2016-2020, https://ecs.wisc.edu/students/offers-and-negotiation/) shows that median salary for a MS&E Masters graduate is about 10% higher than a BS graduate. The increments are 12% and 7% for Mechanical and Industrial Engineering, respectively (in their respective majors, but may be applicable to the proposed Master option). Thus, the proposed EMP option will pay itself off in about 3 to 4 years.
What is the potential impact of the proposed change(s) on enrolled students?

The existing Nanomaterials and Nanoengineering named option has been successfully operated for 4 years, with a Fall 2021 enrollment of nine students. This N&N focus area will continue to attract students who have interests in the area of nanotechnology. It will continue to provide professional education to help students to build a comprehensive fundamental and applied knowledge base for nanomaterials processing, characterization, and nanodevice development. It enables Materials Science and Engineering students to enter the nanoengineering workforce directly after the Master's degree. We do not expect the re-naming to impact students’ ability to find our accelerated degree option online. DCS performed a keyword analysis that indicates prospective students are most likely to search on “Materials Science” or “Materials Engineering,” as opposed to more specific terms like “Metallurgy” or “Manufacturing.”

All current students in the Nanomaterials and Nanoengineering option were surveyed in September 2021. None of the students registered any objection to the change.

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

Combining these two complementary focus areas, this proposed restructured named option contributes significantly to the mission of the Department of Materials Science and Engineering by increasing the number of masters-level graduate students, serving the national and international education needs at the frontier of materials science and technology, and enhancing the reputation of the Department of Materials Science and Engineering and UW-Madison internationally.

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.

Many of the courses in the restructured named option will involve independent research reports performed by teams of students. Where applicable, instructors will intentionally form teams that are diverse (population different from themselves) to better serve women and other historically minoritized students. This interaction will bring added value to all students’ experience through exposure to diversity of thought that may otherwise be absent when working with self-selected friends and colleagues. Within the proposed curricular requirements, EPD course options such as E P D 712: Ethics for Professionals and E P D 706: Change Management also include elements of diversity and inclusivity. Where applicable, instructors will include the impact of course content on historically minoritized populations. For example, in the course “Principles of Corrosion”, the instructor plans to include lectures on topics such as lead-contamination of drinking water in Flint, MI, a direct result of poor corrosion control which affected a predominantly African American population, and corrosion in nuclear waste repositories originally intended for location in Native American land. By identifying how course content applies to the benefit or detriment of local communities, the proposed named option courses will appeal more broadly to historically minoritized students for whom community may be a more highly valued motivation for their interest in engineering.

Teaching Assistants in the program will also receive required training from the College of Engineering in creating and modeling inclusive classrooms. This training is designed to help improve the classroom and college climate for historically minoritized students and support all students to success.

Parent Value

See named option proposal
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 Materials Engineering named option Program Directors will actively interact with CoE’s Inclusion, Equity and Diversity office and particularly with the Associate Dean for IED, to identify avenues and resources for recruitment of diverse student populations, emulating ideas from the highly successful Graduate Engineering Research Scholars (GERS) program in the CoE. The Program Directors will participate in the Opportunities for Engineering Conference (OPPS), the Graduate School Open House, and the National GEM Consortium to help identify candidates for the program. We will request application fee waivers (or arrange for alternative departmental support) for underrepresented minority applicants who are US citizens. As has been shown even nationally, the standardized tests are not the best indicators of capability for minority groups, and we will not require GRE scores for accelerated MS programs. The Program Directors will also strive to use their longstanding interactions with National Laboratories and industry to facilitate placement of students from underrepresented groups upon completion of the degree.

Parent Value

See named option proposal

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.

One of the Program Directors serves on CoE’s Inclusivity, Equity, and Diversity in Engineering (IEDE) Committee, and another MS&E faculty member also serve on this committee. Through the guidelines set forth by this committee and MS&E’s own IEDE committee, we will strive to foster a climate of inclusivity that culminates in an extraordinary learning environment for all students. The Program Directors will be readily available to the students to address any grievances particularly related to non-equitable treatment. The courses for the existing named option are presently being taught by a largely diverse faculty. Should there be a need to hire other instructional/administrative personnel, we will ensure that diversity is an important element in the hiring decision. About 90% faculty and staff (exception being very recent entrants who will take these shortly) in the department of Materials Science & Engineering have completed the “Breaking the Bias Habit” training which (offered by CoE in collaboration with WISELI) addresses implicit bias in hiring scenarios. The Department is making a concerted effort to hire faculty under the Target of Opportunity Support (TOPS) program and other similar programs.

Parent Value
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.

Our efforts are aligned with diversity initiatives of the Graduate School and the Provost’s Office. The CoE’s Inclusivity, Equity, and Diversity in Engineering Committee (IEDE, 2020-21)—of which one of the named option’s Directors was a member—recently issued a report outlining the five pillars that would form the foundation for improving culture and climate in the College. These include:

1. Build communities and learning spaces to create an inclusive environment and foster dialog.
2. Increase the importance of understanding and implementing DEI across the College community.
3. Expand the application of DEI concepts by actively promoting participation of the entire College community.
4. Value and celebrate engineering achievements made by members of our College community towards DEI.
5. Build mechanisms of accountability and transparency for addressing DEI initiatives in the College.

We will adhere to and incorporate these foundational principles within operation of the proposed re-named and restructured named option.

Parent Value

See named option proposal

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**Faculty and Staff Resources**

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

**Yes**

---

**Resources, Budget, and Finance**

Is this a revenue program?  

Yes

Upload the 131 spreadsheet.

Materials Engineering budget (2b) (1).xlsx

Previously Approved MarketBased_Tuition.pdf
What is the tuition structure for this program?

Market-based tuition - separate proposal to be submitted

Select a tuition increment:

$1,200/credit

What is the rationale for selecting this tuition increment?

Effective Fall 2021, all of the face-to-face 131 programs in the College of Engineering became $1,200 per credit. See file with Chancellor approval attached above. See additional information for proposal document.

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

Costs are shown in the attached spreadsheet, including College-level expenses on a per-credit basis for marketing and support services. Instructional costs are reflected in the subagreements tab of the budget. The program directors will complete regular program assessments as required.

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 to meet the additional workload.

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

No substantial new resources are needed. The Dean is committed to providing the resources necessary for this program.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? 50% or more of the curriculum will change
Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

The program is being restructured to allow for an additional focus area in Engineering Materials and Processes, in addition to the existing Nanomaterials focus area. This expands options for students while keeping administrative overhead much lower than if an additional, separate named option were proposed. Current students in the Nanomaterials focus area will continue in that focus area. The additional focus area applies to new students.

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Materials Science and Engineering through one of the named options: Materials Engineering [REGISTRAR PLEASE INSERT NEW LINK] Research

Guide Admissions/How to Get In tab

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>2</td>
</tr>
</tbody>
</table>

Applicants normally are expected to have a B.S. in the physical sciences or engineering. Undergraduate studies normally would include mathematics through differential equations, at least one year each of general physics and chemistry, a course in physical chemistry or modern physics, and an elementary course in properties of materials. Applicants may be admitted with deficiencies. These must be made up as soon as possible after entering the program.

IMPORTANT APPLICATION INFORMATION

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Admission to the University of Wisconsin–Madison Graduate School is a prerequisite for admission to study materials science. A minimum GPA of 3.0/4.0 is required. Admission is highly selective. Most admitted students have an undergraduate GPA above 3.5. However, full consideration will be given to all students meeting the UW–Madison graduate school requirements.

Foreign students must submit satisfactory results on the TOEFL or another acceptable English Language Test. Please use institution code: 1846; no department code is necessary. Information about these exams can be obtained from the Educational Testing Service, Princeton, New Jersey 08540 or Berkeley, California 94704. Please use the online application to begin your application. If you have questions about the application or admissions process, please do not hesitate to e-mail msaegradadmission@engr.wisc.edu.

The graduate school offers a limited number of application fee grants (waivers of all or part of the application fee) that are available in a few specific circumstances. Further information is available here.

► Submit only the documents requested.

NOTE: PLEASE DO NOT SEND DOCUMENTS TO THE GRADUATE SCHOOL. ALL DOCUMENTS SHOULD BE UPLOADED WITH YOUR APPLICATION.

QUESTIONS?

Check out the Admissions FAQ or contact us at msaegradadmission@engr.wisc.edu.

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
Minimum Credit Requirement 30 credits
Minimum Residence Credit Requirement 16 credits
Minimum Graduate Coursework Requirement 15 credits (50% of 30 credits) must be graduate-level coursework. Details can be found in the Graduate School's policy: [https://policy.wisc.edu/library/UW-1244](https://policy.wisc.edu/library/UW-1244)
Overall Graduate GPA 3.00 GPA required.
This program follows the Graduate School's policy: [https://policy.wisc.edu/library/UW-1203](https://policy.wisc.edu/library/UW-1203).
Other Grade Requirements n/a
Assessments and Examinations See Named Options for policy information.
Language Requirements None.

**Required COURSES**

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

**Named Options**

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

**Materials Science and Engineering: Nanomaterials and Nanoengineering, M.S.**
Materials Science and Engineering: Research, M.S.

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

Minimum Credit Requirement
30 credits

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Minimum Residence Credit Requirement: 16 credits

Minimum Graduate Coursework Requirement: 15 credits (50% of 30 credits) must be graduate-level coursework. Details can be found in the Graduate School’s policy: https://policy.wisc.edu/library/UW-1244.

Overall Graduate GPA Requirement: 3.00 GPA required. This program follows the Graduate School’s policy: https://policy.wisc.edu/library/UW-1203.

Other Grade Requirements: n/a

Assessments and Examinations: No formal examination is required.

Language Requirements: None.

**Required COURSES**

### General Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>2 semesters of M S &amp; E 900</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>M S &amp; E 350</td>
<td>Introduction to Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 530</td>
<td>Thermodynamics of Solids</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses within focus area (see below)** | 22 |

**Total Credits** | 30 |

Students choose one of the following focus areas.

### Nanomaterials and Nanoengineering

**Required course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M S &amp; E 553</td>
<td>Nanomaterials &amp; Nanotechnology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M S &amp; E 401</td>
<td>Special Topics in Materials Science and Engineering</td>
<td>1-3</td>
</tr>
<tr>
<td>M S &amp; E/ CHEM 421</td>
<td>Polymeric Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 434</td>
<td>Introduction to Thin-Film Deposition Processes</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 448</td>
<td>Crystallography and X-Ray Diffraction</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 456</td>
<td>Electronic, Optical, and Magnetic Properties of Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 521</td>
<td>Advanced Polymeric Materials</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>M S &amp; E 551</td>
<td>Structure of Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 560</td>
<td>Fundamentals of Atomistic Modeling</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 570</td>
<td>Properties of Solid Surfaces</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 648</td>
<td>Advanced X-ray Scattering Methods in Materials Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 748</td>
<td>Structural Analysis of Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 752</td>
<td>Advanced Materials Science: Phase Transformations</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 756</td>
<td>Structure and Properties of Advanced Electronic Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 760</td>
<td>Molecular Dynamics and Monte Carlo Simulations in Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 699</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>M S &amp; E 803</td>
<td>Special Topics in Materials Science (with advisor approval)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

These are internal to the program and represent different pathways a student can follow to earn this degree. Names do not appear in the Graduate School admissions application, and they will not appear on the transcript. Students in this program may apply a maximum of 4 credits of M S & E 699 Independent Study to the degree, with advisor approval.

### Engineering Materials and Processes

#### Required Course:
- M S & E 752 Advanced Materials Science: Phase Transformations 3

#### Electives:
- M S & E/N E 433 Principles of Corrosion 3
- M S & E 441 Deformation of Solids 3
- M S & E 461 Advanced Metal Casting 3
- M S & E/M E 462 Welding Metallurgy 3
- M S & E 463 Materials for Elevated Temperature Service 3
- M S & E 465 Fundamentals of Heat Treatment 3
- M S & E 551 Structure of Materials 3
- M S & E 560 Fundamentals of Atomistic Modeling 3
- M S & E 648 Advanced X-ray Scattering Methods in Materials Science and Engineering 3
- M S & E 660 Mesoscale Modeling of Materials 3
- M S & E 699 Independent Study 1-4
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M S &amp; E 748</td>
<td>Structural Analysis of Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 760</td>
<td>Molecular Dynamics and Monte Carlo Simulations in Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>E P D 701</td>
<td>Writing for Professionals</td>
<td>1</td>
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<tr>
<td>E P D 702</td>
<td>Professional Presentations</td>
<td>1</td>
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<tr>
<td>E P D 704</td>
<td>Organizational Communication and Problem Solving</td>
<td>1</td>
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<tr>
<td>E P D 706</td>
<td>Change Management</td>
<td>1</td>
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<tr>
<td>E P D 708</td>
<td>Creating Breakthrough Innovations</td>
<td>1</td>
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<tr>
<td>E P D 712</td>
<td>Ethics for Professionals</td>
<td>1</td>
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<tr>
<td>E P D/GEN BUS/MARKETING 782</td>
<td>Marketing for Non-Marketing Professionals</td>
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<tr>
<td>E P D/GEN BUS/MHR 783</td>
<td>Leading Teams</td>
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<tr>
<td>E P D/GEN BUS/OTM 784</td>
<td>Project Management Essentials</td>
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</tbody>
</table>

1 These are internal to the program and represent different pathways a student can follow to earn this degree.
2 Names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
3 Students in this program may apply a maximum of 4 credits of M S & E 699 Independent Study to the degree, with advisor approval.

M S & E-350 Introduction to Materials Science: must be taken during the first semester of enrollment (3 credits). M S & E-900 Materials Research Seminar: must be taken in both the Fall and Spring semester (1 credit each; 2 credits total). M S & E-553 Nanomaterials & Nanotechnology A minimum of 22 additional credits from the courses listed below. At least 10 credits of the additional coursework must be at the graduate level. At most 4 credits of M S & E-699 Independent Study may be taken:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M S &amp; E 900</td>
<td>Materials Research Seminar</td>
<td>2</td>
</tr>
<tr>
<td>M S &amp; E 350</td>
<td>Introduction to Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 553</td>
<td>Nanomaterials &amp; Nanotechnology</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 401</td>
<td>Special Topics in Materials Science and Engineering (by instructor consent)</td>
<td>1-3</td>
</tr>
<tr>
<td>M S &amp; E/ CHEM 421</td>
<td>Polymeric Materials</td>
<td>3</td>
</tr>
<tr>
<td>M S &amp; E 434</td>
<td>Introduction to Thin-Film Deposition Processes</td>
<td>3</td>
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<tr>
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<tr>
<td>M S &amp; E 456</td>
<td>Electronic, Optical, and Magnetic Properties of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>
Total credits required:

30

Parent Plan Graduate Policies

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

Materials Engineering [REGISTRAR PLEASE INSERT NEW LINK]

Research

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.

Named Option-Specific Policies

Prior Coursework
Graduate Work from Other Institutions
Typically, no graduate work from other institutions may count toward graduate program requirements.

UW–Madison Undergraduate
Typically, no credits from undergraduate coursework may be counted toward graduate program requirements. However, with program approval, students who received a Materials Science and Engineering B.S. at UW-Madison are allowed to count up to 7 credits from the Department of Materials Science and Engineering numbered 300 or above toward the minimum graduate degree credit requirement. These credits must be taken in excess of the undergraduate degree requirements. If that coursework is numbered 700 or above it may be used to satisfy the minimum graduate coursework (50%) requirement. No credits can be counted toward the minimum graduate residence credit requirement.

UW–Madison University Special
Typically, no UW-Madison University Special student credits may be counted toward graduate program requirements. However, with program approval, students are allowed to count up to 15 credits of coursework numbered 300 or above taken as a UW–Madison Special student toward the minimum graduate residence credit requirement, and the minimum graduate degree credit requirement. If that coursework is numbered 700 or above it may satisfy the minimum graduate coursework (50%) requirement.

Probation

This program follows the Graduate School’s Probation policy.

Advisor / Committee

This program follows the Graduate School’s Advisor policy and Committees policy.

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 researched credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. In many cases, an advisor is assigned to incoming students. 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.

15 credits; Suggested course credit allocation:

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Summer session: 4 credits
Fall semester: 13 credits
Spring semester: 13 credits

Time LIMITS Constraints

The Master of Science in Nanomaterials and Nanoengineering, which is a named option program within the Department of Materials Science and Engineering, can be completed within 12 months and must be completed within 16 months. Materials Engineering, which is a named option program within the Department of Materials Science and Engineering, can be completed within 12 months and must be completed within 16 months.

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)

MS&E Grievance Procedures

Students who feel they have been unfairly treated or otherwise have a grievance related to the policies and procedures for graduate study in the Materials Science and Engineering Department may choose to submit a formal grievance to the department. Before taking this step, however, students are encouraged to discuss their grievance directly with the person or persons involved. Respectful, professional, direct communication can often reach a more satisfactory resolution to an issue more quickly than a formal grievance procedure.

To pursue a formal grievance, the student should submit a letter describing the issue in detail to the department
Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

- Demonstrate a strong understanding of mathematical, scientific, and engineering principles in the field.
- Demonstrate an ability to formulate, analyze, and solve advanced engineering problems.
- Demonstrate creative, independent problem solving skills.
- Apply the latest scientific and technological advancements, advanced techniques, and modern engineering tools to these problems.
- Recognize and apply principles of ethical and professional conduct.

Summarize the assessment plan.

The learning goals checklists from academic or research advisors are compiled by the department graduate program coordinator and compiled at least annually. Updates are provided at a faculty meeting once per year, and summary and any recommendations are submitted to the dean's office.

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

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### 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>various</td>
<td></td>
<td></td>
<td>See attached letters of industry support for additional focus area</td>
<td></td>
</tr>
<tr>
<td>Smith, Heather</td>
<td>10/26/2021</td>
<td>College of Engineering (ENGINEERG)</td>
<td>E P D courses will be offered and have enrollment capacity</td>
<td>Interdisciplinary Professional Programs</td>
</tr>
<tr>
<td></td>
<td>11/8/2021</td>
<td>School of Business (BUSINESS)</td>
<td>See comment below. No concerns.</td>
<td>Marketing, MHR, OTM, and GEN BUS</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.

[Industry Support Letters Mat Sci.pdf](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver)

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:

Approved by Materials Science and Engineering faculty on 11/2/2021.

Entered by: Sara Hagen
Date entered: 11/08/2021

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:

Approved by the College of Engineering APC on 12/15/2021.

Entered by and date: Sara Hagen
Date entered: 12/17/2021

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:
For Administrative Use

Admin Notes:

Guide URL:
/graduate/materials-science-engineering/materials-science-engineering-ms/materials-science-engineering-nanomaterials-nanoengineering-ms/

SIS effective date:

Guide publish date/type:

Tuition start term:

SIS Short Description:
NanoMatEgr

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:
One or more options associated with this plan is

Special Plan Type:
One or more options associated with this plan are Non-Pooled options

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments
Dana Outhouse (douthouse) (11/08/21 8:21 am): The Wisconsin School of Business has reviewed this proposal and has no concerns with the proposed curriculum.

Jenna Alsteen (jennabecker) (12/23/21 10:10 am): Made edits to requirements and policies tables/sections for Grad School consistency and okay per SH.

Jenna Alsteen (jennabecker) (01/03/22 12:24 pm): Minor edits to footnotes referencing "tracks"-changed to pathway.
Three-Year Check-In for New Programs

The creation and maintenance of graduate programs and certificates represents significant resource commitments by faculty and staff. Given these investments, in 2014 the Graduate Faculty Executive Committee (GFEC) established a “check in” process for newly approved programs and certificates prior to their first formal university review (which occurs in the fifth year.) Through this “check-in,” the GFEC hopes program faculty and staff will assess the implementation of their new program and determine what mechanisms may be needed for sustained student success.

Progress reports will be included on GFEC agendas, and program representatives may be asked to attend GFEC if additional information is requested. In the interest of brevity, please keep responses to 300 words or less.

Program Name
Biomedical Data Science PhD

Term of First Enrollments
Fall 2018

Check-In Completed By
Michael Newton, Sushmita Roy, cc’d Christine Lindstrom and Shelley Maxted

Date Completed
12/1/2021

Academic Quality and Student Success

1. Provide an update on any changes to the program’s curriculum and learning outcomes.
Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

The BDS doctoral program’s core curriculum is broken into three categories (Biostatistics, Computer Science and Additional Specializations) with focus topics consisting of a course series for each topic. In 2021, we updated the curriculum to remove options that were not available to our students and added course options that fulfilled the requirement of a given core topic area. The required number and breadth of courses did not change and the learning outcomes for the program remain the same. Faculty often offer special topics courses on cutting edge research problems, which are available for students to enroll in. We have provided detailed guidance for student rotation policy and the preliminary exam. Our handbook and website have been updated to reflect these updates.
Outside of COVID, the courses are offered face-to-face and there is a variety of team and individual assignments depending on the individual course.

2. Please reflect on the diversity of your student population using the data provided by the Graduate School. What efforts have you made to recruit a diverse student population, and what inclusion efforts have you made to ensure the success of the diverse population of students in the program? What areas of opportunity exist for future recruitment of diverse populations? (See here for Institutional statement and working definition of diversity.)

A large proportion of our students are international from diverse ethnic backgrounds. However, the field of Biomedical Data Science is typically majority male. We have admitted a higher percentage of female than male applicants and approximately 1/3 of our enrolled students are female. In conjunction with the SciMed GRS office, we have made AOF fellowship offers to four eligible applicants and had one acceptance. Recruiting and enrolling a diverse student population is a priority for our program. As such, we have worked with the SciMed GRS office on recruitment efforts through attendance at conferences with a focus on minority student recruitment. We have considered working with the Bioscience Initiative for Recruiting and Networking (BIRN), however we do not have the necessary contacts at minority institutions to partner at this time. We host a Summer Research Opportunity Program in Biomedical Data Science to provide a research experience for underrepresented students and highlight opportunities for graduate study. We will continue those efforts and are working to develop a Diversity, Equity & Inclusion committee for the department which will include graduate program representatives.

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.

With few exceptions, we are fortunate to have had a good alignment between demand and supply of expert BMI instructors. Recall that BMI faculty teach in multiple programs, with biggest collaborative effort in Statistics, Computer Sciences, and Population Health Sciences graduate programs, in addition to our own BDS courses and the courses we provide as service to other programs (e.g. BMI 541, 573, etc). These programs share some course requirements (e.g. courses like BMI 641/642 and Stat
Faculty teaching loads in BMI average to a single 3-credit course per faculty member per year, with one year in four or five off. Our core courses have been very stable within the areas of our various graduate and professional courses. We have a large cohort (~10) of junior faculty, and all have been able to offer special topics courses to graduate students in an area of their specialization (e.g. methods for clinical trials; methods for image analysis; methods for genomics).

The BDS program brings new demands for faculty in terms of graduate student mentoring; not only for supervising PhD students, but also in guiding semester-long rotation projects. We have filled the needed mentoring roles, and may be able to expand considering the availability of research assistantships; a bigger challenge has been early-stage support for the students.

We request dual-role waivers occasionally (e.g. Cook, Buhr, Sampene) for academic staff with specific expertise who can teach.

There are interesting opportunities for interactions between professional and graduate programs. For example, we have experimented with matching clinical investigators learning about Randomized Controlled Trials (RCTs) in the Clinical Investigations program (BMI 544) with biostatistics graduate students in BMI 641.

4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

BMI has been actively pursuing strategic planning this year. Planners have recognized the central role that the BDS graduate program plays in our scholarly work, for example coining a new mission statement: “Advancing data science to accelerate biomedical research and improve human health.” Many faculty are engaged with the steering and operational activities of the BDS program; many more guide students in rotation projects. We discuss BDS student progress in full faculty meetings, annually.

Operations and Administration

5. Explain through a brief narrative how the program has brought in NEW and ADDITIONAL students and met projected enrollment goals (required for non-pooled programs), and how overall enrollment in your related programs has remained steady (if relevant).
Provide enrollment data from the past 3 years: See here for degrees & named options and here for capstone certificates. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

We experienced our highest enrollment in Year 1 of the PhD program, with 11 new students, and have had lower enrollment in subsequent years. Our goal is to enroll approximately 6 students per year. We are actively working on recruitment efforts to help increase enrollment.

Fall 2020: 4 enrolled (2 deferred, due to COVID related visa issues)
Fall 2019: 7 enrolled
Fall 2018: 11 enrolled

6. Funding Considerations
   a. For traditional/pooled programs – How is the program successfully funding its students?
      The home department of the graduate program (Department of Biostatistics & Medical Informatics) is committed to providing stipend and tuition funding for first year PhD students, who are completing research rotations. Once students complete their first year of study and identify their dissertation advisor, funding comes from a variety of sources: faculty grants; training grant programs; other fellowships.

   b. For non-pooled programs – Refer to the updated budget template in addressing if the program has sufficient enrollment for sustainability. Discuss the current market outlook compared to the original marketing study and plans to grow or change the program to become sustainable.

7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.
   More than half our students are international. We have not had problems with length of stay, online course restrictions or ESL services.

8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?
   We do not foresee any issues that will impact our program’s long term sustainability.