AGENDA

Automatic Consent

1. (1:30 pm) Automatic consent approvals (Dean Karpus)
   a. Minutes from January 14, 2022
   b. Fast-Track proposal for the Master of Science in Engineering Management Lumen Link
      (Full Lumen Program proposal to follow)

Approvals

2. (1:35) Request to suspend effective Fall 2022 and discontinue the following doctoral minors:
   (Parmesh Ramanathan)

<table>
<thead>
<tr>
<th>Doctoral Minor</th>
<th>Discontinuation Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritional Sciences</td>
<td>Fall 2024</td>
</tr>
<tr>
<td>Animal Sciences</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Dairy Science</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Entomology</td>
<td>Fall 2024</td>
</tr>
<tr>
<td>Food Science</td>
<td>Fall 2022</td>
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<tr>
<td>Genetics</td>
<td>Fall 2025</td>
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<tr>
<td>Horticulture</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Library and Information Studies</td>
<td>Fall 2024</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>Fall 2026</td>
</tr>
<tr>
<td>History of Medicine</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Molecular and Cellular Pharmacology</td>
<td>Fall 2026</td>
</tr>
<tr>
<td>Rehabilitation Counselor Education</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Special Education</td>
<td>Fall 2025</td>
</tr>
<tr>
<td>Pharmaceutical Sciences</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

3. (1:45) Request to suspend effective Fall 2022 and discontinue effective Fall 2024 the Master of Science in Engineering Mechanics named option “Fundamentals of Applied Mechanics.” (Carl Sovinec) Lumen Link

4. (1:55) Request to change the name of the Graduate/Professional “Certificate in Clinical and Community Outcomes Research” to “Certificate in Implementation Science and Community Health Outcomes” effective Fall 2022. (Jim Keck and Barbara King) Lumen Link
5. (2:00) Request to change the name of the “Capstone Certificate in Clinical and Community Outcomes Research” to “Capstone Certificate in Implementation Science and Community Health Outcomes” effective Fall 2022. (Jim Keck and Barbara King) Lumen Link

6. (2:05) Request to approve the new degree Master of Science in Data Science effective Fall 2022. (Yazhen Wang and Kristin Eschenfelder) Lumen Link

7. (2:15) Request to approve the new degree Master of Science in Data Engineering effective Fall 2022. (Remzi Arpaci-Dusseau and Kristin Eschenfelder) Lumen Link

8. (2:25) Request to approve two named options “Professional” and “Research” in the Master of Arts in Journalism and Mass Communication effective Fall 2022. (Mike Wagner) “Professional” Lumen Link, “Research” Lumen Link

**Program Review**

9. (2:35) PhD and Doctoral Minor in Business and Doctoral Minor in Business: Actuarial Science 10-year program review (Julie Poehlmann-Tynan)

10. (2:55) Portuguese MA/PhD/Doctoral Minor Low-Producing program review (Sissel Schroeder)
University of Wisconsin-Madison
Graduate Faculty Executive Committee Meeting
1:30 pm – 3:30 pm, 52 Bascom Hall
January 14, 2022

M I N U T E S

Members Present: Robert Asen, Kevin Black, Chris Choi, Emily Fletcher, Florence Hsia, William Karpus, Lisa Martin, Manish Patankar, Julie Poehlmann-Tynen, Parmesh Ramanathan, Gail Robertson, Morgan Robertson, Sissel Schroeder, Bret Shaw, Leslie Smith III, Shannon Stahl

Members Absent: Alex Dressler, Tullia Dymarz, Mark Mandel, Donna Neumann

Dean William Karpus called the meeting to order.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes from December 10, 2022

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

Approvals

2. Dean Karpus introduced Professor Jim Wollack who presented a request to suspend and discontinue the Master of Science in Educational Psychology named option “Educational Specialist in School Psychology” effective Fall 2022. The named option is being replaced by the EdS degree and meets Wisconsin Department of Public Instruction licensing requirements.

   Motion: Moved and seconded to approve a request suspend and discontinue the Master of Science in Educational Psychology named option “Educational Specialist in School Psychology” effective Fall 2022. The motion passed unanimously.

3. Dean Karpus introduced Associate Professor Karla Ausderau who presented a request to suspend effective Fall 2022 and discontinue effective Fall 2024 the Doctor of Occupational Therapy named option “Post-Professional.” The low enrollment is not able to sustain the program. Competition with other programs, nationwide, offering lower tuition has increased dramatically. There are 7 students currently enrolled, on track to graduate in 2023.

   Motion: Moved and seconded to approve the request to suspend effective Fall 2022 and discontinue effective Fall 2024 the Doctor of Occupational Therapy named option “Post-Professional.” The motion passed unanimously.

4. Dean Karpus introduced Associate Professor Karla Ausderau who presented a request to discontinue the Master of Science in Occupational Therapy effective Fall 2023. Current students are expected to graduate by Spring of 2022. The curriculum is transitioning to an entry-level curriculum within the OTD degree.
Motion: Moved and seconded to approve the request to discontinue the Master of Science in Occupational Therapy effective Fall 2023. The motion passed unanimously.

5. Dean Karpus introduced Professor Stafania Buccini who presented a request to suspend the Masters of French Studies programs effective summer 2022, including
   a. “French Studies Summer Institute” named option
   b. “Full-Time Academic” named option
   c. Capstone Certificate of French Studies for Teachers

Program is no longer sustainable due to declining enrollment. The program will evaluate viability of continuing the program vs. discontinuing program during its suspension.

Motion: Moved and seconded to approve request to suspend the Master’s of French Studies effective summer 2022, including:
   • “French Studies Summer Institute” named option
   • “Full-time Academic” named option
   • Certificate of French Studies for Teachers
The motion passed unanimously.

6. Dean Karpus introduced Professor Brian Yandell who presented a request to approve a new named option “Applied Statistics” in the Master of Science in Statistics effective Fall 2022. The program builds on the biometry program that was discontinued last year due to inability to sustain the program. It targets a broader audience and meets a growing need for applied statistics curriculum bridged with other programs and provides a more viable funding structure to sustain the program.

Motion: Moved and seconded to approve a new named option “Applied Statistics” in the Master of Science in Statistics effective Fall 2022. The motion passed unanimously.

7. Dean Karpus introduced Professor Brian Yandell who presented a 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. The change clarifies and differentiates the program with the emergence of many other Data Science programs across programs. The change is in response to requests from student governance to reduce confusion about the program.

Motion: Moved and seconded to approve changing the name of named option “Data Science” to “Statistics and Data Science” in the Master of Science in Statistics effective Fall 2022. The motion passed unanimously.

8. Dean Karpus introduced Professor Xudong Wang who presented a 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. The name change will appeal to a broader audience in traditional manufacturing fields. All enrolled students have agreed to the name change.

Motion: Moved and seconded to approve substantial curricular changes and approve changing the name of the names option “Nanomaterials and Nanoengineering” to “Materials Engineering” in the Master of Science in Materials Science and Engineering effective Fall 2022. The motion passed unanimously.
Three-year Check-Ins

9. GFEC member Associate Dean Parmesh Ramanathan summarized the three-year check-in for the PhD in Biomedical Data Science. Highlights of the check-in included strong enrollment, a high level of student support and funding guarantees.

   No action sought

Presentation and Discussion

10. Graduate School Assistant Dean for the Office of Diversity, Inclusion and Funding (ODIF), Christopher Yue, presented a summary of the Graduate School tools that are in place to support graduate programs’ diversity initiatives. Yue shared an overview of specific services provided by the ODIF in support of campus diversity initiatives.

   No action sought

Adjournment

Meeting adjourned by Dean William Karpus
New Proposal

Date Submitted: 12/07/21 10:57 am

Viewing: MS - Engineering Management (Fast Track)

Last edit: 01/27/22 3:04 pm
Changes proposed by: skhagen

Request Type: Permission to Plan (NOI / Fast-Track Proposal)
Home Department: College of Engineering (ENGINEERG)
School/College: College of Engineering
Title:
MS - Engineering Management (Fast Track)

Request Details:

The College of Engineering proposes to elevate the existing named option for the M.Eng. in Engineering: Engineering Management to an MS in Engineering Management, to begin Fall 2023.
This proposal was approved by the College of Engineering Academic Planning Council on December 15, 2021.

Approved by the University Academic Planning Council (UAPC), 20 January 2022. (Mittelstadt/APIR)

Upload Form:  
- Fast Track Submission MS Engr Management.pdf  
- Fast Track Submission MS Engr Management.docx

Supporting Documents:  
- SystemAdmin_EngineeringManagementMS_Approval20220110.pdf

Admin Only

Approval Date:  
Spring 2022 (1224)  
Guide Publish Date:  
No Guide impact  
SIS Effective Date:  

Key: 120
Date Submitted: 11/05/21 2:43 pm

Viewing: **GMIN717: Nutritional Sciences**

Last approved: 10/08/18 10:40 am

Last edit: 12/21/21 3:09 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

Nutritional Sciences, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Jenna Alsteen - RGE</td>
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In Workflow

1. NUTR SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 11/08/21 7:19 am
   David Eide (deide):
   Approved for NUTR SCI Dept. Approver

2. 12/21/21 2:49 pm
   Megan Ackerman-Yost (ackermanyost):
   Approved for ALS College Admin Reviewer

3. 12/21/21 3:10 pm
   Megan Ackerman-Yost (ackermanyost):
   Approved for ALS College Approver

4. 12/22/21 3:16 pm
   Karen Mittelstadt (mittelstadt):
   Approved for APIR Admin

History

https://next-guide.wisc.edu/programadmin/?key=455
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years. The program identified one student who is pursuing the minor but has not yet completed the PhD degree. The minor has been added to the student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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

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**Basic Information**

Program State: Suspend, will be discontinued Active

Type of Program: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: Nutritional Sciences (NUTR SCI)

School/College: College of Agricultural and Life Sciences

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

Is this in the Graduate School? Yes

SIS Code: GMIN717
SIS Description: Nutritional Sciences MIN
Transcript Title: Nutritional Sciences

**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?

The only student who is pursuing or has completed this minor has been notified and is expected to graduate with the PhD in spring 2023.

Explain the precipitating circumstances or rationale for the proposal.

This minor has only been awarded once in its 4 years of existence.

What is the potential impact on enrolled students?

None. The discontinuation will happen after this student is expected to graduate.

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

The department contacted the sole student who has completed this minor, and he is aware.

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

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

The student has already complete the coursework.

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

The student has already complete the coursework.

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 is not aware of any prospective students.

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?

NA

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>Primary Dean's Office Contact</td>
<td>Ackerman-Yost, Megan</td>
<td><a href="mailto:ackermanyost@wisc.edu">ackermanyost@wisc.edu</a></td>
<td>608/265-5436</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Eide, David</td>
<td><a href="mailto:deide@wisc.edu">deide@wisc.edu</a></td>
<td>608/263-1613</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
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

### Faculty and Staff 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

Admissions:
Graduate Program Coordinator: Katie Butzen, MS.Ed. ([kbutzen@wisc.edu](mailto:kbutzen@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.

Guide Requirements tab

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR SCI/ BIOCHEM 510</td>
<td>Nutritional Biochemistry and Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>NUTR SCI/ BIOCHEM 619</td>
<td>Advanced Nutrition: Intermediary Metabolism of Macronutrients</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR SCI/ POP HLTH 621</td>
<td>Introduction to Nutritional Epidemiology</td>
</tr>
<tr>
<td>NUTR SCI 623</td>
<td>Advanced Nutrition: Minerals</td>
</tr>
<tr>
<td>NUTR SCI 625</td>
<td>Advanced Nutrition: Obesity and Diabetes</td>
</tr>
<tr>
<td>NUTR SCI/ AN SCI 626</td>
<td>Experimental Diet Design</td>
</tr>
<tr>
<td>NUTR SCI 627</td>
<td>Advanced Nutrition: Vitamins</td>
</tr>
<tr>
<td>NUTR SCI 881</td>
<td>Seminar-Topics in Human and Clinical Nutrition (presentation required)</td>
</tr>
</tbody>
</table>
1

Appropriate **NUTR SCI 875** Special Topics courses can be used to substitute for any of the 1-credit courses above with prior approval of the graduate program coordinator.

Total credits required:

Guide Graduate Policies tab

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## Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

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## Supporting Information

Additional Information:

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## 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 the Department of Nutritional Sciences on September 29, 2021.

Entered by: Megan Ackerman-Yost

---
Date entered: 11/11/2021

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 CALS APC on December 21, 2021.

Entered by and date: Megan Ackerman-Yost

Date entered: 12/21/2021

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

Enter any notes about the approval here:

Entered by:

Date entered:

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

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:
**Guide publish date/type:**

| Career: | Graduate |

**SIS Program Code:**

| SIS Short Description: | Nutri Sci |

**Other plan codes associated with this program:**

| Field of Study: | Biological Science |

| Plan Group: |


**Scan this proposal:**

Upload documents that should be scanned:

**Reviewer Comments**

Key: 455
Date Submitted: 11/05/21 2:18 pm

**Viewing: GMIN065 : Animal Sciences**

Last approved: 04/27/20 12:39 pm
Last edit: 12/21/21 2:50 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

- Animal Sciences, Doctoral Minor

### Approval Path

1. 11/08/21 8:45 am
   Kent Weigel (kweigel): Approved for AN&DY SCI Dept. Approver
2. 12/21/21 2:48 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Admin Reviewer
3. 12/21/21 2:50 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Approver
4. 12/22/21 3:15 pm
   Karen Mittelstadt (mittelstadt): 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>Jenna Alsteen - RGE</td>
</tr>
</tbody>
</table>
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

Upon notification that the program is seeking suspension and discontinuation, the Graduate School confirmed with the program that no students have been identified as pursuing the minor. Because a formal doctoral minor declaration process has not yet been implemented on campus, the only channels to learn of students pursuing the minor are through informal communication. The Graduate School also completed a search in SIS for any students that had the minor indicated on the warrant, and none were found. If any students are found to have been pursuing and then completed the minor but will not have their PhD degree conferred before the discontinuation term, they will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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

Type of Program:   Minor (PhD and BSE only)

Who is the audience?

Graduate or professional

Home Department:  Animal and Dairy Sciences (AN&DY SCI)
School/College: College of Agricultural and Life Sciences

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

No

Is this in the Graduate School? Yes

SIS Code: GMIN065

SIS Description: Animal Sciences MIN

Transcript Title: Animal Sciences

**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 2022**

What is the timeline and advance communication plan?

*Because there are no students who have earned the minor and not yet the PhD, and the program is not aware of any students pursuing the minor, they seek to suspend and discontinue the minor with the Fall 2022 Guide publishing.*

Explain the precipitating circumstances or rationale for the proposal.

*This doctoral minor has never been awarded in its 4 years of existence.*

What is the potential impact on enrolled students?

**NA**

What is the potential impact on faculty and staff?

**NA**

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

*The decision to suspend and discontinue the minor was made by the Department.*
Explain and provide evidence of efforts made to confer with and to notify current students.

NA

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

NA

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

NA

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

NA

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 is not aware of any prospective students.

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?

NA

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.

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<tr>
<td>Department Chair</td>
<td>Weigel, Kent</td>
<td><a href="mailto:kweigel@wisc.edu">kweigel@wisc.edu</a></td>
<td>608/263-4321</td>
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<tr>
<td>Faculty Director</td>
<td>Wiltbank, Milo</td>
<td><a href="mailto:wiltbank@wisc.edu">wiltbank@wisc.edu</a></td>
<td>608/263-9413</td>
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<tr>
<td>Faculty Director</td>
<td>Kirkpatrick, Brian</td>
<td><a href="mailto:bwkirkpa@wisc.edu">bwkirkpa@wisc.edu</a></td>
<td>608/263-4323</td>
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</tbody>
</table>
Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No

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

Faculty and Staff 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

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

Guide Requirements tab

Graduate students who wish to pursue an Option A external minor in animal sciences should consult the graduate coordinator or chair of the Graduate Committee of the Animal Sciences program. Courses should be chosen in consultation with the student's departmental advisor and submitted for approval to the department before they
A student may earn a doctoral minor in animal sciences with 9 credits, if all 9 credits are in graduate-level courses pre-approved by the department. Students are expected to achieve a B or better in all courses used for the minor. Directed study courses do not count toward the minor nor do audits or pass/fail courses. The original approved copy of the course list must be submitted to the Graduate School office at the time of the request for the preliminary exam warrant.

Total credits required:
9

Guide Graduate Policies tab

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**Commitments**

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

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**Supporting Information**

Additional Information:

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**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 Animal and Dairy Sciences - communicated to CALS Academic Affairs on October 7, 2021 by Megan Sippel.
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 CALS APC on December 21, 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/animal-dairy-sciences/animal-sciences-doctoral-minor/

SIS effective date:
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<th>Guide publish date/type:</th>
<th></th>
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<td>SIS Short Description:</td>
<td>Animal Sci</td>
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<td>Other plan codes associated with this program:</td>
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<td>Field of Study:</td>
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<td>CIP Code:</td>
<td>01.0901 - Animal Sciences, General.</td>
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Reviewer Comments

Key: 363
Date Submitted: 11/05/21 2:55 pm

Viewing: **GMIN247 : Dairy Science**

Last approved: 04/27/20 12:39 pm

Last edit: 12/21/21 2:51 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

Dairy Science, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Jenna Alsteen - RGE</td>
</tr>
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Approval Path

1. 11/08/21 8:46 am
   Kent Weigel (kweigel): Approved for AN&DY SCI Dept. Approver

2. 12/21/21 2:48 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Admin Reviewer

3. 12/21/21 2:51 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Approver

4. 12/22/21 3:16 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

https://next-guide.wisc.edu/programadmin/?key=391
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School's initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years. The program identified one student who is pursuing the minor but has not yet completed the PhD degree. The minor has been added to the student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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**

Type of Program: Minor (PhD and BSE only)

Who is the audience?

Graduate or professional

Home Department: Animal and Dairy Sciences (AN&DY SCI)

School/College: College of Agricultural and Life Sciences
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

<table>
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<td>Transcript Title:</td>
<td>Dairy Science</td>
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### Suspension and Discontinuation

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<th>What is the last term that a student could declare this program?</th>
<th>Summer 2022 (1226)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the last term that students may be enrolled in or complete the program?</td>
<td>Summer 2023 (1236)</td>
</tr>
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What is the timeline and advance communication plan?

The only student who is pursuing or has completed this minor has been notified and is expected to graduate with the PhD in fall 2022.

Explain the precipitating circumstances or rationale for the proposal.

This minor has been awarded once in the past 5 years.

What is the potential impact on enrolled students?

None. The discontinuation will happen after this student is expected to graduate.

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

The department contacted the sole student who has completed this minor, and she is aware.
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

NA

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

The student has already completed the coursework.

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

The student has already completed the coursework.

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 is not aware of any prospective students.

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?

NA

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>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Weigel, Kent</td>
<td><a href="mailto:KWEIGEL@wisc.edu">KWEIGEL@wisc.edu</a></td>
<td>608/263-4321</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Wiltbank, Milo</td>
<td><a href="mailto:WILTBANK@wisc.edu">WILTBANK@wisc.edu</a></td>
<td>608/263-9413</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Kirkpatrick, Brian</td>
<td><a href="mailto:BWKIRKPA@wisc.edu">BWKIRKPA@wisc.edu</a></td>
<td>608/263-4323</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Ackerman-Yost, Megan Barber, Sarah</td>
<td><a href="mailto:ackermanyost@wisc.edu">ackermanyost@wisc.edu</a> <a href="mailto:scbarber@wisc.edu">scbarber@wisc.edu</a></td>
<td>608/265-5436 608/262-3105</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
- 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

### Faculty and Staff 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

Doctoral students who wish to pursue an Option A external minor in Dairy Science should consult the graduate coordinator or chair of the Graduate Committee.

A Dairy Science faculty member with primary Animal and Dairy Sciences departmental appointment should be assigned as the minor program advisor. See #4.

A **Minor program of study** should be developed with and approved by the minor program advisor and the student's major professor, early in the student's graduate work. The proposed program must be submitted and approved upon or before, the completion of 6 credits. See [Doctoral Minor Program of Study Form](#).

When courses are complete, the **Minor Program of Study** form for the doctoral minor should be signed by the graduate student’s advisor and the chair of the Graduate Committee. The form should be submitted to the graduate coordinator at the time of the student’s preliminary exam. The graduate coordinator will send notification to the Graduate School of completion of the doctoral minor.

**Dairy Science Primary Faculty Eligible to be Doctoral Minor Advisor:**

Sebastian I Arriola Apelo, Victor Cabrera, Dave Combs, Paul Fricke, Laura Hernandez, Randy Shaver, Jennifer Van Os, Michel Wattiaux, Kent Weigel, Heather White, Milo Wiltbank

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

Guide Requirements tab
The student must achieve a 3.00 GPA in courses used to satisfy the minor requirement. Directed study courses do not count toward the minor nor do audits or pass/fail courses. A student may earn a doctoral minor in Dairy Science with 9 credits, if all 9 credits are in graduate-level courses pre-approved by the department.

Elective Course Option Selection Approved for a Dairy Science doctoral minor

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>DY SCI/AN SCI 414</td>
<td>Ruminant Nutrition &amp; Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI/AN SCI 434</td>
<td>Reproductive Physiology</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI 534</td>
<td>Reproductive Management of Dairy Cattle</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI 535</td>
<td>Dairy Farm Management Practicum</td>
<td>3</td>
</tr>
<tr>
<td>DY SCI/AN SCI 824</td>
<td>Ruminant Nutritional Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>DY SCI/AN SCI 825</td>
<td>Ruminant Nutritional Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>DY SCI 875</td>
<td>Special Topics 1</td>
<td>1-4</td>
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<tr>
<td>DY SCI/AN SCI 931</td>
<td>Seminar in Animal Nutrition</td>
<td>1</td>
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<td>DY SCI/AN SCI/GENETICS 951</td>
<td>Seminar in Animal Breeding</td>
<td>1</td>
</tr>
<tr>
<td>DY SCI 900</td>
<td>Seminar (Departmental spring semester seminar and discipline-specific seminars of 1 credit each (up to 5 credits))</td>
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</table>

1 Topic options:
Advanced Topics in Reproductive Physiology—3 credits
International Teaching in Science & Engineering—2 credits
Lactation Physiology—3 credits

Total credits required: 9

Guide Graduate Policies tab

---

**Commissions**

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**

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 Animal and Dairy Sciences - communicated to CALS Academic Affairs on October 7, 2021 by Megan Sippel.

Entered by: Megan Ackerman-Yost  
Date entered: 12/21/2021

*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 CALS APC on December 21, 2021.

Entered by and date: Megan Ackerman-Yost  
Date entered: 12/21/2021

*GFEC Approval* - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.
UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

For Administrative Use

Admin Notes:

Guide URL:
/graduate/animal-dairy-sciences/dairy-science-doctoral-minor/

SIS effective date:

Guide publish
date/type:

Career: Graduate

SIS Program Code:

SIS Short Description:

Dairy Sci

Other plan codes associated with this program:

Field of Study: Biological Science

Plan Group:

CIP Code: 01.0905 - Dairy Science.

Scan this proposal:
Upload documents that should be scanned:

<table>
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<tr>
<th>Reviewer</th>
<th>Comments</th>
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Key: 391
Date Submitted: 11/05/21 3:04 pm

Viewing: **GMIN409 : Entomology**

Last approved: 09/25/18 8:37 pm
Last edit: 12/21/21 3:04 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

Entomology, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
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In Workflow

1. **ENTOM Dept. Approver**

2. **ALS College Admin Reviewer**

3. **ALS College Approver**

4. **APIR Admin**

5. **GFEC Approver**

6. **UAPC Approver**

7. **Registrar**

Approval Path

1. 11/07/21 6:41 am
   Russell Groves (rgroves): Approved for ENTOM Dept. Approver

2. 12/21/21 2:48 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Admin Reviewer

3. 12/21/21 2:53 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Approver

4. 12/22/21 3:15 pm
   Karen Mielstadt (mielstadt): Approved for APIR Admin
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years. The program identified one student who is pursuing the minor but has not yet completed the PhD degree. The minor has been added to the student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: Entomology (ENTOM)

School/College: College of Agricultural and Life Sciences

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

Is this in the Graduate School? Yes

SIS Code: GMIN409

SIS Description: Entomology MIN

Transcript Title: Entomology

---

**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?

The only student who is pursuing or has completed this minor has been notified and is expected to graduate with the PhD in spring 2023.

Explain the precipitating circumstances or rationale for the proposal.

This minor has been awarded three times in the past five years.

What is the potential impact on enrolled students?

None. The discontinuation will happen after this student is expected to graduate.

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

The department contacted the sole student who has completed this minor, and she is aware.

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

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

The student has already completed the coursework.

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

The student has already completed the coursework.

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 is not aware of any prospective students.

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?

NA

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>
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<tr>
<th>Role Type</th>
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<tr>
<td>Primary Dean's Office</td>
<td>Ackerman-Yost, Megan</td>
<td><a href="mailto:ackermanyost@wisc.edu">ackermanyost@wisc.edu</a></td>
<td>608/265-5436</td>
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<tr>
<td>Contact</td>
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<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Schoville, Sean</td>
<td><a href="mailto:schoville2@wisc.edu">schoville2@wisc.edu</a></td>
<td>608/262-2956</td>
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List the departments that have a vested interest in this proposal.

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

### Faculty and Staff 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

Please see the Department of Entomology's [Handbook and Forms page](https://next-guide.wisc.edu/programadmin/?key=405) for additional information including a form to fill out for the Entomology minor.

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 who elect Entomology as a minor in their training for the doctorate will take at least 9 credits of Entomology courses, including one semester of graduate seminar ([ENTOM 901](https://next-guide.wisc.edu/programadmin/?key=405) Seminar in Organismal Entomology or [ENTOM 875](https://next-guide.wisc.edu/programadmin/?key=405) Special Topics). The courses will be determined by the student’s interest after consultation with the minor professor and the Entomology Academic Affairs Committee.

Please see the Department of Entomology's [Handbook and Forms page](https://next-guide.wisc.edu/programadmin/?key=405) for additional information.

Total credits required:

Guide Graduate Policies tab

### 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

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 the Entomology department, per Sean Schoville on October 8, 2021.

Entered by: Megan Ackerman-Yost
Date entered: 12/21/2021

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 CALS APC on December 21, 2021.

Entered by and date: Megan Ackerman-Yost
Date entered: 12/21/2021

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/entomology/entomology-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career:  
Graduate

SIS Program Code:

SIS Short Description:

Entomology

Other plan codes associated with this program:

Field of Study:  
Biological Science

Plan Group:

CIP Code:  
26.0702 - Entomology.

Scan this proposal:  
Yes
Upload documents that should be scanned:

**Reviewer**

Comments
Date Submitted: 11/05/21 2:11 pm

**Viewing: GMIN436 : Food Science**

Last approved: 09/25/18 8:40 pm
Last edit: 12/21/21 3:08 pm
Changes proposed by: jennabecker

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

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<tr>
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<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
</tr>
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</table>

Catalog Pages Using this Program

- **Food Science, Doctoral Minor**

In Workflow

1. FOOD SCI Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 11/08/21 9:50 am Scott Rankin (sarankin): Approved for FOOD SCI Dept. Approver
2. 12/21/21 2:48 pm Megan Ackerman-Yost (ackermanyost): Approved for ALS College Admin Reviewer
3. 12/21/21 2:56 pm Megan Ackerman-Yost (ackermanyost): Approved for ALS College Approver
4. 12/22/21 3:16 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School's initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

Upon notification that the program is seeking suspension and discontinuation, the Graduate School confirmed with the program that no students have been identified as pursuing the minor. Because a formal doctoral minor declaration process has not yet been implemented on campus, the only channels to learn of students pursuing the minor are through informal communication. The Graduate School also completed a search in SIS for any students that had the minor indicated on the warrant, and none were found. If any students are found to have been pursuing and then completed the minor but will not have their PhD degree conferred before the discontinuation term, they will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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

Type of Program: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: Food Science (FOOD SCI)

School/College: College of Agricultural and Life Sciences

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

Is this in the Graduate School? Yes

SIS Code: GMIN436

SIS Description: Food Science MIN

Transcript Title: Food Science

**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?

Because there are no students who have earned the minor and not yet the PhD, and the program is not aware of any students pursuing the minor, they seek to suspend and discontinue the minor with the Fall 2022 Guide publishing.

Explain the precipitating circumstances or rationale for the proposal.

This doctoral minor has never been awarded in its 4 years of existence.

What is the potential impact on enrolled students?

NA

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

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

NA

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

NA

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

NA

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 is not aware of any prospective students.

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?

NA

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.

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<td><a href="mailto:ackermanyost@wisc.edu">ackermanyost@wisc.edu</a></td>
<td>608/265-5436</td>
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<td>Van Pijkeren, Jan Peter</td>
<td><a href="mailto:vanpijkeren@wisc.edu">vanpijkeren@wisc.edu</a></td>
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List the departments that have a vested interest in this proposal.

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

---

**Faculty and Staff 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

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

To qualify for a doctoral minor in food science, a student must satisfactorily complete in the Department of Food Science: 1 credit of **FOOD SCI 900** Seminar Advanced (graded) and 10 additional credits as specified by the minor professor (who must have a tenure home in food science). Of these 10 credits, no more than 4 credits at the 300–499 level are acceptable and the remaining credits must be at the 500 level or above. The specified coursework requirements must be prepared using the Ph.D. Minor Agreement Form. The original signed copy must be transmitted to the Graduate School office at the time the student requests the preliminary exam warrant (see Department of Food Science office staff about four weeks prior to exam date).

Total credits required:

Guide Graduate Policies tab

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**Commitments**
Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

**Supporting Information**

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 the Food Science faculty on October 13, 2021.

Entered by: Megan Ackerman-Yost  
Date entered: 12/21/2021

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 CALS APC on December 21, 2021.

Entered by and date: Megan Ackerman-Yost  
Date entered: 12/21/2021

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

Admin Notes:

Guide URL: 
/graduate/food-science/food-science-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description:

Field of Study: Biological Science

Plan Group:

CIP Code: 01.1001 - Food Science.

Scan this proposal: Yes

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

Enter any notes about approval here:
Upload documents that should be scanned:

Reviewer
Comments

Key: 409
Date Submitted: 11/05/21 3:15 pm

Viewing: **GMIN458 : Genetics**

Last approved: 09/25/18 8:43 pm

Last edit: 12/21/21 3:10 pm

Changes proposed by: jennabecker

---

Catalog Pages Using this Program

- Genetics, Doctoral Minor

---

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
</tr>
</tbody>
</table>

---

In Workflow:

1. **GENETICS Dept. Approver**
2. **ALS College Admin Reviewer**
3. **ALS College Approver**
4. **APIR Admin**
5. **GFEC Approver**
6. **UAPC Approver**
7. **Registrar**

---

Approval Path:

1. 11/05/21 4:29 pm
   Francisco Pelegri (fipelegri): Approved for GENETICS Dept. Approver
2. 12/21/21 2:49 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Admin Reviewer
3. 12/21/21 2:56 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Approver
4. 12/22/21 3:16 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

---

https://next-guide.wisc.edu/programadmin/?key=412
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years. The program identified two students who are pursuing the minor but have not yet completed the PhD degree. The minor has been added to the student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the latest student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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:  
Minor (PhD and BSE only)

Who is the audience?  
Graduate or professional

Home Department:  
Genetics (GENETICS)

School/College:  
College of Agricultural and Life Sciences

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

Is this in the Graduate School? Yes

SIS Code: GMIN458

SIS Description: Genetics MIN

Transcript Title: Genetics

**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 2025 (1256)

What is the timeline and advance communication plan?

*Both students have been informed of the future discontinuation of this minor. One plans to be done with the PhD degree in spring 2023, and the other in summer of 2024.*

Explain the precipitating circumstances or rationale for the proposal.

*The minor has not been awarded in the past 5 years.*

What is the potential impact on enrolled students?

*They will be able to continue their coursework for the minor. The discontinuation will happen after the students are expected to graduate.*

What is the potential impact on faculty and staff?

*NA*

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

*The decision to suspend and discontinue the minor was made by the Department.*

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

*The department contacted the students, and they are aware of the discontinuation timeframe.*
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

NA

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

The coursework is still available.

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

The coursework is still available.

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 is not aware of any prospective students.

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?

NA

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.

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<thead>
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<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Primary Dean's Office</td>
<td>Ackerman-Yost, Megan</td>
<td><a href="mailto:ackermanyost@wisc.edu">ackermanyost@wisc.edu</a></td>
<td>608/265-5436</td>
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<tr>
<td>Contact</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Perna, Nicole</td>
<td><a href="mailto:ntperna@wisc.edu">ntperna@wisc.edu</a></td>
<td>608/890-0171</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
Faculty and Staff 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

Interested students should contact the director of the genetics Ph.D. program (Audrey Gasch, agasch@wisc.edu) to discuss their interest in the genetics doctoral minor and their course plans.

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

Ph.D. students must complete 9 credits of coursework offered through the Laboratory of Genetics. Coursework must be graded courses numbered 300 or above and does not include audits or pass/fail courses. Students should consult with their home department to verify that they are meeting the minimum graduate coursework (50%) rule, as some courses offered in the low-numbered range may not meet the Graduate School requirements for graduate students.

Total credits required:

Guide Graduate Policies tab

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

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 the Genetics faculty on October 22, 2021.

Entered by: Megan Ackerman-Yost  
Date entered: 12/21/2021

**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 CALS APC on December 21, 2021.

Entered by and date: Megan Ackerman-Yost  
Date entered: 12/21/2021

**GFEC Approval** - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.
UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:
/graduate/genetics/genetics-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description:
Genetics

Other plan codes associated with this program:

Field of Study: Biological Science

Plan Group:

CIP Code: 26.0801 - Genetics, General.

Scan this proposal: Yes
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<th>Upload documents that should be scanned:</th>
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<tbody>
<tr>
<td>Reviewer</td>
</tr>
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<td>Comments</td>
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Key: 412
Date Submitted: 11/18/21 1:16 pm

Viewing: **GMIN531 : Horticulture**

Last approved: 10/08/18 10:44 am

Last edit: 12/21/21 3:01 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

Horticulture, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Jenna Alsteen - RGE</td>
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In Workflow

1. HORT Dept. Approver
2. ALS College Admin Reviewer
3. ALS College Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 11/18/21 1:26 pm
   Patrick Krysan (pjkrysan): Approved for HORT Dept. Approver
2. 12/21/21 2:49 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Admin Reviewer
3. 12/21/21 3:04 pm
   Megan Ackerman-Yost (ackermanyost): Approved for ALS College Approver
4. 12/22/21 3:16 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School's initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

Upon notification that the program is seeking suspension and discontinuation, the Graduate School confirmed with the program that no students have been identified as pursuing the minor. Because a formal doctoral minor declaration process has not yet been implemented on campus, the only channels to learn of students pursuing the minor are through informal communication. The Graduate School also completed a search in SIS for any students that had the minor indicated on the warrant, and none were found. If any students are found to have been pursuing and then completed the minor but will not have their PhD degree conferred before the discontinuation term, they will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: Horticulture (HORT)
School/College: College of Agricultural and Life Sciences

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

No

Is this in the Graduate School? Yes

SIS Code: GMIN531

SIS Description: Horticulture MIN

Transcript Title: Horticulture

**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?

Because there are no students who have earned the minor and not yet the PhD, and the program is not aware of any students pursuing the minor, they seek to suspend and discontinue the minor with the Fall 2022 Guide publishing.

Explain the precipitating circumstances or rationale for the proposal.

This doctoral minor has never been awarded in its 4 years of existence.

What is the potential impact on enrolled students?

NA

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.
Explain and provide evidence of efforts made to confer with and to notify current students.

NA

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

NA

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

NA

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

NA

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 is not aware of any prospective students.

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?

NA

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>Faculty Director</td>
<td>Goldman, Irwin</td>
<td><a href="mailto:ilgoldma@wisc.edu">ilgoldma@wisc.edu</a></td>
<td>608/262-7781</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Jones, Kathryn</td>
<td><a href="mailto:kjones26@wisc.edu">kjones26@wisc.edu</a></td>
<td>608/807-7391</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Ackerman-Yost, Megan</td>
<td><a href="mailto:ackermanyost@wisc.edu">ackermanyost@wisc.edu</a></td>
<td>608/265-5436</td>
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</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
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

Faculty and Staff 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

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

Doctoral students in other departments who wish to receive a minor in horticulture must complete a minimum of 10 graduate credits in horticulture, including 2 credits of HORT 910 Seminar. Interested students should contact the department for more information.

Total credits required:
Guide Graduate Policies tab

**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**

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 the Horticulture department on November 11, 2021.

Entered by: Megan Ackerman-Yost

Date entered: 12/21/2021

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 CALS APC on December 21, 2021.

Entered by and date: Megan Ackerman-Yost
date: Date entered: 12/21/2021

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

Enter any notes about the approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

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

Field of Study: Biological Science

Plan Group:

CIP Code: 01.1103 - Horticultural Science.

Scan this proposal:

Upload documents that should be scanned:

Reviewer

Comments

Key: 423
Date Submitted: 11/05/21 4:01 pm

**Viewing: GMIN612 : Library and Information Studies**

Last approved: 04/24/20 4:36 pm

Last edit: 11/05/21 4:37 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

[Library and Information Studies, Doctoral Minor]

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
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</table>

**In Workflow**

1. I SCHOOL 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. 11/05/21 4:10 pm
   Alan Rubel (arubel): Approved for I SCHOOL Dept. Approver
2. 11/05/21 4:24 pm
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 11/05/21 4:37 pm
   Elaine Klein (emklein): Approved for L&S College Approver
4. 11/16/21 9:49 am
   Karen Mielstadt (mielstadt): Approved for APIR Admin

**History**
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years. The program identified four students who are pursuing the minor but have not yet completed the PhD degree. The minor has been added to the student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the latest student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: Information School (I SCHOOL)

School/College: College of Letters and Science

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

Is this in the Graduate School? Yes

SIS Code: GMIN612

SIS Description: Library & Information St MIN

Transcript Title: Library and Information Studies

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**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 2024** (1246)

What is the timeline and advance communication plan?

All four students have been informed of the future discontinuation of this minor. They all plan to be done with their PhD degrees in spring 2023.

Explain the precipitating circumstances or rationale for the proposal.

There have been 4 minors awarded in the past 5 years.

What is the potential impact on enrolled students?

They will be able to continue their coursework for the minor. The discontinuation will happen after the students are expected to graduate.

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

The department contacted the students, and they are aware of the discontinuation timeframe.
Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

NA

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

The coursework is still available.

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

The coursework is still available.

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 is not aware of any prospective students.

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?

NA

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.

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<th>Title</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Kim, Kyung-Sun</td>
<td><a href="mailto:kyungsunkim@wisc.edu">kyungsunkim@wisc.edu</a></td>
<td>608/263-2900</td>
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</tr>
<tr>
<td>Faculty Director</td>
<td>Willett, Rebekah</td>
<td><a href="mailto:rwillett@wisc.edu">rwillett@wisc.edu</a></td>
<td>608/263-2955</td>
<td>PhD Program Director</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Wiessinger, Nicole</td>
<td><a href="mailto:wiessinger@wisc.edu">wiessinger@wisc.edu</a></td>
<td>608/263-2963</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>Associate Dean</td>
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</table>
List the departments that have a vested interest in this proposal.

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

---

**Faculty and Staff 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

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

Guide Requirements tab

The doctoral minor in Library and Information Studies is a flexible and interdisciplinary program functioning under the University of Wisconsin–Madison Graduate School’s [Option A rules](https://www.library.wisc.edu/) (minimum 9 credits). Students will need to fill out a Ph.D. minor registration form and a PhD Minor Completion form. Both are available from the Information School website. As part of the process of completing the forms, they will need to identify, and obtain the signature of, a minor advisor from the iSchool faculty who will serve to assist with course selection and other issues. To begin the process of enrolling in the Library and Information Studies Option A minor, please contact an iSchool faculty member via email. Only Option A minors are given preferred enrollment status. Students may select courses from both the master’s and Ph.D. level from within iSchool for their doctoral minor.
**Popular iSchool PhD minor concentrations** include:

- Information/data policy and ethics
- User experience/interaction design and information technologies
- Digital youth
- Digital archiving
- Data/information management and analytics

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

**Total credits required:**

9

**Guide Graduate Policies tab**

---

**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**

**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:

Approval of discontinuation signaled by iSchool per email (10/20/2021, Willett to Eschenfelder & Klein); processed in consultation with the Graduate School.

Entered by: Elaine M. Klein, on behalf of the iSchool
Date entered: 11/5/2021

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:

L&S Academic Planning Council delegated approval of GMIN discontinuations to L&S Admin as a technical approval, with request that these be reported to L&S APC as administrative actions. This item will be reported to the APC on 11/16/2021.

Entered by and date: Elaine M. Klein, on behalf of the APC and College
Date entered: 11/5/2021

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/information/library-information-studies-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description: Lib&InfoSt

Other plan codes associated with this program:

Field of Study: Social Science

Plan Group:


Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Key: 438
Date Submitted: 11/10/21 12:31 pm

**Viewing: GMIN837 : Public Affairs**

Last approved: 09/25/18 9:20 pm
Last edit: 11/10/21 12:32 pm
Changes proposed by: jennabecker

Catalog Pages Using this Program

- Public Affairs, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
</tr>
</tbody>
</table>

In Workflow

1. PUB AFFR 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. 11/10/21 2:49 pm Mo O'Connor (mcoconnor): Approved for PUB AFFR Dept. Approver
2. 11/10/21 3:18 pm Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 11/18/21 9:20 am Elaine Klein (emklein): Approved for L&S College Approver
4. 11/23/21 2:04 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

The program identified six students who are pursuing the minor but have not yet completed the PhD degree. The minor has been added to each student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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:  
Minor (PhD and BSE only)

Who is the audience?  
Graduate or professional

Home Department:  
LaFollette Schl Public Affairs (PUB AFFR)

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
SIS Code: GMIN837
SIS Description: Public Affairs MIN
Transcript Title: Public Affairs

**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 2025**

What is the timeline and advance communication plan?

*All six students have been informed of the future discontinuation of this minor. They all plan to be done with their PhD degrees by spring 2025.*

Explain the precipitating circumstances or rationale for the proposal.

*Only 5 minors have been awarded in the past 5 years.*

What is the potential impact on enrolled students?

*They will be able to continue their coursework for the minor. The discontinuation will happen after the students are expected to graduate.*

What is the potential impact on faculty and staff?

*NA*

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

*The decision to suspend and discontinue the minor was made by the Department.*

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

*The department contacted the students, and they are aware of the discontinuation timeframe.*

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

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

*The coursework is still available.*

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

*The coursework is still available.*

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 is not aware of any prospective students.*

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?

**NA**

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>Primary Contact</td>
<td>O'Connor, Mo</td>
<td><a href="mailto:mcoconnor@wisc.edu">mcoconnor@wisc.edu</a></td>
<td>608/262-3582</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Kulig, Steven</td>
<td><a href="mailto:shkulig@wisc.edu">shkulig@wisc.edu</a></td>
<td>608/262-8631</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td></td>
</tr>
</tbody>
</table>

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

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Will this program be part of a consortial or collaborative arrangement with another college or university? No

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

**Faculty and Staff 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

To be approved for the minor in Public Affairs, the candidate must complete the Minor Agreement Form and submit it to the Student Services Coordinator at the La Follette School prior to completion of six credits of minor coursework at UW-Madison. The student must have had at least one college level course in either calculus or statistics and at least one introductory college level course in microeconomics or macroeconomics and received B’s or above in these courses. At UW-Madison, STAT 301, ECON 101, and ECON 102 meet these prerequisite requirements.

The student must have a program of study approved by the Associate Director of the La Follette School of Public Affairs and the student’s major PhD advisor, early in the student’s graduate work.

The student must achieve a 3.0 GPA in courses used to satisfy the minor requirements.

The student may request that one relevant policy course from another UW-Madison graduate department be counted toward the minor with prior approval.

The student is advised to check in with the La Follette Student Services Coordinator; call 608-262-3582 with questions.

Approval of one transfer course is possible. A transcript, syllabus, and course description is required for evaluation.

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

Guide Requirements tab

The La Follette School of Public Affairs doctoral minor requires 12 credits or four 3-credit courses.
Two courses, or six credits must be chosen from the following upper level La Follette School policy analysis or management courses, and at least one of the two courses must be a policy analysis course. **PUB AFFR 818** should be taken before **PUB AFFR 819** and **PUB AFFR/POLI SCI 871** unless the student has already taken a graduate level statistical analysis course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB AFFR 818</td>
<td>Introduction to Statistical Methods for Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 819</td>
<td>Advanced Statistical Methods for Public Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 871</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 873</td>
<td>Introduction to Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/POLI SCI/URB R PL 874</td>
<td>Policy-Making Process</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 875</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI/POLI SCI/URB R PL 878</td>
<td>Public Management</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 880</td>
<td>Microeconomic Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/A AE/ENVIR ST/POP HLTH 881</td>
<td>Benefit-Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 885</td>
<td>Advanced Public Management: Craft, Constraints and Accountability</td>
<td>3</td>
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</tbody>
</table>

The other two courses, or six credits may come either from other courses listed in (2) or from the following elective courses offered by the La Follette school of Public Affairs:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUB AFFR/ENVIR ST/URB R PL 809</td>
<td>Introduction to Energy Analysis and Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 864</td>
<td>Health Policy and Policy Design</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/ENVIR ST/POLI SCI 866</td>
<td>Global Environmental Governance</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 875</td>
<td>Public Personnel Administration</td>
<td>3</td>
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<td>Course Code</td>
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<td>----------------------</td>
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<tr>
<td>PUB AFFR/</td>
<td>Nonprofit Leadership</td>
<td>3</td>
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<tr>
<td>SOC WORK 887</td>
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<td></td>
</tr>
<tr>
<td>PUB AFFR 888</td>
<td>Comparative and National Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR 974</td>
<td>Topics in Public Affairs</td>
<td>3</td>
</tr>
</tbody>
</table>

Total credits required:

Guide Graduate Policies tab

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**Commitments**

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

---

**Supporting Information**

Additional Information:

---

**Approvals**

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

Enter any notes about approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by and date: Date entered:

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

Enter any notes about the approval here:

Entered by: Date entered:

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

Enter any notes about approval here:

Entered by: Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:
Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description: Public Aff

Other plan codes associated with this program:

Field of Study: Social Science

Plan Group:

CIP Code: 44.0501 - Public Policy Analysis, General.

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Key: 469
Date Submitted: 11/05/21 1:58 pm

Viewing: **GMIN511 : History of Medicine**

Last approved: 09/25/18 8:48 pm
Last edit: 12/21/21 3:13 pm
Changes proposed by: jennabecker

Catalog Pages Using this Program

- History of Medicine, Doctoral Minor

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 11/05/21 3:42 pm
   Joann Steinich
   (jlsteinich):
   Approved for MED HIST Dept. Approver
2. 11/05/21 3:50 pm
   Andrea Poehling
   (adpoehli):
   Approved for MED School Admin Reviewer
3. 12/13/21 10:17 am
   Andrea Poehling
   (adpoehli):
   Approved for MED School Approver
4. 12/22/21 3:16 pm
   Karen Mittelstadt
   (mittelstadt):
   Approved for APIR Admin

History
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

Upon notification that the program is seeking suspension and discontinuation, the Graduate School confirmed with the program that no students have been identified as pursuing the minor. Because a formal doctoral minor declaration process has not yet been implemented on campus, the only channels to learn of students pursuing the minor are through informal communication. The Graduate School also completed a search in SIS for any students that had the minor indicated on the warrant, and none were found. If any students are found to have been pursuing and then completed the minor but will not have their PhD degree conferred before the discontinuation term, they will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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:  Minor (PhD and BSE only)

Who is the audience?

   Graduate or professional

Home Department:  Medical History and Bioethics (MED HIST)

School/College:  School of Medicine and Public Health

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

Is this in the Graduate School? Yes

SIS Code: GMIN511

SIS Description: History of Medicine MIN

Transcript Title: History of Medicine

---

**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?

*Because there are no students who have earned the minor and not yet the PhD, and the program is not aware of any students pursuing the minor, they seek to suspend and discontinue the minor with the Fall 2022 Guide publishing.*

Explain the precipitating circumstances or rationale for the proposal.

*This minor has been awarded 2 times in the past 5 years.*

What is the potential impact on enrolled students?

NA

What is the potential impact on faculty and staff?

NA

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

*The decision to suspend and discontinue the minor was made by the Department.*

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

NA

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

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

NA

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

NA

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 is not aware of any prospective students.

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?

NA

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>Primary Dean's Office Contact</td>
<td>Poehling, Andrea</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td>608/262-2628</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Lederer, Susan</td>
<td><a href="mailto:selederer@wisc.edu">selederer@wisc.edu</a></td>
<td>608/262-4195</td>
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</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
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

### Faculty and Staff 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

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 must take 9 credits from the Medical History and Bioethics subject to complete the doctoral minor.

Total credits required:

Guide Graduate Policies tab

### 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

Additional Information:

Approvals

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

Enter any notes about approval here:

Entered by: Andrea Poehling for Susan Lederer
Date entered: 10/25/21

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:

Unanimous approval via electronic vote

Entered by and date: Andrea Poehling Date entered: 12/13/21

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.
For Administrative Use

Admin Notes:

Guide URL:
/graduate/medical-history-bioethics/history-medicine-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description:

Hist Med

Other plan codes associated with this program:

Field of Study: Arts and Humanities

Plan Group:

CIP Code: 54.0104 - History and Philosophy of Science and Technology.

Scan this proposal: Yes

Upload documents that should be scanned:

Reviewer Comments
Date Submitted: 11/05/21 4:09 pm

Viewing: **GMIN748 : Molecular and Cellular Pharmacology**

Last approved: 04/24/20 4:38 pm
Last edit: 12/13/21 10:17 am
Changes proposed by: jennabecker

Catalog Pages Using this Program

**Molecular and Cellular Pharmacology, Doctoral Minor**

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna Alsteen - RGE</td>
</tr>
</tbody>
</table>

In Workflow

1. SMPH ADM Dept. Approver
2. MED School Admin Reviewer
3. MED School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 11/05/21 4:56 pm Andrea Poehling (adpoehli):
   Approved for SMPH ADM Dept. Approver
2. 11/05/21 4:57 pm Andrea Poehling (adpoehli):
   Approved for MED School Admin Reviewer
3. 12/13/21 10:17 am Andrea Poehling (adpoehli):
   Approved for MED School Approver
4. 12/22/21 3:16 pm Karen Mittelstadt (mittelstadt):
   Approved for APIR Admin

History

https://next-guide.wisc.edu/programadmin/?key=457
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School's initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years. The program identified two students who are pursuing the minor but have not yet completed the PhD degree. The minor has been added to the student’s SIS record. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the latest student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: School of Med & Pub Hlth ADM (SMPH ADM)

School/College: School of Medicine and Public Health

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

Is this in the Graduate School? Yes

SIS Code: GMIN748

SIS Description: Molecular & Cellular Pharm MIN

Transcript Title: Molecular and Cellular Pharmacology

---

**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 2026**

What is the timeline and advance communication plan?

The students were made aware of the plan to discontinue this minor in the summer of 2026.

Explain the precipitating circumstances or rationale for the proposal.

This minor has been awarded once in the past five years.

What is the potential impact on enrolled students?

They will be able to continue their coursework for the minor. The discontinuation will happen after the students are expected to graduate.

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

The department contacted the students, and they are aware of the discontinuation timeframe.

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

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

*The coursework is still available.*

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

*The coursework is still available.*

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 is not aware of any prospective students.*

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?

NA

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>Primary Contact</td>
<td>Cooper, Kristin</td>
<td><a href="mailto:kgcooper@wisc.edu">kgcooper@wisc.edu</a></td>
<td>608/262-9826</td>
<td>Student Services Coordinator</td>
</tr>
<tr>
<td><strong>Primary Dean's Office Contact</strong></td>
<td>Poehling, Andrea</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td>608/262-2628</td>
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</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
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<td>Statistics (STATISTICS)</td>
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</table>

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

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

Are all assessment reports in the home academic unit up to date? Yes
Will this program be part of a consortial or collaborative arrangement with another college or university? No

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

---

**Faculty and Staff 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

Please contact: Program Coordinator: mcp@med.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.

Guide Requirements tab

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHMCOL-M 781</td>
<td>Molecular and Cellular Principles in Pharmacology</td>
<td>4</td>
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<tr>
<td>PHMCOL-M/</td>
<td>Cellular Signal Transduction Mechanisms</td>
<td>3</td>
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<td>BIOCHEM/</td>
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<tr>
<td>ZOOLOGY 630</td>
<td></td>
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<tr>
<td>PHMCOL-M 739</td>
<td>Rigor, Reproducibility and Becoming an Effective Researcher</td>
<td>1</td>
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<tr>
<td>STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I</td>
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</table>

Total Credits 12

Total credits required: 12

Guide Graduate Policies tab
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

Additional Information:

Approvals

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

Enter any notes about approval here:

Entered by: Andrea Poehling for Nathan Sherer
Date entered: 11/1/21

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:

Unanimous approval via electronic vote
Entered by and date: Andrea Poehling
Date entered: 12/13/21

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/medicine-public-health-school-wide/molecular-cellular-pharmacology-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description: Mol&CellPh

Other plan codes associated with this program:
<table>
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<th>Field of Study:</th>
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<td>Plan Group:</td>
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</table>

Scan this proposal:
Upload documents that should be scanned:

Reviewer
Comments

Key: 457
Date Submitted: 12/13/21 3:19 pm

Viewing: GMIN864 : Rehabilitation Counselor Education

Last approved: 09/25/18 9:22 pm
Last edit: 12/21/21 3:51 pm
Changes proposed by: jennabecker

Catalog Pages Using this Program
Rehabilitation Counselor Education, Doctoral Minor

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

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

In Workflow
1. RP & SE Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 12/13/21 3:19 pm
Susan Smedema (ssmedema): Approved for RP & SE Dept. Approver
2. 12/20/21 3:17 pm
Maddie Sychta (sychta): Approved for EDU School Admin Reviewer
3. 12/20/21 3:21 pm
Maddie Sychta (sychta): Approved for EDU School Approver
4. 12/22/21 3:16 pm
Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

Upon notification that the program is seeking suspension and discontinuation, the Graduate School confirmed with the program that no students have been identified as pursuing the minor. Because a formal doctoral minor declaration process has not yet been implemented on campus, the only channels to learn of students pursuing the minor are through informal communication. The Graduate School also completed a search in SIS for any students that had the minor indicated on the warrant, and none were found. If any students are found to have been pursuing and then completed the minor but will not have their PhD degree conferred before the discontinuation term, they will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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

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**Basic Information**

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

**Type of Program:** Minor (PhD and BSE only)

**Who is the audience?** Graduate or professional

**Home Department:** Rehab Psych and Special Educ (RP & SE)

**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

SIS Code: GMIN864

SIS Description: Rehab Counselor Education MIN

Transcript Title: Rehabilitation Counselor Education

**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?

*Because there are no students who have earned the minor and not yet the PhD, and the program is not aware of any students pursuing the minor, they seek to suspend and discontinue the minor with the Fall 2022 Guide publishing.*

Explain the precipitating circumstances or rationale for the proposal.

*This minor has been awarded 1 time in the past 5 years.*

What is the potential impact on enrolled students?

NA

What is the potential impact on faculty and staff?

NA

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

*The decision to suspend and discontinue the minor was made by the Department.*

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

NA

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

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

NA

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

NA

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 is not aware of any prospective students.

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?

NA

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.

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

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

Faculty and Staff Resources

https://next-guide.wisc.edu/programadmin/?key=472
**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

The student must request that a faculty member in rehabilitation counselor education serve as the doctoral minor advisor. Coursework must be selected in consultation with the faculty advisor. It is recommended that students meet with a faculty member to plan the minor courses and submit the minor declaration form during the first year of doctoral study.

Contact information: RP & SE student services coordinator, rpseinfo@education.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.

Guide Requirements tab

The doctoral minor in rehabilitation counselor education consists of 9 credits of coursework from the rehabilitation psychology and special education area of the Department of Rehabilitation Psychology and Special Education.

These 9 credits must be at the 500 level or above, and chosen in consultation with a faculty advisor.

Total credits required:

Guide Graduate Policies tab

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.

Commitments
Supporting Information

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 Rehabilitation Psychology & Special Education voted to support this suspension and discontinuation proposal on 12/6/2021.

Entered by: Maddie Sychta
Date entered: 12/20/2021

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 Academic Planning Council voted to support this proposal on 12/15/2021.

Entered by and date: Maddie Sychta 12/20/2021

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:
For Administrative Use

Admin Notes:

Guide URL:
/graduate/rehabilitation-psychology-special-education/rehabilitation-counselor-education-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description:

RehabCoun

Other plan codes associated with this program:

Field of Study: Social Science

Plan Group:

CIP Code: 51.2310 - Vocational Rehabilitation Counseling/Counselor.

Scan this proposal: Yes

Upload documents that should be scanned:
Date Submitted: 12/13/21 3:12 pm

**Viewing: GMIN101: Special Education**

Last approved: 09/25/18 7:54 pm

Last edit: 12/21/21 3:02 pm

Changes proposed by: jennabecker

Catalog Pages Using this Program

- Special Education, Doctoral Minor

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

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

In Workflow

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

Approval Path

1. 12/13/21 3:17 pm
   Susan Smedema (ssmedema): Approved for RP & SE Dept. Approver
2. 12/20/21 3:17 pm
   Maddie Sychta (sychta): Approved for EDU School Admin Reviewer
3. 12/20/21 3:21 pm
   Maddie Sychta (sychta): Approved for EDU School Approver
4. 12/22/21 3:15 pm
   Karen Mielstadt (mielstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

This proposal is to suspend and discontinue the doctoral minor as part of the Graduate School’s initiative to administratively assist those wishing to discontinue their minors due to low or no awards in recent years.

The program identified four students who are pursuing the minor but have not yet completed the PhD degree. The minor has been added to the students' SIS records. The Graduate School also did a search in SIS for any students that had the minor indicated on the warrant. All identified students were notified of the minor’s future discontinuation. Communication between the program and Graduate School determined the discontinuation term, which is one year after the latest student’s expected graduation term. Any students who do not complete the PhD degree before the minor discontinuation term will still meet the Breadth requirement, but will be awarded the “distributed minor”.

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:  Minor (PhD and BSE only)

Who is the audience?

Graduate or professional

Home Department:  Rehab Psych and Special Educ (RP & SE)

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
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 2025 (1256)

What is the timeline and advance communication plan?

All four students have been informed of the future discontinuation of this minor. They all plan to be done with their PhD degrees in spring 2024.

Explain the precipitating circumstances or rationale for the proposal.

There have been 2 minors awarded in the past 5 years.

What is the potential impact on enrolled students?

They will be able to continue their coursework for the minor. The discontinuation will happen after the students are expected to graduate.

What is the potential impact on faculty and staff?

NA

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

The decision to suspend and discontinue the minor was made by the Department.

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

The department contacted the students, and they are aware of the discontinuation timeframe.

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

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

The coursework is still available.

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

The coursework is still available.

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 is not aware of any prospective students.

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?

NA

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.

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
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

Faculty and Staff 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

The student must request that a special education area faculty member serve as the doctoral minor advisor. Coursework must be selected in consultation with the faculty advisor. The minor declaration form must be completed and submitted to the student services coordinator in the RP & SE department. Contact information: RP & SE student services coordinator, rpseinfo@education.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.

Guide Requirements tab

The doctoral minor in special education consists of 9 credits to include:

**RP & SE 871** Foundations of Special Education (usually offered in fall semesters)

Additional course work in the special education area of the RP & SE department to reach a minimum of 9 credits, to be chosen in consultation with a faculty advisor.

Total credits required:

Guide Graduate Policies tab

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

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 Rehabilitation Psychology & Special Education voted to support this suspension and discontinuation proposal on 12/6/2021.

Entered by: Maddie Sychta
Date entered: 12/20/2021

**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 Academic Planning Council voted to support this proposal on 12/15/2021.

Entered by and date: Maddie Sychta  Date entered: 12/20/2021

**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/rehabilitation-psychology-special-education/special-education-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description: Special Ed

Other plan codes associated with this program:

Field of Study: Social Science

Plan Group:


Scan this proposal: Yes

Upload documents that should be scanned:
Date Submitted: 12/20/21 1:54 pm

**Viewing: GMIN744 : Pharmaceutical Sciences**

Last approved: 09/25/18 9:12 pm

Last edit: 01/07/22 4:30 pm

Changes proposed by: janetski

Catalog Pages Using this Program

- **Pharmaceutical Sciences, Doctoral Minor**

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Beth Janetski - PHM</td>
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</table>

In Workflow

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

Approval Path

1. 12/20/21 2:50 pm
   - Beth Janetski (janetski): Approved for PHARMACY Dept. Approver
2. 12/21/21 9:16 am
   - Melgardt De Villiers (devilliers): Approved for PHM School Admin Reviewer
3. 12/21/21 9:22 am
   - Melgardt De Villiers (devilliers): Approved for PHM School Approver
4. 12/22/21 3:16 pm
   - Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

Request suspension and discontinuation of the doctoral minor in Pharmaceutical Sciences for Fall 2022.

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

Fall 2022 (1232)

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

No

Basic Information

Program State: Suspend, will be discontinued

Type of Program: Minor (PhD and BSE only)

Who is the audience? Graduate or professional

Home Department: School of Pharmacy (PHARMACY)

School/College: School of Pharmacy

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

No

Is this in the Graduate School? Yes

SIS Code: GMIN744

SIS Description: Pharmaceutical Sciences MIN

Transcript Title: Pharmaceutical Sciences

Suspension and Discontinuation

https://next-guide.wisc.edu/programadmin/?key=456
What is the last term that a student could declare this program?  
(1226)

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

Summer 2022

What is the timeline and advance communication plan?

The website will be updated to indicate that this program is no longer accepting students.  
There are no current students seeking this minor.

Explain the precipitating circumstances or rationale for the proposal.

This program has been low enrolled and only one student has graduated with this minor in the past 6 years.

What is the potential impact on enrolled students?

There are no enrolled students.

What is the potential impact on faculty and staff?

Students in this minor are invited to complete 600/700-level course work from Pharmaceutical Sciences course subject with the graduate attribute. There are no courses offered solely for doctoral minor students. It is intended that all PharmSci courses will still be available for doctoral minor students to complete.

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

All Pharmaceutical Sciences faculty have been made aware and approved the suspension and discontinuation of the Doctoral Minor in Pharmaceutical Sciences in November 2021.

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

n/a

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

Only 1 PhD minor was awarded in 2016-2021. The impact of discontinuing the minor was discussed in our graduate studies committee and it was determined that interested students outside of our program can still participate in our coursework as either elective coursework for their program, or part of an option B (distributed) minor.
Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Courses are expected to maintain the quality established by the School of Pharmacy Curriculum Committee and quality is monitored by the school Assessment Committee through course evaluation summary reports.

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

All eligible course for the doctoral minor are still being taught and will continue to be taught. No necessary changes are expected. Students will continue to be advised by the Director of Graduate Studies for the Pharmaceutical Sciences program until they have completed the 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?

Upon approval the program website will be changed to indicate that this program is no longer accepting students and will be discontinued. There have been no commitments made to any prospective students at this time.

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

There are no students who have stopped out of the program.

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.

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

No

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**Faculty and Staff Resources**

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**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

Candidates for the minor should have an undergraduate degree in biochemistry, chemistry, engineering, or one of the biological or medical sciences. A minimum graduate GPA of 3.0 (on a 4.0 scale) is required.  

Minor Advisor: The School of Pharmacy's Assistant Dean for Graduate Studies will serve initially as the minor adviser, with the opportunity to select a Division of Pharmaceutical Sciences faculty member as the minor advisor if appropriate. The minor advisor will help the student select coursework appropriate for the student’s minor program.

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

Guide Requirements tab

A minimum of 9 credits must be earned in coursework selected from 600/700-level courses offered by faculty in the Division of Pharmaceutical Sciences. Any 600-level course selected must be a "graduate"-designated course. Students must maintain a cumulative average of B or better in all minor courses, with no grade lower than BC. Courses must be graded (A–F); that is, courses taken pass-fail, satisfactory-unsatisfactory, or for audit may not be used toward Minor Option A in Pharmaceutical Sciences.

The student must complete the minor coursework by the time they are ready for their preliminary examination in their major program.

The minor advisor is authorized to sign the preliminary warrant in the student’s major program if the minor requirements have been met.

Total credits required:

https://next-guide.wisc.edu/programadmin/?key=456
Guide Graduate Policies tab

**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**

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 program faculty November 2021

Entered by: Beth Janetski
Date entered: 12/20/21

*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

https://next-guide.wisc.edu/programadmin/?key=456
On November 19, 2021, the School of Pharmacy Academic Planning unanimously approved the request to discontinue the Pharmaceutical Sciences Doctoral Minor. This decision was made with the full support of the Dean of the School of Pharmacy.

Entered by and date: Melgardt de Villiers
Date entered: 12/21/2021

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/pharmacy-school-wide/pharmaceutical-sciences-doctoral-minor/

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

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

Field of Study: Biological Science

Plan Group:


Scan this proposal: Yes

Upload documents that should be scanned:

Reviewer Comments

**Jenna Alsteen (jennabecker) (01/07/22 4:30 pm):** Changed this proposal to reflect that there are no longer any students pursuing this minor per BJ.

Key: 456
Viewing: 400MSAPMCH : Fundamentals of Applied Mechanics

Parent Plan: MAJ: Engineering Mechanics MS

Last approved: 04/15/21 4:47 pm

Last edit: 01/21/22 1:26 pm

Catalog Pages Using this Program


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>

Approval Path

1. 01/11/22 4:48 pm Carl Sovinec (csovinec): Approved for EGR PHYS Dept. Approver
2. 01/12/22 3:51 pm Sara Hagen (skhagen): Approved for EGR College Admin Reviewer
3. 01/13/22 10:59 am Sara Hagen (skhagen): Rollback to Initiator
4. 01/14/22 3:46 pm Carl Sovinec (csovinec): Approved for EGR PHYS Dept. Approver
5. 01/18/22 2:15 pm Sara Hagen
Proposal Abstract/Summary:

This program has not met expectations for enrollment and thus seeks to suspend admissions and discontinue the named option.

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: Engineering Mechanics MS
Parent Audience: Graduate or professional
Parent Home Department: Engineering Physics (EGR PHYS)
Parent School/College: College of Engineering

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

No

Parent is in the Graduate School: Yes
Parent Award: Master of Science
SIS Code: 400MSAPMCH
SIS Description: Fundamentals of Applied Mechanics
Transcript Title: Fundamentals of Applied Mechanics
Named Options: 400MSAPMCH: Fundamentals of Applied Mechanics
               400MSRSRCH: Research
               400MSAERO: Aerospace Engineering

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

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

---

**Suspension and Discontinuation**

https://next-guide.wisc.edu/programadmin/?key=7
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?

Few prospective students have expressed interest. We have informed those who have that the program will be suspended. We will also make changes to the online Guide to reflect the program’s suspension and discontinuation.

Explain the precipitating circumstances or rationale for the proposal.

Total enrollment in the FAM accelerated program has not achieved the level anticipated when the program was proposed and initiated, and only one student has graduated from the program since students were first enrolled in 2018. Recruiting science-degree undergraduates who have interest in pursuing engineering and who have sufficient math and technical skills to keep pace with the accelerated curriculum has been challenging. Anecdotally, many of the admitted students appear to wait for admission to another graduate program that will offer them financial support through assistantships.

What is the potential impact on enrolled students?

The courses that compose the FAM curriculum are taught for other degree programs, so currently enrolled students will not experience any changes.

What is the potential impact on faculty and staff?

There will be none.

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

Suspension and discontinuation was discussed and approved at a faculty meeting.

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

We have contacted the one student who is currently in the program to inform him of the change, to explain that the change will not affect him, and to offer an opportunity to answer any questions.

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

We have sent an e-mail message to the one graduate of this named option program to explain the reason for the discontinuation and to explain why this change should not affect name recognition for his degree, which is based on the parent EM MS degree that will continue.
Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Because there is no change in the offering or teaching of the classes that are taken for the degree, there will be no impact on quality.

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

There is no change.

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?

Three potentially qualified students have submitted applications for the program starting in the Summer 2022 term. If any are accepted, we will notify them that while the program is available to them, it will be discontinued after their expected completion. As with current students, the coursework will be taught, regardless, so there will be no impact to the curriculum for this last cohort.

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

There are none.

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

There is none.

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>Wilson, Paul</td>
<td><a href="mailto:ppwilson@wisc.edu">ppwilson@wisc.edu</a></td>
<td>608/263-0807</td>
<td>Professor</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Sovinec, Carl</td>
<td><a href="mailto:csovinec@wisc.edu">csovinec@wisc.edu</a></td>
<td>608/263-5525</td>
<td>Professor</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Sovinec, Carl</td>
<td><a href="mailto:csovinec@wisc.edu">csovinec@wisc.edu</a></td>
<td>608/263-5525</td>
<td>Professor</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Hagen, Sara</td>
<td><a href="mailto:skhagen@wisc.edu">skhagen@wisc.edu</a></td>
<td>608/263-8860</td>
<td>Academic Planner</td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? No

Please explain.

The assessment report for the Undergraduate Certificate in Nuclear Engineering Materials is expected by March 4, 2022.

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 was one named option of the Engineering Mechanics MS parent program. The Research named option is a traditional MS program with independent study and possibly thesis research. The Aerospace Engineering named option is another accelerated program that is already garnering stronger interest from prospective students.

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:

$1,200/credit

What is the rationale for selecting this tuition increment?

See additional information below 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.

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

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

---

### Curriculum and Requirements

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

Parent Plan Admissions/How To Get In Requirements

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

- **Research**
- **Aerospace Engineering**

Admissions to the [Fundamentals of Applied Mechanics](#) named option will be suspended as of fall 2022 and will be discontinued as of fall 2024. If you have any questions, please contact the department.
Admissions to the Fundamentals of Applied Mechanics named option will be suspended as of fall 2022 and will be discontinued as of fall 2024. If you have any questions, please contact the department.

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>Requirement Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>This 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>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>3</td>
</tr>
</tbody>
</table>

The Fundamentals of Applied Mechanics option of the Master of Science degree in Engineering Mechanics (FAM) is primarily designed for students with a science background who would like to transition to engineering. It may also be suitable for non-mechanics engineering students (electrical, chemical, etc.) who are interested in transitioning to mechanics. Prospective graduate students with a background in mechanics are encouraged to consider our primary M.S. and Ph.D. in Engineering Mechanics programs.

The Graduate School sets minimum requirements for admissions. Academic program admission requirements are often more rigorous than those set by the Graduate School. Please check the program website for details and admissions deadlines.

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
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>Credits</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>See Named Options for policy information.</td>
</tr>
</tbody>
</table>

Overall Graduate GPA 3.00 GPA required.

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

Assessments and Examinations: See Named Options for policy information.

Language Requirements: No language requirements.

### Required COURSES

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

### Named Options

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

- **Engineering Mechanics: Aerospace Engineering, M.S.**
- **Engineering Mechanics: 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>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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement Value</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>15 of the required 30 credits must be in graduate-level coursework from E M A and Engineering Physics; 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>Courses in which grades of BC, C, or below are received cannot be counted toward the degree except as follows: 1) Credits of C will be allowed provided they are balanced by twice as many credits of A or by four times as many credits of AB, 2) Credits of BC will be allowed provided they are balanced by twice as many credits of AB or by an equal number of credits of A.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

### Required COURSES

**Summer Session**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M A 303</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A 202</td>
<td>Dynamics (strongly recommended prerequisite) ¹</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M E/E M A 307</td>
<td>Mechanics of Materials Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Note: Dynamics is strongly recommended as a prerequisite for Mechanics of Materials.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMA 506</td>
<td>Advanced Mechanics of Materials I</td>
<td>3</td>
</tr>
<tr>
<td>EMA 542</td>
<td>Advanced Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMA/EPE 547</td>
<td>Engineering Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>EMA 601</td>
<td>Special Topics in Engineering Mechanics (Topic: Mechanics Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>EMA 405</td>
<td>Practicum in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>or EMA 605</td>
<td>Introduction to Finite Elements</td>
<td></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMA/EPE 548</td>
<td>Engineering Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>EMA 601</td>
<td>Special Topics in Engineering Mechanics (Topic: Mechanics Seminar)</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose three of the following: 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMA/CE 508</td>
<td>Composite Materials</td>
<td></td>
</tr>
<tr>
<td>EMA 519</td>
<td>Fracture Mechanics</td>
<td></td>
</tr>
<tr>
<td>EMA/MME 570</td>
<td>Experimental Mechanics</td>
<td></td>
</tr>
<tr>
<td>EMA 611</td>
<td>Advanced Mechanical Testing of Materials</td>
<td></td>
</tr>
<tr>
<td>EMA 622</td>
<td>Mechanics of Continua</td>
<td></td>
</tr>
<tr>
<td>EMA 642</td>
<td>Satellite Dynamics</td>
<td></td>
</tr>
<tr>
<td>EMA 705</td>
<td>Advanced Topics in Finite Elements</td>
<td></td>
</tr>
</tbody>
</table>

1. While strongly recommended, EMA 202 Dynamics will not satisfy any degree requirement for this program and will not count toward the 30 credits required to earn the degree.

2. At least one of the three must be either EMA 705 Advanced Topics in Finite Elements, EMA 622 Mechanics of Continua, or EMA 642 Satellite Dynamics.

Total credits required: 30

Parent Plan Graduate Policies

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

- **Research**
- **Aerospace Engineering**
- **Fundamentals of Applied Mechanics**

Guide Graduate Policies tab
Graduate School Policies

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

Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions
No transfer credits are allowed.

UW–Madison Undergraduate
With program approval, students are allowed to count up to 7 credits of coursework from the following list of courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P/E M A 547</td>
<td>Engineering Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>E P/E M A 548</td>
<td>Engineering Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>E M A 303</td>
<td>Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M E 307</td>
<td>Mechanics of Materials Lab</td>
<td>1</td>
</tr>
<tr>
<td>E M A 405</td>
<td>Practicum in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 405</td>
<td>Practicum in Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 506</td>
<td>Advanced Mechanics of Materials I</td>
<td>3</td>
</tr>
<tr>
<td>E M A/CIV ENGR/ M E 508</td>
<td>Composite Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A 519</td>
<td>Fracture Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 542</td>
<td>Advanced Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M A/M E 570</td>
<td>Experimental Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>E M A 605</td>
<td>Introduction to Finite Elements</td>
<td>3</td>
</tr>
<tr>
<td>E M A 611</td>
<td>Advanced Mechanical Testing of Materials</td>
<td>3</td>
</tr>
<tr>
<td>E M A 622</td>
<td>Mechanics of Continua</td>
<td>3</td>
</tr>
<tr>
<td>E M A 642</td>
<td>Satellite Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>
These may be counted toward the Minimum Graduate Degree Credit Requirement as applicable. No credits may be counted toward the minimum graduate residence credit requirement. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

**UW–Madison University Special**

With program approval, students are allowed to count up to 15 credits of coursework numbered 400 or above taken as a UW–Madison Special student toward the minimum graduate residence credit requirement, and the minimum graduate degree credit requirement. UW–Madison coursework taken as a University Special student would not be allowed to count toward the 50% graduate coursework minimum unless taken at the 700 level or above. Coursework earned five or more years prior to admission to a master’s is not allowed to satisfy requirements.

### Probation

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

### ADVISOR / COMMITTEE

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

### CREDITS PER TERM ALLOWED

15 credits

### Time Constraints

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

### Grievances and Appeals

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

Last Approved: Apr 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)

Engineering Mechanics Grievance Procedures

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

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

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

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

On receipt of a written complaint, a faculty committee will be convened by the Grievance Advisor to manage the grievance. The program faculty committee will obtain a written response from the person toward whom the complaint is directed. The response will be shared with the person filing the grievance.

The faculty committee will determine a decision regarding the grievance. The Grievance Advisor will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.

At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the College of Engineering.

The Assistant Dean for Graduate Affairs (engr-dean-graduateaffairs@engr.wisc.edu) provides overall leadership for graduate education in the College of Engineering (CoE) and is a point of contact for graduate students who have concerns about education, mentoring, research, or other difficulties.

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

Other

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

https://next-guide.wisc.edu/programadmin/?key=7
Program Learning Outcomes and Assessment

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

Summarize the assessment plan.

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

https://next-guide.wisc.edu/programadmin/?key=7
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 initiated the suspension/discontinuation of this named option with faculty approval.

Entered by: Carl Sovinec
Date entered: 1/14/2022

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

Enter any notes about approval here:

Approved by College of Engineering APC on 1/19/2022.

Entered by and date: Sara Hagen 01/21/2022

*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/engineering-physics/engineering-mechanics-ms/engineering-mechanics-fundamentals-applied-mechanics-ms/

SIS effective date:

Guide publish date/type:

Tuition start term:

SIS Short Description:
FunAppMech

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

Sara Hagen (skhagen) (01/13/22 10:59 am): Rollback: See email from Sara Hagen.
Date Submitted: 12/02/21 11:29 am

Viewing: GCRT976: Certificate in Implementation Science Clinical and Community Health Outcomes Research

Last approved: 10/15/20 8:41 am
Last edit: 02/03/22 8:13 am
Changes proposed by: adpoehli

Catalog Pages Using this Program
Clinical and Community Outcomes Research, Graduate/Professional Certificate

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>Andrea Poehling - MED</td>
</tr>
</tbody>
</table>

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

Approval Path
1. 12/02/21 11:31 am Peggy Hatfield (pmhatie): Approved for ICTR Dept. Approver
2. 12/02/21 11:36 am Andrea Poehling (adpoehli): Approved for MED School Admin Reviewer
3. 01/20/22 1:12 pm Andrea Poehling (adpoehli): Approved for MED School Approver
4. 01/28/22 10:23 am Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

Proposal to change the name of the certificate (identical proposals for the capstone and grad/prof certificates are being submitted simultaneously). Also updating email address in admissions section and removing courses that are no longer being taught.

The SMPH APC approved the proposal on 1/19/2022. Review is requested by GFEC at the 2/11/2022 meeting and by UAPC at the 2/17/2022 meeting. Presenters: SMPH Associate Dean James (Jim) Keck and Professor Barbara (Barb) King, the program's faculty director. Also attending: SMPH Academic Assessment Manager Andrea Poehling.

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: Certificate
Who is the audience? Graduate or professional
Home Department: Clinical & Translational Rsrch (ICTR)

School/College: School of Medicine and Public Health

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

No

Is this in the Graduate School? Yes

SIS Code: GCRT976

SIS Description: Clinic&Community Outcomes GCrt

Transcript Title: Certificate in Implementation Science Clinical and Community Health Outcomes Research

Will this name change apply to all enrolled students in the same term (turn-key)? Yes

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>King, Barbara Bowers; Barbara</td>
<td><a href="mailto:bikings@wisc.edu">bikings@wisc.edu</a></td>
<td>608/263-5319</td>
<td>608/263-5189</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:bjbowers@wisc.edu">bjbowers@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Hatfield, Peggy Vincieve; Deidre</td>
<td><a href="mailto:pmhatfie@wisc.edu">pmhatfie@wisc.edu</a></td>
<td>608/261-1939</td>
<td>608/263-3274</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:vinceveineus@wisc.edu">vinceveineus@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Poehling, Andrea</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td>608/262-2628</td>
<td>608/263-7371</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Brasier, Allan</td>
<td><a href="mailto:abrasier@wisc.edu">abrasier@wisc.edu</a></td>
<td>608/263-7371</td>
<td>608/263-7371</td>
</tr>
</tbody>
</table>

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

- Population Health Sciences (POP-HLTH)
- Sociology (SOCIOLGY)
### Departments

<table>
<thead>
<tr>
<th>Department Name</th>
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<tbody>
<tr>
<td>Educational Psychology (ED-PSYCH)</td>
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<td>School of Pharmacy (PHARMACY)</td>
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<tr>
<td>LaFollette Schl Public Affairs (PUB AFFR)</td>
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<tr>
<td>Social Work (SOC-WORK)</td>
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<tr>
<td>Planning &amp; Landscape Architect (PLAN&amp;LA)</td>
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<td>Forest and Wildlife Ecology (F&amp;W ECOL)</td>
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<td>Curriculum and Instruction (CURR INSTR)</td>
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<tr>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
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<tr>
<td>Medical Physics (MED PHYS)</td>
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<td>Industrial and Systems Engr (IND SY EGR)</td>
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<tr>
<td>Gender and Women's Studies (GEN WO ST)</td>
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<tr>
<td>School of Nursing (NURSING)</td>
</tr>
<tr>
<td>Industrial and Systems Engr (IND SY EGR)</td>
</tr>
</tbody>
</table>

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

**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?  
Will instruction take place at a location geographically separate from UW-Madison?  
Will this program have outside accreditation?  
Will graduates of this program seek licensure or certification after graduation?  

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

Year of first program review (5 years after first student enrollment):
If this proposal is approved, describe the implementation plan and timeline.

**Rationale and Justifications**

What is the rationale for this change?

The proposed name change is a marketing tactic that allows the program to attract new students in the rapidly growing Implementation Science training space. In addition, the name change better reflects the breadth of the current coursework comprising the certificate, which includes courses emphasizing Implementation Science. Implementation Science by definition, is the scientific study of methods that promote uptake of research findings and evidence-based practice into health service settings (Bauer, Kirchner, 2020). Implementation science aims to accelerate the adoption and integration of evidence-based practices, interventions, and policies into healthcare and public health settings, thus improving population/public health. To train the next generation of health science researchers, course work/offerings need to extend beyond those currently provided for conducting clinical trials and bench science.

The email address is changing from an individual's account to a service account.

The I SY E courses are being removed from the list of seminar options because the faculty member who taught them has retired and there appear to be no plans to offer the courses in the foreseeable future.

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

Locally, ICTR conducts a fall short course on Dissemination and Implementation Science. Since the start of the workshop in 2016, the number of participants has grown; last year in a virtual setting, the short course recorded over 800 participants. Nationally, the National Institutes of Health is increasingly sponsoring workshops and trainings for the growing community of researchers interested in this topic.
What is the potential impact of the proposed change(s) on enrolled students?

We currently have 12 students enrolled in both certificates and have received responses from 11- all supportive of the name change as it better reflects the training they are receiving. Supporting documentation is provided as an attachment in this proposal.

The removal of the courses from the curriculum will have minimal impact because there are other options available.

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

The name change will have no potential impact on the faculty and staff for the name change, as it will not change their workload to administer the certificate.

The removal of the courses from the curriculum will reduce the amount of time answering questions about why the courses are listed but not offered.

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.

Given that we are only proposing a name change for the CCOR certificate there are no substantive changes to the curriculum for the certificate. One of our electives, Working with Communities, provides several courses options aligned with material and content on inclusivity and diversity. Further we have identified several new courses on the UW-Madison campus that fit within Working with Communities. These additional courses further expand student learning opportunities in diversity and inclusion and implementation science. Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.
Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify 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.

We are not proposing a new program, rather we are proposing to change the name of the current CCOR certificate to more closely reflect the current course work required by the certificate. We will continue to use best practice for recruitment. Certificate flyers will continue to include current Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and former students that represent different races and ethnicities, and professional/academic departments, and circulation of informational certificate flyers to graduate programs on campus. Inclusion section, the proposal will continue to advance without additional information provided. We have also expanded our advisor base for the certificate to increase inclusion and diversity among advisors and increase representation of graduate programs on campus. By increasing diversity of advisors for the program will provide students with a richer learning experience as they complete the certificate requirements.

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 are not proposing a new program. The current certificate format does not require the need to recruit and hire faculty/instructional staff. This certificate is part of the ICTR program. Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate 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.

We are not proposing a new program, the current certificate aligns with ICTR strategic initiatives and core values: Inclusivity/Leadership/Innovation/Collaboration/Accountability/Communication. Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Resources, Budget, and Finance

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.

At present, we are requesting only a change in the name of the certificate. Nonetheless, if this change results in greater enrollment in the certificate, the program has adequate staff and resources to support a larger number of students. The School of Medicine and Public Health provides financial support to ICTR to cover student service personnel charged with administering the CCOR certificate.

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.

Given we are only requesting a name change to the certificate, there is no substantial change in the needs or resources for the program.

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
Application Guidelines

The Institute for Clinical and Translational Research (ICTR) is the administrative home of the Certificate in Implementation Science  Clinical and Community Health Outcomes, Outcomes Research. Detailed information about the curriculum, admission requirements, application procedures, and student services coordinators is posted on the ICTR website.

Whether a student enrolls in the graduate/professional certificate or capstone certificate program will depend on their educational goals. (Course requirements are the same for all.)

Graduate/Professional Certificate Prerequisites and Application and Enrollment Procedures

Graduate and professional students from any discipline are eligible to apply for enrollment in the graduate/professional certificate program. To be considered for admission, complete the following application procedures.

Print and complete the certificate application form (available on the program website).

Send the completed application to Deidre Vincevineus, 2112T HSLC, University of Wisconsin, Madison, WI 53705; studentinquiry@ictr.wisc.edu vincevineus@wisc.edu.

Applications are reviewed on a rolling basis by the certificate advisory committee.

Notification of admission to the certificate program: If the student has completed the application procedures described above, notification of the admission decision will be received within three weeks. Students with questions about the status of the application should contact Deidre Vincevineus at studentinquiry@ictr.wisc.edu vincevineus@wisc.edu.

After the student is admitted, the certificate advisory committee will review the stated research interests and recommend an advisor. An objective is to match students with an advisor from a discipline other than their own, to expose students to a variety of perspectives. Students will be notified with the name and contact information of their advisor. They should schedule a meeting with the certificate advisor within the first month after being admitted to identify learning and career objectives, and to discuss the program in relation to student goals.

Note to Ph.D. students: Ph.D. students may want to start the graduate/professional certificate program early enough to be finished before starting the dissertation because university policy states: “If a dissertator wants to pursue a graduate degree or certificate in another area, the dissertator fee status will be discontinued and regular graduate fees will be assessed, with possible consequences listed above.” See the Graduate School's policy on Dissertator Status.

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for

https://next-guide.wisc.edu/programadmin/?key=347
use by those who will format and edit the content that will appear in the Guide.

Guide Requirements tab

<table>
<thead>
<tr>
<th>Core Requirement</th>
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<tr>
<td><strong>POP HLTH 709</strong></td>
<td>Translational and Outcomes Research in Health and Health Care</td>
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<td><strong>Working with Communities</strong></td>
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<td><strong>HDFS 872</strong></td>
<td>Bridging the Gap Between Research and Action</td>
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<td><strong>HDFS/ED PSYCH/NURSING/SOC WORK 880</strong></td>
<td>Prevention Science</td>
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<td>Health Systems Engineering</td>
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<td><strong>ISYE/POP HLTH 703</strong></td>
<td>Quality of Health Care: Evaluation and Assurance</td>
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<td><strong>NURSING 702</strong></td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
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<tr>
<td><strong>NURSING 761</strong></td>
<td>Health Program Planning, Evaluation, and Quality Improvement</td>
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<td><strong>OTM 753</strong></td>
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<td>Managing Technological and Organizational Change</td>
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<td><strong>OTM 770</strong></td>
<td>Sustainable Approaches to System Improvement</td>
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<td><strong>S&amp;A PHM 652</strong></td>
<td>Pharmacist Communication: Educational and Behavioral Interventions</td>
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<td><strong>POP HLTH/ISYE 703</strong></td>
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<td><strong>Qualitative Methods Relevant to Implementation Science and Community Outcomes Research</strong></td>
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<td>Research Methods and Research Design in Cultural Anthropology</td>
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<td>Introduction to Qualitative Research</td>
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<td>1-2</td>
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<td>or I SY E-699</td>
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<td></td>
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</tbody>
</table>

The certificate advisor can help students choose courses that qualify as fulfilling the two elective areas: (1) Working with Communities and (2) Qualitative Research Methods Relevant to Translational and Outcomes Research. At least one of the courses must be from outside the student's major. Students may propose to their certificate advisor an alternative course (i.e., not on the list of approved electives) for consideration as elective credit, including a course that also fulfills a requirement for their degree program. For criteria and procedures, see the handbook on the [program website](https://next-guide.wisc.edu/programadmin/?key=347).

Students work with their certificate advisor to develop an appropriate project.
Students will sign up for one credit of MEDICINE 990 (section 258) with Dr. Amy Kind. Permission required to enroll. This seminar is taught intermittently.

Students enroll in 2 credits of independent study with their certificate advisor. For details about the Presentation/Video Option for the seminar, contact the certificate coordinator.

Total credits required:

11

Guide Graduate Policies tab

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

---

**Program Learning Outcomes and Assessment**

List the program learning outcomes.

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

Summarize the assessment plan.

---

Department Approved
Assessment Plan:

**Related Programs**

https://next-guide.wisc.edu/programadmin/?key=347
Commitments

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

   Yes

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

   Yes

Courses have enrollment capacity.

   Yes

Courses in the curriculum are numbered 300 or higher.

   Yes

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

   Yes

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

   Yes

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

   Yes

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

   Yes

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

   Yes
At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Yes

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information 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>Scott, Linda</td>
<td>11/16/2021</td>
<td>School of Nursing (NURSING)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swanson, Steven</td>
<td>11/12/2021</td>
<td>School of Pharmacy (PHARMACY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Werner, Nicole</td>
<td>11/18/21</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>Dr. Werner is the director of the Wisconsin Institute for Healthcare Systems Engineering</td>
<td></td>
</tr>
</tbody>
</table>

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

- LOS Implementation Science and Community Health Outcomes Research certs.pdf

Additional Information:

- brief summary of IS.docx
- CCOR Certificate and Capstone Students.docx
Approvals

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

Enter any notes about approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by and date: Date entered:

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

Enter any notes about the approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:
For Administrative Use

Admin Notes:

Guide URL:
/graduate/institute-clinical-translational-research/clinical-community-outcomes-research-graduate-professional-certificate

SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code: GCRT

SIS Short Description: CC Out

Other plan codes associated with this program:

<table>
<thead>
<tr>
<th>Plan code (10 characters)</th>
<th>Plan description (30 characters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCRT976</td>
<td>Clinic&amp;Community Outcomes LCrt</td>
</tr>
<tr>
<td>MCRT976</td>
<td>Clinic&amp;Community Outcomes MCrt</td>
</tr>
<tr>
<td>PCRT976</td>
<td>Clinic&amp;Community Outcomes PCrt</td>
</tr>
<tr>
<td>VCRT976</td>
<td>Clinic&amp;Community Outcomes VCrt</td>
</tr>
</tbody>
</table>

Degree: CRT

Field of Study: Biological Science

Program Length: 1

National Student Clearing House Classification:

Plan Group: 976

Award Category: Graduate/Professional Certificate
Enrollment Category: Graduate Certificate

CIP Code: 51.1401 - Medical Science/Scientist.

UWSTEM: HEALTH: Yes

Educational Innovation Program: Non Traditional Program:

Special Plan Type: CDR certificate category: Postbaccalaureate certificate

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Jenna Alsteen (jennabecker) (02/02/22 8:52 am): Edits made per email from AP.

Jenna Alsteen (jennabecker) (02/03/22 8:13 am): Attachment added for student support.

Key: 347
Viewing: **UNCS976 : Capstone Certificate in Implementation Science Clinical and Community Health Outcomes Research**

Last approved: 04/23/21 9:49 am

Last edit: 02/03/22 8:14 am

Changes proposed by: adpoehli

Catalog Pages Using this Program

**Clinical and Community Outcomes Research, Capstone Certificate**

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>Andrea Poehling - MED</td>
</tr>
</tbody>
</table>

History

1. 12/02/21 11:34 am
   Peggy Hatfield (pmhatfi):
   Approved for ICTR Dept. Approver

2. 12/02/21 11:37 am
   Andrea Poehling (adpoehli):
   Approved for MED School Admin Reviewer

3. 01/20/22 1:12 pm
   Andrea Poehling (adpoehli):
   Approved for MED School Approver

4. 01/28/22 10:24 am
   Karen Mittelstadt (mittelstadt):
   Approved for APIR Admin

In Workflow

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

https://next-guide.wisc.edu/programadmin/?key=977
Proposal Abstract/Summary:

Proposal to change the name of the certificate (identical proposals for the capstone and grad/prof certificates are being submitted simultaneously). Also updating email address in admissions section and removing courses that are no longer being taught.

The SMPH APC approved the proposal on 1/19/2022. Review is requested by GFEC at the 2/11/2022 meeting and by UAPC at the 2/17/2022 meeting. Presenters: SMPH Associate Dean James (Jim) Keck and Professor Barbara (Barb) King, the program's faculty director. Also attending: SMPH Academic Assessment Manager Andrea Poehling.

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
Type of Program: Capstone Certificate (Special only)

Who is the audience? Special

Home Department: Clinical & Translational Rsrch (ICTR)

School/College: School of Medicine and Public Health

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

No

Is this in the Graduate School? Yes

SIS Code: UNCS976

SIS Description: Clinic&Community Outcomes CAP

Transcript Title: Capstone Certificate in Implementation Science Clinical and Community Health Outcomes Research

Will this name change apply to all enrolled students in the same term (turn-key)? Yes

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>King, Barbara Bowers; Barbara</td>
<td><a href="mailto:biking2@wisc.edu">biking2@wisc.edu</a></td>
<td>608/263-5319</td>
<td>608/263-5189</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:bjbowers@wisc.edu">bjbowers@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Hatfield, Peggy Vincevineus; Deidre</td>
<td><a href="mailto:pmhatfie@wisc.edu">pmhatfie@wisc.edu</a></td>
<td>608/261-1939</td>
<td>608/263-3274</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:vincevineus@wisc.edu">vincevineus@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Dean’s Office Contact</td>
<td>Poehling, Andrea</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
<td>608/262-2628</td>
<td>608/263-7371</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Brasier, Allan</td>
<td><a href="mailto:abrasier@wisc.edu">abrasier@wisc.edu</a></td>
<td>608/263-7371</td>
<td></td>
</tr>
</tbody>
</table>

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

- **School of Pharmacy (PHARMACY)**
- **Industrial and Systems Engr (IND SY EGR)**
- **School of Nursing (NURSING)**

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

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

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

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

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

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

Will this program have outside accreditation? No

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

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

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

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

---

**Rationale and Justifications**

---
What is the rationale for this change?

The proposed name change is a marketing tactic that allows the program to attract new students in the rapidly growing Implementation Science training space. In addition, the name change better reflects the breadth of the current coursework comprising the certificate, which includes courses emphasizing Implementation Science.

Implementation Science by definition, is the scientific study of methods that promote uptake of research findings and evidence-based practice into health service settings (Bauer, Kirchner, 2020). Implementation science aims to accelerate the adoption and integration of evidence-based practices, interventions, and policies into healthcare and public health settings, thus improving population/public health. To train the next generation of health science researchers, course work/offerrings need to extend beyond those currently provided for conducting clinical trials and bench science.

The email address is changing from an individual's account to a service account.

The I SY E courses are being removed from the list of seminar options because the faculty member who taught them has retired and there appear to be no plans to offer the courses in the foreseeable future.

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

The proposed name change is a marketing tactic that allows the program to attract new students in the rapidly growing Implementation Science training space. In addition, the name change better reflects the breadth of the current coursework comprising the certificate, which includes courses emphasizing Implementation Science.

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

We currently have 12 students enrolled in both certificates and have received responses from 11- all supportive of the name change as it better reflects the training they are receiving. Supporting documentation is provided as an attachment in this proposal.

The removal of the courses from the curriculum will have minimal impact because there are other options available.

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

The name change will have no potential impact on the faculty and staff for the name change, as it will not change their workload to administer the certificate.

The removal of the courses from the curriculum will reduce the amount of time answering questions about why the courses are listed but not offered.
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.

Given that we are only proposing a name change for the CCOR certificate there are no substantive changes to the curriculum for the certificate. One of our electives, Working with Communities, provides several courses options aligned with material and content on inclusivity and diversity. Further we have identified several new courses on the UW-Madison campus that fit within Working with Communities. These additional courses further expand student learning opportunities in diversity and inclusion and implementation science. Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify 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.

We are not proposing a new program, rather we are proposing to change the name of the current CCOR certificate to more closely reflect the current course work required by the certificate. We will continue to use best practice for recruitment. Certificate flyers will continue to include current and former students that represent different races and ethnicities, and professional/academic departments, and circulation of informational certificate flyers to graduate programs on campus. Inclusion section, the proposal will continue to advance without additional information provided. We have also expanded our advisor base for the certificate to increase inclusion and diversity among advisors and increase representation of graduate programs on campus. By increasing diversity of advisors for the program will provide students with a richer learning experience as they complete the certificate requirements.
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 are not proposing a new program. The current certificate format does not require the need to recruit and hire faculty/instructional staff. This certificate is part of the ICTR program. Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate 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.

We are not proposing a new program, the current certificate aligns with ICTR strategic initiatives and core values: Inclusivity/Leadership/Innovation/Collaboration/Accountability/Communication Per APIR/Mittelstadt, since this proposal was in-progress prior to the addition of the Diversity and Inclusion section, the proposal will continue to advance without additional information provided.

---

**Faculty and Staff Resources**

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? Profession-specific tuition, Regent-approved

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.

At present, we are requesting only a change in the name of the certificate. Nonetheless, if this change results in greater enrollment in the certificate, the program has adequate staff and resources to support a larger number of students. The School of Medicine and Public Health provides financial support to ICTR to cover student service personnel charged with administering the CCOR certificate.

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.

Given we are only requesting a name change to the certificate, there is no substantial change in the needs or resources for the program.

Will you be seeking federal financial aid eligibility for this Capstone program? Yes

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: https://studentaid.ed.gov/sa/about/data-center/school/ge

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

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.

Guide Admissions/How to Get In tab

**ADMISSION**

Applicants must possess a baccalaureate degree and not be currently enrolled in a graduate or professional degree program.

**Note:** This capstone certificate is not a full-time program and therefore cannot admit international students needing an F–1 or J–1 visa.

**Application steps**

A complete application includes the following:

An online **application for admission** as a University Special student. On your application, select UNCS Capstone Certificate and the program: **Implementation Science**, **Clinical and Community Health Outcomes**, **Outcomes Research**. This application is received and processed by Adult Career and Special Student Services (ACSSS). The final admission decision is made by the Institute for Clinical and Translational Research.

1. Submission of the following materials to the capstone certificate program coordinator: Deidre Vincevineus, 750 Highland Ave., University of Wisconsin, Madison, WI 53705, **studentinquiry@ictr.wisc.edu** vincevineus@wisc.edu:
   - The fillable downloadable program **application form**;
   - A photocopy of official transcripts from each college attended;
   - A CV or resume; and
   - If English is not your native language or your undergraduate instruction was not in English, please send your official scores from the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB). An admitted Capstone applicant must have a TOEFL (paper-based) test score above 580; TOEFL computer-based test (CBT) score above 237; or MELAB score above 82.

**Notification of admission to the capstone certificate program:**

Within three weeks after submitting a complete application, the applicant receives notice of the admission decision. Questions regarding the status of the application should be directed to the certificate program coordinator: Deidre Vincevineus at **studentinquiry@ictr.wisc.edu** vincevineus@wisc.edu.

**ENROLLMENT**

Upon admission, the Certificate Faculty Advisory Committee reviews the student's stated research interests and recommends an advisor. At a meeting with the advisor, the program curriculum will be developed in relation to the student's learning and career objectives.

**The Adult Career and Special Student Services** (ACSSS) will assist with **enrollment questions**, connecting with other departments and offices on campus, and University policies and procedures (e.g., add, drop, and withdrawal process).
Are international students permitted to enroll in this program? No

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

Guide Requirements tab

**Core Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>POP HLTH 709</td>
<td>Translational and Outcomes Research in Health and Health Care</td>
</tr>
</tbody>
</table>

**Electives**

Select one course from each of the following areas: 1

**Working with Communities**

- **HDFS 872**  Bridging the Gap Between Research and Action
- **HDFS/ED PSYCH/NURSING/SOC WORK 880**  Prevention Science
- **ISY E 417**  Health Systems Engineering
- **ISY E/POP HLTH 703**  Quality of Health Care: Evaluation and Assurance
- **NURSING 702**  Health Promotion and Disease Prevention in Diverse Communities
- **NURSING 761**  Health Program Planning, Evaluation, and Quality Improvement
- **OTM 753**  Healthcare Operations Management
- **OTM 758**  Managing Technological and Organizational Change
- **OTM 770**  Sustainable Approaches to System Improvement
- **S&A PHM 652**  Pharmacist Communication: Educational and Behavioral Interventions
- **POP HLTH/ISY E 703**  Quality of Health Care: Evaluation and Assurance
- **PUBLHLTH 780**  Evidence-Based Decision-Making
- **SOC/C&E SOC 573**  Community Organization and Change
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC/C&amp;E SOC/URB R PL 617</td>
<td>Community Development</td>
</tr>
<tr>
<td></td>
<td>Qualitative Methods Relevant to Implementation Science and Community Health Outcomes</td>
</tr>
<tr>
<td>ANTHRO 909</td>
<td>Research Methods and Research Design in Cultural Anthropology</td>
</tr>
<tr>
<td>COUN PSY/CURRIC/ED POL/ED PSYCH/ELPA/RP &amp; SE 788</td>
<td>Qualitative Research Methods in Education: Field Methods I</td>
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<tr>
<td>CURRIC/COUN PSY/ED POL/ED PSYCH/ELPA/RP &amp; SE 719</td>
<td>Introduction to Qualitative Research</td>
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<td>ELPA 824</td>
<td>Field Research Designs &amp; Methodologies in Educational Administration</td>
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<td>Course MED HIST 728 Not Found</td>
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<td>NURSING 804</td>
<td>Advanced Qualitative Design and Methods</td>
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<td>SOC/ED POL 955</td>
<td>Seminar-Qualitative Methodology</td>
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**Project**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I SYE 961</td>
<td>Graduate Seminar in Industrial Engineering</td>
</tr>
<tr>
<td>or I SYE 699</td>
<td>Advanced Independent Study</td>
</tr>
<tr>
<td>MEDICINE 990</td>
<td>Research</td>
</tr>
<tr>
<td>S&amp;A PHM 703</td>
<td>Community Engagement in Health Services Research</td>
</tr>
</tbody>
</table>

**Presentation/Video Option**

| Total Credits | 11-13 |

1. The certificate advisor can help students choose courses that qualify as fulfilling the two elective areas: (1) Working with Communities and (2) Qualitative Research Methods Relevant to Translational and Outcomes Research. For criteria and procedures, see the handbook on the [program website](https://next-guide.wisc.edu/programadmin/?key=977).
Students work with their certificate advisor to develop an appropriate project.

3
Students will sign up for one credit of MEDICINE 990 (section 258) with Dr. Amy Kind. Permission required to enroll. This seminar is taught intermittently.

4
Students enroll in 2 credits of independent study with their certificate advisor. For details about the Presentation/Video Option for the seminar, contact the certificate coordinator.

5
Students enroll in 2 credits of independent study with their certificate advisor. For details about the Presentation/Video Option for the seminar, contact the certificate coordinator.

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:

11

Semesters to completion:

4

Guide Graduate Policies tab

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

Describe full-time, time-compressed, intensive 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. Develop a research question about a health concern of an actual community.</td>
</tr>
<tr>
<td>2. Select an evidence-based approach to addressing the health concern.</td>
</tr>
<tr>
<td>3. Involve investigators from two or more disciplines and/or stakeholders from two or more sectors as partners in the project.</td>
</tr>
<tr>
<td>4. Demonstrate an understanding of collaboration skills for sustainable partnerships, e.g., benefits to the community partner(s) are built into the project; evidence of partner input to project design.</td>
</tr>
<tr>
<td>5. Employ data gathering and analysis methods that respect community partners' organizational culture, values, staffing, and work flow.</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Department Approved

Assessment Plan:

### Commitments

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

Yes

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

Yes

Courses have enrollment capacity.
Yes
Courses in the curriculum are numbered 300 or higher.

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

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

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

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

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

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

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

Yes
The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar’s Office DARS liaison to keep approved revisions to the curriculum current.
All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

### Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott, Linda</td>
<td>11/16/2021</td>
<td>School of Nursing (NURSING)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swanson, Steven</td>
<td>11/12/2021</td>
<td>School of Pharmacy (PHARMACY)</td>
<td></td>
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</tr>
<tr>
<td>Werner, Nicole</td>
<td>11/18/2021</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>Dr. Werner is the director of the Wisconsin Institute for Healthcare Systems Engineering</td>
<td></td>
</tr>
</tbody>
</table>
If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

LOS Implementation Science and Community Health
Outcomes Research certs.pdf

Additional Information:
brief summary of IS.docx
CCOR Certificate and Capstone Students.docx

Approvals

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

Enter any notes about approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by and date: Date entered:

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

Enter any notes about the approval here:
UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

<table>
<thead>
<tr>
<th>Entered by:</th>
<th>Date entered:</th>
</tr>
</thead>
</table>

**For Administrative Use**

Admin Notes:

Guide URL:

/nondegree/capstone/clinical-community-outcomes-research-capstone-certificate/

SIS effective date:

Guide publish date/type:

Tuition start term:

<table>
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<th>Special Student</th>
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</thead>
<tbody>
<tr>
<td>SIS Program Code:</td>
<td>UNCS</td>
</tr>
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<td>SIS Short Description:</td>
<td>CC Out</td>
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</table>

Other plan codes associated with this program:

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<th>Degree:</th>
<th>CRT</th>
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</thead>
<tbody>
<tr>
<td>Field of Study:</td>
<td>Biological Science</td>
</tr>
<tr>
<td>Program Length:</td>
<td>1</td>
</tr>
<tr>
<td>National Student Clearing House Classification:</td>
<td>Post Baccalaureate certificate</td>
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</table>
Plan Group: 976
Award Category: Capstone
Enrollment Category: Capstone Special
CIP Code: 51.1401 - Medical Science/Scientist.
UWSTEM:
HEALTH: Yes
Educational Innovation Program:
Distance Education Program:
Non Traditional Program:
Special Plan Type: The entire plan is a Non-pooled plan
CDR certificate category: Postbaccalaureate certificate
Scan this proposal:
Upload documents that should be scanned:

Reviewer Comments
Jenna Alsteen (jennabecker) (02/02/22 8:54 am): Edits made per email from AP.
Jenna Alsteen (jennabecker) (02/03/22 8:14 am): Attachment added for student support.

Key: 977
New Program Proposal

Date Submitted: 11/30/21 1:52 pm

Viewing: Data Science

Last edit: 02/02/22 9:14 am

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>

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. 11/30/21 1:59 pm
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

2. 12/02/21 11:16 am
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer

3. 12/23/21 9:26 am
   Elaine Klein (emklein): Rollback to STATISTICS Dept. Approver for L&S College Approver

4. 01/03/22 3:50 pm
   Sara Rodock (rodock): Approved for STATISTICS Dept. Approver

5. 01/21/22 4:50 pm
   Elaine Klein (emklein): Approved
Proposal Abstract/Summary:

The University of Wisconsin-Madison proposes to establish a Master of Science in Data Science (MDS). MDS will be a new 131 program jointly administered by the Departments of Statistics and Computer Sciences. The development of the program responds to considerable student interest and fast growing employment opportunities. The program will provide students with abilities in computational and statistical thinking and skills, which may be combined with domain knowledge to address data-rich problems from diverse fields and various industries. Graduates will acquire data science competencies to think critically about data, and to manage, process, model and analyze data to obtain meaning and knowledge, and further to use data in responsible, ethical ways. The program will be comprised of 30 credits. The curriculum will address emerging, and rapidly growing areas of applied statistical and computing research and practice. Graduates may seek employment as data analysts and data scientists or pursue further education in data science, statistics, computer science, or related quantitative and computational fields.

Basic Information

Program State: Active
Type of Program: Degree/Major

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

MS-Data Science NOI rev11_03_21.pdf
MSN MS-Data Science NOI Responses.pdf

Upload completed draft of the full Board of Regents Authorization Proposal for this
Who is the audience? Graduate or professional

Home Department: Statistics (STATISTICS)

School/College: College of Letters and Science

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

Yes

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

The MDS Program Committee (MDSPC) will provide oversight for the MDS program. The program committee will be housed in the Department of Statistics, which will provide necessary administrative functions (e.g., student admission and advising, curricular and financial services, and human resources operations for personnel responsible for these functions). The MDSPC will be responsible for curricular and budgetary decisions, such as credit rate charged to the program and curriculum and courses used to meet requirements, assessment of student learning, and academic program review. The MDSPC will be comprised of 2 faculty members appointed by the chair from each of the departments of Computer Sciences and Statistics, with the two department chairs serving as ex officio members. The committee may also include additional support staff as non-voting members. The program director will be elected by the MDSPC from voting members serving on the committee. Terms of service will be three years and two consecutive terms may be served.

Is this in the Graduate School? Yes

Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Data Science

Named Options:

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

Is this a non-admitting master's degree? No
Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

<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>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>Department Chair</td>
<td>Arpaci-Dusseau, Remzi</td>
<td><a href="mailto:rharpaciduss@wisc.edu">rharpaciduss@wisc.edu</a></td>
<td>608/263-7764</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>Faculty Director</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>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>
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<tbody>
<tr>
<td>Computer Sciences (COMP SCI)</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
</tr>
<tr>
<td>College of Engineering (ENGINEERG)</td>
</tr>
<tr>
<td>School of Business (BUSINESS)</td>
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<tr>
<td>Information School (I SCHOOL)</td>
</tr>
<tr>
<td>Biostatistics and Medical Info (B M I)</td>
</tr>
<tr>
<td>Psychology (PSYCH)</td>
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<tr>
<td>Col of Agricultural &amp; Life Sci (CALS)</td>
</tr>
<tr>
<td>Industrial and Systems Engr (IND SY EGR)</td>
</tr>
<tr>
<td>Educational Psychology (ED PSYCH)</td>
</tr>
</tbody>
</table>

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

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

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

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

Will this program have outside accreditation?  No

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

First term of student enrollment:  Fall 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.

Summer/Fall 2021: approval of 131 budget, Statistics and Computer Sciences MOA, NOI approval

By late November 2021: submission of Lumen Programs proposal

Mid-December 2021: L&S Curriculum Committee Meeting

Late-December 2021: APC Meeting

Late-January to early-February 2022: GFEC Meeting

Early-February 2022: Begin search process for Stats department 131 programs coordinator (deadline April, start June/July)

Mid-February 2022: UAPC Meeting

Late-February 2022: submission of documents for Regents meeting in June

Late-Spring semester 2022: appoint MDSPC chair and committee

June 2022: approval from Regents for fall start

July/August 2022: collect applications and admit first incoming cohort

September 2022: first cohort begins

Rationale and Justifications
Why is the program being proposed? What is its purpose?

The Department of Statistics, in conjunction with the Department of Computer Sciences, plans to develop a new 131 professional program: MS Data Science program. The program will be a joint effort between both departments, with Statistics serving as the home department. This program will build upon expertise and existing programs within the new School of Computing, Data and Information Sciences (CDIS) to offer a Data Science graduate-level program that includes core courses from Statistics and Computer Sciences and electives from these and other departments to give graduates the ability to address advanced level data science challenges.

The MDS program immerses students in data science. It is designed to provide students with the tools necessary to think critically, to compute efficiently, to model and analyze effectively, and to behave ethically with data. The MDS requires 30 credits that are divided between two areas: core courses (24 credits) and electives (6 credits). All students complete the 3 core categories (24 credits between Statistics, Computer Sciences, and Machine Learning) and two elective courses (6 credits).
What is its relation to the institution’s mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

At the UW-Madison institutional level the proposed new program aligns with the new 2020-2025 strategic priorities. Specific priorities include excellence in research and scholarship; ensure the continued vitality, competitiveness, and strength of their graduate and professional programs, excellence in teaching and educational achievement; expand educational programming in areas of high student demand, while maintaining the broad-based strength of the two departments’ educational enterprise, and a vibrant campus community; enhance diversity among their students, faculty, and staff and build upon their strong commitment to diversity to create a welcome, empowered, and inclusive community are paramount in the plans for the new program.

Within CDIS, the new program will strive to meet the mission of contributing to the public good and enriching civil society through researching, teaching and outreach; educating responsible leaders, critical thinkers, and creative innovators; and fostering prosperity in the state, region, and the world.

These priorities are expected to be achieved through offering a highly ranked program based on best practices within data science, where new technologies and tools are implemented within the curriculum. Additionally, there is a plan to offer a summer “onboarding” option to students who are excellent candidates, but perhaps lack an important prerequisite course or two to increase the diversity of students in the program.

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

There is intense demand and interest in data science and ample employment opportunities for MDS graduates; the creation of a MDS program is highly warranted. The growing demand and interest from students for skills in the quantitative and computing fields is evident from the growth of enrollment in graduate programs in Computer Sciences and Statistics in the past several years. The program goal is to offer an MDS program complementary to existing programs in these two departments that better meets the desire and serves the need from both students and employers.
What is the market, workforce, and industry need for this program? Provide evidence.

Data science is one of the fastest growing employment sectors in the nation and in Wisconsin.

Although there is not a specific category labeled "Data Scientist" in the Occupational Outlook Handbook (OOH) from the Bureau of Labor Statistics, the job outlook in the period 2019-29 for Statisticians is projected to grow by 35% and for Computer and Information Research Scientists to grow by 15% (both classified as "much faster than average"). Both areas list the “typical entry-level education” for these fields to be a Master’s degree. It is reasonable to predict that students graduating from a program such as this would be well positioned to meet continued demand for employees with these skills.

The Division of Continuing Studies has provided us with an Occupation Analysis from Burning Glass Technologies for Data Scientists in the midwest (information retrieved December 2020). In this report one can see within the job metrics the projected growth is +19.5% for the next 10 years, average demand is 2,619 postings during 2020, and the median salary is $111,304. In analyzing technical skills necessary to meet this demand, topics such as data science, python, machine learning, R, and predictive modeling are already among the most desired skills and have projected growth for demand in the next 2 years. The proposed program will provide education to students in these important areas.

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

Our world increasingly depends on data and computing to produce knowledge and to make decisions. Data Science has emerged as a new field to support these data-driven activities by integrating, synthesizing, and generating ideas, concepts, and tools from statistics, computer science, and domain fields. The proposed Data Science program provides students with training on emerging knowledge that will enable them with skills to solve problems in scientific studies, industry developments, government activities, and social and societal functions.
In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

The MDS program will address diversity issues in all aspects of the program development, recruitment, and implementation. Students, staff and instructors are expected to be aware of, sensitive to, and responsive to all forms of diversity in professional activities, including teaching, learning, and advising. The program curriculum involves Stat and CS courses, and diversity issues will be infused into the program curriculum through considerable flexibility and various options in coursework and learning process to accommodate diverse groups and different populations and to increase cultural knowledge and understanding as well as cross-racial interactions. In order to better recruit and mentor a diverse student body, the faculty and staff plan to develop a summer boot camp for interested students who don’t meet the program prerequisites, or who wish to brush up their skills before returning to a graduate program. The planning for the boot camp will occur after the first year of the program, when we have a better idea of students’ level of preparation coming into the program.

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

Both the Statistics and Computer Sciences Departments offer professional, 131 MS programs, and they see this new MDS program as complementary to these existing programs. The MS Computer Sciences: Professional Master’s Program is more general and spans a broad range of computer sciences topics. The MS Statistics: Option Data Science program is a data science oriented program but is focused on coursework in statistics and requires a stronger quantitative background for admission. This new program would allow students to have a third option that provides training spanning both fields as it specifically relates to data science.

There are other existing programs on campus, through a variety of departments, that offer data science and data analytics graduate education. These programs are all “domain” based and are intended to teach students about data analytics or science within a specific context such as biomedicine, business, psychology, or engineering. For this reason the new MS Data Science program will not overlap with these 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 proposed MDS program will continue along with the other MS programs 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 science concepts and results clearly” and “adheres to principles of ethical and professional conduct in data science.”

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. 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 communication strategy during the process to provide transparency; revamp the visit program/schedule to better demonstrate our climate and build community. These are also strategies used by the CS department in their recruitment.
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 past 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 is to 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 MDS program. This scholarship has been implemented in the current Data Science option within the MS Statistics and has been successful.

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.

The Computer Sciences department hired a new diversity/outreach specialist in 2021 who focuses on increasing the percentage of women in computing, as well as supporting broader diversity efforts. Also, following the recruitment efforts of the Masters of Science in Computer Science:Professional Program, the Computer Sciences Department will advertise the MDS program at events like Grace Hopper Celebration of Women in Computing and Tapia Celebration of Diversity in Computing, which are conferences designed to promote diversity and connect students, faculty, researchers and professionals in computing from all backgrounds and ethnicities. We also offer a limited number of free passes for students from underrepresented backgrounds to participate in these conferences. In addition, future program informational sessions will be provided to companies like Shopbop, American Family, Google, along with communities like Starting Block and Capital Entrepreneurs. Finally, the CS admissions committee works to ensure that the diversity of the accepted students matches the diversity of the applicants -- that we are not disproportionately rejecting underrepresented students. We will implement similar strategies for the MDS program.
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 and the Department Computer Sciences will continue with their efforts to diversify the faculty body. On the faculty recruitment front, Statistics and Computer Sciences have 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 departments have 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 departments will promote training to raise faculty awareness of diversity and inclusion issues prevalent at UW-Madison.

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 Computer Sciences has a diversity committee that is working to develop department-wide plans for broadening participation from underrepresented groups, and is currently working on a department diversity statement. The CS department also hosts inclusive teaching training for faculty and instructional staff. We did a climate survey of students last year, and plan to continue them every year, and did a climate survey of faculty and staff in 2020. Finally, the CS department recently received funding to increase the participation of women in computing, and is developing a strategic plan in this direction.

The Department of Statistics and Department of Computer Sciences are 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 and Computer Sciences Departments.
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>Wang, Yazhen</td>
<td>Statistics (STATISTICS)</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Arpaci-Dusseau, Remzi</td>
<td>Computer Sciences (COMP SCI)</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Yandell, Brian</td>
<td>Statistics (STATISTICS)</td>
<td>Professor</td>
</tr>
<tr>
<td>Venkataraman, Shivaram</td>
<td>Computer Sciences (COMP SCI)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Wright, Stephen</td>
<td>Computer Sciences (COMP SCI)</td>
<td>Professor</td>
</tr>
<tr>
<td>Zhu, Jun</td>
<td>Statistics (STATISTICS)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

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

The Department of Statistics will be the administrative home and will collaborate with the Department of Computer Sciences to oversee the MDS program once it is created. Resources necessary for the program such as the support of faculty, staff, lab, and equipment will be funded by revenues based on tuition paid by students enrolled in the program. A revenue generating budget worksheet is attached to address the needed resources.

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

Describe how student services and advising will be supported.

Advising will be provided to students by the selected programs manager, to be hired Spring 2022. Additionally, other student services such as recruitment, application processing, degree progress monitoring, and processing of warrants will be done by the program manager and other staff identified in the budget.

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

Select the Graduate Research Scholars Community for this program.

Letters & Sciences Community of Graduate Research Scholars

Resources, Budget, and Finance
Is this a revenue program? Yes

Upload the 131 spreadsheet. MDS Budget 6-8-
2021-YazhenWang-
LS-upload.xlsx

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?

For students enrolled in the MDS program, a per credit tuition rate of $1,600 per credit hour will apply. The tuition rate is the same as the tuition rate used in the existing Stat 131 program. It was selected by carrying out market analysis and comparing tuition rates charged by data science programs in peer institutions. This market-based tuition rate is proposed consistent with the Service Based Pricing policy (SYS 130 App. B and App. C respectively). The tuition rate will be reviewed annually by the program governance committee, but no tuition increases are expected within a three-year planning timeframe.

Upload Market-based tuition proposal here: ke_Market-
BasedTuitionPolicyRequestFormMDS-
11-22 (002).pdf

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 131 professional master program on data science is jointly proposed by Departments of Statistics and Computer Sciences, with Statistics Department serving as its administrative home. Both departments have very large traditional programs and 131 professional master programs. This program will build upon existing resources within the two departments. The resources include available faculty, staff, courses, technology, and revenues generated from existing 131 programs as well as credentials to successfully create 131 professional MS programs with sound program learning outcomes and assessment plans. Like our other 131 MS programs, it is anticipated that the program will be on high demand. As the funding plan is described in the revenue generating budget worksheet and MOA, the program will be initially launched by these existing resources and become self-funded as it grows.
What is the marketing plan?

Data science is one of the fastest growing employment sectors in the nation and in Wisconsin. Although there is not a specific category labeled "Data Scientist" in the Occupational Outlook Handbook (OOH) from the Bureau of Labor Statistics, the job outlook in the period 2019-29 for Statisticians is projected to grow by 35% and for Computer and Information Research Scientists to grow by 15% (both classified as "much faster than average"). Both areas list the “typical entry-level education” for these fields to be a Master’s degree. It is reasonable to predict that students graduating from a program such as this would be well positioned to meet continued demand for employees with these skills.

The Division of Continuing Studies has provided us with an Occupation Analysis from Burning Glass Technologies for Data Scientists in the midwest (information retrieved December 2020). In this report one can see within the job metrics the projected growth is +19.5% for the next 10 years, average demand is 2,619 postings during 2020, and the median salary is $111,304. In analyzing technical skills necessary to meet this demand, topics such as data science, python, machine learning, R, and predictive modeling are already among the most desired skills and have projected growth for demand in the next 2 years. The proposed program will provide education to students in these important areas.

All programs in CS and Stat departments are very popular, and these programs include traditional programs and revenue generating MS programs. Both departments have experiences to market programs and recruit students when launching new programs. The marketing plan includes setting program website and reaching out to industry and universities through colleagues and alumni as well as existing recruiting revenues.

We hope to leverage current and future recruitment activities for the Computer Science PMP and Statistics and Data Science programs for the new MS Data Science program. Unfortunately, due to COVID for the last two years, some recruitment initiatives had to be put on hold. In CS they attend the TAPIA and Grade Hopper conferences to recruit prospective students, Statistics attends SACNAS, and both programs participate in a number of Graduate School fairs. Additionally, both programs hope to increase recruitment efforts by offering more online information sessions, connecting with local companies, and targeted marketing to mid-west regional comprehensive institutions. We hope to collaborate with DCS on recruiting efforts to make the most of all of the resources available from both DCS and the Graduate School.

We wouldn't just rely on the popularity of the field, but partner with DCS as well. For FY 23 Data Science would be part of a group “on-campus accelerated programs” campaign for free. This campaign would feature multiple programs on campus in a rotating slide deck, and multiple group-level search terms. This marketing reach is midwest regional only, which is very much one of our key target groups for this new program.

Overall, given the high demand on data science, it is anticipated that the target enrollment level can be easily met with the marketing plan.
Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

The program will be funded by revenues based on tuition paid by students enrolled in the program. The revenue generating budget worksheet and MOA between the two departments are attached to provide the funding plans. Some details are given below. The program will be a joint effort between the departments of Computer Sciences and Statistics. This program will build upon expertise and existing programs within the new School of Computing, Data and Information Sciences (CDIS). Statistics Department will serve as the administrative home of MDS and will undertake the program administrative needs such as program administration, advising, and technology services. A joint governance committee will be formed to oversee the program development such as curricular changes, program review, and program assessment. Both departments deliver their own courses taken by MDS students. There are charges (currently $600 per credit for 131 programs) for elective courses taken by program students outside Statistics and Computer Sciences. The budget worksheet and MOA show that while Stat will administer the program, Stat and CS view the MDS as a joint financial partnership.

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

All existing courses except for a few new courses. The program will start with 25 enrollments during the first three years. Most of students will enroll in existing classes, and there are a few new classes designed for students in the proposed program. It is expected to reply on existing faculty, staff, and key personal. There may need one or two new faculty and staff for the proposed program. Both departments have existing 131 programs with 131 surplus funds to initially fund the needed new faculty and staff. In fact, both Stat and CS departments hire multiple faculty and staff each year. As the revenue generating budget worksheet indicates, the proposed program will grow and become self-funded. The revenues generated from paid tuition will cover all program expenses and make sizable profit.

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

Department of Statistics has a staff team to take care of existing 101 and 131 programs. Furthermore, the department will hire a new program manager in Spring 2022. As the proposed program will start with relatively small enrollment, the existing st
Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

The proposed MS program on Data Science is a 131 program, and students are self-funded. Highly qualified students will be offer a 25% scholarship and highly qualified AOF eligible students will be offered a 50% scholarship. These scholarships will be awarded by the admission committee.

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

- MSN BudNarr MS-Data Science 01_12_22 (FINAL).docx
- MSN CostRev MS-Data Science 01_12_22 (FINAL).xlsx

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

There are no substantial new resources other than those described.

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.

The proposed MS program on Data Science is a 131 program, and students are self-funded. Highly qualified students will be offer a 25% scholarship and highly qualified AOF eligible students will be offered a 50% scholarship. These scholarships will be awarded by the admission committee.

Curriculum and Requirements

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>Deadline</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>March 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>The program does not admit in the summer.</td>
</tr>
</tbody>
</table>
GRE (Graduate Record Examinations)  Not required.
English Proficiency Test  Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)  n/a
Letters of Recommendation  2 required, 3 recommended

For the Fall 2022 term, applications will be accepted until July 15, 2022.

**REQUISITES FOR ADMISSION**

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

<table>
<thead>
<tr>
<th>Calculus and Mathematical Foundation, complete all below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH 221</strong> Calculus and Analytic Geometry 1</td>
</tr>
<tr>
<td><strong>MATH 222</strong> Calculus and Analytic Geometry 2</td>
</tr>
<tr>
<td><strong>MATH 340</strong> Elementary Matrix and Linear Algebra</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programming Foundation, select one from the list below</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMP SCI 220</strong> Data Science Programming I</td>
</tr>
<tr>
<td><strong>COMP SCI 300</strong> Programming II</td>
</tr>
<tr>
<td><strong>COMP SCI 320</strong> Data Science Programming II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended previous coursework of significant experience in R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAT 303</strong></td>
</tr>
<tr>
<td><strong>&amp; STAT 304</strong> and R for Statistics II</td>
</tr>
<tr>
<td><strong>&amp; STAT 305</strong> and R for Statistics III</td>
</tr>
<tr>
<td><strong>STAT 433</strong> Data Science with R</td>
</tr>
</tbody>
</table>
Describe plans for recruiting students to this program.

There is intense demand and interest in data science and ample employment opportunities for MDS graduates, the creation of a MDS program is highly warranted. The growing demand and interest from students for skills in the quantitative and computing fields is evident from the growth of enrollment in graduate programs in Computer Sciences and Statistics in the past several years. Both Departments have existing 131 programs, and this joint program will offer a MDS program as complementary to these existing programs that better meets the desire and serves the need from both students and employers.

Our current recruiting avenues will be used to recruit students to this program. As mentioned above this includes attending important conferences to connect with prospective applicants, participating in campus events like fairs through the Graduate School, coordinating with DCS on recruitment efforts, offering online information sessions, directly connecting with local employers, and marketing to mid-west regional comprehensive institutions.

It is anticipated that the proposed program will be on high demand.
What is the recruiting and admissions strategy for underrepresented students?

Like Science, Technology, Engineering and Mathematics (STEM) fields, Data Science has historically been and is currently lacking in representation of under-served populations including both ethnic minorities and women. It is very important to increase representation of women and minorities and address diversity and inclusion issues. The MDS program will partner with existing programs and offices on campus to develop diversity agendas and admission strategy and move this initiative forward. The actions include:

1. collaborating with campus offices and programs such as UW-Madison’s Division of Diversity, Equity, and Educational Achievement (DDEEA) and the Center for Academic Excellence (CAE) in College of Letters & Science to make students aware of diversity and inclusion, recruit underrepresented minorities, and promote strong effort to retention and degree completion of the diverse students;
2. participating events that draw together women and underrepresented student populations, such as Association for Women in Statistics, Association for Women in Computing, state and regional professional associations such as Midwest User Experience conference and state chapters of the International Global Data Community (DAMA);
3. recruiting international students to expose students to different cultures and promote international interaction and collaboration;
4. providing a summer program and offering targeted scholarships specifically for underrepresented minorities;
5. making outreach effort to regional colleges with high underrepresented minority populations about opportunities in MDS at UW-Madison;
6. faculty and staff recruitment into the program will comply with campus guidelines and recommendations for ensuring diversity and inclusion of the program.
7. offer a 50% scholarship to highly qualified AOF eligible students.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>25</td>
</tr>
<tr>
<td>Year 2</td>
<td>49</td>
</tr>
<tr>
<td>Year 3</td>
<td>49</td>
</tr>
<tr>
<td>Year 4</td>
<td>64</td>
</tr>
<tr>
<td>Year 5</td>
<td>93</td>
</tr>
</tbody>
</table>
Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Both departments have large 101 and 131 programs, and the proposed program is largely based on existing courses. It is expected that the program will be on high demand, and we plan to cap the enrollment by the target level. If enrollments are lower than the anticipated enrollment, there is little impact on the program instructions, as most of students are enrolled in existing classes.

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

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: 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>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>15 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) 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. This program follows the Graduate School's policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a>.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>None.</td>
</tr>
<tr>
<td>Assessments and Examinations Requirements</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

### REQUIRED COURSES

**Statistics Core, complete all 3 courses below**  9

- **STAT 611**  Statistical Models for Data Science
- **STAT 612**  Statistical Inference for Data Science
- **STAT 613**  Statistical Methods for Data Science

**Computer Sciences Core, select 1 course from each category**  9

**Algorithms**

- **COMP SCI/ECEE/ISY E 524**  Introduction to Optimization
- **COMP SCI 577**  Introduction to Algorithms
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI/</td>
<td>Nonlinear Optimization I</td>
</tr>
<tr>
<td>I SY E/MATH/</td>
<td></td>
</tr>
<tr>
<td>STAT 726</td>
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</tbody>
</table>

### Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 537</td>
<td>Introduction to Operating Systems</td>
</tr>
<tr>
<td>COMP SCI 564</td>
<td>Database Management Systems: Design and Implementation</td>
</tr>
<tr>
<td>COMP SCI 640</td>
<td>Introduction to Computer Networks</td>
</tr>
<tr>
<td>COMP SCI 642</td>
<td>Introduction to Information Security</td>
</tr>
<tr>
<td>COMP SCI 739</td>
<td>Distributed Systems</td>
</tr>
<tr>
<td>COMP SCI 744</td>
<td>Big Data Systems</td>
</tr>
<tr>
<td>COMP SCI 764</td>
<td>Topics in Database Management Systems</td>
</tr>
</tbody>
</table>

### Humans and Data

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 765</td>
<td>Data Visualization</td>
</tr>
<tr>
<td>COMP SCI/</td>
<td>Human-Computer Interaction</td>
</tr>
<tr>
<td>ED PSYCH/</td>
<td></td>
</tr>
<tr>
<td>PSYCH 770</td>
<td></td>
</tr>
</tbody>
</table>

#### Machine Learning Core, select 2 courses from the list below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 540</td>
<td>Introduction to Artificial Intelligence</td>
</tr>
<tr>
<td>COMP SCI 760</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>COMP SCI/</td>
<td>Mathematical Foundations of Machine Learning</td>
</tr>
<tr>
<td>E C E 761</td>
<td></td>
</tr>
<tr>
<td>COMP SCI 762</td>
<td>Advanced Deep Learning</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 615</td>
<td>Statistical Learning</td>
</tr>
</tbody>
</table>

#### Data Science Electives, select 6 credits from the courses below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI/</td>
<td>Introduction to Optimization</td>
</tr>
<tr>
<td>E C E/I SY E 524</td>
<td></td>
</tr>
<tr>
<td>COMP SCI 537</td>
<td>Introduction to Operating Systems</td>
</tr>
<tr>
<td>COMP SCI 564</td>
<td>Database Management Systems: Design and Implementation</td>
</tr>
<tr>
<td>COMP SCI/</td>
<td>Introduction to Bioinformatics</td>
</tr>
<tr>
<td>B M I 576</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>COMP SCI 577</td>
<td>Introduction to Algorithms</td>
</tr>
<tr>
<td>COMP SCI 640</td>
<td>Introduction to Computer Networks</td>
</tr>
<tr>
<td>COMP SCI 642</td>
<td>Introduction to Information Security</td>
</tr>
<tr>
<td>COMP SCI 702</td>
<td>Graduate Cooperative Education</td>
</tr>
<tr>
<td>COMP SCI/ I SY E/MATH/ STAT 726</td>
<td>Nonlinear Optimization I</td>
</tr>
<tr>
<td>COMP SCI 736</td>
<td>Advanced Operating Systems</td>
</tr>
<tr>
<td>COMP SCI 739</td>
<td>Distributed Systems</td>
</tr>
<tr>
<td>COMP SCI 744</td>
<td>Big Data Systems</td>
</tr>
<tr>
<td>COMP SCI 763</td>
<td>Security and Privacy for Data Science</td>
</tr>
<tr>
<td>COMP SCI 764</td>
<td>Topics in Database Management Systems</td>
</tr>
<tr>
<td>COMP SCI 765</td>
<td>Data Visualization</td>
</tr>
<tr>
<td>COMP SCI 766</td>
<td>Computer Vision</td>
</tr>
<tr>
<td>COMP SCI 769</td>
<td>Advanced Natural Language Processing</td>
</tr>
<tr>
<td>COMP SCI/ ED PSYCH/ PSYCH 770</td>
<td>Human-Computer Interaction</td>
</tr>
<tr>
<td>COMP SCI 784</td>
<td>Foundations of Data Management</td>
</tr>
<tr>
<td>COMP SCI 799</td>
<td>Master's Research</td>
</tr>
<tr>
<td>COMP SCI/ E C E/STAT 861</td>
<td>Theoretical Foundations of Machine Learning</td>
</tr>
<tr>
<td>LIS 461</td>
<td>Data and Algorithms: Ethics and Policy</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 433</td>
<td>Data Science with R</td>
</tr>
<tr>
<td>STAT 443</td>
<td>Classification and Regression Trees</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/?key=1239
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>STAT 575</td>
<td>Statistical Methods for Spatial Data</td>
</tr>
<tr>
<td>STAT 701</td>
<td>Applied Time Series Analysis, Forecasting and Control I</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 771</td>
<td>Statistical Computing</td>
</tr>
<tr>
<td>ISYE 620</td>
<td>Simulation Modeling and Analysis</td>
</tr>
<tr>
<td>ISYE 624</td>
<td>Stochastic Modeling Techniques</td>
</tr>
<tr>
<td>ISYE/COMP SCI 719</td>
<td>Stochastic Programming</td>
</tr>
<tr>
<td>ISYE/COMP SCI 723</td>
<td>Dynamic Programming and Associated Topics</td>
</tr>
<tr>
<td>ISYE/COMP SCI/MATH 728</td>
<td>Integer Optimization</td>
</tr>
</tbody>
</table>

Total Credits: 30

Courses listed both as core course and as an elective may count toward either the requirement, but not both.

Total credits required:

30

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

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

Major-Specific Policies
PRIOR COURSEWORK

Graduate Work from Other Institutions

With program 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 STAT 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 STAT 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

This program follows the Graduate School's Probation policy.

ADVISOR / COMMITTEE

Students are required to communicate with their advisor near the beginning of each semester to discuss course selection and progress.

CREDITS PERTERM ALLOWED

15 credits

TIME Limits

Students are expected to complete the program in 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:

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

The MS Data Science option is unique and does not allow students to accept a tuition remitting assistantship, hold multiple positions that would result in tuition remission, or to be concurrently enrolled in another university program or enrolled in courses outside of the MS Data Science curriculum—see here (LINK TO HANDBOOK PAGE) for more details.
Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The program is designed for two years. The program governance committee will set criteria for student admission, and a summer program will be provided to augment the admission criteria.

Here are some examples of how students might complete the program given different backgrounds and preferred pacing, all courses unless noted otherwise are expected to be three credits

-2 year graduation
-Fall 1: STAT 611, algorithms, systems
-Spring 1: STAT 612, visualizations, machine learning 1
-Fall 2: STAT 613, machine learning 2, elective 1
-Spring 2: elective 2

-1.5 year graduation, has 1 qualified undergraduate elective course to apply to MDS (elective 1)
-Fall 1: STAT 611, algorithms, systems
-Spring 1: STAT 612, visualizations, machine learning 1
-Fall 2: STAT 613, machine learning 2, elective 2

-2 year + summer graduation, admitted with deficiencies
-Summer 1: MATH 340, COMP SCI 220 (4 cr)
-Fall 1: STAT 611, algorithms, STAT 303 (1 cr)
-Spring 1: STAT 612, systems, machine learning 1
-Fall 2: STAT 613, visualizations, machine learning 2
-Spring 2: elective 1, elective 2

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Communicates data science concepts and results clearly.</td>
</tr>
<tr>
<td>5</td>
<td>Adheres to principles of ethical and professional conduct in data science.</td>
</tr>
</tbody>
</table>

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

Summarize the assessment plan.

The assessment plan for this program complies with UW-Madison assessment requirements that programs engage “in at least one assessment activity each year, which should include at least one direct assessment within a 3 year period.” The assessment strategy will rely on evidence provided by students, faculty and staff with direct and indirect relevance to learning objectives.

The MDS program director will prepare an annual assessment report that includes data summaries on all learning outcomes, and student satisfaction with academic advising, orientation activities, student services, climate and other elements of the student experience. The report will also point out areas for improvement and make recommendations for changes to the program. In consultation with the department executive committees, department chairs will review the report at the annual planning meetings and decide on recommended changes. The report will be submitted to the UW-Madison Provost’s office the fall of each year as required by campus. Data collected will also be used as to prepare 2 and 5 year reports for the Letters & Science college level review and Graduate School reviews which assess programs on the degree to which they meet admissions, retention and graduation rates among different subsets of students, the degree to which revenue programs meet financial goals and overall student and staff satisfaction with programs. The MDS program is not accredited by any external organization.

Department Approved  
Assessment Plan:  

**Related Programs**

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

Looking at the UW System major mania page there is currently only one other MS Data Science program available. This is a collaborative online MS program involving Eau Claire, Green Bay, La Crosse, Oshkosh, Stevens Point, and Superior. The proposed plan is to offer a face-to-face program that will build upon the existing expertise at UW-Madison within CDIS, so there will be ample demand to allow for a financially viable 131 program that does not compete with other programs.
Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes

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>Arpaci-Dusseau, Remzi</td>
<td>November 21, 2021</td>
<td>Computer Sciences (COMP SCI)</td>
<td>Support, partner in the program</td>
<td></td>
</tr>
<tr>
<td>Rubel, Alan</td>
<td>November 28, 2021</td>
<td>Information School (I SCHOOL)</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>Berridge, Craig</td>
<td>November 5, 2021</td>
<td>Psychology (PSYCH)</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>Seppalainen, Timo</td>
<td>December 15, 2021</td>
<td>Mathematics (MATH)</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>Hess, Diana</td>
<td>January 19, 2022</td>
<td>School of Education (EDUCATION)</td>
<td>Support (enthusiastically)</td>
<td></td>
</tr>
<tr>
<td>Patterson, Brigid</td>
<td>January 11, 2022</td>
<td>School of Business (BUSINESS)</td>
<td>Support</td>
<td></td>
</tr>
</tbody>
</table>
If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

- mds-CS-fall21.pdf
- mds-IS-Chair 11-28-21.pdf
- mds-Psych-Chair Letter, Stats-CS MDS Program 11-2021.pdf
- Math_DATA_MS_Support_2021-12-15.pdf
- MS Data Science_SoE Support Letter_01_19_22.pdf
- WSB-Support MS-DS and MS-DE.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:

This proposal was discussed and approved at a number of Statistics department meetings including the original concept of the program and being housed in Statistics (Feb 9, 2021; 20 for, 0 against or abstain), the creation of the Stat core courses (Oct 5, 2021; 18 for, 0 against or abstain), and the final version of the Statistics-taught courses in the curriculum (Nov 2, 2021; 16 for, 0 against or abstain).

Entered by: Sara Rodock
Date entered: 11/30/2021

*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:

On Tuesday, December 21, 2021, the L&S Academic Planning Council unanimously approved the proposal to create the MS-Data Science, a collaborative program between the Departments
of Computer Science and of Statistics, that will be housed in Statistics. The proposal has been
circulated among UW-Madison Schools and Colleges likely to have an interest, and faculty and
Associate Deans have visited with APCs and other committees to discuss the program, answer
questions, and respond to suggested modifications.

We await formal comment from the College of Engineering and of Agricultural and Life
Sciences, which we anticipate will be supportive.

Entered by and Elaine M. Klein, Associate Dean for Academic Planning, on behalf of
date: L&S
Date entered: 1/21/2022

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:
Career:

SIS Program Code:

SIS Short Description:

SIS code for additional major:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:
Non Traditional Program:

Special Plan Type:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Elaine Klein (emklein) (12/02/21 11:16 am): This proposal is ready for L&S Curriculum Committee discussion (est. 12/14/2021). RFA is in progress and will be ready in time for L&S APC discussion.

Elaine Klein (emklein) (12/23/21 9:26 am): Rollback: Rolling back on request of Assoc Dean Kristin Eschenfelder, to allow dept to incorporate 6 electives from ISYE and may other changes that may relate to them. (Please consult Kristin and or Sara R. for details.) /emk, L&S Academic Planning

Sara Rodock (rodock) (01/03/22 3:50 pm): Added 5 of the recently approved ISYE courses to the curriculum at the request of ISYE

Sara Hagen (skhagen) (01/10/22 1:18 pm): The College of Engineering will provide feedback on or by February 1, 2022.

Karen Wassarman (kmwassarman) (01/18/22 6:11 pm): Proposal reviewed by CALS APC on Jan 18, 2022. CALS supports the proposal and wishes the program success.

Karen Mittelstadt (mittelstadt) (01/28/22 10:28 am): Mittelstadt/APIR requested review of PLOs and assessment plan, Lowery/SLA 01/28/2022

Regina Lowery (lowery3) (01/31/22 2:15 am): Learning outcomes: Format accepted.

Regina Lowery (lowery3) (01/31/22 2:15 am): Assessment plan: Accepted.

Sara Hagen (skhagen) (02/01/22 3:07 pm): The College of Engineering Academic Planning Council voted on 1-19-2022 to support this proposal. We have had limited time within the departments of Industrial and Systems Engineering (ISyE) and Electrical and Computer Engineering (ECE) to review the full proposal, in particular without an opportunity to bring this to an ECE faculty meeting due to timing, but appreciate the expressed commitment to an ongoing collaboration on the curriculum going forward. When cross-listed courses are included in multiple programs, it is especially important to ensure that sufficient capacity exists in each course, and that staffing issues and TA allocations are carefully coordinated among all participating departments. We look forward to collaborating further on these programs. ISyE reviewed the MS in Data Science and supports it. ISyE appreciates the inclusion of elective courses from the department of Industrial and Systems Engineering that draw upon our
department’s expertise in data science to support modeling and decision-making. ISyE recommends adding courses COMP SCI/ISYE/MATH 425 and COMP SCI/ISYE/MATH/STAT 525 to the Computer Science Core / Algorithms and ISYE 562 (currently ISYE 602 Topic: Data Science for People – in the course proposal process for Lumen for Fall 2022) to the Computer Science Core / Humans and Data. ECE representatives who reviewed the MS in Data Science proposal recommend adding courses from ECE that draw upon our department’s expertise in foundations of data science at the interface with the physical world, e.g. time-series data from sensors and the like, including broad expertise in machine learning, signal processing, optimization and control. Specific recommendations for course additions: ECE/COMP SCI/M E 532, COMP SCI/ECE/M E 539, ECE/COMP SCI 561. These courses are relevant pedagogically to an MS in Data Science, but caveats abound in terms of enrollment considerations, as they are already capacity limited.

Jenna Alsteen (jennabecker) (02/02/22 8:19 am): Edits made for Graduate School consistency in Guide. WSB support reuploaded due to file error.

Key: 1239
New Program Proposal

Date Submitted: 02/01/22 8:27 pm

Viewing: : Data Engineering

Last edit: 02/02/22 9:37 am

Changes proposed by: eschenfelder

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. COMP SCI 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. 11/30/21 11:48 am
   Remzi Arpaci-Dusseau (rharpaciduss): Approved for COMP SCI Dept. Approver

2. 12/02/21 12:01 pm
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer

3. 01/05/22 11:08 am
   Kimbrin Cornelius (klcornelius): Rollback to L&S College Admin Reviewer for L&S College Approver

4. 01/05/22 12:04 pm
   Kimbrin Cornelius (klcornelius): Rollback to Initiator

5. 01/21/22 7:26 pm
   Michael Gleicher

https://next-guide.wisc.edu/programadmin/?key=1282
(mlgleicher): Approved for COMP SCI Dept. Approver
6. 01/21/22 8:03 pm
Elaine Klein (emklein): Approved for L&S College Admin Reviewer
7. 01/21/22 11:05 pm
Elaine Klein (emklein): Approved for L&S College Approver
8. 01/28/22 10:37 am
Karen Mittelstadt (mittelstadt): Approved for APIR Admin
9. 01/31/22 2:00 pm
Jenna Alsteen (jennabecker): Rollback to L&S College Approver for GFEC Approver
10. 02/01/22 7:12 pm
Kimbrin Cornelius (klcornelius): Rollback to Initiator
11. 02/02/22 8:34 am
Michael Gleicher (mlgleicher): Approved for COMP SCI Dept. Approver
12. 02/02/22 9:11 am
Elaine Klein (emklein): Approved for L&S College Admin Reviewer
13. 02/02/22 9:18 am
Elaine Klein (emklein): Approved
Proposal Abstract/Summary:

The Department of Computer Sciences is proposing a new thirty credit 131 program MS-Data Engineering (MSDE) to be administratively housed in the department of Computer Sciences. Data Engineering is concerned with the principles and practices of managing data at scale. It emphasizes the valid and efficient collection, storage, management, and processing of datasets to support computation and data driven systems important to data science and data analytics functions. The proposed MS- Data Engineering program will build upon expertise and existing curriculum within Computer Sciences to offer a specialized graduate-level program. The program will include required courses and electives. Required classes will support the program level learning outcomes. Electives might include courses from partner programs in the new School of Computing, Data and Information Sciences (CDIS) (a division within the College of Letters & Science) and other departments on campus. The program assumes prior computing-related and mathematics coursework. The program will not seek ABET accreditation, and is not implicated in the operations of the College of Engineering or its relationship with ABET.

Basic Information

Program State: Active

Type of Program: Degree/Major

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

NOI_MS_Data_Engineering 12_01_21.docx
NOI_MS_Data_Engineering 12_01_21.pdf

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

MSN AuthNarr MS-Data Engineering 01_14_22.docx

Who is the audience? Graduate or professional
Home Department: Computer Sciences (COMP SCI)

School/College: College of Letters and Science

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

No

Is this in the Graduate School? Yes

Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Data Engineering

Named Options:

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

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Arpaci-Dusseau, Remzi</td>
<td><a href="mailto:rharpaciduss@wisc.edu">rharpaciduss@wisc.edu</a></td>
<td>608/263-7764</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jha, Somesh</td>
<td><a href="mailto:sjha@wisc.edu">sjha@wisc.edu</a></td>
<td>608/262-9519</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Milner, Jocelyn</td>
<td><a href="mailto:jlmilner@wisc.edu">jlmilner@wisc.edu</a></td>
<td>608/263-5658</td>
<td>Provost's Office Administration</td>
</tr>
<tr>
<td>Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td>College-level Administration</td>
</tr>
<tr>
<td>Contact</td>
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List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics (STATISTICS)</td>
</tr>
</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

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.

February 2022: GFEC Meeting/UAPC
Late-February 2022: submission of documents for Regents meeting
April 2022: approval from Regents for fall start; grad school application open
April 2022: L&S will convene an implementation meeting to coordinate aspects of program administration with representatives from RO, APIR, L&S, Grad School, Department, etc.
May-August 2022: collect applications; CS will convene admissions committee to review applications and admit first incoming cohort
summer: hire program coordinator and other first year staff
September 2022: first cohort begins

Rationale and Justifications
Why is the program being proposed? What is its purpose?

Data Engineering is concerned with the principles and practices of managing data at scale. It emphasizes the valid and efficient collection, storage, management, and processing of datasets to support computation and data driven systems important to data science and data analytics functions. Given the increasing amounts of data being generated and processed on a daily basis, almost all industries need data engineers to build and maintain robust data-handling systems. There is a strong workforce demand for data engineering expertise. The proposed MS-Data Engineering program will build upon expertise and existing curriculum within Computer Sciences to offer a specialized graduate-level program. The program will include required courses and electives. Electives might include courses from partner programs in the new School of Computing, Data and Information Sciences (CDIS) (a division within the College of Letters & Science) and other departments on campus. The program will prepare students with prior computing-related coursework to become specialists in data engineering. The program will not seek ABET accreditation, and is not implicated in the operations of the College of Engineering or its relationship with ABET.

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

The proposed program in Data Engineering will contribute to the UW-Madison 2020-2025 Strategic Priorities of excellence in research and scholarship and ensuring the continued vitality, competitiveness, and strength of their graduate and professional programs; excellence in teaching and educational achievement by expanding educational programming in areas of high student demand; and ensuring a vibrant campus community by enhancing diversity among students, faculty, and staff and creating a welcome, empowered, and inclusive community. Within the School of Computing, Data & Information Science (CDIS), the new program will strive to meet the CDIS mission of contributing to the public good and enriching civil society through researching, teaching and outreach; educating responsible leaders, critical thinkers, and creative innovators; and fostering prosperity in the state, region, and the world.

The program contributes to the mission of the Department of Computer Sciences by contributing to the excellence of the long-standing CS strengths in the areas of databases and systems.
Do current students need or want the program? Provide evidence.

There is strong industry demand for expertise in Data Engineering and ample employment opportunities for MSDE graduates. This program is being created, in part, through the encouragement of the US Army, which has a critical national need for more personnel in the area of Data Engineering. We expect the program will serve a wide variety of students, including those proposed by Army.

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

This program is being prepared with the intention of serving a specific audience of students proposed by the US Army, in response to defined critical national needs for more military personnel in the area of Data Engineering. Army graduates of the program will support Army programs through development, deployment and management of defense and intelligence data systems. A similar program at Carnegie Mellon University enrolls approximately 25 students from Army each year. It is expected however, that the program will be attractive to, and enroll, graduate students beyond those proposed by Army.

Given the increasing amounts of data being generated and processed on a daily basis, almost all industries employ data engineers to build and maintain robust data-handling systems. An IBM/Burning Glass report “The Quant Crunch” predicts a 28% increase in data engineering positions with an average salary of $117,000. The report encourages higher education to develop students in data science, but also in related roles including data engineers. (https://www.ibm.com/downloads/cas/3RL3VXGA) According to LinkedIn’s 2020 Emerging Jobs Report, the Data Engineer position is the 8th fastest-growing job in the U.S. with a 33% annual growth rate. (https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/emerging-jobs-report/Emerging_Jobs_Report_U.S._FINAL.pdf) A 2021 report from hired.com/Vetery, a technology talent marketplace, projects a 45% growth in Data Engineering positions. (https://hired.com/state-of-software-engineers#about-hired)

Looking at Bureau of Labor Statistics data, there is not a specific category labeled "Data Engineer" in the Occupational Outlook Handbook (OOH) from the Bureau of Labor Statistics. The job outlook in the period 2019-29 for the broader category Computer and Information Research Scientists is expected to grow by 15% (classified as "much faster than average"). The “typical entry-level education” for these fields is a Master’s degree. It is reasonable to predict that students graduating from the MS Data Engineering program would be well positioned to meet demand for employees with these skills.
How does the program represent emerging knowledge, or new directions in professions and disciplines?

Data engineering is a new profession stemming from the radical increase in the amount of data produced and analyzed in today's society. It ensures the valid and efficient collection, storage, management, and processing of datasets to support computation and data driven systems important to data science and data analytics functions, and supporting contemporary interactive information/data systems.

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

Course instructors will practice inclusive teaching, including highlighting the contributions to the field of data engineering by people from diverse backgrounds.

Courses will include modules on ethical issues in data engineering, such as bias in data sets.

Courses will involve group project work, and instructors will emphasize the importance of diversity of opinion and differences in collaborative approaches.

Courses will feature guest speakers from diverse backgrounds to talk about the importance of diversity and representation in data engineering.

Students in the program will be encouraged to attend events, such as the CDIS Red Talk series, which highlights topics at the intersection of technology, data and society. The Red Talk series aims to feature diverse speakers, and the talks often address issues related to social justice, equality, privacy and related concerns.
What gap in the program array is it intended to fill?

Both the Computer Sciences and Statistics Departments offer professional 131 MS programs and the MSDE program is complementary to these existing programs. The proposed MS Data Engineering is distinct from, but related to, the MS-Data Science (at the full proposal stage as of January 2022). The proposed MS Data Engineering serves a particular student audience with specific needs in relation to program name and certain distinctive curricular elements. The MS Data Science is a broader degree that combines both statistical and computational knowledge related to data and data analysis and serves a more general audience of students seeking to enter the Data Science professions. In contrast, the MS Data Engineering will serve a narrower audience of students and will provide a more focused curriculum in data platforms and architectures, data integration and enrichment, data management theory and data uncertainties and pricing. Another related program, the MS Computer Sciences: Professional Master’s Program, is a general professional computer science degree that covers a broad range of computer sciences topics. A further related program, the MS Statistics: Data Science, is a data science-oriented program focused on coursework in statistics. This proposed MS Data Engineering program would allow students to have another option that provides specialized data engineering training from the perspective of computer sciences and programs and systems that manage data. There are other programs on the UW-Madison campus that offer strong graduate preparation in data analytics (e.g., MS Systems Engineering and Analytics, MS Engineering Analytics (online), MS Data Science and Human Behavior, MS Business Analytics, MS Learning Analytics (online)). These programs prepare students to be experts in the analysis of data, and in the use of computational analysis tools and techniques, to answer questions and solve problems. In comparison, students in the proposed data engineering program will develop expertise in the systems and frameworks that support transfer and management of data at scale, so that the data are then available for analysis and computational work. The UW System currently does not field another graduate program in Data Engineering. The Collaborative Master of Science in Data Science is offered in partnership between UW Extended Campus and six UW campuses. The Collaborative UW System degree is also a fully online degree program. UW-Milwaukee also had a Notice of Intent approved in Summer 2021 for a MS-Data Science program. The proposed MS-Data Engineering from UW-Madison will be distinct in focus and curriculum from these other UW System offering. The planned tuition tier of $1,600 is also higher than the other current/planned UW System offerings.

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 elements of the curriculum that offers students opportunities to engage with diverse perspectives, practices and populations include:

Courses will include modules on ethical issues in data engineering, such as bias in data sets.
Courses will involve group project work, and students will need to navigate the diversity of backgrounds, opinions and approaches employed by their classmates.
Courses will feature guest speakers from diverse backgrounds and class examples will highlight the contributions to the field of data engineering by people from diverse backgrounds.
Students in the program will be encouraged to attend events, such as the CDIS Red Talk series, which highlights topics at the intersection of technology, data and society. The Red Talk series aims to feature diverse speakers, and the talks often address issues related to social justice, equality, privacy and related concerns.
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.

CS plans to hire additional 1.0 FTE Student Services capacity to support this program. Below is a summary of planned activities to recruit and retain a diverse student body:

Pre-application: Engage in a variety of recruitment opportunities such as conferences, especially conferences whose audience includes underrepresented groups. These include SACNAS, the National Diversity in STEM Conference, the Grace Hopper conference (women in technology) and the TAPIA Conference on Diversity in Computing. CS will also 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:CS will track how applicants came to us to begin to identify successful pathways; explore additional pipelines and pathways. CS already regularly monitors for differences in course and program completion amongst students of different groups in order to identify and take appropriate action. CS will experiment with enrollment cohorts, where we seek to encourage a group of students from similar backgrounds to apply and enroll together. CS will connect students from underrepresented groups to existing CS support groups (e.g., Women of the ACM student chapter and the emerging “ColorStack” group for students of color), on-campus groups and resources to help build connections, support, and mentoring relationships.

Additionally, CS hopes that a partnership with the US Army will draw a more diverse applicant pool as the US Army has a diverse workforce.
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 Computer Sciences will continue with their efforts to diversify the faculty body. On the faculty recruitment front, CS 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.

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 Computer Sciences department has joined the LEAP initiative to enroll and support students from underrepresented groups in CS graduate programs. This LEAP initiative establishes a group of graduate programs that work collaboratively to recruit and retain minority students by providing a cross-institution cohort of students and enabling cross-institution mentoring for students.(https://cmd-it.org/program/current/leap-alliance/) While CS just started this initiative in Fall 2021, the it will apply the lessons and methods from this effort to the MSDE program.

The Department of Computer Sciences 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 CS has 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 Computer Sciences Department.

**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>Arpaci-Dusseau, Remzi</td>
<td>Computer Sciences (COMP SCI)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/?key=1282
What resources are available to support faculty, staff, labs, equipment, etc.?

The CS department is well resourced in terms of equipment and labs to support this program.

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

Describe how student services and advising will be supported.

CS plans to add 1 FTE student services to support the program and its students through a program coordinator position. The program coordinator will assist with program inquiries, admissions, general program advising and degree progress. Students will also be assigned faculty advisors to assist with questions about electives choices. CS plans to hire a career services staff member who would work with students in all CS professional programs. In addition CS plans to hire a 1.0 FTE Professional Programs Director who will work with faculty program leads and provide leadership and administrative support in planning, assessment and cross program coordination.
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

Letters & Sciences Community of Graduate Research Scholars

---

**Resources, Budget, and Finance**

**Is this a revenue program?**  Yes

Upload the 131 spreadsheet.

- [MS Data Engineering](#)
- [131 planning budget](#)
- [01212022.xlsx](#)

**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?**

peer comparison

Upload Market-based tuition proposal here:

- [DE Market-BasedTuitionPolicyRequestFormMDS-11-22 (002).docx](#)

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 revenues based on tuition paid by students enrolled in the program. This program will build upon existing 131 program expertise within Computer Sciences. Program revenues will support all program costs including program administration, academic advising, career advising, technology needs, curricular governance, program review, and program assessment. Approved courses taken by program students outside of the Computer Sciences will be compensated using the College of Letters & Sciences standard (currently $600 per credit for 131 programs).
What is the marketing plan?

The proposed MS Data Engineering degree will be promoted broadly and benefit from the marketing expertise and capacity provided by CDIS’s Director of Marketing and Inclusion and the CDIS’s Manager of Business Engagement. Planned marketing strategies will include creating a program website, promoting the program with industry partners through business engagement communications, notifying alumni through CS and broader CDIS alumni communications, announcements and updates through CS, and other CDIS social media platforms. In addition, information will be shared with campus advisors who may work with undergraduates who might be appropriate candidates looking for post-graduation plans. These efforts will be in addition to the typical exposure that all degrees receive from UW-Madison admissions.

The promotion of the MS Data Engineering will also benefit from the current and planned CS outreach strategy which includes attending both the TAPIA and Grace Hopper conferences that focus on underrepresented students. CS is hoping to increase recruitment efforts by offering more online information sessions, and targeted marketing to mid-west regional comprehensive institutions through collaboration with DCS regional marketing efforts for professional programs, the MS Data Engineering would be promoted as a part of this effort.

Given the high demand on "Data Engineering", it is anticipated that the target enrollment level can be easily met with the marketing plan.

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

The program will be funded by revenues based on tuition paid by students enrolled in the program. The program will be administered through the standing CS Professional Programs committee. Program revenues will support all program costs. CS plans to add 1.0 FTE for academic advising, and .5 FTE for career services for this program. Program revenue will pay for any additional courses needed to deliver the curriculum. Marketing assistance will be provided by the CDIS marketing staff who will coordinate with the CS communications staff.
Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

The program's courses will be fielded by existing CS faculty and academic staff as most courses in the curriculum are already offered regularly. As revenue is generated, the program plans to hire additional instructors to expand class capacity. The program will be administered through the standing CS Professional Programs committee. CS plans to add 1.0 FTE for academic advising, planning, assessment and review. CS plans to add .5 FTE career services support. New staff and faculty/instructors will be funded through program revenue.

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

Additional administrative and support needs can be immediately accommodated by existing administrative staff, and technology support groups. The program plans to add 1.0 FTE additional administrative capacity over the first few years.

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

As this is a 131 revenue generating project, all students will be self funded or employer funded. CS will use departmental scholarship funds to help recruit a diverse student population with partial funding. The department has scholarship funds available from existing 131 program revenue.

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

- MSN BudNarr MS-Data Engineering 01_12_22.docx
- MSN CostRev MS-Data Engineering 01_12_22.xlsx

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 additional resources are needed.

Are new Library resources needed to support this program?

No
Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

This is a 131 revenue generating program and most students are expected to pay tuition.

Curriculum and Requirements

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>March 15*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<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 required, 3 recommended</td>
</tr>
</tbody>
</table>

* For the Fall 2022 term, applications will be accepted until July 15, 2022.

REQUISITES FOR ADMISSION

Applicants to the MS Data Engineering program should have completed a bachelor's degree in computer science or a related field.
Describe plans for recruiting students to this program.

Recruitment for the proposed MS Data Engineering degree will be promoted broadly and benefit from the marketing expertise and capacity provided by CDIS’s Director of Marketing and Inclusion and the CDIS’s Manager of Business Engagement. Planned marketing strategies will include creating a program website, promoting the program with industry partners through business engagement communications, notifying alumni through CS and broader CDIS alumni communications, announcements and updates through CS, and other CDIS social media platforms. In addition, information will be shared with campus advisors who may work with undergraduates who might be appropriate candidates looking for post-graduation plans. These efforts will be in addition to the typical exposure that all degrees receive from UW-Madison admissions. In addition, the US Army is expected to send students to apply to the program each year.

The promotion of the MS Data Engineering will also benefit from the current and planned CS outreach strategy which includes attending both the TAPIA and Grace Hopper conferences that focus on underrepresented students. CS is hoping to increase recruitment efforts by offering more online information sessions, and targeted marketing to mid-west regional comprehensive institutions through collaboration with DCS regional marketing efforts for professional programs, the MS Data Engineering would be promoted as a part of this effort. Given the high demand on "Data Engineering", it is anticipated that the target enrollment level can be easily met with the marketing plan.
What is the recruiting and admissions strategy for underrepresented students?

Pre-application: Engage in a variety of recruitment opportunities such as conferences, especially conferences whose audience includes underrepresented groups. These include SACNAS, the National Diversity in STEM Conference, the Grace Hopper conference (women in technology) and the TAPIA Conference on Diversity in Computing. CS will also 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: CS will track how applicants came to us to begin to identify successful pathways; explore additional pipelines and pathways. CS already regularly monitors for differences in course and program completion amongst students of different groups in order to identify and take appropriate action. CS will experiment with enrollment cohorts, where we seek to encourage a group of students from similar backgrounds to apply and enroll together. CS will connect students from underrepresented groups to existing CS support groups (e.g., Women of the ACM student chapter and the emerging “ColorStack” group for students of color), on-campus groups and resources to help build connections, support, and mentoring relationships

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>25</td>
</tr>
<tr>
<td>Year 2</td>
<td>59</td>
</tr>
<tr>
<td>Year 3</td>
<td>78</td>
</tr>
<tr>
<td>Year 4</td>
<td>98</td>
</tr>
<tr>
<td>Year 5</td>
<td>107</td>
</tr>
</tbody>
</table>
Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Guide Requirements tab

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

<table>
<thead>
<tr>
<th>MODE OF INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face to Face</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: 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>Requirement Details</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>15 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) 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. This program follows the Graduate School's policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a>.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>None.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None.</td>
</tr>
</tbody>
</table>

**Data Engineering Foundations: complete all classes**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 739</td>
<td>Distributed Systems</td>
</tr>
<tr>
<td>COMP SCI 744</td>
<td>Big Data Systems</td>
</tr>
<tr>
<td>COMP SCI 764</td>
<td>Topics in Database Management Systems</td>
</tr>
<tr>
<td>COMP SCI 838</td>
<td>Topics in Computing</td>
</tr>
</tbody>
</table>

**Machine Learning Requirement: select a minimum of 2 courses from the list below**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 540</td>
<td>Introduction to Artificial Intelligence</td>
</tr>
<tr>
<td>COMP SCI 760</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>COMP SCI 762</td>
<td>Advanced Deep Learning</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 615</td>
<td>Statistical Learning</td>
</tr>
</tbody>
</table>

**Algorithms Requirement: select a minimum of one class from below**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI/ECE/I SY E 524</td>
<td>Introduction to Optimization</td>
</tr>
<tr>
<td>COMP SCI 577</td>
<td>Introduction to Algorithms</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>COMP SCI 726</td>
<td>Nonlinear Optimization I</td>
</tr>
<tr>
<td>I SY E/MATH/STAT 726</td>
<td></td>
</tr>
</tbody>
</table>

**Systems Requirement:** select a minimum of one class from below  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 407</td>
<td>Foundations of Mobile Systems and Applications</td>
</tr>
<tr>
<td>COMP SCI 537</td>
<td>Introduction to Operating Systems</td>
</tr>
<tr>
<td>COMP SCI 564</td>
<td>Database Management Systems: Design and Implemetation</td>
</tr>
<tr>
<td>COMP SCI 640</td>
<td>Introduction to Computer Networks</td>
</tr>
<tr>
<td>COMP SCI/EE C E 707</td>
<td>Mobile and Wireless Networking</td>
</tr>
<tr>
<td>COMP SCI 740</td>
<td>Advanced Computer Networks</td>
</tr>
</tbody>
</table>

**Humans and Data Requirement:** select a minimum of one class from below  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 765</td>
<td>Data Visualization</td>
</tr>
<tr>
<td>COMP SCI/ED PSYCH/PSYCH 770</td>
<td>Human-Computer Interaction</td>
</tr>
</tbody>
</table>

**Approved Electives:** select any course from above or from the list below  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP SCI 642</td>
<td>Introduction to Information Security</td>
</tr>
<tr>
<td>COMP SCI 702</td>
<td>Graduate Cooperative Education</td>
</tr>
<tr>
<td>COMP SCI 790</td>
<td>Master's Thesis</td>
</tr>
<tr>
<td>COMP SCI 799</td>
<td>Master's Research</td>
</tr>
<tr>
<td>COMP SCI 900</td>
<td>Advanced Seminar in Computer Science</td>
</tr>
<tr>
<td>STAT 611</td>
<td>Statistical Models for Data Science</td>
</tr>
<tr>
<td>STAT 612</td>
<td>Statistical Inference for Data Science</td>
</tr>
<tr>
<td>STAT 613</td>
<td>Statistical Methods for Data Science</td>
</tr>
</tbody>
</table>

**Total Credits:** 30

Specific offerings of [Topics in Computing](https://next-guide.wisc.edu/programadmin/?key=1282) Topics in Computing are counted as fulfilling the Data Engineering Core requirement only with approval of the Graduate Advising Committee.

2 Master's Research [COMP SCI 799](https://next-guide.wisc.edu/programadmin/?key=1282) [COMP SCI 799] Graduate Cooperative Education, and [COMP SCI 900](https://next-guide.wisc.edu/programadmin/?key=1282) Advanced Seminar in Computer Science can be taken for a combined total of at most three elective credits.
Courses used as an elective cannot also be used to fulfill data engineering fundamentals requirements or breadth requirements for machine learning, algorithms, systems, and humans and data.

Total credits required:

30

Guide Graduate Policies tab

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

Graduate School Policies

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

Major-Specific Policies

PRIOR COURSEWORK

Graduate Work from Other Institutions
With program 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 STAT 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 STAT 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

This program follows the Graduate School's Probation policy.

ADVISOR / COMMITTEE

Students are required to communicate with their advisor near the beginning of each semester to discuss course
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 LIMITS**

Students are expected to complete the program in 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:

- 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**

The Data Engineering program does not allow students to accept a tuition remitting assistantship, hold multiple positions that would result in tuition remission, or to be concurrently enrolled in another university program or enrolled in courses outside of the Data Engineering curriculum—see here (LINK TO HANDBOOK PAGE) for more details.
Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The MS Data Engineering program is designed to be completed in two academic years.

## 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>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

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

The assessment plan for this program complies with UW-Madison assessment requirements that programs engage “in at least one assessment activity each year, which should include at least one direct assessment within a 3 year period.” The assessment strategy will rely on evidence provided by students, faculty and staff with direct and indirect relevance to learning objectives. The MSDE program director will prepare an annual assessment report that includes data summaries on all learning outcomes, and student satisfaction with academic advising, orientation activities, student services, climate and other elements of the student experience. The report will also point out areas for improvement and make recommendations for changes to the program. The department executive committee and chair will review the report at the annual planning meetings and decide on recommended changes. The report will be submitted to the UW-Madison Provost’s office the fall of each year as required by campus. Data collected will also be used as to prepare 2 and 5 year reports for the Letters & Science college level review and Graduate School reviews which assess programs on the degree to which they meet admissions, retention and graduation rates among different subsets of students, the degree to which revenue programs meet financial goals and overall student and staff satisfaction with programs. The MSDE program is not accredited by any external organization.

Department Approved
Assessment Plan:

ke_MSDE_Assessment_Plan.docx

**Related Programs**

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

There is no Data Engineering program offered within the UW System currently. There is currently only one other MS "Data Engineering" program available at the UW System level. This is a collaborative online MS program involving Eau Claire, Green Bay, La Crosse, Oshkosh, Stevens Point, and Superior. The UW-Madison proposal to offer an in-person, focused program is not expected to complete with the existing UW System program.

**Commitments**

Courses in the curriculum are numbered 300 or higher.

Yes

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

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

Yes

**Supporting Information**

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>Wang, Yazhen</td>
<td>2021/12/13</td>
<td>Statistics (STATISTICS)</td>
<td>Support of program</td>
<td></td>
</tr>
<tr>
<td>Berridge, Craig</td>
<td>2021/12/13</td>
<td>Psychology (PSYCH)</td>
<td>Support for inclusion of PSYCH cross-listed course</td>
<td></td>
</tr>
<tr>
<td>Wollack, James</td>
<td>2021/12/06</td>
<td>Educational Psychology (ED PSYCH)</td>
<td>Support for inclusion of ED PSYCH cross-listed course</td>
<td></td>
</tr>
<tr>
<td>Albert, Laura</td>
<td>2021/12/06</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>Support for inclusion of ISYE cross-listed course</td>
<td></td>
</tr>
<tr>
<td>Seppalainen, Timo</td>
<td>2021/12/08</td>
<td>Mathematics (MATH)</td>
<td>Support for inclusion of MATH cross-listed course</td>
<td></td>
</tr>
<tr>
<td>Hess, Diana</td>
<td>2022/01/19</td>
<td>School of Education (EDUCATION)</td>
<td>Support</td>
<td></td>
</tr>
<tr>
<td>Patterson, Brigid</td>
<td>2022/01/11</td>
<td>School of Business (BUSINESS)</td>
<td>Support</td>
<td></td>
</tr>
</tbody>
</table>

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

- [Stat Letter Support for Data Engineering-2021-12-13.pdf](Stat Letter Support for Data Engineering-2021-12-13.pdf)
- [math cross listed classes.pdf](math cross listed classes.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 Department of Computer Science unanimously approved this program on 12/15/2021.

Entered by: Elaine M Klein, on behalf of Professor Remzi Arpaci-Dusseau (Chair)
Date entered: 1/21/2022

**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:

On Tuesday, December 21, 2021, the L&S Academic Planning Council unanimously approved the proposal to create the MS-Data Science, a collaborative program between the Departments of Computer Science and of Statistics, that will be housed in Statistics. The proposal has been circulated among UW-Madison Schools and Colleges likely to have an interest, and faculty and Associate Deans have visited with APCs and other committees to discuss the program, answer questions, and respond to suggested modifications.

We await formal comment from the College of Engineering and of Agricultural and Life Sciences, which we anticipate will be supportive.

Entered by and date: Elaine M. Klein, Associate Dean for Academic Planning, on behalf of L&S
Date entered: 1/21/2022

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:

Career:

SIS Program Code:

SIS Short Description:

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

Diploma Text:

Diploma Text 2:

Degree:

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Added to UW System Crosswalk:

Scan this proposal:
Upload documents that should be scanned:

Reviewer
Comments

Regina Lowery (lowery3) (12/02/21 12:28 pm): Learning outcomes: Format accepted.

Regina Lowery (lowery3) (12/02/21 12:31 pm): Assessment plan: Format accepted.

Regina Lowery (lowery3) (12/02/21 12:34 pm): Assessment reporting: Computer Sciences-Up to date

Kimbrin Cornelius (klcornelius) (01/05/22 11:08 am): Rollback: On request of Kristin Eschenfelder

Kimbrin Cornelius (klcornelius) (01/05/22 12:04 pm): Rollback: On request of Kristin Eschenfelder

Karen Wassarman (kmwassarman) (01/24/22 2:52 pm): Proposal reviewed by CALS APC on Jan 18, 2022. CALS supports the proposal and wishes the program success.

Sara Hagen (skhagen) (01/26/22 9:16 am): The College of Engineering will provide feedback on or before February 1, 2022.

Jenna Alsteen (jennabecker) (01/31/22 2:00 pm): Rollback: Rolling back for edits to Admissions tab (enter table), Policy tab (link for probation policy), and enrollment projections.

Sara Hagen (skhagen) (02/01/22 3:08 pm): The College of Engineering Academic Planning Council voted on 1-19-2022 to support this proposal. We have had limited time within the departments of Industrial and Systems Engineering (ISyE) and Electrical and Computer Engineering (ECE) to review the full proposal, in particular without an opportunity to bring this to an ECE faculty meeting due to timing, but appreciate the expressed commitment to an ongoing collaboration on the curriculum going forward wherever proposed courses for inclusion are those taught by ISyE and/or ECE. The College of Engineering has made it clear to the degree program leaders that we strongly encourage the removal of COMP SCI/E C E/I SY E 524 from the list of courses. Additionally, we respectfully request an ongoing discussion of communication and marketing efforts for this program, to ensure that prospective students clearly understand that this degree is neither within the College of Engineering nor ABET-accredited. We also expect that the program title “Data Engineering” will consistently be accompanied by a sub-title descriptor, e.g. “Large-scale data management” (or something similar) that clearly conveys the program’s focus to prospective students. The College of Engineering welcomes the opportunity to participate further in the degree program development and looks forward to collaborating further on this and related programs.

Kimbrin Cornelius (klcornelius) (02/01/22 7:12 pm): Rollback: Rolled back on request of Kristin Eschenfelder

Jenna Alsteen (jennabecker) (02/02/22 8:00 am): Edits made for Graduate School consistency in Guide.

Jenna Alsteen (jennabecker) (02/02/22 8:04 am): WSB support reuploaded due to file error.

Key: 1282
New Program Proposal

Date Submitted: 12/15/21 4:43 pm

Viewing: Professional

Parent Plan: MAJ: Journalism & Mass Comm MA

Last edit: 02/02/22 11:30 am

Changes proposed by: aarli

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. J SCHOOL 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. 03/10/21 10:51 am
   Hernando Rojas (hrojas): Approved for J SCHOOL Dept. Approver
2. 11/01/21 11:57 am
   Elaine Klein (emklein): Rollback to Initiator
3. 12/15/21 5:01 pm
   Hernando Rojas (hrojas): Approved for J SCHOOL Dept. Approver
4. 01/21/22 10:01 am
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer
5. 01/21/22 10:28 am
   Elaine Klein (emklein): Approved for L&S College Approver
Proposal Abstract/Summary:

The School of Journalism and Mass Communication proposes a Named Option for our master’s degree. While we have one MA program (G590), students can either work on a professional MA or a research MA. The admissions requirements are different as are the program requirements. This would assist us in the following ways:
Streamline our admissions process.
Aid in tracking master’s students over time.
We would like to add a second/spring admission cycle for the professional MA only. We cannot do that within our current structure. Our professional MA committee, our graduate committee and the full department have all approved this change in the fall 2022 semester.

**Basic Information**

- **Program State:** Active
- **Type of Program:** Named Option
- **Parent Program:** MAJ: Journalism & Mass Comm MA
- **Parent Audience:** Graduate or professional
- **Parent Home Department:** Journalism & Mass Comm (J SCHOOL)
- **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 Arts
- **SIS Code:**
SIS Description:

Transcript Title: Professional

Named Options: Sub Plan 1150: No Title Found
Sub Plan 1225: 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>Rojas, Hernando</td>
<td><a href="mailto:hrojas@wisc.edu">hrojas@wisc.edu</a></td>
<td>608/334-5823</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Forster Benedict, Stacy</td>
<td><a href="mailto:forster2@wisc.edu">forster2@wisc.edu</a></td>
<td>608/263-3069</td>
<td>Director of Professional MA Program</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Aarli, Lisa</td>
<td><a href="mailto:aarli@wisc.edu">aarli@wisc.edu</a></td>
<td>608/263-4858</td>
<td>Graduate Advisor</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></td>
<td>608/265-8484</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Sciences Communications (LIFE SC COM)</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.

Because the department has informally "tracked" students into the two different programs, the "Professional" MA program is already in place with respect to admissions, advising, and curricular processes. By converting the informal program to an approved named option, SJMC will be able to use different admission cycles for the programs, separate and track applications in SIS, and fully clarify and represent in Guide differences in program requirements. Students would be placed into the appropriate option effective Fall 2022, and the first spring admission cycle would be in Spring 2023.

Rationale and Justifications

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

SJMC has offered a Professional MA for many years. This program provides journalism and mass communication training to students from a variety of academic and professional backgrounds. Some seek an advanced degree so they can teach journalism at a teaching college or high school.
Why is the program being proposed? What is its purpose?

While SJMC has one MA program (G590), students have long been able to focus either on a professional MA or a research MA. Admissions requirements to these tracks are different as are the program requirements. Given the differences in programming, the "Named Option" structure is appropriate for these programs and complies more fully with university policy.

Conversion of the programs to named options would assist SJMC in the following ways:
Streamline the admissions process.
Aid in tracking master’s students over time.
Allow for an additional (spring) admission cycle for the professional MA only, which is not possible with the current structure.

The SJMC professional MA committee, graduate committee and the full department have approved this change. The initial approval was intended for the Fall 2019 semester, but due to a variety of circumstances, has been delayed until now.

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

The MA-JMC has a healthy application rate every year. The program appeals to a broad range of students, some of whom are coming out of undergraduate programs and some of whom have worked as journalists and wish to return to school to hone new skills. The professional MA appeals to many applicants who are looking for a flexible program where they can design their course choices, in consultation with their advisor.

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

The Professional MA leads to careers in news and information production.

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

Many applicants to the program are Wisconsin-based and seek a professional program close to home. We appeal to students fresh out of undergraduate programs and also to journalism professionals wanting more training and access to professional networks.

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.

SJMC offers several classes and seminars that focus on theories, perspectives and practices of diversity and inclusion as they relate to communication. Faculty attend trainings on how to diversify their curricula, incorporating readings and sources that represent a plurality of views, identities and experiences throughout our curriculum. The School brings in trained journalists from an array of backgrounds to provide a diversity of role models and perspectives.

Parent Value

We offer several classes and seminars that focus on theories, perspectives and practices of diversity and inclusion as they relate to communication. Our faculty attend trainings on how to diversify their curricula, incorporating readings and sources that represent a plurality of views, identities and experiences throughout our curriculum. We bring in trained journalists from an array of backgrounds to provide a diversity of role models and perspectives.

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 recent years the school has been successful at attracting a more diverse group of students to the program through several means: outreach to all UW System schools and University of Minnesota schools. SJMC offers fee grants to underrepresented students applying to our program. We are also working to build pipelines into our undergraduate program through a summer pre-college course for underrepresented high school students and by connecting with units on campus that serve said students; a more diverse undergraduate program can help us build a more diverse graduate program. Starting in 2021-22, we hired a 50% PA from among our graduate students who is working with our Inclusion Committee on recruitment of both graduate and undergraduate students. We participate in programming through the Graduate School, including graduate resources fairs and other recruitment strategies.

Parent Value

In recent years we have been successful at attracting a more diverse group of students to the program through several means: outreach to all UW System schools and University of Minnesota schools. We offer fee grants to underrepresented minority students applying to our program. We are also working to build pipelines into our undergraduate program through a summer pre-college course for underrepresented high school students and by connecting with units on campus that serve said students; a more diverse undergraduate program can help us
build a more diverse graduate program. Starting in 2021-22, we hired a 50% PA from among our graduate students who is working with our Inclusion Committee on recruitment of both graduate and undergraduate students. We participate in programming through the Graduate School, including graduate resources fairs and other recruitment strategies.

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.

This has been a high priority for our department in recent years. In the past five years we have attempted three separate Target of Opportunity (TOO) hires, none of which was successful. While this has been frustrating, our plan is to redouble our efforts to find faculty of color, especially Black faculty, once the hiring freeze is lifted. In addition to our departmental efforts, we are exploring partnerships with other units on campus (e.g. the Department of Afro-American Studies), to propose cluster hires in joint areas of interest. Through our established speaker series (Prescott Colloquium) and our new series (Emerging Scholars) we identify and bring to campus promising black scholars, in order to build relationships that can contribute to effective hiring. We also actively pursue diverse members of our Board of Visitors to serve as lecturers.

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

In line with campus and graduate school priorities, we conduct an regular climate survey of our graduate students, using their feedback to examine our departmental culture and institute. Our Inclusion Committee includes 3 faculty, 2 graduate students, 1 undergraduate, and staff liaisons to all committees in the School of Journalism and Mass Communication (Graduate Committee, Undergraduate Curriculum, and Public Engagement) so the work is shared equitably.
Parent Value

In line with campus and graduate school priorities, we conduct a regular climate survey of our graduate students, using their feedback to examine our departmental culture and institute. Our Inclusion Committee includes 3 faculty, 2 graduate students, 1 undergraduate, and staff liaisons to all committees in the School of Journalism and Mass Communication (Graduate Committee, Undergraduate Curriculum, and Public Engagement) so the work is shared equitably.

## 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>Forster Benedict, Stacy</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Director of Professional MA Program</td>
</tr>
<tr>
<td>Rojas, Hernando</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Department Director</td>
</tr>
<tr>
<td>Aarli, Lisa</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Graduate Advisor</td>
</tr>
<tr>
<td>Wagner, Michael</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Director of Graduate Studies</td>
</tr>
</tbody>
</table>

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

As noted elsewhere in this proposal, this program is, in essence, already in existence. All resources currently devoted to it will continue to be allocated to support it. All necessary resources are in place and available, including faculty, classrooms, labs and support staff.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forster Benedict, Stacy</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Director of Professional MA Program</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

Students work with the Director of the Professional MA as their advisor. The program is overseen by the Professional MA Committee, made up of the program director, the graduate advisor and an additional faculty member from our Graduate Committee. This committee reports to and seeks approval from the Director of Graduate Studies and Graduate Committee on admissions, funding and program changes.

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

Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?
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.

No new resources are required.

Are new Library resources needed to support this program?

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

Students are offered scholarships from our donor funds to partially pay for tuition and fees. Most of the professional MA students also work in jobs on campus or in the community related to their career interests. They work extensively with our departmental career advisor on internships and jobs.

Curriculum and Requirements

Parent Plan Admissions/How To Get In Requirements

Students apply to the MA in Journalism and Mass Communication through one of the named options: Professional [REGISTRAR: INSERT LINK] Research [REGISTRAR: INSERT LINK]
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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>April 15</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>
<tr>
<td>Required</td>
<td>Refer to the department website for more detailed admissions information.</td>
</tr>
</tbody>
</table>

Describe plans for recruiting students to this program.

SJMC will continue the process that has been successful for us in recent years: Targeted outreach to all UW System schools and University of Minnesota schools undergraduate social science programs and units that work with underrepresented students. We offer fee grants to underrepresented students applying to the program. We are also working to build pipelines into our undergraduate program through a summer pre-college course for underrepresented high school students and by connecting with units on campus that serve said students; a more diverse undergraduate program can help us build a more diverse graduate program. Starting in 2021-22, we will hire a 50% PA from among our graduate students who will work with our Inclusion Committee on recruitment of both graduate and undergraduate students. We participate in programming through the Graduate School, including graduate resources fairs and other recruitment strategies.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>17</td>
</tr>
<tr>
<td>Year 2</td>
<td>15</td>
</tr>
<tr>
<td>Year</td>
<td>Projected Enrollment</td>
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<tr>
<td>-------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Year 3</td>
<td>16</td>
</tr>
<tr>
<td>Year 4</td>
<td>15</td>
</tr>
<tr>
<td>Year 5</td>
<td>15</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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement Details</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>15 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) 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>3.25 GPA required for degree conferral. For academic probation and other grading policies, this program follows the Graduate School's policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a>.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Students must earn a B or above in all core curriculum coursework.</td>
</tr>
</tbody>
</table>
Assessments and Examinations
See Named Option for policy information.

Language
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 MA in Journalism and Mass Communication must select one of the following named options:

REGISTRAR: INSERT TILES

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>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

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 3.25 GPA required for degree conferral.
For academic probation and other grading policies, this program follows the Graduate School's policy: https://policy.wisc.edu/library/UW-1203.
Other Grade Requirements No other grade requirements.
Assessments and Examinations Students present a portfolio of their work in the last semester.
Language Requirements No language requirements.

Required Courses

Required Courses

JOURN 335 Principles and Practices of Reporting 4
JOURN 903 Professional Master's Colloquium 1

Skills Courses

Choose at least 12 credits from the following skills courses in consultation with the program advisor:

JOURN 401 In-Depth Reporting
JOURN 405 Creative Nonfiction
JOURN 411 Multimedia Design
JOURN 415 Science and Environmental Journalism
JOURN 417 Magazine Publishing
JOURN 420 Investigative Reporting
JOURN 425 Video Journalism
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOURN 426</td>
<td>Community-Based Reporting</td>
</tr>
<tr>
<td>JOURN 450</td>
<td>Advanced Sports Communication</td>
</tr>
<tr>
<td>JOURN 456</td>
<td>Long Form Video</td>
</tr>
<tr>
<td>JOURN 457</td>
<td>Storytelling Through Sound</td>
</tr>
<tr>
<td>JOURN 475</td>
<td>Special Topics in Advanced Concepts and Skills</td>
</tr>
<tr>
<td><strong>Concept Courses</strong></td>
<td></td>
</tr>
<tr>
<td>JOURN/HISTORY 560</td>
<td>History of U.S. Media</td>
</tr>
<tr>
<td>JOURN 561</td>
<td>Mass Communication and Society</td>
</tr>
<tr>
<td>JOURN 563</td>
<td>Law of Mass Communication</td>
</tr>
<tr>
<td>JOURN 564</td>
<td>Media and the Consumer</td>
</tr>
<tr>
<td>JOURN 565</td>
<td>Effects of Mass Communication</td>
</tr>
<tr>
<td>JOURN 566</td>
<td>Communication and Public Opinion</td>
</tr>
<tr>
<td>JOURN/COM ARTS/HDFS 616</td>
<td>Mass Media and Youth</td>
</tr>
<tr>
<td>JOURN/COM ARTS/LSC 617</td>
<td>Health Communication in the Information Age</td>
</tr>
<tr>
<td>JOURN 618</td>
<td>Mass Communication and Political Behavior</td>
</tr>
<tr>
<td>JOURN 620</td>
<td>International Communication</td>
</tr>
<tr>
<td>JOURN 621</td>
<td>Mass Communication in Developing Nations</td>
</tr>
<tr>
<td>JOURN 622</td>
<td>The Impact of Emerging Media</td>
</tr>
<tr>
<td>JOURN 651</td>
<td>Sports Controversies &amp; Communication Professions</td>
</tr>
<tr>
<td>JOURN 658</td>
<td>Communication Research Methods</td>
</tr>
<tr>
<td>JOURN/ASIAN AM 662</td>
<td>Mass Media and Minorities</td>
</tr>
<tr>
<td>JOURN 664</td>
<td>Social Networks in Communication</td>
</tr>
<tr>
<td>JOURN 669</td>
<td>Literary Aspects of Journalism</td>
</tr>
<tr>
<td>JOURN 675</td>
<td>Topics in Government and Mass Media</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>JOURN 676</td>
<td>Special Topics in Mass Communication</td>
</tr>
<tr>
<td>JOURN/LIS 677</td>
<td>Concepts and Tools for Data Analysis and Visualization</td>
</tr>
<tr>
<td>JOURN 678</td>
<td>Legal &amp; Ethical Dimensions of Emerging Media</td>
</tr>
<tr>
<td>JOURN 801</td>
<td>Mass Communication and the Individual</td>
</tr>
<tr>
<td>JOURN 802</td>
<td>Mass Communication and Society</td>
</tr>
<tr>
<td>JOURN 803</td>
<td>Mass Communication and Culture</td>
</tr>
<tr>
<td>JOURN/HISTORY 808</td>
<td>Mass Communication History</td>
</tr>
<tr>
<td>JOURN 821</td>
<td>Health Communication</td>
</tr>
<tr>
<td>JOURN 822</td>
<td>Global Communication</td>
</tr>
<tr>
<td>JOURN/ENVIR ST/LSC 823</td>
<td>Science and Environment Communication</td>
</tr>
<tr>
<td>JOURN 824</td>
<td>Race, Ethnicity and Media</td>
</tr>
<tr>
<td>JOURN/LSC 825</td>
<td>Ethics and Communication</td>
</tr>
<tr>
<td>JOURN/LSC 826</td>
<td>Journalism Theory</td>
</tr>
<tr>
<td>JOURN/POLI SCI 829</td>
<td>Political Communication</td>
</tr>
<tr>
<td>JOURN/LSC 880</td>
<td>Topics in Mass Communication</td>
</tr>
</tbody>
</table>

**Specialization Courses (outside of Journalism & Mass Communication)**

In addition to the courses listed above, students must complete at least 6 credits of coursework outside the School of Journalism and Mass Communication and at the 300 level or above.

**Total Credits**

| Total Credits | 30 |

Total credits required:

30
Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
Professional [REGISTRAR: INSERT LINK]
Research [REGISTRAR: INSERT LINK]

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
This program follows the Graduate School's policy for Satisfying Requirements with Prior Graduate Coursework from Other Institutions.

UW-Madison Undergraduate
This program follows the Graduate School's policy for Satisfying Requirements with Coursework from Undergraduate Career at UW–Madison.

UW-Madison University Special
This program follows the Graduate School's policy for Transfer from UW–Madison University Special Student Career at UW–Madison.

Probation

This program follows the Graduate School's Probation policy.

Advisor / Committee

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

Credits Per Term Allowed

15 credits

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

**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.

Students compete the program in 3 - 4 semesters.

* In the first semester they work with their advisor to develop their program proposal, outlining courses, internships and conferences they intend to complete.

* During the summer they complete the internship requirement, working with our career advisor.

* At the end of their final semester students will present a professional portfolio of work they have completed during their time in the program.
Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

- Attain mastery in an area of the mass communication field.
- Demonstrate understanding of the primary field of study in a historical, social, psychological, cultural or global context.
- Develop professional communication skills related to gathering, assessing, compiling and disseminating information, by selecting and/or utilizing the most appropriate methodologies and practices and the evaluation and synthesis of information.
- Develop in-depth and specialized expertise in a topic of interest. In doing so students will be able to identify sources of information and assemble evidence pertaining to questions in that area.
- Select and/or utilize the most appropriate professional practices.

Summarize the assessment plan.

The MA assessment plan articulates distinct learning outcomes for the Research and Professional MA; achievement of these skills is evaluated with a combination of direct measures that include development, presentation, and defense of a portfolio, as well as reports/evaluations of student internship placements.

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

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

Yes

**Supporting Information**

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

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

Additional Information:

**Approvals**

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

Enter any notes about approval here:

The professional MA committee, our graduate committee and the full department have all approved this change in the fall 2019 semester.

(n.b. Further approvals were unfortunately delayed, but the process was renewed in Fall 2021.)

Entered by: Hernando Rojas - Department Chair

Date entered: 12/15/21

*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
Approved by the L&S Academic Planning Council, 1/18/2021.

(n.b. L&S has requested comment from CALS, out of respect for the relationship between SJMC and the Dept. of Life Science Communication.

Entered by and Elaine M. Klein, Assoc Dean for Academic Planning
date: Date entered: 1/21/2021

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) (11/01/21 11:57 am): Rollback: Rolled back per conversation 11/1/2021 with L&S Admin & Grad School. / emk

Karen Wassarman (kmwassarman) (01/28/22 5:10 pm): CALS supports this proposal to formalize a "Professional" named option for the Journalism and Mass Comm MA and wishes the program success.

Jenna Alsteen (jennabecker) (01/31/22 9:32 am): Edits made for Graduate School consistency in Guide.

Jenna Alsteen (jennabecker) (02/02/22 11:30 am): Added "at 300 level or above".

Key: 1225
New Program Proposal

Date Submitted: 01/10/22 12:06 pm

Viewing: Research

Parent Plan: MAJ: Journalism & Mass Comm MA

Last edit: 02/02/22 12:02 pm

Changes proposed by: aarli

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. J SCHOOL 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. 03/09/21 2:37 pm
   Hernando Rojas (hrojas): Approved for J SCHOOL Dept. Approver

2. 11/01/21 11:57 am
   Elaine Klein (emklein): Rollback to Initiator

3. 12/15/21 5:03 pm
   Hernando Rojas (hrojas): Approved for J SCHOOL Dept. Approver

4. 01/07/22 2:51 pm
   Elaine Klein (emklein): Rollback to Initiator

5. 01/10/22 12:43 pm
   Hernando Rojas (hrojas): Approved for J SCHOOL Dept. Approver
Proposal Abstract/Summary:

The School of Journalism and Mass Communication proposes a Named Option for our master’s degree. While we have one MA program (G590), students can either work on a professional MA or a research MA. The admissions requirements are different as are the program requirements. This would assist us in the following ways:
Streamline our admissions process.
Aid in tracking master’s students over time.
We would like to add a second/spring admission cycle for the professional MA only. We cannot do that within our current structure. Our professional MA committee, our graduate committee and the full department have all approved this change in the fall 2022 semester.

Basic Information

Program State: Active
Type of Program: Named Option
Parent Program: MAJ: Journalism & Mass Comm MA
Parent Audience: Graduate or professional
Parent Home Department: Journalism & Mass Comm (J SCHOOL)
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 Arts

SIS Code:

SIS Description:

Transcript Title: Research

Named Options:
- Sub Plan 1150: No Title Found
- Sub Plan 1225: No Title Found

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

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Aarli, Lisa</td>
<td><a href="mailto:aarli@wisc.edu">aarli@wisc.edu</a></td>
<td>608/263-4858</td>
<td>Graduate Advisor</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Rojas, Hernando</td>
<td><a href="mailto:hrojas@wisc.edu">hrojas@wisc.edu</a></td>
<td>608/334-5823</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>Faculty Director</td>
<td>Wagner, Michael</td>
<td><a href="mailto:mwagner8@wisc.edu">mwagner8@wisc.edu</a></td>
<td></td>
<td>Director of Graduate Studies</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Sciences Communications (LIFE SC COM)</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.

Because the department has informally "tracked" students into the two different programs, the "Research" MA program is already in place with respect to admissions, advising, and curricular processes. By converting the informal distinction between the "research" and "professional" tracks to approved named options, SJMC will be able to use different admission cycles for the programs, separate and track applications in SIS, and fully clarify and represent in Guide differences in program requirements. Students would be placed into the appropriate option effective Fall 2022, and the first spring admission cycle would be in Spring 2023.

Rationale and Justifications

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

SJMC has offered the Research MA for many years. The Research MA focuses on developing tools in mass communication research and may prepare students for continued graduate study (e.g., doctoral level). The Research program is distinct from the Professional MA, which typically leads to careers in news and information production.
Why is the program being proposed? What is its purpose?

While SJMC has one MA program (G590), students have long been able to focus either on a professional MA or a research MA. Admissions requirements to these tracks are different as are the program requirements. Given the differences in programming, the "Named Option" structure is appropriate for these programs and complies more fully with university policy.

Conversion of the programs to named options would assist SJMC in the following ways:

Streamline our admissions process.
Aid in tracking master’s students over time.
Allow for an additional (spring) admission cycle for the Professional MA, which is not possible with the current structure. (The Research MA will continue to admit students in the Fall term only.)

The SJMC professional MA committee, graduate committee and the full department have approved this change. The initial approval was intended for the Fall 2019 semester, but due to a variety of circumstances, has been delayed until now (Fall 2021).

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

Yes. Students, many of whom do not already have a master’s degree, apply to the Research MA program every year. Many students who complete the program continue their graduate studies at the doctoral level.

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

87% of students who complete the Research MA and continue to doctoral study are placed in academic careers, with 47% placed in R1 institutions. This suggests that the program has a record of success preparing students for their eventual careers.

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

The Research MA focuses on developing tools in mass communication research and typically leads to enrollment in a doctoral program. Coursework provides background and training in an appropriate mixture of communication theory and analytical tools; solid grasp of theory and methods should be evident in the student’s MA thesis. The student defends the thesis before a three-person certification committee in an oral examination at the end of the program. This prepares students for success in the PhD program.

Diversity and Inclusion

https://next-guide.wisc.edu/programadmin/?key=1150
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.

We offer several classes and seminars that focus on theories, perspectives and practices of diversity as they relate to communication. Our faculty attend trainings on how to diversify their curricula, incorporating readings and sources that represent a plurality of views, identities and experiences throughout our curriculum.

Parent Value

We offer several classes and seminars that focus on theories, perspectives and practices of diversity and inclusion as they relate to communication. Our faculty attend trainings on how to diversify their curricula, incorporating readings and sources that represent a plurality of views, identities and experiences throughout our curriculum. We bring in trained journalists from an array of backgrounds to provide a diversity of role models and perspectives.

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.

We been developing our recruitment efforts for the past few years through several approaches: developing partnerships with institutions in the midwest that have a higher proportion of underrepresented students, inviting emerging scholars of color to present at our speakers' and colloquium series, actively recruiting students of color at conferences like the National Communication Association (NCA), hosting virtual open houses to invite students to get to know our program without having to physically travel, and building connections with units on campus that serve underrepresented students. We offer fee grants to underrepresented students applying to our program. We are also working to build pipelines into our undergraduate program through a summer pre-college course for underrepresented high school students and by connecting with units on campus that serve said students; a more diverse undergraduate program can help us build a more diverse graduate program. Starting in 2021-22, we hired a 50% PA from among our graduate students who working with our Inclusion Committee on recruitment of both graduate and undergraduate students. We participate in programming through the Graduate School, including graduate resources fairs and other recruitment strategies for McNair Scholars.

Parent Value

In recent years we have been successful at attracting a more diverse group of students to the program through several means: outreach to all UW System schools and University of
Minnesota schools. We offer fee grants to underrepresented minority students applying to our program. We are also working to build pipelines into our undergraduate program through a summer pre-college course for underrepresented high school students and by connecting with units on campus that serve said students; a more diverse undergraduate program can help us build a more diverse graduate program. Starting in 2021-22, we hired a 50% PA from among our graduate students who is working with our Inclusion Committee on recruitment of both graduate and undergraduate students. We participate in programming through the Graduate School, including graduate resources fairs and other recruitment strategies.

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.

This has been a high priority for our department in recent years. In the past five years we have attempted three separate Target of Opportunity (TOO) hires, none of which was successful. While this has been frustrating, our plan is to redouble our efforts to find faculty of color, especially Black faculty, once the hiring freeze is lifted. In addition to our departmental efforts, we exploring partnerships with other units on campus (e.g. the Department of Afro-American Studies), to propose cluster hires in joint areas of interest. Through our established speaker series (Prescott Colloquium) and our new series (Emerging Scholars) we will identify and bring to campus promising black scholars, in order to build relationships that can contribute to effective hiring.

Parent Value
This has been a high priority for our department in recent years. In the past five years we have attempted three separate Target of Opportunity (TOO) hires, none of which was successful. While this has been frustrating, our plan is to redouble our efforts to find faculty of color, especially Black faculty, once the hiring freeze is lifted. In addition to our departmental efforts, we are exploring partnerships with other units on campus (e.g. the Department of Afro-American Studies), to propose cluster hires in joint areas of interest. Through our established speaker series (Prescott Colloquium) and our new series (Emerging Scholars) we identify and bring to campus promising black scholars, in order to build relationships that can contribute to effective hiring. We also actively pursue diverse members of our Board of Visitors to serve as lecturers.
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.

In line with campus and graduate school priorities, we conduct a regular climate survey of our graduate students, using their feedback to examine our departmental culture and institute changes. Our Inclusion Committee includes 3 faculty, 2 graduate students, 1 undergraduate, and the liaisons to all committees in the School of Journalism and Mass Communication (Graduate Committee, Undergraduate Curriculum, and Public Engagement) so the work is shared equitably.

**Parent Value**

In line with campus and graduate school priorities, we conduct an regular climate survey of our graduate students, using their feedback to examine our departmental culture and institute. Our Inclusion Committee includes 3 faculty, 2 graduate students, 1 undergraduate, and staff liaisons to all committees in the School of Journalism and Mass Communication (Graduate Committee, Undergraduate Curriculum, and Public Engagement) so the work is shared equitably.

### 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>Rojas, Hernando</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Department Director</td>
</tr>
<tr>
<td>Aarli, Lisa</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Graduate Advisor</td>
</tr>
<tr>
<td>Wagner, Michael</td>
<td>Journalism &amp; Mass Comm (J SCHOOL)</td>
<td>Director of Graduate Studies</td>
</tr>
</tbody>
</table>

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

As noted elsewhere in this proposal, this program is, in essence, already in existence. All resources currently devoted to it will continue to be allocated to support it. All necessary resources are in place and available, including faculty, classrooms, labs and support staff.

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

Students work with a faculty advisor and the graduate program advisor. The program is overseen by the Director of Graduate Studies and the graduate committee, made up of several faculty members.

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

Yes

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

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.

No substantial new resources are required.

Are new Library resources needed to support this program? No

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

Top ranked incoming students are offered funding guarantees upon admission. Others are hired as TAs and PAs through our annual funding process. The majority are funded for all or some portion of their program.
Students apply to the MA in Journalism and Mass Communication through one of the named options:

Professional [REGISTRAR: INSERT LINK]
Research [REGISTRAR: INSERT LINK]

Guide Admissions/How to Get In tab

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>December 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<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>

Refer to the department website for more detailed admissions information.

Describe plans for recruiting students to this program.

We will continue to attract students to this program because:
* we are in the top 5 universities for communication and media studies worldwide
* we have internationally recognized faculty and graduate student research, publications and conference presentations
* 87% placement rate for our graduates pursuing academic careers

We will continue to reach out and recruit students from underrepresented groups by developing partnerships with other institutions and attending recruitment fairs.

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</td>
<td>Projected Enrollment</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Year 2</td>
<td>10</td>
</tr>
<tr>
<td>Year 3</td>
<td>10</td>
</tr>
<tr>
<td>Year 4</td>
<td>10</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</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 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**: 3.25 GPA required for degree conferral.

For academic probation and other grading policies, 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
Students must earn a B or above in all core curriculum coursework.

Assessments and Examinations
See Named Option 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 MA in Journalism and Mass Communication must select one of the following named options:**

**REGISTRAR: INSERT TILES**

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>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 Requirement</td>
<td>16</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>15</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.25</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>No other grade requirements.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Students defend their M.A. thesis to a committee of three faculty members.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

### Required Courses

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>In consultation with the faculty advisor, students must take at least 12 graduate-level JOURN credits (with the graduate attribute). At least 2 courses must be at the 800 level.</td>
<td>12</td>
</tr>
<tr>
<td>In consultation with the faculty advisor, students must take at least 6 credits at the 300 level or above outside of the JOURN department.</td>
<td>6</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>12</td>
</tr>
<tr>
<td>Working with their advisor, students select additional courses to reach the total credit minimum of 30.</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
</tr>
</tbody>
</table>

Total credits required: 30
Parent Plan Graduate Policies

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

Professional [REGISTRAR: INSERT LINK]
Research [REGISTRAR: INSERT LINK]

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
This program follows the Graduate School's policy for Satisfying Requirements with Prior Graduate Coursework from Other Institutions.

UW-Madison Undergraduate
This program follows the Graduate School's policy for Satisfying Requirements with Coursework from Undergraduate Career at UW–Madison.

UW-Madison University Special
This program follows the Graduate School's policy for Transfer from UW–Madison University Special Student Career at UW–Madison.

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

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

Credits Per Term Allowed
15 credits
This program follows the Graduate School's Time Limits policy.

Grievances and Appeals

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

Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

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

Approved Shared Content from /shared/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.

Students typically complete the research MA in 2 years. The suggested timeline is:

- Thesis proposal during the third semester of course work
- Proposal meeting with committee before thesis research begins
- Defense of thesis at end of fourth semester after admission
**Program Learning Outcomes and Assessment**

Parent Program
Learning Outcomes
  - Attain mastery in an area of the mass communication field.
  - Demonstrate understanding of the primary field of study in a historical, social, psychological, cultural or global context.
  - Develop professional communication skills related to gathering, assessing, compiling and disseminating information, by selecting and/or utilizing the most appropriate methodologies and practices and the evaluation and synthesis of information.
  - Develop in-depth and specialized expertise in a topic of interest. In doing so students will be able to identify sources of information and assemble evidence pertaining to questions in that area.
  - Select and/or utilize the most appropriate professional practices.

Summarize the assessment plan.

The MA assessment plan articulates distinct learning outcomes for the Research and Professional MA; achievement of these skills is evaluated with a combination of direct measures that include development, presentation, and defense of a portfolio, as well as reports/evaluations of student internship placements.

**Commitments**

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

  - Yes

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

  - Yes

Courses have enrollment capacity.

  - Yes

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

  - Yes

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

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

Yes

**Supporting Information**

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

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

Additional Information:

**Approvals**

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

Enter any notes about approval here:

The professional MA committee, our graduate committee and the full department have all approved this change in the fall 2019 semester.

Entered by: Hernando Rojas - Dept Chair
Date entered: 12/15/22

*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 Academic Planning Council, 1/18/2021.

(n.b. L&S has requested comment from CALS, out of respect for the relationship between SJMC and the Dept. of Life Science Communication.

Entered by and  Elaine M. Klein, Associate Dean for Academic Planning
date:  Date entered:  1/21/2021

*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) (11/01/21 11:57 am): Rollback: Rolled back per conversation 11/1/2021 with L&S Admin and Grad School. / emk

Elaine Klein (emklein) (01/07/22 2:51 pm): Rollback: Rolling back to department to clarify questions raised by Grad School Review. Emily Reynolds may have more questions about formatting. / emk

Karen Wassarman (kmwassarman) (01/28/22 5:10 pm): CALS supports this proposal to formalize a "Research" named option for the Journalism and Mass Comm MA and wishes the program success.

Jenna Alsteen (jennabecker) (01/31/22 9:16 am): Edits made for Graduate School consistency in Guide.

Jenna Alsteen (jennabecker) (02/02/22 12:02 pm): Made edits to the requirements table per email with LA.

Key: 1150
Program Review Committee Report for Ph.D. 133BUS – Research Doctorate at the University of Wisconsin Business School

Date Submitted: November 28, 2021

Review Committee Chair and Members:
- Susan Yackee, Director & Professor, La Follette School of Public Affairs (Chair)
- Kristine Kwekkeboom, Professor and Ph.D. Program Director, Nursing
- Julie Poehlmann-Tynan, Professor in Human Ecology (GFEC representative)
- Jim Wahlen, Professor at Kelley School of Business, Indiana University

A. Review Context

The committee interacted with Business School leaders, students, faculty, and staff as part of its review. Attached is the committee’s schedule for its approximately 1.5-day site visit, which details those interactions and a list of people attending the meetings. Additionally, during in-person meetings with approximately 44 Ph.D. students, the committee shared their work email addresses to invite student follow-up, and received helpful information from these follow-up interactions.

The primary materials the committee reviewed in advance of the site visit were the program’s self-study report (included as an addendum to this report) and departmental websites. The committee also requested and received additional information on campus comparison data from doctoral exit interviews, doctoral placements, and student compensation packages (by department) in advance of the site visit. We reviewed information on students who declined Wisconsin’s Ph.D. program offer and chose a different institution. During and after the site visit, the committee reviewed qualitative information from recent Ph.D. student exit interviews conducted by the School, the School’s diversity, equity, and inclusion yearly report and framework, as well as yearly information on the number of students who began the Ph.D. program but did not complete it.

B. Strengths and Weaknesses

Program Strengths

- The vast majority of Business faculty that we interviewed are dedicated to the Ph.D. program. In most cases, students believed they have good access to faculty and strong support from the faculty. Students reported very positive assessments of faculty support for their well-being. For example, they described faculty as having an “open-door policy”, reaching out to check on students during Covid isolation, and allowing program adjustments (e.g., offering preliminary exams online and flexibility in graduation dates).

- The culture of the program is viewed positively by the doctoral students—a fact which came out in our interviews with Ph.D. students and in the qualitative exit interview information. Students perceived the School of Business to have a positive atmosphere, good peer support, and a lack of competition among enrolled Ph.D. students. This is noteworthy given that about 60% of the Ph.D. students are international students, potentially at risk for feeling isolated and marginalized. Overall, the students seemed confident in their learning and their potential for placement and success at research-one universities.
• The ProSeminar class, which is a 1-credit course taken by all students in their first semester, was largely viewed positively, and it represents an important change that the Business School made in response to its prior 10-year program review. Students appreciated the range of topics addressed and ability to meet with peer students across different areas of business specialization during that class.

• The Ph.D. student placement record is a program strength. Most Ph.D. students found employment in academia and in tenure track positions.

• There is an emerging consensus across the School that the Ph.D. program needs greater prioritization. Several School leaders suggested that this 10-year review was a timely opportunity for the program to build upon. Dean Sambamurthy shared that his office has not yet paid enough attention to the Ph.D. program but anticipated plans to begin exploring a new vision and direction for the program with Prof. Karla Zehms, who has recently been appointed as the Associate Dean of Doctoral Programs and Research. We believe that this new leadership will allow for a focus on the Ph.D. program, as well as (hopefully) greater coordination in how the Ph.D. program is implemented among the eight different areas of specialization across seven different disciplines within the Business School (i.e., Accounting, Marketing, Real Estate, etc.) [The Business School refers to these disciplines as “departments”, and thus, we do so as well for the rest of this report.] One department, Finance, administers two programs, including a joint program with the Department of Economics.

• The Committee was impressed with the Director of Ph.D. and Research Programs position, which is held by Patrick Stevens. The position’s important role in the program is clear, and Stevens is a major resource for the Ph.D. students and thus is a strength of the program. If anything, the committee worries that the person in this position may become spread too thin with other School obligations across time, which would diminish attention to the Ph.D. program.

• During our debrief, we also highlighted the strength arising from students taking fundamental courses (e.g., in psychology, economics, sociology, others) and methodology courses (e.g., in experimental design, econometrics, statistics, others) across campus. All Ph.D. students rely on graduate classes outside of the Business School to complete their core training. This allows for less duplication of courses taught across the university and to fill classes often in specialty graduate-level methods topics. It also allows for an increased interdisciplinarity within the training, which is to be applauded.

• The Business School has a DEI coordinator who has worked with the School’s administration and faculty to systematically review course content related to diversity in the MBA program and is currently conducting such a review with the undergraduate programs. Although occasional DEI sessions are offered to Ph.D. students, and there has been a concerted effort to recruit students from traditionally underrepresented groups, there has not been a systematic review of diversity content in the Ph.D. program nor a significant presence of diverse domestic students. The diversity that comes from having 60% international students is a strength, however.

**Opportunities to Improve**

• There is an overall concern about the School of Business’s funding model for Ph.D. students. The previous 10-year review identified high student teaching loads as a concern, with teaching
assistantships as a primary method of funding Ph.D. students. This remains the case in the current review, as campus resources have been reduced and tuition remission expenses shifted, at times, to the enrolled student’s department. Of note, Ph.D. student recruitment targets in the School of Business have decreased recently due to limited funds—from 3 per department to 2 annually in some departments.

- The committee observed commonalities in the objectives for the Ph.D. program as it is implemented among the Business School’s eight different areas of specialization. However, the committee also observed wide variation in how the Ph.D. program is implemented among the eight different specializations. In fact, this issue came up repeatedly across our information gathering. And it led the committee to existential questions such as: *Is this one Ph.D. program, or is it, really, eight programs?*

We found there to be a lack of core processes and practices across departments in how the program was implemented, as well as very little sharing of “best practices.” For instance, variation in the departments’ implementation included:

- **Student Reviews.** Procedural inconsistencies exist with respect to documentation required, students’ level of involvement, and who participates in the annual performance review (i.e., department Ph.D. coordinator, student’s faculty advisors, other faculty). Some students described completing a form to document their activity, others report writing a letter, and still others indicated they had no input in advance of the review. Further, several faculty and students were unfamiliar with university recommendations regarding Individual Development Plans (IDPs), and their potential value in the annual student review process. Development of an IDP could be introduced in the first-year ProSeminar and updated at student reviews annually. Having such a process that is standardized across the Ph.D. program—and not just dependent on the specialization area—is important.

- **Event Communication.** Students expressed excitement at the availability of educational events (e.g., brown bag presentations, outside speakers), but felt they were often unaware of events, especially those WSB events held outside their individual departments. Students needed to ask to be on mailing lists or go to separate department websites and calendars to learn about events of interest.

- **Teaching Assignments.** We learned that in some departments there can be little correspondence between the Ph.D. student’s expertise and research interests, and their teaching assignments. Even more troubling, the committee heard that in some departments, Ph.D. students are required to teach or TA a different class almost every semester. Such variation in teaching assignments does not allow for the improvement of teaching skills through repetition. Moreover, some students shared that they are regularly not informed what they will be teaching until right before classes start, which produces stress and uncertainty.

- **Preliminary Exams.** Students perceived differences in how preliminary exams were administered across departments. Some students described being involved in the process of identifying topics and specific questions, whereas others noted they received
seemingly random questions. This contributed to differences in students’ stress levels during exam periods.

The lack of core processes and practices across the eight specializations was perceived differently by different program stakeholders. For instance, some stakeholders (primarily faculty) portrayed the heterogeneity as a positive component of the program, noting that the fields are different and thus require variation in their approaches. Other faculty seemed to understand that there was problem and that the lack of harmonization impeded the sharing of “lessons learned” and “best practices” across program implementation. Other stakeholders (i.e., some of the Ph.D. students) suggested that the current degree of departmental heterogeneity in the programs was, at best, problematic, and, at worst, inequitable.

The committee understands that some program differences are necessary, given the different subfields, traditions, and markets across the School of Business’ departments. However, the degree to which the programs’ practices vary was surprising to us. We view enhancing the degree of communication and coordination of practices across departments as an important opportunity for improvement.

• Several Business School faculty members stated the importance of student teaching within the Ph.D. program so that students could be well prepared for success in the classroom after graduation. The Committee agrees with this general sentiment. However, at present, there is significant unevenness across the departments in the amount of teaching and TA-ing by Ph.D. students. This represents an important opportunity to improve the program. The committee notes that this was a major recommendation made following the prior 10-year self-study review, as well, which has not been fully addressed.

Numerous doctoral students characterized their excessive teaching load as their #1 complaint about the program.

As articulated in one exit interview, some Ph.D. students end up teaching only 4 or 5 of the 10 semesters in the Ph.D. program, which seems a reasonable commitment. However, other students teach 8 of 10 semesters (or more) as a student, which may not provide these students the time necessary to learn the practice of research and the research enterprise. For instance, we learned that the Accounting Department has gone to great lengths to secure the funds to ensure that its students only teach 5 of the 10 semesters in the Ph.D. program. This is to be applauded. However, the unevenness experienced by students in other departments remains problematic.

Moreover, we learned from our faculty interviews that many are aware that their key Business School competitors require their Ph.D. students to do less teaching. Moreover, we learned that “excessive teaching” was perceived to be a top reason why Wisconsin loses Ph.D. student applicants to other business schools.

The committee was also disheartened to hear at least one senior faculty member, who is very involved in the Ph.D. Program, express a lack of concern about the teaching load borne by some students—suggesting that Ph.D. students who complained about an excess of teaching may not be committed or simply didn’t understand, and therefore should consider an alternate program
at a different university. We disagree and believe that the teaching must be rebalanced at least for some students.

- As noted above, a strength is that all Ph.D. students rely on graduate classes outside of the Business School to complete their core training. However, this approach has also given rise to problems. We heard from several doctoral students, for instance, who could not gain admittance to key methods courses in other units (such as in psychology, computer science, and applied economics), which slowed their academic progress. Other students suggested that core methods classes – like econometrics – could be taught at the Business School and questioned why this didn’t occur. Some students noted that a cross-department methods class at the Business School for Ph.D. students would allow them to get to know each other better and to derive their learning from examples drawn from Business (and not from another social science field). For instance, the committee was told during its site visit that one emerging area of study for the field is data analytics. A core doctoral offering in data analytics at the Business School would address student concerns, as well as contribute to this important area of study.

- We heard from several faculty that applying for research grants is often a low priority and that student positions are often not included in grant applications (ostensibly because of the UW-Madison tuition remission requirement), which overlooks a key source of support for students. The Dean described a “profit-sharing model” in awarding funding to departments. This model could be used to incentivize and reward faculty who submit grants and secure funding that includes project or research assistantship positions for Ph.D. students.

- As mentioned above, there has not been a systematic review of DEI in the Ph.D. program coursework or DEI-related workshops or seminars that are required for doctoral students. In addition, there have been few domestic doctoral students from underrepresented groups.

C. Advice and Recommendations

- We recommend that the Ph.D. program develop a formal policy for its annual student review process to be implemented consistently across departments. This policy should include identification of the persons responsible for each activity and include a review and discussion of IDP goals between the student and faculty advisor. Enacting this recommendation will begin to address the lack of core processes and practices across the eight specializations in this important area.

- We recommend that the Business School modify the student Ph.D. program handbook to include an appendix for each of the department specific programs (i.e., Accounting, Marketing, Real Estate, etc.). These appendices would include program specific information on course requirements, advising, preliminary exams, and other relevant information. The new handbook ought to be posted on the program’s website and updated yearly.

- We recommend that the Business School reduce the number of semesters that some Ph.D. students spend teaching or TA-ing in the classroom. The ideal existing model is the Accounting Department, which recruits students based on the commitment that they will teach no more than 5 of the 10 semesters in the Ph.D. program. We also strongly recommend that departments work closely with doctoral students to make sure that new course preparations are
few, course assignments are aligned (to the extent possible) with each student’s core area of knowledge and expected future teaching upon graduation, and that teaching assignments are communicated in a timely manner to the student.

- We recommend that increased funding be identified for doctoral students to orient more of their training toward research and away from teaching or TA-ing in the classroom. This activity is critical if the WSB is to prevent the loss of highly qualified program applicants in the future and further enhance students’ potential research productivity and faculty job placements. Paths for this funding may include:
  - Increased central funding from the Business School (however, we understand from those we interviewed that such centralized funding for Ph.D. students has been cut recently, not increased).
  - Increased School-level philanthropy funds used to support doctoral students, which we recognized would need to be prioritized by the Dean.
  - Increased hiring of doctoral students on faculty grants. We further recommend a need to recognize faculty that have funded their Ph.D. students through internal or external grants or through their own research funding. We heard from several sources that this work is not properly incentivized at present, which appears to have led to its underproduction. Another means of incentivization may be the Dean’s office providing some type of additional “match” or “bonus” research funds to Business School faculty when they bring in internal or external grants that prioritize the hiring of doctoral students.

- We recommend increased information sharing and the sharing of “best practices” around doctoral education across departmental leaders. We note here that many faculty members appeared unaware how other departments handled important areas of the program—such as funding, teaching assignments, admissions, and preliminary exams. While full standardization across the departments is not recommended, there should be—in the words of one Business faculty member—a degree of “flexible uniformity” in these key areas of the Ph.D. program.

- We recommend increased efforts to enhance diversity, equity, and inclusion across the program, including more efforts in: (1) recruiting and retaining domestic students from diverse backgrounds such as connecting with HBCUs or other similar domestic institutions, (2) offering regular required DEI seminars and workshops for Ph.D. students, and (3) conducting a systematic review of DEI content in doctoral level coursework as has been done for the MBA program.

- A minority of faculty reported applying for external grants—although in some departments the WARF Fall Research Competition has been used to support Ph.D. students. The Ph.D. program coordinator is the sole provider of pre-award grant support for faculty, which appears insufficient (and may distract the staff member from the primary role of supporting graduate students). Building a grants administration infrastructure is important for faculty and their efforts to fund Ph.D. students.
• Given the dramatic rise in the importance of data analytics in business, we recommend the Ph.D. program seriously consider how to strengthen students’ understanding of data analytics tools and techniques, as valuable skills for their future teaching and research. This may include the offering of a doctoral seminar at the Business School on data analytics.

D. Conclusion

The committee is impressed with the Business School’s commitment to the Ph.D. program’s future success and the growing realization across many of its leaders that now is a good time to take a hard look at the program and invest in its future. That type of prioritization is necessary to move the program forward.

It is also important to recognize that several of the program’s weaknesses—such as the excessive amount of teaching and TA-ing by some Business Ph.D. students and the lack of harmonization and coordination across departmental practices in the doctoral program—stated in this report were also articulated in the previous 10-year program review. These remain critical yet lingering issues that ought to be addressed. Other key successes ought to be celebrated, including the positive climate and faculty support for students, creation of the ProSeminar and the School’s continued achievement in placing its students in tenure track positions.

Attachments
- Final Schedule
- Self Study
## PhD Program Review Committee Schedule

<table>
<thead>
<tr>
<th>What</th>
<th>Where</th>
<th>Who</th>
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<th>End</th>
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<td><strong>Wednesday October 20</strong></td>
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<tr>
<td>Planning (Breakfast)</td>
<td>3111</td>
<td>Patrick Stevens</td>
<td>8:30</td>
<td>9:00</td>
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<tr>
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<td>Dean Samba and Terry Warfield</td>
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<td>Program Administrator</td>
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<td>2:45</td>
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<td><strong>Thursday October 21</strong></td>
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<tr>
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<td>Karla Zehms</td>
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<td>10:30</td>
<td>11:15</td>
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<tr>
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<td>See Below</td>
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<tr>
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<td>4161</td>
<td>Zehms (as needed)</td>
<td>1:00</td>
<td>2:00</td>
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### Advisors 1
- Dani Bauer
- Martin Ganco
- Tom Linsmeier
- Joann Peck
- Margie Rosenberg
- Ivan Shaliastovich
- Justin Sydnor

### Advisors 2
- Neeraj Arora
- Jon Eckhardt
- Amber Epp
- Barry Garhart
- Stacie Laplante
- Charlie Trevor

### PhD Students 1
- Vaibhav Anand
- Derek Christensen
- Shengwei Guo
- Congyan Han
- Shimeng Huang
- Yepeng Jin
- Suyeon Jung
- Katya Kazakova
- Zach King
- Yongha Kwon
- Sang Min Lee
- Elton Li
- Zhiling Lin
- Carol Liu
- April Meehl
- Michael Nattinger

### PhD Students 2
- Julia Ariel-Rohr
- Alexis Avery
- Sila Ayoz
- Matthew Carl
- Amanda Carlson
- Ying Chen
- Leitao Fu
- Yang Gao
- Pamela Gu
- Jiyeon Hong
- Zhi Huang
- Ji Hyun Kim
- Youngsun Kim
- Da Li
- Honglin Li
- Mayer Liang
Tuan Ngo
Jessica Nylen
Minah Park
Yerim Sim
Shannon Sledz
Nitisha Tomar
Sriniketh Vijayaraghavan
Catherine Wang
Tyler Welch
Jungeun Lim
Julio Mereb
David Samuel
Alex Son
Srinivas Tunuguntla
Haifeng Wang
Kaiyang Wu
Linge Xia
Heejin Yoon

PhD and Research Committee
Dan Lynch
Peng Shi
Dean Corbae
Qing Liu
Sung Kim
Yongheng Deng
Karla Zehms

Department Chairs
Mark Covaleski
Joan Schmit
Erwan Quintin
Jack Nevin
Russ Coff
Jim Morris
Tim Riddiough
Ten-Year Program Review:
Self-Study for PHD 133BUS (Research Doctorate) and GMIN133 (Minor)

Submission Date: September 25, 2021

Primary Contact: Professor Karla M. Zehms, Associate Dean of Research & PhD Programs; karla.zehms@wisc.edu (or 608.234.1052)

Secondary Contact: Patrick Stevens, Director -- PhD/MS Programs and Research Administration; patrick.stevens@wisc.edu

School(s)/College(s): Wisconsin School of Business (the ‘School’ or ‘WSB’)

Evaluation Committee Members: Professors Kristine Kwekkeboom, Julie Poehlmann-Tynan, James Wahlen, and Susan Yackee
Evaluation Committee:

1. **Professor Kristine Kwekkeboom, University of Wisconsin - Madison** *(kwekkeboom@wisc.edu)*
   
   [Image of Kristine L. Kwekkeboom]

   PhD, University of Wisconsin-Madison (1995); MS, University of Wisconsin-Madison (1989); RN, St. Luke’s Hospital, Milwaukee.

   Kristine L. Kwekkeboom is a leading expert in the assessment and management of pain in patients with cancer and clinical trials. Her research focuses on understanding pain and symptom management in patients with cancer and developing interventions to improve symptom control and quality of life. She is a member of the American Academy of Nursing and has received numerous awards for her contributions to the field of pain and symptom management.

2. **Professor Julie Poehlmann-Tynan, title, University of Wisconsin - Madison** *(Julie.poehlmanntynnan@wisc.edu)*
   
   [Image of Julie Poehlmann-Tynan]

   Julia Poehlmann-Tynan is a leading expert in the area of family relationships and the development of children in high-risk situations, including poverty, violence, and adolescence.

3. **Professor James Wahlen, Indiana University** *(jwahlen@indiana.edu)*
   
   [Image of James M. Wahlen]

   Areas of Expertise
   - Capital Markets
   - Consequences of Financial Accounting Information

4. **Professor Susan Yackee, University of Wisconsin – Madison** *(yackee@wisc.edu)*
   
   [Image of Susan Yackee]

   Director, La Follette School of Public Affairs
   Professor of Public Affairs and Political Science

   Susan Welsh Yackee is Director of the La Follette School of Public Affairs and a Collins-Bascom Professor of Public Affairs and Political Science at UW-Madison. She is recognized for her research and teaching in the areas of public policy, public management, and political science. Her work focuses on the role of government in society, the impact of policy on individuals and communities, and the dynamics of public and nonprofit organizations.

   Yackee received the 2017 Herbert A. Simon Career Contribution Award from the Midwest Public Administration Caucus. She has also been recognized for her contributions to the field of public administration, receiving awards such as the John Hope Franklin Award and the National Academy of Public Administration’s Public Service Award.
This report documents the Ten-Year Program Review of the PhD Programs in the Wisconsin School of Business.

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1. **Response to Prior Ten-Year Program Review (2011) Recommendations**

**Monitor smaller programs.**

These smaller programs include Real Estate and Operations and Information Management. We have been monitoring these programs and these departments are cooperating with other departments where appropriate to operate on a smaller scale. In recent years both programs have reinvested in growing their relative size. Recent faculty recruiting success should support attracting more students to the areas.

**Too much teaching for PhD students.**

This is a significant issue but there are limits to our ability to address this within the School. In an attempt to ‘buy out’ the teaching requirements of our PhD students, we have endeavored to be more diligent and effective in participating in the Graduate School Wisconsin Alumni Research (WARF) competition, however, it is clear that this is not enough to address the problem. Further, the number of additional grants geared towards business programs is limited. The faculty also feel that some level of teaching experience makes our graduates competitive upon graduation.

**Develop better signals on applicants.**

We redesigned the application to reduce the emphasis on GPA and test scores and to place a greater emphasis on recommendations and written responses. Focusing on answers to these questions has enabled targeted evaluation and an assessment of faculty-to-PhD student fit and goal alignment, along with an evaluation of writing skills. The application now asks the following three essay questions:

1. Please write a Statement of Purpose (SOP) for pursuing a PhD in the specific program to which you are applying. A typical SOP is 1 or 2 pages and describes why you want to pursue a PhD and any research experience you have.
2. Please explore the research conducted by faculty in the department to which you are applying. Indicate a few faculty who you are most interested in working with and explain why you find their work to be interesting.
3. Imagine that your colleague asked your advice on a paper. She is analyzing the relationship between corporate social responsibility (CSR) initiatives and performance. She expected a positive relationship but is puzzled over the negative relationship she found. What are some things you might look for in explaining this as you read her paper?

**Develop courses on specialized methods and areas of expertise.**

We lack resources to pay outside scholars to teach PhD seminars. However, several departments have been strategic with invitations to workshop speakers, targeting scholars who can bring in expertise (research areas or methodologies), that our faculty does not have. The Pro-Seminar (discussed below), supports dissemination of insights of these efforts in one department to students in other disciplines. For example, AIS students have enrolled in the online BYU SAS/Statistics boot-camp and have shared materials with other doctoral students. We are encouraging more of these initiatives, which have emerged in the wake of the pandemic.
Finally, we were fortunate to be active in the faculty hiring market during the 2020/21 academic year, resulting in eight new Assistant Professors arriving, with research programs that are addressing areas that are not well covered by existing faculty (i.e., digital marketing, analytics, machine learning). We hope to identify ways for these emerging scholars to lead sessions in the Pro-Seminar and in existing Department seminars so they can share their expertise across the School and with PhD students.

Further, we take advantage of the inter-disciplinary expertise on campus. Our PhD students take courses outside of the School in economics, statistics, and psychology. In our most recent Guide revisions, we have identified the courses that prior students have taken outside of the School to fulfill their department and breadth requirements in an attempt to provide our students with the most relevant course options. We have also established a strong administrative relationship with Economics and Agricultural Economics, two of the most heavily utilized areas, to ensure our students are able to enroll in the needed courses outside of the School.

**Joint Degree Economics/Finance Program.**

We successfully launched this program. To date, four students have graduated. Three have placed as assistant professors and the fourth accepted a position with the Federal Reserve Board of Governors. As of Fall 2021, we had 12 students enrolled in the program.

**Department PhD Handbooks.**

We have developed a School PhD Handbook with input from each department to ensure that we have captured the relevant information for our PhD students in one central location. The handbook is reviewed annually by the Director of PhD and Research Programs and we conduct an annual update of relevant changes to WSB governance.

**Written reviews of PhD students.**

Departments conduct annual reviews during the summer at the conclusion of the prior academic year. Each student receives a copy of their review which is sent to the Director of PhD and Research Programs to be added to each student’s file.

**Minutes of PhD Committee meetings and the committee’s authority.**

We distribute and catalogue meeting minutes. Certain items require the PhD Committee to vote before discussion at full faculty meetings per WSB governance. The Committee also serves as a vehicle to implement policy and improvements that are shared across departments.

**Consider one-credit orientation/’Pro-Seminar’.**

We created a one-credit Pro-Seminar course that new students take during their first semester. This course provides students with information about expectations for publications, networking, professional standards, etc. See Appendix B for a copy of the syllabus and topics covered.
2. Program Structure and Overview

Current Degree and Major Requirements
The PhD degree is awarded based on meeting individual department requirements, which can be found in the Guide. Department abbreviations are as follows:

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<thead>
<tr>
<th>Department Name</th>
<th>Acronym</th>
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<tr>
<td>Accounting and Information Systems</td>
<td>AIS</td>
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<td>Actuarial Studies, Risk Management and Insurance</td>
<td>ASRMI</td>
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<td>Operations and Information Management</td>
<td>OIM</td>
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<tr>
<td>Real Estate and Urban Land Economics</td>
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</table>

Program Structure
The WSB PhD Program provides full-time training in research and teaching across our seven departments. Each department has their own PhD degree offering and set of course requirements. Each department has a faculty member who serves as a member of the WSB PhD and Research Program Committee. That individual is also the primary contact for the department’s doctoral program. In addition, this faculty member serves as the respective department’s academic advisor to first- and second-year PhD students in most cases.

Our Finance department offers a joint PhD degree option in collaboration with the Economics department, within which students can obtain a joint degree in Finance and Economics. We created this joint offering in response to the Great Recession of 2008 and to the tightening connection between financial markets and the broader economy. We created this program to fill a niche market at the intersection of these two fields, and it has become a valuable PhD recruiting tool because the differentiation from peer institutions has increased the caliber of applicants. It has also created a shared funding model between the two departments.

Each PhD student’s program of study is uniquely designed to cultivate and develop a primary research interest within the department. Departmental coursework and co-curricular activities are essential aspects for our doctoral students. In addition to traditional coursework and departmental seminars, discussions, and “brown-bags,” students are encouraged (or required) to attend faculty presentations in other disciplines and school wide research presentation offerings.

In addition to the elements common across departments, our Accounting department has additional paper requirements. Doctoral students are expected to write a research paper in the summer following the first two semesters of coursework. Students can fulfill this requirement with a replication of a published paper, replication and extension of a published paper, or co-authored original research. The paper is submitted to the PhD Director by the end of the summer. Students must consult with faculty in their area of research interest as they work on this project. This paper is circulated within the department and the student presents it in a traditional workshop (30-45 minutes in length) at the beginning of their second year. Accounting doctoral students also write another research paper in the summer following their second
This paper is to be original research and can be completed either independently or in conjunction with a faculty member co-author. The presentation format is the same as for the earlier paper.

Mission

Our PhD program is designed to attract and develop the next generation of leading business scholars who have the capability to enhance intellectual understanding of business theory and practice. Upon completion of our program our graduates will also be able to effectively transmit this knowledge to other business scholars, professionals, and students. Our graduates will be well equipped for an academic career at world-class research universities and institutes.

We use the PhD Learning Outcomes as a guide to ensure we are setting all graduates up for success in their future careers. The PhD learning outcomes were recently updated using the WSB Mission of “We imagine, create, and lead the future of business by connecting and empowering a dynamic community of lifelong learners, scholars, and organizations” developed during the Roadmap 2025 initiative.

Governance

The academic standards, policies, and procedures of the WSB doctoral programs are initiated by the PhD and Research Program Committee, members of which are appointed annually. The committee is chaired by the WSB Associate Dean for Research, who is appointed contractually to a two- or three-year term by the Dean. Voting members of the committee represent each of the seven departments that offer a PhD. Ad hoc (non-voting) committee members include the Director for PhD and Research Programs, a representative of the Business Library, as well as two PhD students who are appointed annually. The committee meets monthly during the academic year and at other times as determined by the committee chair. Decisions made by the PhD and Research Committee are subject to approval, if applicable, by the WSB Academic Planning Council and the WSB faculty as determined by School policy.

The administrative responsibilities of the doctoral program are conducted by the Director for PhD and Research Programs, who serves under the supervision of the Associate Dean for Research. Responsibilities include coordinating recruitment, applicant services, admissions, and program administrative services for WSB PhD degree programs and a selective number of Master of Science degree programs. Other responsibilities include providing grant pre-award services (budget development, department approvals, and record creation), post-award effort coordination and certification, and administration of the research database procurement and renewal process. The Director also ensures that WSB policies and procedures meet minimum Graduate School standards and that our graduate degrees adhere to all academic standards of the University of Wisconsin-Madison.

Program Assessment and Evaluation

From academic year 2016-2017 through academic year 2019-2020 we utilized the WSB PhD program learning goals and assessment plan created in conjunction with the Annual Report Capture to implement a coherent process of continuous curricular and program improvement.

In that timeframe we reviewed 2-3 outcomes per year, so that over a three year cycle we reviewed all 7 of the present learning outcomes. Academic year 2019-2020 also provided us with some additional information because we assessed a set of learning outcomes for the second time.

Overall, we learned that we are performing well across our direct measurement areas. Students who passed comprehensive exams received scores over 90% on average. Seventy-five percent of those serving as a TA received teaching evaluations at a 3.5 (or higher) out of 5.0. Of those students who became
dissertators, 100% completed their defense. All students completing the Pro-Seminar completed ethics training.

As to areas of for future improvement, (1) only 55% of our dissertators applied for travel funds to present at conferences each year, and (2) we do not have a good mechanism to track individual development plan items (publications, presentations, teaching, etc.) beyond students’ self-reporting, which is prone to missing or inaccurate data.

We also learned that due to limited sample size it is difficult to draw larger conclusions from the data when students fail to meet the expectations of a learning outcome. For example, we had three students (one each year) fail their comprehensive exams a few years ago. The students were from different departments and therefore took different exams, with different exam questions and different exam formats. With such variation we are unable identify potential causes.

In Fall 2019 we reviewed our assessment plan and updated our learning outcomes to align with our updated mission from the WSB Roadmap 2025 initiative. As a result of this review, we consolidated a couple of outcomes that were repetitive and added clarity to the remaining outcomes.

4. **Recruiting, Admissions, and Enrollment**

**Recruiting**

The WSB has three main avenues of recruiting. First, we use campus visit recruiting events sponsored by DocNet, a consortium of AACSB member schools. DocNet’s purpose is to promote doctoral education in business throughout the world. The organization educates potential students about careers in academia and engages in a variety of recruiting strategies aimed at increasing the pool of qualified applicants for doctoral-granting institutions. Information on DocNet and its offering can be found at http://businessdocnet.com/. Typically 20-30 business schools from top-tier universities attend these events and we are able to connect with between 15-30 prospective students at each location during the resource fairs.

The second avenue of recruiting is the PhD Project. The PhD Project was founded in 1994 by a grant from the KPMG Foundation along with several of the nation’s top PhD-granting business schools (including the WSB). The PhD Project does not offer financial support for prospective students who desire to enter a PhD Program. Rather, it is an information clearinghouse for underrepresented minorities (URM) who may have interest in pursuing a business doctoral program. As an alliance of corporations, higher education institutions, and academic and professional associations, a primary goal of the PhD Project is to increase diversity of business school faculty by attracting African-Americans, Latino-Americans, and Native Americans to business doctoral programs. Another objective is to provide a network of peer support throughout the program and as the graduates move into faculty positions, hopefully at participating institutions.

In addition to providing ongoing information and a network of support, the PhD Project hosts an annual conference that provides a rare opportunity for attendees to network with faculty, current PhD students, and prospective students. Prospective doctoral students gain insights into the lives of faculty members and PhD students, and are introduced to expectations and potential rewards of being a faculty member at a leading research university. Prospective students must first complete an application to attend the conference and may be invited to participate based upon that application. More than 300 prospective PhD students attend the conference each year. Since the PhD Project began, the number of URM earning business PhDs in the US has quintupled from 294 in 1994 to more than 1,500 today.
The third avenue of recruiting includes UW-Madison campus events such as the Summer Research Opportunity Program (SROP) Resource Fair and other Graduate School Resource Fairs. We use these events to begin to foster the idea of an academic career in business with undergraduate students.

Our participation in all three of these avenues provide us with an opportunity to connect with a significant number of students from underrepresented groups. Each year, we receive ten to fifteen applications from individuals that we identified via these avenues. In recent years, we have had five students from underrepresented groups accept admission to our PhD program, and all five have completed their doctoral studies.

The joint Finance/Economics program has enabled us to work toward correcting the imbalance of women in the Finance PhD. Before Fall 2018, there were no women in that program and as of Fall 2021, we have four women enrolled.

**Admissions and Enrollment**

Admissions decisions are made at the department level. Each department forms an admission committee comprised of faculty members from the department that is chaired by the faculty member who serves on the WSB PhD and Research Committee. The PhD Program applications have been largely consistent in the last ten years across applications received, offers made, and offers accepted per department per year. Further, we have been able to maintain a high completion percentage and strong placement into academic institutions for the overwhelming majority of our graduates. The following table provides information on applications we have received.

### PhD Program Applications Received

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### Admissions Statistics

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1 Prior to Fall 2017 applicants applied to the Finance program. Additionally, these numbers only reflect applications submitted through the WSB. Applicants can also apply through Economics, which has a different application portal. The Economics portal typically receives approximately 200 applications each year.
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5. Funding

Funding for PhD students comes from various sources, including (but not limited to) WSB endowments, Dean’s discretionary funds, School scholarship funds, Graduate School Fellowship funds, Advanced Opportunity Fellowship funds, minority recruiting funds, or other School, University, or UW Foundation-held accounts. Departments within the School must fund each of their doctoral students and must guarantee all funding that does not come from the funds outlined above. Students receive a five-year funding commitment from the admitting department on the condition that they (1) remain in good academic standing and (2) make satisfactory progress as defined by the department’s faculty toward the degree objective. Students are monitored regularly and are reviewed annually in writing. Withdrawal of funding is subject to written feedback, opportunities to make suggested improvements, and due process under WSB and Graduate School guidelines.

Funding packages vary by department. Funding packages may consist of scholarships, fellowships, graduate assistantship appointments of varying levels, tuition remissions, and other forms of awards. Fellowships available to WSB doctoral students include:

- Robert B. Bruce Wisconsin Distinguished Graduate Fellowship
- Stephen L. Hawk Wisconsin Distinguished Graduate Fellowship
- Morgridge Wisconsin Distinguished Graduate Fellowship
- UW-Madison Advanced Opportunity Fellowship
- UW-Madison University Fellowship
- Departmental and School awards available to doctoral students include:
  - Henry C. Naiman Graduate Teaching Award
  - WSB Travel Award (to support conference attendance and presentations)
  - Departmental Travel Supplements (to support conference attendance and presentations)

We primarily fund students as Teaching Assistants, although we have tried to reduce student teaching loads to (a) remain competitive in terms of admissions and (b) give students more time for research. The table below reflects the number (and percentage) of Project Assistant, Research Assistant and Fellow Appointments in semesters for each calendar year.

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<sup>2</sup> These numbers reflect appointments with either Finance or Economics.
The table below shows the number of Project Assistant, Research Assistant and Fellow Appointments in semesters for each calendar year as a percentage of the total number of PhD students by Departmental unit.

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<tr>
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<td>56%</td>
<td>61%</td>
<td>44%</td>
<td>50%</td>
<td>40%</td>
<td>40%</td>
<td>42%</td>
<td>33%</td>
<td>31%</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>OIM</td>
<td>33%</td>
<td>67%</td>
<td>83%</td>
<td>75%</td>
<td>50%</td>
<td>33%</td>
<td>38%</td>
<td>67%</td>
<td>75%</td>
<td>75%</td>
<td>60%</td>
</tr>
<tr>
<td>RE</td>
<td>33%</td>
<td>100%</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>25%</td>
<td>13%</td>
<td>10%</td>
<td>47%</td>
</tr>
</tbody>
</table>

6. Advising and Review

Advising

Each department has a faculty member who serves as a member of the WSB PhD and Research Program Committee. This faculty member typically serves as the academic advisor to first- and second-year students in their Department; this individual may serve as the advisor to a maximum of 11 PhD students. First- and second-year students are encouraged to get acquainted with other faculty members within the Department and to explore opportunities to work with them and to seek their feedback. Establishing such collaborative, mentoring relationships facilitates study with appropriate faculty who will enhance the student’s research potential, as well as helps to identify possible advisors and committee members.

Students are required to select a “permanent” major advisor (with the concurrence of the Department) who will play a role in tracking the student’s progress toward degree completion, assisting with course selection and academic planning, supervising the dissertation, helping the student identify possible research mentors and committee members, and serving as the chair of the dissertation reading and oral examining committees. This person may or may not be the one who served as advisor in the early stages of the degree program. The major professor/student relationship is a critical one and one of mutual agreement, which may be terminated by either party. Any individual faculty member typically advises a maximum of roughly three PhD students concurrently.

Annual Review and Satisfactory Progress

Satisfactory progress toward the graduate degree is expected at all times. Satisfactory progress standards are determined by the PhD faculty of the WSB and these criteria are communicated to the Director of PhD & Research Programs, who works with advisors to assure that all students are continuously aware of their status in the program.

All PhD students are reviewed annually by their academic Department. Overall performance in the areas of Research, Teaching, and Department Activities are evaluated. Each Department may emphasize unique performance characteristics and/or deficiencies through input from all Departmental faculty members.
who have worked with the student during the year covered by the review. Each student will then receive a written synthesis, which provides a specific evaluation of where the student meets, exceeds, or falls short of faculty expectations for performance and progress toward degree completion. In any case where the student is not meeting expectations, the departmental PhD coordinator will meet with the student in person to outline a performance improvement plan and will follow up on that plan in writing with the student. The written communication serves to document the evaluation process and identify early on students who potentially face difficulties in meeting departmental PhD requirements as well as requirements of the Graduate School College of the University of Wisconsin-Madison.

7. Program Orientation

All entering students participate in the WSB PhD New Student Orientation, TA Training, Campus Equity Workshop, and PhD Pro-Seminar course. This collection of efforts emphasize preparation for serving as a Teaching Assistant, a commitment to working equitably with diverse populations, and also provides a strong foundation in research ethics, treatment of human subjects, and general Graduate School and WSB academic expectations and research policies.

The PhD orientation consists of three major components, which occur during the summer before students arrive, after arrival but prior to courses beginning, and after courses have begun. For the pre-arrival component, all students are added to a Canvas orientation course where they can access information about on-boarding, required trainings, WSB and campus resources, the PhD handbook, and ways to get involved in the greater campus and Madison communities.

After students arrive on-campus, but before courses begin, there is a one-day (mandatory) orientation that includes sessions with Human Resources, a panel discussion with the PhD and Research Committee, and a Research Blitz where current PhD students who are on the market provide a brief ten-minute presentation on their research followed by five-minute Q&A. After those sessions is a reception for all new and returning WSB doctoral students attended by faculty and staff who support and work with PhD students.

Lastly, after courses begin, students enroll in the PhD Pro-Seminar. This course covers topics including surviving the first year, how to present research, forming your dissertation committee, the tenure process, resources and tools, ethics, publishing, preparing for the job market, and networking.

Department-specific onboarding varies and ranges from a welcome email from the coordinator to personalized building tours and departmental welcome events. In all cases the more senior PhD students play an informal role in acclimating the new PhD students.

8. Breadth of Study

Breadth is fostered in most units by encouraging students to take courses in disciplines outside of the student’s primary field of interest, both in other WSB units and in appropriate departments across the UW campus.

Prior to Fall 2019, WSB determined that the most effective way to ensure breadth in the doctoral degree was to continue to require a minor degree for students in all departments except for those in the joint Finance and Economics program, who were exempt due to the dual nature of the program. In Fall 2019 the PhD and Research Committee examined the WSB minor and found that between 2010-2019 the WSB PhD program had 89 graduates, 85% of whom received a distributed minor (53) or Economics minor
The students who minored in Economics were students from departments where the program coursework required them to take enough credits in Economics to receive the minor. As a result, only 15% of students minored in a field that required additional coursework outside of what was already required by their Department.

Based on these findings, the committee proposed making the minor optional for all students. After making its way through WSB Governance, the proposal was approved, and students who began the program in Fall 2020 or later are no longer required to complete a minor.

The WSB supports other departments on campus that require a minor by providing guidance toward selection of a coherent body of business course work that strengthens students’ research emphases. The WSB has served 58 doctoral students in programs other than business from 2011 through 2020.

9. Degree Completion and Time to Degree

The table below includes a summary of students who began the program between 2011 and 2020. For the students who graduated, we calculated the time to completion in mean years by department.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Started (2011-2020)</th>
<th>Still Enrolled at 2021</th>
<th>Graduated</th>
<th>Did Not Finish</th>
<th>% still enrolled or graduated</th>
<th>Mean years to Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS</td>
<td>27</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>89%</td>
<td>4.83</td>
</tr>
<tr>
<td>ASRMI</td>
<td>19</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>95%</td>
<td>5.25</td>
</tr>
<tr>
<td>FIN</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>55%</td>
<td>5</td>
</tr>
<tr>
<td>FIN/ECON</td>
<td>18</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>89%</td>
<td>5</td>
</tr>
<tr>
<td>MHR</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>0</td>
<td>100%</td>
<td>5.50</td>
</tr>
<tr>
<td>MKT</td>
<td>25</td>
<td>12</td>
<td>9</td>
<td>4</td>
<td>84%</td>
<td>5.78</td>
</tr>
<tr>
<td>OIM</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>83%</td>
<td>4.66</td>
</tr>
<tr>
<td>RE</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>86%</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>131</td>
<td>73</td>
<td>57</td>
<td>16</td>
<td>Mean = 85%</td>
<td>5.14</td>
</tr>
</tbody>
</table>

The mean years to completion is lower than that of Social Science disciplines.

10. Career Services and Post-graduation Outcomes

Career Services

After students pass their respective Department’s requirements for the preliminary examination (written exam plus presenting the dissertation proposal), they achieve ‘dissertator’ status. By this time, students are focused on targeted research objectives and are working closely with one or more WSB faculty members, as well as with appropriate faculty in other Departments in the Wisconsin School of Business or at other institutions who may complement their research. Students are both encouraged and expected to attend national and regional meetings and conferences in their disciplines and to publicly present their work whenever possible. Funding support is offered to help students attend appropriate conferences where they can present their work and network for future job opportunities.

To prepare for the job market, students present their dissertation/job market paper multiple times to the faculty/PhD students, participate in mock interviews with faculty members, and meet with WSB presenters or faculty candidates to develop a sense of the type of questions they will be asked as candidates themselves. All of these efforts are done to prepare our students for the job market. Both the placement of our doctoral graduates and their research publication records are important indicators of our program’s achievement.
Post-Graduation Outcomes
As indicated in the mission, our expectation is that our graduates will be well equipped for an academic career at world-class research universities and institutes. We have been successful in that mission as 80% of all graduates with a PhD over the 10-year assessment period have taken a position within academia. Over the last 6 years that percentage goes up to 96% of graduates, and all of our graduates between 2018-2020 placed in academia. See Appendix C and Appendix D for information on post-graduation placements and research productivity.

11. Exit Survey
The University administers a Doctoral Exit Survey to all PhD students at graduation, and the University reports results for the last five academic years. For convenience, we produce screen shots of the results below based on question categories. We downloaded this data on September 19, 2021, so the results apply from the academic years 2015-2016 through 2020-2021. Data prior to these periods is not available. The sample size for these analyses is approximately 34 graduating PhD students over this time period. As such, caveats about making inferences when employing small sample sizes apply.

Note: We provide a comparison of these results to those for Campus overall in Appendix E.
OUR INFERENCES:

The average PhD student body in the School is comprised of 43% women and 60% international students, so the respondents to this survey are more heavily represented by women (57%) and less heavily represented by international students (29%).
OUR INFERENCES:

Our PhD students view the strongest elements of the program as involving an overall high-quality program, along with high-quality teaching, academic advising, assistance with preparation for the comprehensive exam, quality of the curriculum, and assistance finding placement. They view the weakest element of our program as involving the opportunity to collaborate across disciplines. The students view the program as being collegial, respectful, having a positive intellectual climate, and a positive social climate (although the latter is viewed as less positive than the former). Seventy-one percent of our PhD students would definitely start again in their same chosen program/specialization.

11c. UW-Madison Support & Satisfaction

OUR INFERENCES:

PhD Students view library and electronic resources as excellent or very good 91% of the time, whereas they view financial support and their personal work space as excellent or very good just 69% of the time. Eighty-six percent of students view their overall university experience and their academic experience as excellent, whereas 23% view their student life experience as good to fair; likely this disparity reflects the harsh realities of work-life balance during any PhD program.

With respect to factors that PhD students view as obstacles to their academic progress, 56% rated family obligations as either a major or minor obstacle, and 47% rated the availability of faculty as either a major or minor obstacle. In contrast, factors that were the least problematic include program structure/requirements and course scheduling (68% and 71% of the time they are not an obstacle, respectively). While the majority of students (82%) would choose UW-Madison again and 76% would recommend UW-Madison to another potential PhD student, 12% would probably not choose the University again, and 6% would probably not or definitely not recommend the University to another potential student.
Our graduating PhD students report a wide array of engagement with respect to off-campus and on-campus groups. Nine percent are very engaged with off-campus groups, whereas 50% are not engaged at all. Zero percent are very engaged with on-campus groups, while 24% are a little engaged, and 74% are not engaged at all with on-campus groups. These statistics reveal to us that PhD students are very heavily involved in the business of completing their degree rather than engaging in a large array of outside interests.

With regard to being a welcoming and inclusive place, there is also a wide array of responses among our graduating PhD students. Fifty-three percent (50%) of students overall strongly agree that UW-Madison is welcoming and inclusive for international students and female students, respectively. Forty-seven percent (38%) of students overall strongly agree that UW-Madison is welcoming and inclusive for students of color and LGBTQ students, respectively.

When we select only international students for analysis (results untabulated), 60% strongly agree that UW-Madison is a welcoming and inclusive place – thus, international students feel more welcome than their peers imagine. When we select only female students for analysis (results untabulated), 40% strongly agree that UW-Madison is a welcoming and inclusive place – thus, female students feel less welcome than their male counterparts imagine. When we select only students of color or LGBTQ students for analysis, there are no sub-sample results to report, which implies that no students of color or LGBTQ students are in our sample (or they feel uncomfortable identifying as such for purposes of the survey).

When asked to rate their satisfaction with their experience at UW-Madison, about half of the PhD students are very satisfied and another one-third are satisfied with the understanding of students from diverse backgrounds, respect for the expression of diverse beliefs, an overall sense of community among students, and the campus diversity climate.
To further explore issues around climate, we also accessed another UW-Madison database – one that surveys PhD students at the preliminary exam phase of their program. This database only goes back to the most recent two academic years, so it includes data from 2019-2020 and 2020-2021, and a sample size of eight students.

**OUR INFERENCES:**

The results reveal that 76% strongly agree or agree that students in the program are treated equally, fairly, and with respect by faculty and by faculty advisors. Seventy-five percent strongly agree or agree that the intellectual climate of their program is positive and that open expression is valued. Another 76% strongly agree or agree that the social climate is inclusive and welcoming. Of course, the corollary is also true – 26% (or in this case, two students at the preliminary exam phase) disagrees or strongly disagrees with these positive sentiments.

We also accessed data on the self-reported health and well-being of these eight students, and we depict the results in the screen shot below.
OUR INFERENCES:

These results show that PhD students at the preliminary exam stage of the program describe their overall physical health as variable, with 63% expressing that their health is excellent or good, with the remainder expressing that their health is fair or poor. Regarding stress, all except one student reports feeling extremely or somewhat stressed. To deal with their difficulties, students at this phase of the program rely on personal help from their academic advisor (50%), other faculty (63%), University Health Services (50%), and Department staff (25%) or Graduate School staff (25%). Most students at this phase of the program are getting enough rest, with 76% reporting that they got enough sleep in the last five to seven days. In describing coping responses, 76% of students reported that they exercised or did aerobic activity at least once per week. However, negative manifestations of stress are also evident, with 76% of students reporting that they feel overwhelmed once or twice a month to every day. Sixty-three percent of them feel out of place or that they don’t fit in on campus. Another 51% felt so depressed that it is difficult to function once or twice a month to every day. Sixty-four percent skipped meals due to a lack of time, but only 12% skipped meals due to a lack of money.

CLIMATE SUMMARY

We are aware that climate is an area in need of improvement for our PhD program. We have had some successes in recruiting traditionally underrepresented faculty. However, our greater challenge has been in retraining them to increase overall diversity over a prolonged time period.

To address this issue, during 2019-20, the faculty and staff at the Wisconsin School of Business participated in a collaborative strategic planning process and committed to a five-year plan of action as part of the Roadmap 2025 initiative. Enhancing Diversity, Equity, and Inclusion (DEI) is one of the key strategic priorities of this strategy roadmap. While the School of Business has implemented creative
initiatives for enhancing diversity and inclusion (“Lunch and Learn” events, and multicultural competence and inclusive leadership training), we aspire and commit to embedding diversity, equity and inclusion into the DNA and the institutional fabric of the School. As a result, we have developed a DEI framework that outlines our goals and guides the implementation of an organizational framework to stimulate communication, collaboration and coordination across the School. We have created a DEI Advisory Committee inclusive of our internal and external constituents.

In order to focus our efforts at the School level, we have identified three goals:

**GOAL 1:** Enhance diversity, particularly under-represented minorities and women, among students, faculty and staff.

**GOAL 2:** Develop skills related to inclusive leadership and cultural dexterity for students, faculty and staff leading to greater inclusion and increased retention.

**GOAL 3:** Continue to enhance equity and inclusion in all systems and processes including recruitment, admissions, promotions, resource allocation and decision-making for all stakeholders.

*It remains to be seen whether or not, and the extent to which, these initiatives will take hold and be helpful.*

11e. Program Orientation and Progress

![Program Orientation and Progress](image-url)
OUR INFERENCES:

The vast majority of students correctly responded that we held an orientation, and for those that attended, 91% viewed it as very or somewhat effective. Most students recalled having received a written set of expectations, and 97% received a formal assessment of their progress on a yearly basis.

11f. Advising & Mentoring

OUR INFERENCES:

The PhD students have a very positive view on their dissertation advisors' advice. They rate their advisors as very helpful in terms of writing and revising their dissertation (74%) and selecting their dissertation topic (71%). They rate their advisors as very or somewhat helpful in terms of discussing academic career options (92%) and their dissertation research (89%). Academic advisors very seldom discuss nonacademic career options (69%).

Overall, 71% of students rate their advisor as very helpful during their graduate career, and 59% would definitely choose the same advisor again. With respect to mentoring, 97% of students stated that they consider their faculty advisor as a mentor, while 77% consider another faculty member in their program as their mentor. Forty-nine percent view a more senior graduate student in their program as their mentor. About one-quarter of the PhD students view their graduate program coordinator, a faculty member in another UW-Madison program, or a faculty member at another university as mentors.
OUR INFERENCE:

Ninety-four percent of our PhD students had a specific career in mind when they began their graduate program and 88% received career advice during their graduate education. With respect to receiving career advice from someone other than their advisor or mentor, about half found advice about academic career options or searching for employment/training helpful; this implies that the advisor and mentors are the most important sources of this type of information. In terms of career advice outside the advisor or mentors, the most helpful advice comes from other graduate students, work colleagues, and UW-Alumni or Graduate program staff.
Our PhD students report a variety of professional development experiences during their time at UW-Madison. The most common include training in research or professional ethics (66%), conducting independent research (46%), preparing articles for publication (37%), and oral communication/presentation skills (37%). These ‘formal’ training opportunities appear to be bolstered by informal professional development in research or professional ethics (20%), conducting independent research (40%), preparing articles for publication (51%), and oral communication/presentation skills (43%).

The majority of our PhD students make research or other scholarly presentations on campus during their graduate studies (21% of students made 2 presentations; 21% of students made 3 presentations; 15% made 4 presentations; 18% made 5 presentations). About one-quarter of students make another four research or scholarly presentations away from campus, and another one-quarter make an impressive 10 or more such presentations. In terms of publications, 38% have no published work while still in graduate school, but 21% have one publication, and another 39% have two, three, or four publications.
Ninety-seven percent of our graduating PhD students have secured employment following graduation, with 79% securing employment in academia. The most common locations for employment include Wisconsin, followed by California, Oregon, Texas, Iowa, Indiana, and Florida.
12. Overall Analysis of the Self-Study and the State of the Program

Our PhD program has a long and continued tradition of success. We are reasonably well-funded, and research-active faculty as a whole help support the PhD program. Many of the findings of the self-study are not new to us because our PhD program structure is well-established, the Research & PhD Committee has been active and effective over the past decade, we have routinely prepared for and responded to the results from our annual assessments and AACSB reviews, and we have effective annual review cycles for both faculty and PhD students.

We note that in anticipation of the self-study for the 10-year review, the Research & PhD committee reviewed the PhD minor requirement for School of Business students. Through the assessment of the minor and review of the data, we realized the PhD Minor had become more of a perfunctory activity, instead of one that was meeting intended learning outcomes. We have now streamlined program requirements in this regard. Had we not been approaching the self-study, we likely would not have reviewed this information and implemented the change when we did.

Strengths we identified with our PhD program are alignment with the larger mission of the Wisconsin School of Business, our success rate in students meeting the learning outcomes that we developed for the program, the overall positive responses we have received on the exit surveys across the majority of the categories, and our strong retention and placement rates for all students, and especially students from underrepresented populations.

One area that continues to be a focus of improvement relates to ensuring that teaching obligations do not surpass time necessary for PhD students to develop research expertise. Teaching obligations have traditionally been quite heavy for UW-Madison PhD students in the School of Business. The market for our PhD candidates has changed because other competing schools often do not emphasize teaching excellence. We attempt to strike an appropriate balance between research and teaching excellence in our PhD students.

Second, we hope to be more successful in recruiting and admitting students from underrepresented groups and improving the climate of our School and PhD program. This is also an area where our peer institutions are actively seeking to increase the diversity of their programs and even with access to the AOF fellowships from the Graduate School it is difficult to compete financially with private and better-endowed universities when offering a compensation package for these candidates. With these known challenges and limitations, we need to continue to find ways to increase of applicant pool of qualified underrepresented applicants.

To address this challenge, beginning in Fall 2020, the Big10 schools began collaborating on a Doctoral Program Diversity Initiative to increase diversity in PhD programs. The first event we engaged with was a three-part webinar where we invited current students and alumni to learn more about Big 10 business school doctoral programs. In particular, we strongly encouraged individuals from diverse groups and women, who are often underrepresented in business doctoral programs, to consider the academic career path. We also note the School-wide diversity initiatives that have begun as we move to implement the Roadmap 2025 Initiative.

Third, it is important for us to determine the optimal size of our program. We currently have a few smaller areas that have recommitted to growing the size of their programs (Real Estate, Risk Management/Insurance, and Finance). We have also had a few areas in recent years that have grown to as
large as they have ever been (Accounting). This wide range in program size between Departments, coupled with the potential lasting impact of the current economic situation, make it necessary for us to determine the optimal size of our program so that we can ensure our graduates continue to have strong placements upon graduation. We are careful to ensure that we can support our PhD students financially, and that they have adequate time with their advisors so that they can be successful upon graduation. focus.
Appendix A.
Handbook

The WSB PhD program handbook is publicly available on our website (click on “Academics” tab, then the “General Requirements” tab. The handbook is designed to serve as the students’ primary written resource for information ranging from advising and degree requirements to grievance procedures. The handbook is reviewed and updated annually by the Director of PhD and Research programs to reflect any changes that were approved through WSB Governance throughout the course of the prior year.
Article I.  GenBus 933: Beginning a Research Career in Business (F21)

Instructor: Russell Coff  
Email: Russ.Coff@wisc.edu  
Phone: (608) 263-6437  
Office Hrs: by appointment in 4259 Grainger  
Class: Thursday 4:00-6:00pm (see course page). This is a one credit course. Canvas:  
https://canvas.wisc.edu/courses/243663/modules

Course Overview and Objectives

This one credit course is required of incoming students in the Wisconsin School of Business PhD program. We would not have admitted you if we did not think you would excel here, despite the very extensive demands of a PhD program. We are here to support you as an individual that we have identified as a high-quality candidate worthy of our valuable time and resources.

Students are often overwhelmed and do not absorb material when offered all at once before they begin their regular courses. This format offers fundamental content about conducting research and academic life that is not specific to a given department in the business school but will help to frame and motivate other studies. This format gives students more time to absorb the content at a point when they can better see how it applies to them.

This seminar also gives students a chance to interact with each other, create more of a cohort, and draw on each other as resources to propel themselves forward in the program. It is an opportunity to network with other PhD students at different stages in the program who can highlight critical resources and knowledge to help chart a path through the program.

Learning Objectives/KDBIN

Our ultimate goal is to help students come up to speed more quickly to become productive researchers who can eventually be placed in excellent research positions. Specific objectives include:

Knowing:

1. Resources/tools: Learn what resources we have available to support researchers (data, software, financial resources, etc.) that are critical to success in the program;

2. Academic careers: Understand the bigger picture of what is required to be a successful academic (tenure process, networking, preparation for the job market, ethical dilemmas…);
3. Research process: Comprehend the basics of how research is conducted (generating ideas, framing a contribution, responding to reviewers…);

4. PhD Program steps: Understand how to chart a path through PhD program requirements.

Doing

5. Resources/tools: Be able to find and utilize resources we have available as well as the right people to answer key questions.

Being

6. How will you rise to meet the challenges? Exercises and discussion help students to make the transformation between student life and being an academic. Inspiring

7. By exposing students to the hurdles of an academic career, it seeks to inspire them to conduct publishable and impactful research. Networking

8. Academic careers: Students will begin to create networks within (and even beyond) the school to serve as a springboard for their careers.

Assignments and Evaluation

Since this is only a one-credit course, we will keep the workload to a minimum. Your main responsibility is to show up and participate. Please let the instructor know via email if you cannot attend that weeks session. There will be supplementary readings that go into deeper detail on the resources or topics. Evaluation will generally be based on attendance and participation in the discussion. The objective here is to provide a set of tools that help students align their efforts to perform better throughout the program. Grades are on a satisfactory/unsatisfactory basis and are based almost entirely on regular attendance and participation.

Resources and Readings

We will have a series of short readings on various topics posted on the course page and on the PhD student “Kiosk” that is accessible to all students throughout the program. In addition, to help students come up to speed on the process of writing a dissertation, we recommend the following books as resources:


Miscellaneous

We know PhD students have little time to reflect. We will do our best to accommodate your schedules and offer some pockets of time to consider what will come down the road for you.

Course Policies

• Electronics Policy. WSB policy is that students are not permitted to use personal electronics such as computers, cell phones, recording devices or other hand-held devices in class unless specifically permitted by the instructor. The School recognizes the right of each instructor to determine if and how such devices are allowed. Practically: When the class content requires the use of a computer, students may use their laptops – no other electronic devices will be allowed.
• Diversity Policy. Diversity and inclusion are core values of WSB. We believe in the importance of learning from others whose experiences and perspectives differ from our own. Students, faculty and staff are expected to embody inclusive behaviors that create an exemplary learning community. If you would like to learn more, or have suggestions, please contact your instructor or TA directly or the Director of Diversity and Inclusion, Binnu Hill at binnu.palta.hill@wisc.edu.

• Academic Integrity. By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community in which everyone’s academic work and behavior are held to the highest standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Dean of Students Office for additional review.

• Accommodations for students with disabilities. The University supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Such accommodations are a shared faculty and student responsibility. Students should inform faculty of their need for accommodations by the end of the 3rd week of the semester or as soon as possible after a disability is known. Faculty will work either with the student or in coordination with the McBurney Center to provide reasonable accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.
## Outline of Session Topics

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
<th>Guests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9/9</td>
<td>Welcome: Coordination, Q&amp;A, Origin stories (how we got into the research business). <em>Getting to know my faculty</em> (Most academics are fundamentally introverts – How to connect with faculty you might later want to work with)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>9/16</td>
<td>PhD Program: Making it through the hoops (Coursework, Comprehensive exams, Proposing, committee composition, finding resources) and your representatives on the PhD committee. <em>Religious holiday – Professor Coff will not be in class</em></td>
<td>Patrick Stevens PhD Student Representatives: Julia Ariel-Rohr (AIS) and Da Li (RE)</td>
</tr>
<tr>
<td>3.</td>
<td>9/23</td>
<td>PhD Program: What is a dissertation? One big study? Three papers? Other models? Framing an overarching contribution and creating a springboard for a research program.</td>
<td>Mayer Liang (AIS)</td>
</tr>
<tr>
<td>4.</td>
<td>9/30</td>
<td>Surviving the first year – panel of students (Students raise issues anonymously and advanced students respond &amp; elaborate)</td>
<td>Srinivas Tunuguntla (FIN/Econ), Lisa Gao (R&amp;I), Aoxiang Yang (FIN)</td>
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## Appendix C.
### Post-graduation Placement, by Department

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## Appendix C.
### Post-graduation Placement, by Department

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Post-graduation Placement, by Department

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Appendix D.
Evidence of research productivity by graduates, by Department

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Appendix D.  
Evidence of research productivity by graduates, by Department (continued)

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## Appendix D.
Evidence of research productivity by graduates, by Department (continued)

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Total: 109

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Total: 69
Appendix E.  
Exit survey comparison group analysis

We include all Doctoral Exit Survey Results across campus, except that we eliminate the School of Business responses in the figures below. Following each figure, we interpret the overall UW-Madison Campus (hereafter, Campus) results in comparison to the School of Business (hereafter, School) from Section 11 of the self-study report.

a. Survey Respondent Profile

[Survey Respondent Profile diagram]

COMPARISON TO OVERALL CAMPUS:

• The relative number of doctoral students in the School (N = 35) is only about 1% of the Campus population as a whole (N = 3,535).
• The School has a similar minority status breakdown as Campus.
• The School has 43% male students, whereas Campus has 56%.
• The School has a slightly higher percentage of domestic students (71%) compared to Campus (67%).
**b. Doctoral Program Experience**

**COMPARISON TO OVERALL CAMPUS:**

- Doctoral students across Campus view the opportunity to collaborate across disciplines as substantially higher (42%) compared to doctoral students in the School (14%).
- School responses are more positive than Campus in terms of viewing other students as collegial (School = 65% vs. Campus = 52%), the intellectual climate (59% vs. 50%), feeling respected by faculty (62% vs. 48%), and the social climate (50% vs. 41%).
- 71% of School doctoral students would choose the same program again, whereas only 52% at the Campus level would do so.
COMPARISON TO OVERALL CAMPUS:

- Doctoral students in the School view the adequacy of support as relatively more positive than Campus with respect to IT resources, financial support, and personal workspace, but relatively less positive in terms of library & electronic resources; adequacy of lab facilities is similar.
- Overall satisfaction with the academic experience, overall university experience, and student life are similar between the School and Campus.
d.-i. UW-Madison Engagement & Climate – Graduating PhD students

COMPARISON TO OVERALL CAMPUS:

- Engagement with on- and off-campus groups is relatively low for both School and Campus PhD students; we assume this is simply a fact of life for students enrolled in such demanding programs.

- PhD students in the School feel that UW-Madison is a more welcoming and inclusive place than Campus PhD students in terms of students with disabilities (School = 44% vs. Campus = 25%), female students (School = 50% vs. Campus = 33%), LGBTQ students (School = 38% vs. Campus = 27%), and students of color (School = 47% vs. Campus = 26%).

- PhD students in the School are more satisfied with their UW-Madison experience than Campus PhD students in terms of understanding of students from diverse backgrounds (School = 50% vs. Campus = 32%), respect for the expression of diverse beliefs (School = 47% vs. Campus = 36%), overall sense of community among students (School = 47% vs. Campus = 38%), and the campus diversity climate (School = 41% vs. Campus = 29%).

- When we select only international students at the Campus level for analysis (results untabulated), 49% strongly agree that UW-Madison is a welcoming and inclusive place – thus, international students feel more welcome than their peers imagine. When we select only female students at the Campus level for analysis (results untabulated), 28% strongly agree that UW-Madison is a welcoming and inclusive place – thus, female students feel somewhat less welcome than their male counterparts imagine. Thus, these disparate results apply similarly within the School and across Campus.

d.-ii. UW-Madison Engagement & Climate – Post-Preliminary Exam PhD students
Program Climate

COMPARISON TO OVERALL CAMPUS:

- Students in the School (76%) and the Campus (80%) strongly agree or agree that students in the program are treated equally, fairly, and with respect by faculty and by faculty advisors.
- Students in the School (75%) are less likely than those on Campus (85%) to strongly agree or agree that the intellectual climate of their program is positive and that open expression is valued.
- Students in the School (76%) and the Campus (78%) strongly agree or agree that the social climate is inclusive and welcoming.
COMPARISON TO OVERALL CAMPUS:

- School PhD students report a lower sense of overall physical health (63% excellent or good) versus Campus (74%).
- School PhD students report a greater sense of overall stress (88% report feeling extremely or somewhat stressed) compared to that of Campus (46%).
- In dealing with stress, School and Campus PhD students report equally in terms of seeking personal help from their academic advisor, University Health Services, or other faculty.
- In terms of getting enough sleep, 76% of School PhD students report getting enough sleep in the last 5-7 days, whereas just 48% of Campus students reported getting enough sleep.
- Feelings of being overwhelmed and depressed are similar for both School and Campus PhD students.
- Students in the School and on Campus do not report skipping meals frequently, and exercise or aerobic activities are relatively common coping strategies.

**e. Program Orientation and Progress**
COMPARISON TO OVERALL CAMPUS:

- The School provides an orientation and students rate it quite positively, whereas Campus PhD students are less likely to receive an orientation and (when they do receive it) these students rate it less positively.

- The School and Campus both provide a written set of expectations about academic requirements and expected progress.

- The School is much more likely to provide a formal assessment of progress at least annually compared to Campus overall.
f. Advising & Mentoring

COMPARISON TO OVERALL CAMPUS:

- Metrics for advising & mentoring are quite similar when comparing School to overall Campus.
**COMPARISON TO OVERALL CAMPUS:**

- PhD students in the School are much more likely to have a specific career in mind when beginning graduate studies (94% vs. 73%).

- Both groups receive similar career advice during graduate school.

- Overall Campus PhD students are much more likely to seek advice about nonacademic career options (35%) compared to those in the School (13%).
h. Professional Development

Professional Development

COMPARISON TO OVERALL CAMPUS:

- Students in the School are less likely to receive *formal* professional development in areas such as oral communication & presentation skills (37% vs. 51%), writing proposals for grants/fellowships (14% vs. 43%), creating an individual development plan (17% vs. 38%), working in collaborative groups (14% vs. 35%), and speaking to non-academic audiences (6% vs. 30%). However, students in the School and overall Campus are about equally likely to receive *informal* development across these dimensions.

- Students in the School make fewer on-campus presentations, but about the same number of off-campus presentations.

- Students in the School are less likely to publish a large number of scholarly works during graduate school; however, this may be due simply to differences in Business disciplines versus other academic disciplines.
i. Postgraduate Plans

COMPARISON TO OVERALL CAMPUS:

- PhD students in the School are much more likely to have secured employment following graduation (School = 97% vs. Campus = 49%), and their employment is much more likely to be in academia as compared to overall Campus (School = 88% vs. Campus = 19%).

- There is much less variability in principal employment outcomes for students graduating from the School as compared to overall Campus. Seventy-nine percent of the School’s students go to academia, whereas only 50% go to academia across Campus.

- Given the sample size differences, it is impossible to make comparisons between School and Campus placement locations.
Date: January 19, 2022

To: Professor John Karl Scholz, Provost and Vice Chancellor for Academic Affairs

From: Professor Vallabh Sambamurthy, Dean – Wisconsin School of Business

Re: Final Summary of Program Review for:

PhD 133BUS – Research Doctorate at the University of Wisconsin Business School

The PhD 133BUS – Research Doctoral program review was completed by a review committee chaired by: Susan Yackee, Director & Professor, LaFollette School of Public Affairs, with members: Kristine Kwekkeboom (Professor and Ph.D. Program Director, Nursing), Julie Poehlmann-Tynan (Professor in Human Ecology – GFEC representative), and Jim Wahlen (Professor at Kelley School of Business, Indiana University).

The review committee was asked to assess the strengths and weaknesses of the program and provide recommendations for future directions. The School of Business Academic Planning Council (APC) discussed and approved the review committee report on January 18, 2022. Based on my review of their report and the APC response, I am providing the following executive summary of the program review:

Overview

The review committee noted certain program strengths, relating to the following themes:

Supportive leadership, faculty, and research culture

The majority of faculty are positively engaged in the research culture. Phd students are socialized into the program within the School through an innovative “ProSeminar”, which introduces all first-year PhD students to the norms of academia. The Dean supports the Director of PhD and Research Programs position (Patrick Stevens), and the Director serves as a major resource for the students. International students aid in diversity profile and there is active involvement with the PhD Project to continue the focus on minority recruitment. PhD student exit surveys yield positive responses with respect to support and satisfaction.

Strong graduate placement record

The PhD Program is inter-disciplinary and collaborative. PhD students take a host of classes outside the School of Business, e.g., in Economics, Statistics, Psychology, and Sociology, among others. The PhD program structure enables students to study in a very broad host of related business disciplines, including accounting, actuarial science, finance, management, marketing, operations, and real estate; the breadth of available study options is unique.
The review committee also noted some areas requiring improvement efforts, relating to the following themes:

**Need for Enhanced Coordination and Consistency across Business Disciplines**

The presence of eight sub-disciplines of study yields a complementary difficulty in terms of coordination. Students express concerns about variation in comprehensive exam requirements and teaching loads. The Director of Research faces a daunting array of complex responsibilities.

**Funding Model Focus Over-emphasizes Teaching**

Students’ teaching is varied, and some students teach a great deal more than others. Faculty reward systems are inconsistent with grant-seeking that covers the cost of PhD students. An over-emphasis on teaching leads to student dissatisfaction.

**Recommendations**

Based on a wholistic assessment of the self-study report and the program review committee report, I will recommend the following actions:

1. Update PhD program handbook
   a. Add policy on annual student review by faculty and follow up to ensure that such reviews are occurring on a complete and timely basis
   b. Add policy recommending a balanced approach to teaching requirements that focuses on ensuring PhD student excellence while maintaining adequate funding sources.
   c. Add sub-sections that address differences in policies by Department.

2. Invest funds to advance the research mission and reduce PhD student teaching load. Encourage faculty to include PhD student support in outside grant-seeking.


**Attachments**

Self-Study Report
Review Committee Report

**Copies**

Susan Yackee, Director & Professor, LaFollette School of Public Affairs, Review Committee Chair
Associate Dean, Graduate School, Professor Daniel Kleinman
Karla M. Zehms, Ernst & Young Professor and Associate Dean of Research & PhD Programs – Wisconsin School of Business
Patrick Stevens, Director of PhD Programs and Research Administration – Wisconsin School of Business
Low Producing Academic Programs (Degree/Majors and Certificates)

In keeping with the low-producing academic program policy adopted by the University Academic Planning Council (April 16 2020), provide a short report on degree/major and certificate programs that meet the low-producing criteria (appended, page 2) and that you plan to continue. Submit completed forms with the annual program review report.

Program name: MA-Portuguese  
Plan code: MA 810L&S  
Home department: Spanish & Portuguese

Summarize any plans for changes intended to address the low-producing status or rationale to continue the program.

Response:

The MA in Portuguese is partnered with the PhD program in Portuguese; it serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program. As several of our peer institutions have recently decided to suspend their MA programs, we expect that the number of applicants to our program will increase. We have recently implemented some strategic changes to our course offerings and to the MA Exam in order to accommodate incoming students.

What is the demonstrated student need, even at a low level, for graduates with this specific credential?

Response:

Portuguese was added to the list of critical languages for the US Department of Defense in 2018 and we believe that this will result in a long-term increase in students studying the language and seeking advanced degrees in Portuguese. It will also lead to new funding opportunities for the study of Portuguese. Portuguese is the sixth most widely spoken language in the world and it is spoken in 11 countries on four continents. Portuguese is a working and/or official language of important international organizations, such as the African Union, the Community of Portuguese Language Countries, the European Union, Mercosul, the Organization of American States, and the Organization of Ibero-American States. Brazil is currently ranked 6th in the International Publishers Association’s global publishing statistics. An estimated 1.3 million native Portuguese-speakers live in the United States.

How is the program important to the University? Does the program fill a specific academic niche unique to UW-Madison or in some way necessary for the University’s identity, or for the fulfillment of the mission of the program, school/college, or university?

Response:

The University of Wisconsin-Madison has offered a Master’s degree in Portuguese for well over 40 years. The University of Wisconsin-Madison is one of fewer than thirty institutions in the United States that offer the MA in Portuguese. Half of these programs are housed in state universities, the others are in private institutions.
Ours is one of the largest, admitting one or two students every year, and it is one of the most comprehensive. Many MA programs at peer institutions concentrate almost exclusively on Brazil. Our MA in Portuguese is one of the few that requires students to take courses on the literatures of Brazil, Portugal, and Luso-Africa. The MA in Portuguese is not available at any other UW System institution, or at any other university in Wisconsin.

Are faculty continuing to invest time and effort in the program? Time must be devoted to learning outcomes assessment, review of the program, recruitment of students, curriculum development, advising, Guide maintenance, course scheduling, and similar activities. Programs with few or no students still need to have a full curriculum available to a student who seeks to enroll in the program. Are all of these processes up to date?

Response:

All of these processes are up to date. The MA program in Portuguese has two core faculty members, both of whom are tenured and hold the rank of full professor. These two faculty members share responsibility for advising the MA students. They also teach the core courses for the MA and offer a one-credit proseminar for all incoming MA students. Learning outcomes for the MA in Portuguese are designed and assessed by the Department of Spanish and Portuguese Graduate Studies Committee. The Graduate Studies Committee also provides advice regarding Guide maintenance, curriculum development, recruitment, and program review.
Low-producing Program Criteria

Undergraduate Degree/Major Programs
- Fewer than twenty-five (25) degrees awarded in five (5) years.
- Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Master’s-level Degree/Major Programs
- Fewer than fifteen (15) degrees awarded in five (5) years.
- Exceptions for non-admitting masters associated with a corresponding PhD program, programs within five years of first enrolling students, or if admissions to the program is suspended.

Doctoral/PhD Degree/Major Programs
- Fewer than five (5) degrees awarded in five (5) years.
- Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Certificate Programs (Undergraduate, Graduate/Professional, Capstone)
- Fewer than ten (10) certificates awarded in five (5) years.
- Certificates that have zero (0) awards over a five (5) year period will be automatically discontinued without review. This applies to all UW-Madison undergraduate, graduate/professional, and capstone certificates.
- Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Some justifications for maintain a low producing academic program

- Master’s program is partnered with a PhD program and serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program.
- Program will be changed to non-admitting master’s status.
- Plans are underway to change the curriculum to increase enrollment and degrees in this program (provide specifics).
- The program is currently under consideration for restructuring or substantial change (provide specifics).
- The program serves an important historical role, preserves tradition, or serves an external audience.
- The program is otherwise not available at a UW System institution, or at very few UWs.
Low Producing Academic Programs (Degree/Majors and Certificates)

In keeping with the low-producing academic program policy adopted by the University Academic Planning Council (April 16 2020), provide a short report on degree/major and certificate programs that meet the low-producing criteria (appended, page 2) and that you plan to continue. Submit completed forms with the annual program review report.

Program name: PhD Portuguese
Plan code: PHD 810L&S
Home department: Spanish & Portuguese

Summarize any plans for changes intended to address the low-producing status or rationale to continue the program.

Response:

Over the past 5 years, we have produced 4 PhDs in Portuguese and we currently have 3 PhD students who hold ABD status. One student is expected to defend the dissertation in the fall of 2020. An additional student passed the MA Exam and was admitted to the PhD program in the spring of 2020. Substantive changes to the preliminary exam process have recently been implemented in order to expedite time toward completing the PhD degree.

What is the demonstrated student need, even at a low level, for graduates with this specific credential?

Response:

Portuguese was added to the list of critical languages for the US Department of Defense in 2018 and we believe that this will result in a long-term increase in students studying the language and seeking advanced degrees in Portuguese. It will also lead to new funding opportunities for the study of Portuguese. Portuguese is the sixth most widely spoken language in the world and it is spoken in 11 countries on four continents. Portuguese is a working and/or official language of important international organizations, such as the African Union, the Community of Portuguese Language Countries, the European Union, Mercosul, the Organization of American States, and the Organization of Ibero-American States. Brazil is currently ranked 6th in the International Publishers Association’s global publishing statistics. An estimated 1.3 million native Portuguese-speakers live in the United States.

How is the program important to the University? Does the program fill a specific academic niche unique to UW-Madison or in some way necessary for the University’s identity, or for the fulfillment of the mission of the program, school/college, or university?

Response:

The University of Wisconsin-Madison has offered a PhD degree in Portuguese for well over 40 years. The University of Wisconsin-Madison is one of fewer than 10 institutions in the United States that offer the PhD in Portuguese. Ours is one of the largest, admitting one or two students every year, and it is one of the most
comprehensive. The PhD in Portuguese is not available at any other UW System institution, or at any other university in Wisconsin.

Are faculty continuing to invest time and effort in the program? Time must be devoted to learning outcomes assessment, review of the program, recruitment of students, curriculum development, advising, Guide maintenance, course scheduling, and similar activities. Programs with few or no students still need to have a full curriculum available to a student who seeks to enroll in the program. Are all of these processes up to date?

Response:

All of these processes are up to date. The PhD program in Portuguese has two core faculty members, both of whom are tenured and hold the rank of full professor. These two faculty members share responsibility for advising the PhD students. They also teach seminars required for the PhD. Learning outcomes for the PhD in Portuguese are designed and assessed by the Department of Spanish and Portuguese Graduate Studies Committee. The Graduate Studies Committee also provides advice regarding Guide maintenance, curriculum development, recruitment, and program review.
Low-producing Program Criteria

Undergraduate Degree/Major Programs
• Fewer than twenty-five (25) degrees awarded in five (5) years.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Master’s-level Degree/Major Programs
• Fewer than fifteen (15) degrees awarded in five (5) years.
• Exceptions for non-admitting masters associated with a corresponding PhD program, programs within five years of first enrolling students, or if admissions to the program is suspended.

Doctoral/PhD Degree/Major Programs
• Fewer than five (5) degrees awarded in five (5) years.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Certificate Programs (Undergraduate, Graduate/Professional, Capstone)
• Fewer than ten (10) certificates awarded in five (5) years.
• Certificates that have zero (0) awards over a five (5) year period will be automatically discontinued without review. This applies to all UW-Madison undergraduate, graduate/professional, and capstone certificates.
• Exceptions for programs within five years of first enrolling students or if admissions to the program is suspended.

Some justifications for maintain a low producing academic program

• Master’s program is partnered with a PhD program and serves the same role as a non-admitting masters but is admitting to allow for the occasional students seeking the masters-level program.
• Program will be changed to non-admitting master’s status.
• Plans are underway to change the curriculum to increase enrollment and degrees in this program (provide specifics).
• The program is currently under consideration for restructuring or substantial change (provide specifics).
• The program serves an important historical role, preserves tradition, or serves an external audience.
• The program is otherwise not available at a UW System institution, or at very few UWs.
Report of Committee on Low Award Portuguese Program at UW-Madison

Committee Members: Jonathan Renshon, Maria Muniagurria, Sissel Schroeder

Summary:
The Portuguese degree-granting program is currently housed in the “Department of Spanish & Portuguese” and (after some recent attrition) stands at 2 full-time faculty members. After consultations with the department and other relevant parties, our committee recommends merging the Portuguese degree with Spanish at both the undergraduate and graduate level, an organizational arrangement that is common at most other similar programs and would alleviate some of the administrative burden handled by Portuguese faculty with respect to language training. We also recommend hiring one additional position for Portuguese to sustain the program going forward. The main report discusses our primary recommendations, and attached appendices discuss (a) general issues affecting modern language programs and their effects on (b) enrollment trends throughout the country.

Section 1: Overview

In 2019, the UW System Admin established a new threshold for low-degree producing programs: programs that do not award at least 25 degrees in 5 years for BA programs, and 15 degrees in 5 years for MA programs, automatically trigger a review process. UW System policy does not set a threshold for PhD programs but sets a requirement to establish procedures for PhD programs. Under this requirement, UW-Madison continues with the long-standing “five degrees in five years” threshold. The UW-Madison Portuguese program (housed in the Department of Spanish & Portuguese) fell below that threshold (see Figure 1 on degrees awarded), setting in motion the present review. In Fall 2020, the committee, composed of faculty in Political Science, Economics & Anthropology met with Academic Associate Dean Sue Zaeske
and Associate Dean Elaine Klein to receive the committee charge and shortly after convened as a committee to carry out the work of interviewing the appropriate staff, faculty and students and make a recommendation.

**Overview of Portuguese Program at UW-Madison**
The Portuguese program is currently composed of two full-time faculty, both tenured full professors. They teach language classes (PORT311-312) and all other upper division courses required for the BA (MA and PhD students take these classes as well). The program offers one grad-only seminar each year. A full complement of courses in Portuguese, Brazilian, and Luso-African literatures, culture, and linguistics is offered on a regular basis. Until somewhat recently (2017), the department was composed of four full-time tenured faculty members, until one retired and one moved to the Department of African Cultural Studies. Despite its small size, the program has offered a wide variety of courses: for example, in Fall 2020, Portuguese offered classes summing up to 23 credits, with Professors Sanchez and Sapega teaching all but 1 of those courses (and 20 of the 23 credits). Similar patterns can be observed in other semesters.

While widely spoken throughout the world (the UK Council estimates Portuguese to be the 7th most spoken language in the world)¹, Portuguese is not particularly well-represented by degree programs in the United States: UW-Madison is one of fewer than 30 graduate programs and 20 undergraduate programs in the U.S. as of 2019, and it is one of about six PhD programs in the U.S. to offer a Portuguese degree track. A comparison with the programs in other schools suggests that most are on the scale of UW-Madison's: in 2019, for example, UW-Madison granted 3 BA degrees in Portuguese, which (according to the *Chronicle of Higher Education*) put it in a tie for 4th place for the most number of undergraduate degrees granted that year (the mean among the 20 schools was 2.7 BA degree recipients).

In the last 5 years, the program has graduated 19 students with a BA in Portuguese (52 students over the last 10 years), four students with the MA, and four students with a PhD. The program currently has nine students who have declared their major in Portuguese and five graduate students in Portuguese. The program typically admits two new graduate students each year with a yield of between zero - two new enrollments each year. Over the past five years, graduate enrollment has shifted from being dominated by domestic students to being dominated by international students from Brazil and China. In recent years, the program has reached gender parity with 50% male and 50% female graduate students. In most of the past 5 years, 25% of the graduate students have been targeted minorities with the remainder a combination of non-targeted, unknown, and international.

In terms of graduate student funding, all of the students in the program are fully funded for their first three years, primarily by teaching assistantships. Funding drops to 33% in year four in the graduate program, and years five-seven it increases to 50-67%. Half of the graduate students complete their PhD in 7-8 years, 25% finish in 8-9 years, and 25% took more than 10 years to complete their degree.

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¹ [https://www.britishcouncil.org/voices-magazine/portuguese-worlds-seventh-most-spoken-language](https://www.britishcouncil.org/voices-magazine/portuguese-worlds-seventh-most-spoken-language)
Administratively, the two faculty members are also in charge of the language program, overseeing the work of TAs, class visits during the semester and handling any issues with students. Despite being housed within the Spanish & Portuguese Department, and despite being a much smaller group (2 faculty members out of a department of 21 tenure-track professors), the Portuguese faculty seem to be responsible for more of the administrative work than their colleagues in the Spanish group.

There are a number of notable things about the Portuguese program here at UW-Madison. The department's graduate program in Portuguese is a highly respected program and ranks among the best in the country. The Portuguese degree-granting programs form a core part of the Latin American, Caribbean and Iberian Studies (LACIS) center, including as an integral part of their grant funding. According to Alberto Vargas, UW-Madison has been receiving Title VI funding from the US Department of Education since the 1960s, and having a “strong Portuguese department gives us a lot of points for the application.” LACIS is also responsible for the FLAS fellowships (we receive 4-6 per year), for which Portuguese (as a “critical language”), in comparison to, for example, Spanish, is a core component of our applications. Finally, the Portuguese program runs the Summer Intensive Portuguese Institute (SIPI), a special eight-week course sponsored by LACIS and designed for people wishing to study beginning Brazilian Portuguese intensively. Finally, UW-Madison is host to the Luso-Brazilian Review --- a 56 year old publication that was started at UW-Madison in 1964 --- and the UW-Madison library is home to one of best library collections of Portuguese archival materials in the country.

Section 2: Method of Evaluation

The committee’s evaluation consisted of a series of interviews in November and December 2020 and data-gathering on campus complemented with information from other Portuguese/Modern Language programs.

We had a number of questions about the program and sent a series of data requests to the Chair, Ellen Sapega, who (with the help of the administrative staff in the department) did their best to answer all of our questions. We also conducted interviews with the two core faculty members in Portuguese, Ellen Sapega (Chair) and Kathryn Sanchez. Additionally, we met with Professor Luis Madureira (formerly of Portuguese, now housed in African Cultural Studies), Alberto Vargas (Associate Director of the Latin American, Caribbean and Iberian Studies Program) and a group of five PhD students in the Portuguese program. Each meeting was conducted via Zoom over the course of (approximately) one hour.

Section 3: Recommendations

Main Recommendation

We recommend the unification of Spanish and Portuguese undergraduate and graduate degrees (PhD and MA) and the introduction of interdisciplinary options.
We believe that this is the right course of action based on our conversations with campus stakeholders and our understanding of how other programs are organized as well as the issues affecting modern language graduate programs and program redesign at other institutions (see Appendix A).

Merging the degree programs will ease the administrative burden on Portuguese faculty as well as bring the degree-granting program in line with how the department is already set-up (as a joint department with Spanish). It will also bring the Spanish and Portuguese Department and degree programs in line with similar programs at peer and other universities. We anticipate that this merger would end concerns about the low number of degrees currently granted in Portuguese.

We believe the introduction of interdisciplinary options—in addition to the traditional track—will improve job market outcomes for graduate students in an otherwise difficult market. For Portuguese, and other modern languages, there is an increased demand for interdisciplinary expertise. Since many students will pursue careers outside academia as well as in traditional teaching and research institutions, we suggest that the graduate degrees should be flexible enough to be attractive to both groups.

As an example, the new combined PhD degree could have three tracks (Hispanic literature/culture, Luso-Brazilian literature/culture, Hispanic Linguistics) and students could choose a major language/culture and a minor language.

With a combined degree, students could choose to be proficient in both languages and be able to apply to an expanded set of positions. The demand for Spanish instruction in the US is in a class by itself among languages other than English. Among higher education institutions, Spanish enrollments have been higher than those of all other languages combined since 1995. Although there has been a generalized decrease in overall language enrollments in the last ten years, the dominance of Spanish continues to hold. The latest aggregate data (Fall 2016) shows enrollment in Spanish at 712,240 and other languages (combined) at 705,598. Among them, Portuguese enrollments stand at 9,827 (See Fig 2, Tables 1a and 2b, Appendix B).

Since the interest of Spanish speakers has been identified as a significant factor in the demand for Portuguese instruction (Milleret 2013), the combined degree could have a positive effect on Portuguese enrollments.

We believe that these changes will increase the attractiveness of UW-Madison for those interested in Luso-Brazilian language/culture and have a positive effect on graduate enrollment.

**Additional Recommendations**

1: **An Advisory Committee to oversee merger**

We believe it will be important to appoint a facilitator (perhaps from the Office of Strategic Consulting or a staff member from another L&S unit) and a three member advisory committee to facilitate the unification and redesign of the programs.
The advisory committee could include faculty/staff from other UW departments whose research is in some aspect of the Lusophone or Hispanic world (perhaps two from the Luso Brazilian side and one from the Hispanic). Below are the names of faculty that could be representing the interdisciplinary Luso Brazilian side.

Falina Enriquez (Anthropology): https://www.anthropology.wisc.edu/staff/enriquez-falina/

Lisa Rauch (Environmental Studies): http://www.gibbs-lab.com/lisa-rausch/

Holly Gibbs (Geography and Nelson Institute):

Katherine Jensen (Sociology) https://sociology.wisc.edu/staff/jensen-katherine/

2- Undergraduate certificate in Portuguese/Luso-Brazilian Culture

We would like to suggest that the undergraduate certificate program be finalized. It will contribute to the increase of undergraduate enrollments and possible graduate interest.

3- Faculty/Staff Needs

Based on the information gathered from our interviews, we believe the two current faculty members are overstretched with administrative, teaching and supervisory duties. Although enrollments are lower than when there were four full time Portuguese faculty (see Appendix B), the current situation does not seem sustainable.

To some degree, the main recommendation (joint program with Spanish) will alleviate some of that burden. However, our judgment (in concert with those we interviewed) was that the Portuguese side of the program is in need of an additional faculty/teaching position to alleviate some of the teaching burden that would not be fixed simply by combining programs. This need could be fulfilled in the short run by one postdoc (2 years) or academic staff and in the future by reallocating one faculty slot due to a Spanish faculty retirement.

In particular, all parties interviewed agreed that in order to keep the program competitive, resources would be best directed towards the field of Brazilian culture/literature, which they agreed was one of the most important and promising areas for work in the fields associated with Portuguese. Since placement from comparable programs and jobs advertised at MLA show a bias towards multidisciplinary/cultural expertise, we recommend that the hiring committee be interdisciplinary perhaps including some of the faculty identified in item 1 above.

We also encourage the department to submit a nomination for a Tinker visiting professor. This will enrich the program and build ties with institutions abroad.
Appendix A

General Issues affecting Modern Language Graduate Programs/ Program Redesign

We believe that it is useful to consider general issues and trends affecting Modern Language Graduate Programs in the last decade. Since the publication of the 2014 MLA Task Force report, there has been a decrease in graduate enrollment in an apparent response to the lower job availability (see Appendix B).

The following issues/trends have been identified by the MLA taskforce.

I- Mismatch between the number of PhDs awarded in modern languages in general and academic positions. According to the 2014 Modern Language Association of America (MLA) Task Force Report:

“Departments must make it clear that the number of tenure-track positions is limited: there are not enough positions for all new PhD recipients. Graduate students should therefore consider a wide range of career prospects. Graduate programs should evolve to equip students with the ability to thrive in this changing job market—to do so is in the interest not only of the students but also of the faculty members who are committed to the success of their students.”

The current job listing at MLA shows only 4 openings that those with a PhD in Portuguese could apply to (only 3 of them for recent graduates) and the trend continues according to the most recent data.
II- Traditional Language and Literature programs are facing the need to restructure because the demand has changed.

According to the MLA Task Force Recommendations (2014), universities need to:

- Redesign doctoral programs to align them with learning needs and career goals of students and to bring degree requirements in line with the evolving character of the field.
- Shorten time to degree, reimagine dissertation, strengthen teacher preparation, expand professionalization opportunities, use the whole university community.

Responses/ Examples

Many modern language departments have redesigned their graduate programs along the MLA recommendations making them broader and multidisciplinary. Here are some examples with quotes from those programs closely related to Spanish and Portuguese.

“We consider our responsibility to prepare students … for the increasingly collaborative scholarly world of the future and for new ventures in collaborative public scholarship, which seeks to link those in the academy to intellectuals and communities outside it. In recognition of the fact that many of our students will pursue careers outside academia as well as in traditional
teaching and research institutions, our PhD has taken the form of a streamlined, interdisciplinary degree with an alternative dissertation model.” (Anthony L. Geist, Spanish and Portuguese, University of Washington).

“The faculty of the Department of Spanish and Portuguese Studies at the University of Washington has developed a PhD to address the needs of a new generation of doctoral students in the humanities. The program is designed to provide a rigorous and comprehensive education in the traditional disciplines of Spanish and Latin American literary studies, while also allowing for an engagement with larger issues relating to the role of the humanities in the contemporary world.” (PhD in Hispanic Studies website, University of Washington).

“We seek highly motivated, curious, passionate, and dedicated graduate students working in all time periods, within and across traditional fields, and at interstices of literary history, aesthetics, cultural studies, history, philosophy, and new media.” (Princeton University website).

“We have recently …added new approaches in order to reformulate our graduate program as an innovative, flexible, and competitive research unit in the field of Iberian and Latin American studies ….with three major areas of study: Iberian and Latin American Literatures and Cultures; Luso-Brazilian Cultural and Media Studies; and, Iberian and Latin American Linguistics. These tracks seek to address important themes, including the cultural and linguistic diversity in Latin American, Iberian, Latino, trans-Atlantic, and trans-Pacific worlds, as well as the impact of the ensuing and continued contact among indigenous people, Africans, and Europeans as a result of conquest, slavery, displacement, and immigration. At the same time, our program addresses the impact of new media and methodologies of thinking, learning, and teaching in contemporary environments marked by new technologies of language and representation. These flows, encounters, and intersections shape the research and teaching of our faculty, resulting in a graduate program that is highly intersectional, interdisciplinary, and intercultural, as well as transnational, and hemispheric” (University of Texas - Austin website)

“The Hispanic and Lusophone Literatures, Cultures, and Linguistics PhD program provides students with a focused and rigorous formation in the literatures, languages, and cultures of Spain, Latin America, and the Portuguese speaking world. Students choose one of three areas of emphasis: Hispanic Literatures & Cultures, Lusophone Literatures & Cultures, or Hispanic Linguistics. In addition to establishing a specialization in one or more areas of Hispanic or Lusophone studies, the program allows and encourages students to pursue comparative or interdisciplinary work” (University of Minnesota website)

“…the student will develop a specialization in one of two tracks: Hispanic and Spanish American literature and culture, Luso-Brazilian literature and culture” (University of California - Berkeley website).
Appendix B: Enrollment Trends

Enrollment Trends in US Higher Education Institutions

Fig. 2
Enrollments in Spanish Compared with Those of All Other Languages in Selected Years


Source: Looney, D. and Lusin, N.(2019

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### Table 2c
Fall Graduate Language Course Enrollments (Languages in Descending Order of 2016 Totals)

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This table lists the fifteen most commonly taught languages at the graduate level as of fall 2016.

Number of institutions reporting in 2016: 2,547.

1. Includes enrollments reported under “Greek, Ancient,” “Greek, Biblical,” “Greek, Koine,” “Greek, New Testament,” and “Greek, Old Testament.” Excludes enrollments reported under “Greek,” “Greek and Hebrew,” and “Greek and Latin.”


3. Figures for ASL are not available before 1990.

4. Includes enrollments reported under “Aramaic,” “Aramaic, Ancient,” “Aramaic, Biblical,” and “Aramaic, Rabbinic/Talmudic/Targumic.”


### Trends at UW-Madison

#### UW-Madison Enrollment Trends Portuguese and Spanish: MLA Database

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Source: MLA Language enrollment database search [https://apps.mla.org/flsurvey_search](https://apps.mla.org/flsurvey_search)
UW-Madison Grades Reported: Portuguese - UW-Madison Registrar Grade Reports

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Source: UW Madison Registrar’s Office grade reports [https://registrar.wisc.edu/grade-reports/](https://registrar.wisc.edu/grade-reports/)

UW-Madison Grades Reported: Spanish - UW-Madison Registrar Grade Reports

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</table>

Source: UW Madison Registrar’s Office grade reports [https://registrar.wisc.edu/grade-reports/](https://registrar.wisc.edu/grade-reports/)

References:


Milleret, Margo - 2013 Factors Influencing the Growth of Portuguese Enrollments in the 21st Century, CLASP Commissioned Paper
October 13, 2021

To: Susan Zaeske, Associate Dean for Arts and Humanities; Elaine Klein, Associate Dean for Academic Planning

From: Professor Kathryn Sanchez; Professor Ellen Sapega

Re: Report of the Committee on Low Award Portuguese Program at UW-Madison

We submit this response to the “Report of the Committee on Low Award Portuguese Program” that we received in March from your office. Firstly, we would like to thank the committee members Jonathan Renshon, Maria Muniagurria, and Sissel Schroeder for their diligence and dedication to the completion of this report. We believe that the report provides a fair representation of the situation of the Portuguese program at UW-Madison and duly emphasizes the strengths of the program. We agree with most of the committee’s insights and suggestions and differ on only a few points, as this response details below.

We agree with the suggestion that there needs to be greater integration between the Spanish and Portuguese sections of the department. This is something that the Portuguese section welcomes at the graduate level, especially at a time when the department as a whole is learning to move beyond strict chronological fields and work more holistically. We are willing to help facilitate the merger of the programs towards a new combined PhD degree. The reviewers proposed the suggestion of a three-track system (Spanish literature/culture; Spanish and Portuguese literature/culture; Spanish Linguistics) that would better serve the needs of the students and correspond to the changing job market where graduate students in a Portuguese discipline would benefit from greater exposure of Hispanic literature/culture and linguistics. At the present, we believe that this new PhD track in Spanish and Portuguese literature and culture can be designed internally by a committee comprised of faculty members in Spanish and Portuguese.

At the undergraduate level, the Portuguese section does not see the advantage of a merger with the Spanish program. Over the past 10 years, as indicated in the numerical information, the department has graduated over 50 students with a BA or BS in Portuguese, which places the program above the required threshold as perceived by the UW System Administration. Our Portuguese undergraduate major numbers are solid and we expect that post-Covid they will continue to remain healthy and within an acceptable range. We would like to emphasize that the undergraduate degree has been carefully revised in recent years to allow incoming freshmen students to complete their program of study in 4 years. Since Portuguese is not taught at the high school level in Wisconsin (or in the Midwest in general) this is an important factor and the
requirements of the Undergraduate degree in Portuguese have been serving our student body well.

We also agree with and wholeheartedly welcome the suggestion that the Portuguese program create an undergraduate certificate in Portuguese/Luso-Brazilian Culture. This is something that we have already discussed and has been in the works for a while. Ideally, we would like to consider proposing a joint Spanish/Portuguese certificate in cooperation with our colleagues in Spanish.

Concerning the staffing needs, here too we agree with the recommendations of the review committee as to the need for additional staffing in the Portuguese program. In light of that recommendation, we would like to request authorization to open a search for an assistant professor in the area of Lusophone literature and culture.
January 18, 2022

TO: Ellen Saheed, Professor and Chair, Spanish & Portuguese

FROM: Eric M. Wilcots, Dean

RE: L&S Response to Proposed Restructuring of Portuguese Programs

CC: Jenna Alsteen, Assistant Dean, Graduate School
    Elaine M. Klein, Associate Dean for Academic Planning, L&S
    Alison LaTarte, Interim Director, Academic Planning & Institutional Research
    Karen Mittelstadt, Academic Planner, Academic Planning & Institutional Research
    Parmesh Ramanathan, Associate Dean, Graduate School
    Susan Zaeske, Associate Dean for Arts & Humanities

ATTACHMENT: Memorandum, “Report of the Committee on Low Award Portuguese Program at UW-Madison” (Sanchez & Saheed to Zaeske & Klein, 10/13/2021)

Thank you again for submitting your most recent response concerning the low award programs (BA/BS Major, MA, and PhD) in Portuguese. I appreciate the time taken to meet with the review committee, to confer with your colleagues about questions and recommendations found in the report, and to meet with my colleagues and me to discuss the academic and fiscal implications of those recommendations. I think we all appreciate that the path forward is complex, and further consultation with L&S and with colleagues in the Graduate School will be required as the department continues to address the low-award status of these programs.

I have discussed your response to the report with colleagues in L&S Administration and have shared it with the L&S Academic Planning Council. In the APC discussion on 12/21/2021, Associate Dean Zaeske and I sought their advice as to whether the committee’s suggestions and department’s response were viable. As you know, the council is deeply engaged in consideration of the balance between offering a breadth of academic programs and credentials befitting a world-class university and the challenges of doing so when student interest in some programs is low, and/or the capacity to field a full program with limited faculty to only a few students strains resources. These are difficult issues that the College and the council take very seriously.

The council agreed with your evaluation – supported by colleagues in Academic Planning and in Teaching & Learning Administration – that the low-award status of the undergraduate major in Portuguese is likely to change as recent program revisions take effect and as the world continues to adjust to the next phase of the current pandemic. We will continue to report to the Provost’s Office (per the required biannual reporting procedure) that the department is working to recruit students into a program that has been recently revised, and which is being monitored. The APC also underscored the importance of offering programming to support undergraduate student learning to an advanced (i.e., major) level in the sixth most widely spoken world language, providing access to post-baccalaureate professional opportunities in the eleven countries where the language is spoken, and to engage with many more organizations where Portuguese is a working and/or
official language for their operations. We, like you, are hopeful that the undergraduate major numbers will turn around.

The L&S APC was agnostic as to the creation of a new certificate program, in part because adding new programs without a clear plan for securing instructional resources to support them may, in the short term, cause more strain or divert students away from the major. But members did note that undergraduate programs that certify or “credential” substantive language study or skills are popular with students, and they have been known to attract students to, and thereby support, undergraduate majors in related areas.

At the graduate level (MA and PhD), the council agrees the path forward is less straightforward. While resource allocation decisions, especially hiring, are beyond the purview of the Academic Planning Council as they belong to the Dean, the council agreed with the approach of asking the department to generate several planning options for the future of the Portuguese graduate program. By October 1, 2022, I would like the department to develop at least four planning scenarios for the future of the Portuguese graduate program describing them in a memo submitted to me and Associate Deans Zaeske and Klein. (We will check in on your progress at the end of the Spring 2022 semester.) The various plans should detail the structures, advantages, and disadvantages likely to occur under the following scenarios in which the department is a) authorized to make a faculty hire in Portuguese – would any changes be made to the current graduate program?; b) not authorized to make a faculty hire though the graduate program is allowed to continue pending strengthening of partnerships with faculty in other departments who serve on the graduate program committee; c) no hire is authorized and the Portuguese graduate program is merged with the Spanish graduate program with one set of governing rules and standards, but which allows students to pursue coursework and research in various tracks; and d) no hire is authorized and the Portuguese graduate program is discontinued. Again, the department is encouraged to submit other planning scenarios beyond those listed here for consideration.

During the coming semester, the Graduate Faculty Executive Committee (GFEC) is scheduled to discuss the low-award report, the department’s response, and the L&S APC’s report (this document) about the future of the Portuguese graduate program. We look forward to receiving their recommendations on this complicated decision, which involves a serious L&S resource commitment.