Automatic Consent

1. (1:30 pm) Automatic consent approvals (Dean Karpus)
   a. Minutes from March 11, 2022

Approvals

2. (1:35) Request to change the names of the two named options in the Master of Arts in Library Information Studies effective Fall 2022 (Jon Senchyne):
   - From “Campus Delivered Program” to “Campus Program” Lumen Link
   - From “Distance Delivered Program” to “Online Program” Lumen Link
3. (1:45) Request to suspend effective Fall 2022 and discontinue effective Fall 2026 the doctoral minor “Energy Analysis and Policy”. (Scott Williams) Lumen Link
4. (1:50) Request to suspend effective Fall 2022 and discontinue effective Fall 2023 the doctoral minor “Human Development and Family Studies”. (Sigan Hartley, Michelle Holland) Lumen Link
5. (1:55) Request to approve new named option “Human Ecology Research” in the Master of Science in Human Ecology effective Fall 2022. (Sigan Hartley, Michelle Holland) Lumen Link
6. (2:05) Request to suspend and discontinue named options in the Master of Science in Human Ecology effective Fall 2022 (Sigan Hartley, Michelle Holland):
   - Consumer Behavior and Family Economics Lumen Link
   - Design Studies Lumen Link
   - Human Development and Family Studies Lumen Link
7. (2:10) Request to approve new Capstone Certificate in Applied Engineering Management effective Fall 2022. (Daryl Harrison) Lumen Link
8. (2:20) Request to approve new degree Master of Science in Engineering Management effective Fall 2023. (Daryl Harrison) Lumen Link
9. (2:30) Request to discontinue the Master of Fine Arts in Theatre and Drama effective Fall 2022. (Dan Lisowski) Lumen Link

Three-year Check-in

10. (2:40) Capstone Certificate in Data Analytics for Decision Making (Parmesh Ramanathan)
Program Review Responses

11. (2:50) Curriculum and Instruction MS named option “Research”/PhD/Doctoral minors response to GFEC for 10-year program review (Lisa Martin)

12. (2:55) Biomedical Data Science MS response to GFEC for 5-year program review (Lisa Martin)

13. (3:00) Geoscience MS/PhD/Doctoral minor response to L&S APC and GFEC for 10-year program review (Parmesh Ramanathan)

14. (3:05) Classical and Ancient Near Eastern Studies MA/PhD named option “Classics” response to L&S APC and GFEC for 5-year program review (Parmesh Ramanathan)

Program Review

15. (3:10) Nurse Educator Graduate/Professional Certificate 5-year program review (Mark Mandel)

Informational

16. The Department of Afro-American studies is changing to the Department of African American Studies effective Fall 2022.
Members Present: Robert Asen, Kevin Black, Chris Choi, Alex Dressler, Tullia Dymarz, Florence Hsia, William Karpus, Mark Mandel, Lisa Martin, Donna Neumann, Manish Patankar, Parmesh Ramanathan, Gail Robertson, Morgan Robertson, Sissel Schroeder, Leslie Smith III, Bret Shaw

Members Absent: Emily Fletcher, Julie Poehlmann-Tynen, Shannon Stahl

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 February 11, 2022

Approvals

2. Dean Karpus introduced Associate Professor Lisa Cadmus-Bertram who presented a request to approve seven new named options in the Master of Science in Kinesiology effective Fall 2022:
   • Applied Exercise Science
   • Biomechanics
   • Exercise Physiology
   • Exercise Psychology
   • Motor Control and Behavior
   • Occupational Science
   • Physical Activity Epidemiology
   • MS-Kinesiology

   This initiative creates a formal structure to informal tracks that already exist in the program. The change allows students to highlight their area of specialization when entering the job market. The student experience will not change with the administrative-level changes.

   Motion: Moved and seconded to approve seven new named options in the Master of Science in Kinesiology: Applied Exercise Science, Biomechanics, Exercise Physiology, Exercise Psychology, Motor Control and Behavior, Occupational Science, and Physical Activity Epidemiology effective Fall 2022. The motion passed unanimously.

3. Dean Karpus introduced Associate Professor Lisa Cadmus-Bertram who presented a request to approve six new named options in the PhD in Kinesiology effective Fall 2022:
   • Biomechanics
This initiative creates a formal structure to informal tracks that already exist in the program. The change allows students to highlight their area of specialization when entering the job market. The student experience will not change with the administrative-level changes.

**Motion:** Moved and seconded to approve six new named options in the PhD in Kinesiology: Biomechanics, Exercise Physiology, Exercise Psychology, Motor Control and Behavior, Occupational Science, and Physical Activity Epidemiology effective Fall 2022. The motion passed unanimously.

4. Dean Karpus introduced Sara Hagen who presented a request to suspend Master of Science in Manufacturing Systems Engineering and both named options effective Fall 2023:

- MS-Manufacturing Systems Engineering
- Manufacturing Systems Engineering
- Engineering Management Specialization

Enrollment in the program is declining and the program is no longer sustainable.

**Motion:** Moved and seconded to approve the suspension of the Master of Science in Manufacturing Systems Engineering and named options: Manufacturing Systems Engineering and Engineering Management Specialization, effective Fall 2023. The motion passed unanimously.

**Three-year Check-ins**

5. GFEC member Associate Dean Lisa Martin summarized the three-year check-in for the MA in Cartography and Geographic Information Systems named option “Accelerated/Non-Thesis.” Highlights of the check-in included enrollment that is on track with projections. Enrollment is 25% international and the program is discussing ways to attract more domestic minority students.

**No action sought**

6. GFEC member Associate Dean Parmesh Ramanathan summarized the three-year check-in for the Capstone Certificate in GIS Fundamentals. Highlights of the check-in included several strategies to improve student diversity.

**No action sought**

7. GFEC member Associate Dean Parmesh Ramanathan summarized the three-year check-in for the Capstone Certificate in Advanced GIS. Highlights of the check-in included several strategies to improve student diversity.

**No action sought**

**Program Review**
8. GFEC member Bret Shaw presented the 10-year program review of the Nursing PhD/Doctoral Minor. Shaw noted strengths of the program include new facilities which are conducive to learning, research and fostering collaboration; positive culture; individualized support for students; an expanding cohort of junior faculty; diversity in faculty hires and student recruitment; four-year funding guarantees; responsiveness to anticipated changes in curricular requirements; and an early entry option for students.

The review committee recommendations include continued preparation for changing disciplinary guidelines (NONR and AACN); mentoring junior faculty on advising role; development of a writing course to meet the needs of international students; evaluation of the sequence of research courses and development of necessary skills; expansion of professional development to include careers outside of academia; more thorough communication of official procedures and milestones; exploration of strategies to increase the pipeline of qualified students; expansion of DEI activities; and discontinuation of the PhD minor.

Motion: Moved and seconded to accept the 10-year program review of the Nursing PhD/Doctoral Minor. The motion passed unanimously.

9. GFEC member Kevin Black presented the 5-year program review of the Materials Science and Engineering PhD, Doctoral Minor, and Master of Science named option “Research.” Black noted strengths of the program include national and internationally known faculty and program; a streamlined organizational degree structure; new policies and activities to improve diversity and inclusion; high-quality training and professional development opportunities; and well-placed graduates.

The review committee recommendations include looking at the current model of matching students with an advisor at the time of admission to ensure funding to see if additional fellowship funding could enhance recruiting; providing clear guidance to students about how to report a toxic environment; and addressing student dissatisfaction with Nanoscale Imaging and Analysis Center.

Motion: Moved and seconded to accept the 5-year program review of the Materials Science and Engineering PhD, Doctoral Minor, and Master of Science named option “Research.” The motion passed unanimously.

Adjournment

Meeting adjourned by Dean William Karpus
Date Submitted: 01/31/22 1:13 pm

Viewing: **MA 612L&S : Library and Information Studies**

Sub Plans: [Campus Delivered Program, Distance Delivered Program](https://next-guide.wisc.edu/programadmin/?key=547)

Last approved: 10/15/20 8:47 am

Last edit: 03/16/22 7:44 am

Changes proposed by: wiessinger

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. 01/31/22 1:18 pm
   - Alan Rubel (arubel): Approved for **I SCHOOL Dept. Approver**

2. 03/01/22 5:31 pm
   - Elaine Klein (emklein): Approved for **L&S College Admin Reviewer**

3. 03/01/22 5:54 pm
   - Elaine Klein (emklein): Approved for **L&S College Approver**

4. 03/02/22 3:56 pm
   - Karen Mittelstadt (mittelstadt): Approved for **APIR Admin**

**Approval Path**

1. 01/31/22 1:18 pm
   - Alan Rubel (arubel): Approved for **I SCHOOL Dept. Approver**

2. 03/01/22 5:31 pm
   - Elaine Klein (emklein): Approved for **L&S College Admin Reviewer**

3. 03/01/22 5:54 pm
   - Elaine Klein (emklein): Approved for **L&S College Approver**

4. 03/02/22 3:56 pm
   - Karen Mittelstadt (mittelstadt): Approved for **APIR Admin**

**History**
Proposal Abstract/Summary:

The iSchool is updating the MA Library and Information Studies (MA LIS) curriculum and associated program learning outcomes to meet student demand, to reflect the needs of the field, and to alleviate administrative burden. Further, the iSchool launched the MS Information in Fall of 2021, the proposed curricular changes further delineate the MS Information from the MA LIS. The proposed name changes to the named options reflect updated and more appropriate terminology (online vs. distance delivered).

APIR- correcting tuition mrs 3/8

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

Fall 2022 (1232)

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

No

Basic Information

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

Award: Master of Arts
SIS Code: MA 612L&S
SIS Description: Library & Information St MA
Transcript Title: Library and Information Studies
Named Options: CAMPUS: Campus Delivered Program
DISTANCE: Distance Delivered Program

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>Rubel, Alan</td>
<td><a href="mailto:arubel@wisc.edu">arubel@wisc.edu</a></td>
<td>608/263-2900</td>
<td>iSchool Director</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Rubel, Alan</td>
<td><a href="mailto:arubel@wisc.edu">arubel@wisc.edu</a></td>
<td>608/263-2900</td>
<td>iSchool 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>iSchool Associate Director</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>Associate Dean</td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td>Academic Associate Dean</td>
</tr>
</tbody>
</table>

List the departments that have a vested interest in this proposal.
Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes

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

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

Guide Accreditation tab

Accreditation

American Library Association Committee on Accreditation

Will graduates of this program seek licensure or certification after graduation? No
Year of three year check-in to GFEC (3 years after first student enrollment):

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

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

This will be a lockstep change. Curricular changes will be implemented in the Fall of 2022. Admission offers will indicate that there are curricular changes pending approval. The revisions that are being made are to benefit students and to clarify the curriculum. This includes reducing the overall credit requirement from 39 credits to 36 credits. With increased affordability and a clearer path to completion, it is anticipated that students will welcome the revisions. Current students will have the option to declare the new program requirements. Given the nature of the program changes, it will be very feasible to allow students to complete old program requirements if they so wish.
Rationale and Justifications

What is the rationale for this change?

The proposed revisions allow for a curriculum that can be implemented more sustainably. The modalities of the curriculum match student demand. We have a growing demand in the online program. The proposed revisions allow a pathway through the face-to-face program with no online courses necessary. If students in the face-to-face program want to specialize in certain areas, they may need to take online courses. The revisions allow for sufficient online offerings to meet growing online enrollments. Courses will maintain healthy enrollments. Face-to-face sections of courses will generally be offered only once per year. The revisions provide a predictable carousel of courses that fulfill requirements and allows iSchool administration to do advanced planning. Moreover, it allows students to plot their path to degree completion early. The reduction from 39 to 36 credits is aligned to peer programs.

Substantial stakeholder (students, alumni, employers) input was received. To meet the need of the profession and to ensure students have the skills and knowledge necessary to succeed several changes are proposed:
- Institute a DEI tier.
- The management tier includes additional, relevant options.
- Institute a Fundamentals tier (Tier F).
- The capstone experience would be met with the practicum course (L I S 620) and leaves future room for alternatives if the faculty should decide to pursue such options.
- The Technology Tier (Tier T) remains relevant, with multiple options to meet students where they are at regarding tech skills.
- The total number of credits required has been reduced to 36.

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

The iSchool held three task forces over the course of a year to benchmark with peer institutions, assess our current curriculum and to receive stakeholder input. A Summer 2020 Task Force met to research peer programs, focusing on PLOs, assessment mechanisms, credit hours, required courses and practicum requirements. The Summer 2020 Task Force also reviewed our current PLOs and provided a slightly revised set which are incorporated into this proposal. The Fall 2020 Task Force proposed a set of curriculum revisions that included stakeholder interests. A survey was conducted of current faculty, current students, the alumni advisory board, and the advisory council. We received a list from UW Foundation of recent alumni and surveyed half. The Fall Task Force also used the results of the employer survey to further identify areas for revision. The Spring 2021 Task Force's charge was to use survey results and stakeholder input to revise the curriculum.
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 MA LIS has a long history of fostering and promoting inclusive excellence. The proposed changes further that through increasing access to the program with fewer total credits and a clearer path towards completion. The new curriculum establishes a Diversity, Equity and Inclusion Tier (Tier DEI). MA LIS students enter the program with a range of technological skills. The program is designed as such to meet students where they are at and provide opportunities to gain the technological skills and experiences necessary along the way, through several course options. The Technology Tier (Tier T) remains in the proposed changes. The MA LIS has had a practicum experience (LIS 620) as a required part of the curriculum. Proposed changes institute a capstone experience which could be met with the practicum course (LIS 620) and leaves future room for alternatives if the faculty should decide to pursue such options. The iSchool has a long history of helping students secure practicum placements in a variety of settings and geographic locations. A few general areas of practicum placements are academic libraries, public libraries, K-12 libraries, tribal libraries, museums and private industry partners. The practicum experience is an opportunity for students to tailor the curriculum to their professional goals. Students work with faculty and staff to secure placements that support their future goals, for example, archives, digital asset management or librarianship.
Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The MA LIS actively pursues equity in student recruitment, access, retention and degree completion. We continue to partner with stakeholders to recruit a diverse student population. We continue to strategically leverage iSchool scholarships to recruit and retain a diverse student population. The MA LIS has highly engaged faculty and staff. Students are assigned an advisor. While students may meet with advisors at any time, the program also has an "Advising Week" prior to enrollment each semester. Student survey feedback indicates students feel well supported throughout their time in the program. The iSchool has an Academic Technology and Student Services committee to keep continuous focus on supporting students. In addition the iSchool Diversity, Equity and Inclusion committee focuses on recruiting and retaining a diverse student body. Coursework and curricular requirements demonstrate commitment to increasing understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. The iSchool has a highly engaged student body with a robust array of student organizations, each with a faculty advisor, including the Jail Library Group and Tribal Libraries Archives and Museums. The MA LIS is accredited by the American Library Association. As such, extensive assessment is conducted. This allows the program to continuously monitor student engagement and outcomes.

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 iSchool ensures equity in recruiting and hiring of faculty and staff. The iSchool values diversity and the contributions of each person. Our search and screen processes support the pursuit of excellence in teaching, research, outreach and diversity as inextricably linked goals, as aligned with the institutional mission. Our recruitment processes include extensive collaboration with a wide variety of stakeholders, internal to campus and external in the broader field. The iSchool follows all L&S and Campus processes and policies for hiring, which helps to ensure equity in recruiting and hiring.
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 proposed curriculum aligns with the professional standards set forth by the American Library Association. While DEI content is infused throughout the curriculum, it is specifically addressed with the addition of the Tier DEI. This aligns to the needs of the profession and the broader society, to prepare professionals who have an understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. Further, the iSchool has created an academic program array that allows for multiple points of entry through stackable credentials and is actively building a pipeline into the major. This supports our strategic efforts in recruiting and retaining a diverse and robust student population. The program changes further distinguishes the MA LIS in our array of programs (MS Information, BABS Information Science (pending approval), PhD Information, Analytics and Data Management Capstone Certificate and User Experience and Design Capstone Certificate). The College and campus have stressed the importance of time to degree and the importance of clear pathways to graduation for students. The program changes are in line with this.

Faculty and Staff Resources

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

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program? See OPT - Set at the named option level (parent plans only)
Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

The MA LIS has a healthy program budget as seen in previous year budget reports to L&S. The proposed changes will not require changes to our budgeting. We do anticipate that the changes will be appealing to prospective students and as such could increase enrollments. The proposed changes also support the administration of the curriculum, making it less burdensome to implement, with a predictable course pattern. The clearer path to degree also makes academic advising more straightforward.

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

All needs are described above.

**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

Students apply to the Master of Arts in Library and Information Studies through one of the named options: [Campus Program](#), [Online Program](#), [Campus-Delivered Program](#), [Distance-Delivered 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

https://next-guide.wisc.edu/programadmin/?key=547
Minimum Graduate School Requirements

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

Major Requirements

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>30 credits</td>
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<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>A minimum of 30 credits must be taken from graduate-level Information School M.A. coursework; courses with the Graduate Level Coursework attribute. The remaining 6 credits of coursework must be 300 level or above and may not include iSchool undergraduate coursework.</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>
</tbody>
</table>

Other Grade Requirements

Within the student’s total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned prior to or concurrently with the unsatisfactory grade. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program.

Assessments and Examinations

Candidates must complete a minimum of a 120-hour practicum, and must complete an e-portfolio.

Language Requirements

No language requirements.

**Required Courses**

Select a [Named Option](https://next-guide.wisc.edu/programadmin/?key=547) 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 Arts in Library and Information Studies must select one of the following named options:

### Library and Information Studies: Campus Delivered Program, M.A.

### Library and Information Studies: Distance Delivered Program, M.A.

Total credits required:

36 39

Guide Graduate Policies tab

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

- Campus Delivered Program
- Online Program
- Distance Delivered Program

## Program Learning Outcomes and Assessment

List the program learning outcomes.

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

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

Summarize the assessment plan.

**The assessment plan has been updated to include the revised PLOs. Our assessment practices and processes remain largely unaltered. One shift is in our e-Portfolio assessment practice. We now assess even numbered PLOs in even years and odd numbered PLOs in odd numbered years.**

Department Approved  
iSchool_MALIS_Assessment_Plan_01282022.docx

**Related Programs**

**Commitments**

Courses in the curriculum are numbered 300 or higher.

Yes

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

Yes
Supporting Information

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

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

Additional Information:

Approvals

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

Enter any notes about approval here:

Approved by iSchool Executive Committee 12/03/2021.

Entered by: Nicole Wiessinger
Date entered: 01/31/2022

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 L&S APC 3/1/2022

Entered by and date: Elaine M. Klein 3/1/2022

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
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/information/library-information-studies-ma/

SIS effective date: Fall 2022 (1232)

Guide publish date/type: June

Tuition start term: Set at the named option level (parent plans only)

Career: Graduate

SIS Program Code: G612

SIS Short Description: Lib&InfoSt

SIS code for additional major:

Other plan codes associated with this program:

Diploma Text: Master of Arts

Diploma Text 2: LIBRARY AND INFORMATION STUDIES
Degree: 518
Field of Study: Social Science
Program Length: 2
National Student Clearing House Classification: Masters
Plan Group: 612
Educational Level: Masters degrees
Award Category: Master's
Enrollment Category: Master's

STEMOPT
UWSTEM:
HEALTH:
NSF STEM:

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

Added to UW System Crosswalk: Yes
Scan this proposal:
Upload documents that should be scanned: HLC Submission Confirmation-Screening Form for Changes to Existing Programs - MA-Library and Information Science 03_09_22.pdf
Reviewer

Comments

**Regina Lowery (lowery3) (03/02/22 8:30 am):** Learning outcomes: Format accepted.

**Regina Lowery (lowery3) (03/02/22 8:30 am):** Assessment plan: Format accepted.

**Jenna Alsteen (jennabecker) (03/14/22 11:35 am):** Minor edit made to Requirements for Graduate School consistency in Guide.

**Jenna Alsteen (jennabecker) (03/15/22 12:41 pm):** Minor edits made to Requirements for Graduate School consistency in Guide.

**Jenna Alsteen (jennabecker) (03/16/22 7:44 am):** changed residency requirement to 30 credits after program changed both named options to 30

Key: 547
Date Submitted: 01/31/22 1:15 pm

**Viewing: CAMPUS: Campus Delivered Program**

Parent Plan: MAJ: Library & Information St MA

Last approved: 04/24/20 4:07 pm

Last edit: 03/16/22 7:42 am

Changes proposed by: wiessinger

Catalog Pages Using this Program

Library and Information Studies: Campus Delivered Program, M.A.

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. L 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. 01/31/22 1:16 pm Nicole Wiessinger (wiessinger): Approved for L SCHOOL Dept. Approver
2. 03/01/22 5:12 pm Elaine Klein (emklein): Approved for L&S College Admin Reviewer
3. 03/01/22 5:51 pm Elaine Klein (emklein): Approved for L&S College Approver
4. 03/02/22 3:56 pm Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

The iSchool is updating the MA Library and Information Studies (MA LIS) curriculum and associated program learning outcomes to meet student demand, to reflect the needs of the field, and to alleviate administrative burden. Further, the iSchool launched the MS Information in Fall of 2021, the proposed curricular changes further delineate the MS Information from the MA LIS. The proposed name changes to the named options reflect updated and more appropriate terminology (online vs. distance delivered).

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

Fall 2022 (1232)

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

No
Parent Program: MAJ: Library & Information St MA

Parent Audience: Graduate or professional

Parent Home Department: Information School (I SCHOOL)
Department:

Parent School/College: College of Letters and Science
School/College:

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

No

Parent is in the Graduate School: Yes

Parent Award: Master of Arts

SIS Code: CAMPUS

SIS Description: Campus Delivered Program

Transcript Title: Campus Delivered Program

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

Yes

Named Options: CAMPUS: Campus Delivered Program
DISTANCE: Distance Delivered Program

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>Rubel, Alan</td>
<td><a href="mailto:arubel@wisc.edu">arubel@wisc.edu</a></td>
<td>608/263-2900</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Eschenfelder, Kristin</td>
<td><a href="mailto:eschenfelder@wisc.edu">eschenfelder@wisc.edu</a></td>
<td>608/263-2105</td>
<td>Academic Associate Dean</td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

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

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

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

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

Parent has outside accreditation: Yes

Parent Guide
Accreditation tab

**Accreditation**

**American Library Association Committee on Accreditation**

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

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

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

This will be a lockstep change. Curricular changes will be implemented in the Fall of 2022. Admission offers will indicate that there are curricular changes pending approval. The revisions that are being made are to benefit students and to clarify the curriculum. This includes reducing the overall credit requirement from 39 credits to 36 credits. With increased affordability and a clearer path to completion, it is anticipated that students will welcome the revisions. Current students will have the option to declare the new program requirements. Given the nature of the program changes, it will be very feasible to allow students to complete old program requirements if they so wish.

**Rationale and Justifications**

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

The curricular requirements are the same in both named options. The modalities are what differ as well as funding (101 vs 131). The proposed changes will allow us to offer a on campus named option where students will be able to take all of their required courses face to face if so desired. Many of our students choose to take online courses even when enrolled in the face to face program. This may continue to occur in specialized electives.
What is the rationale for this change?

The proposed revisions allow for a curriculum that can be implemented more sustainably. The modalities of the curriculum match student demand. We have a growing demand in the online program. The proposed revisions allow a pathway through the face-to-face program with no online courses necessary. If students in the face-to-face program want to specialize in certain areas, they may need to take online courses. The revisions allow for sufficient online offerings to meet growing online enrollments. Courses will maintain healthy enrollments. Face-to-face sections of courses will generally be offered only once per year. The revisions provide a predictable carousel of courses that fulfill requirements and allows iSchool administration to do advanced planning. Moreover, it allows students to plot their path to degree completion early. The reduction from 39 to 36 credits is aligned to peer programs.

Substantial stakeholder (students, alumni, employers) input was received. To meet the need of the profession and to ensure students have the skills and knowledge necessary to succeed several changes are proposed:  
- Institute a DEI tier.  
- The management tier includes additional, relevant options.  
- Institute a Fundamentals tier (Tier F).  
- The capstone experience would be met with the practicum course (L I S 620) and leaves future room for alternatives if the faculty should decide to pursue such options.  
- The Technology Tier (Tier T) remains relevant, with multiple options to meet students where they are at regarding tech skills.  
- The total number of credits required has been reduced to 36.

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

The iSchool held three task forces over the course of a year to benchmark with peer institutions, assess our current curriculum and to receive stakeholder input. A Summer 2020 Task Force met to research peer programs, focusing on PLOs, assessment mechanisms, credit hours, required courses and practicum requirements. The Summer 2020 Task Force also reviewed our current PLOs and provided a slightly revised set which are incorporated into this proposal. The Fall 2020 Task Force proposed a set of curriculum revisions that included stakeholder interests. A survey was conducted of current faculty, current students, the alumni advisory board, and the advisory council. We received a list from UW Foundation of recent alumni and surveyed half. The Fall Task Force also used the results of the employer survey to further identify areas for revision. The Spring 2021 Task Force’s charge was to use survey results and stakeholder input to revise the curriculum.
What is the potential impact of the proposed change(s) on enrolled students?

Currently enrolled students will be able to declare the new requirements if they so choose. If not, we will continue to offer the courses necessary for currently enrolled students to complete their degree requirements under their declared program. Being able to teach out the old curriculum will not be an issue given the similarity of course offerings in the proposed changes.

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

There will be reduced administrative burden and a more predictable set of courses. This will also make course prep, teaching and advising less burdensome. A clearer, more well defined curriculum will help faculty and staff in serving 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.

The MA LIS has a long history of fostering and promoting inclusive excellence. The proposed changes further that through increasing access to the program with fewer total credits and a clearer path towards completion. The new curriculum establishes a Diversity, Equity and Inclusion Tier (Tier DEI). MA LIS students enter the program with a range of technological skills. The program is designed as such to meet students where they are at and provide opportunities to gain the technological skills and experiences necessary along the way, through several course options. The Technology Tier (Tier T) remains in the proposed changes. The MA LIS has had a practicum experience (LIS 620) as a required part of the curriculum. Proposed changes institute a capstone experience which could be met with the practicum course (LIS 620) and leaves future room for alternatives if the faculty should decide to pursue such options. The iSchool has a long history of helping students secure practicum placements in a variety of settings and geographic locations. A few general areas of practicum placements are academic libraries, public libraries, K-12 libraries, tribal libraries, museums and private industry partners. The practicum experience is an opportunity for students to tailor the curriculum to their professional goals. Students work with faculty and staff to secure placements that support their future goals, for example, archives, digital asset management or librarianship.

Parent Value

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

The MA LIS actively pursues equity in student recruitment, access, retention and degree completion. We continue to partner with stakeholders to recruit a diverse student population. We continue to strategically leverage iSchool scholarships to recruit and retain a diverse student population. The MA LIS has highly engaged faculty and staff. Students are assigned an advisor. While students may meet with advisors at any time, the program also has an "Advising Week" prior to enrollment each semester. Student survey feedback indicates students feel well supported throughout their time in the program. The iSchool has an Academic Technology and Student Services committee to keep continuous focus on supporting students. In addition the iSchool Diversity, Equity and Inclusion committee focuses on recruiting and retaining a diverse student body. Coursework and curricular requirements demonstrate commitment to increasing understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. The iSchool has a highly engaged student body with a robust array of student organizations, each with a faculty advisor, including the Jail Library Group and Tribal Libraries Archives and Museums. The MA LIS is accredited by the American Library Association. As such, extensive assessment is conducted. This allows the program to continuously monitor student engagement and outcomes.

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

The iSchool ensures equity in recruiting and hiring of faculty and staff. The iSchool values diversity and the contributions of each person. Our search and screen processes support the pursuit of excellence in teaching, research, outreach and diversity as inextricably linked goals, as aligned with the institutional mission. Our recruitment processes include extensive collaboration with a wide variety of stakeholders, internal to campus and external in the broader field. The iSchool follows all L&S and Campus processes and policies for hiring, which helps to ensure equity in recruiting and hiring.

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

The proposed curriculum aligns with the professional standards set forth by the American Library Association. While DEI content is infused throughout the curriculum, it is specifically addressed with the addition of the Tier DEI. This aligns to the needs of the profession and the broader society, to prepare professionals who have an understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. Further, the ischool has created an academic program array that allows for multiple points of entry through stackable credentials and is actively building a pipeline into the major. This supports our strategic efforts in recruiting and retaining a diverse and robust student population. The program changes further distinguishes the MA LIS in our array of programs (MS Information, BABS Information Science (pending approval), PhD Information, Analytics and Data Management Capstone Certificate and User Experience and Design Capstone Certificate). The College and campus have stressed the importance of time to degree and the importance of clear pathways to graduation for students. The program changes are in line with this.

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Faculty and Staff Resources

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

https://next-guide.wisc.edu/programadmin/?key=150
Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard graduate, per-credit resident/MN/nonresident

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

The MA LIS has a healthy program budget as seen in previous year budget reports to L&S. The proposed changes will not require changes to our budgeting. We do anticipate that the changes will be appealing to prospective students and as such could increase enrollments. The proposed changes also support the administration of the curriculum, making it less burdensome to implement, with a predictable course pattern. The clearer path to degree also makes academic advising more straightforward.

Further discussion with between the iSchool reinforced the distinctions between the Campus and Online programs, with the following steps actively taken to ensure that students enrolled in the Campus program do not inadvertently pursue the Online program:

* two required courses (601 and 602) are unavailable to Campus students. Enrollment is controlled by section, and the online versions do not allow Campus student enrollment.
* enrollment in online courses is managed with low caps on enrollment in the sections in which on campus students can enroll (generally 5 or 10, depending on the course and the demand for it from online students). For popular courses (which includes all the courses that fill requirements), sections in which campus students can enroll fill quickly. As a result, Campus students cannot count on space in online courses, and application and handbook materials communicate this clearly.
* Campus students' enrollment practices are monitored, such that if there were large numbers of Campus students taking only online courses (which there are not), the iSchool can dial back availability of online courses for those students.
* Finally, the new curriculum allows the iSchool to further limit availability of online courses for Campus students by providing clear pathways through the program in predominantly on campus classes.

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

The program change does not necessitate substantial new resources.
Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?  
Less than 25% of the curriculum will change

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Arts in Library and Information Studies through one of the named options:

- Campus Program
- Online Program
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>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>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>

The school admits students to its on campus and online master's programs once a year, for fall semester. Although applications are accepted until March February 1, priority consideration, including consideration for departmental scholarships, is given to applications received by December 15. After March February 1, interested applicants should contact the department to ask if a late application can still be considered.

For more information on the Information School MA program, including detailed admissions instructions, please see this link.

The Graduate School requires a bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution. A minimum undergraduate grade-point average (GPA) of 3.00 (on a 4.00 scale) in the last 60 earned credit hours is required.

Application evaluation criteria include academic abilities, professional promise, leadership and community engagement. An undergraduate program that includes breadth in liberal arts and sciences is required. Any major is acceptable. Prior work experience related to information professions is useful, but is not required. The GRE is not required.

International students: TOEFL or equivalent scores are required if English is not the native language, or if the undergraduate instruction was not in English. The Information School follows UW Graduate School rules regarding English proficiency exams. See the Graduate School website for updated information. For more information about admission to the master's program, see iSchool MA Admissions.

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>Credits/Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>A minimum of 30 credits must be taken from graduate-level Information School M.A. coursework; courses with the Graduate Level Coursework attribute.</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>Within the student’s total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned prior to or concurrently with the unsatisfactory grade. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Candidates must complete a minimum of a 120-hour practicum, and must complete an e-portfolio.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

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

**Named Options**

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

- **Library and Information Studies: Campus Delivered Program, M.A.**
- **Library and Information Studies: Distance Delivered Program, M.A.**

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 Definitions CURRICULAR REQUIREMENTS Required Courses**

The program has three courses that all
students must take. These courses are foundational to the field and provide prerequisite knowledge for more advanced courses. 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**

**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>
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<tbody>
<tr>
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</tr>
<tr>
<td>Minimum Residence Credit</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>A minimum of 30 credits must be taken from graduate-level Information School M.A. coursework; courses with the Graduate Level Coursework attribute. The remaining 6 credits of coursework must be 300 level or above and may not include iSchool undergraduate coursework.</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>
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</table>
Other Grade Requirements

Within the student’s total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned prior to or concurrently with the unsatisfactory grade. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program.

Assessments and Examinations

Candidates must complete a minimum of a 120-hour practicum, and must complete an e-portfolio.

Language Requirements

No language requirements.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 601</td>
<td>Information: Perspectives and Contexts</td>
<td>3</td>
</tr>
<tr>
<td>LIS 602</td>
<td>Information: Organization and Search</td>
<td>3</td>
</tr>
<tr>
<td>LIS 603</td>
<td>Research and Assessment for Information Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>

Management Courses

Choose at least 3 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 654</td>
<td>Information Services Management</td>
</tr>
<tr>
<td>LIS 712</td>
<td>The Public Library</td>
</tr>
<tr>
<td>LIS 732</td>
<td>Strategic Information Services</td>
</tr>
</tbody>
</table>

Technology Courses

Choose at least 3 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 500</td>
<td>Code and Power</td>
</tr>
<tr>
<td>LIS 644</td>
<td>Digital Tools, Trends and Debates</td>
</tr>
<tr>
<td>LIS 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
</tr>
<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
</tr>
<tr>
<td>LIS 768</td>
<td>Digital Humanities Analytics</td>
</tr>
</tbody>
</table>

Practicum

Most students fulfill the practicum requirement by taking:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS/CURRIC 620</td>
<td>Field Project in Library and Information Agencies</td>
</tr>
</tbody>
</table>

Electives

21

E-Portfolio
Students may take up to 9 credits of electives outside of the iSchool. All non-LIS electives must be approved by the student’s advisor.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

All three courses are required; take 602 in first semester and 601 in first or second semester. 603 can be taken at any time. (9 credits):

- **LIS 601**  Information: Perspectives and Contexts
- **LIS 602**  Information: Organization and Search
- **LIS 603**  Research and Assessment for Information Professionals

<table>
<thead>
<tr>
<th>Tier Diversity, Equity and Inclusion (DEI)</th>
<th>3</th>
</tr>
</thead>
</table>

Choose one of the following courses (3 credits):

- **LIS 500**  Code and Power
- **LIS 629**  Multicultural Literature and Resources for Children and Youth
- **LIS 640**  Topics in Library and Information Studies  Topic Title: Services to Diverse Populations
- **LIS 640**  Topics in Library and Information Studies  Topic Title: Tribal Libraries Archives and Museums

<table>
<thead>
<tr>
<th>Tier Management</th>
<th>3</th>
</tr>
</thead>
</table>

Choose one of the following courses (3 credits):

- **LIS 654**  Information Services Management
- **LIS 712**  The Public Library
- **LIS 722**  College and University Libraries

<table>
<thead>
<tr>
<th>Tier Technology</th>
<th>3</th>
</tr>
</thead>
</table>

Choose one of the following courses (3 credits):

- **LIS 644**  Digital Tools, Trends and Debates
- **LIS 640**  Topics in Library and Information Studies  Only the topic "Web Development" counts.
- **LIS 646**  Introduction to Info Architecture and Interaction Design for the Web
- **LIS 668**  Digital Curation and Collections
- **LIS 751**  Database Design for Information Professionals
- **LIS 768**  Digital Humanities Analytics
- **LIS/CURRIC/ED PSYCH_803**  Computational Research Methods
### Tier LIS Fundamentals

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
</tr>
<tr>
<td>LIS 632</td>
<td>Metadata Standards and XML</td>
</tr>
<tr>
<td>LIS 635</td>
<td>Reference and Information Service</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
</tr>
<tr>
<td>LIS 651</td>
<td>Cataloging and Classification</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Collection Management</td>
</tr>
<tr>
<td>LIS/</td>
<td>Introduction to Archives and Records Management</td>
</tr>
<tr>
<td>HISTORY 734</td>
<td></td>
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</tbody>
</table>

### Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS/</td>
<td>Field Project in Library and Information Agencies</td>
</tr>
<tr>
<td>CURRIC 620</td>
<td></td>
</tr>
</tbody>
</table>

### E-Portfolio

Students are required to complete an e-portfolio prior to graduation. This is a non-credit bearing requirement.

### Electives

Suggested courses below are based on potential concentrations. Students do not declare concentrations and may mix and match courses across areas. Students may take up to 6 credits of electives outside of the iSchool. All non-LIS electives must be approved by the student’s advisor.

#### Digital Librarianship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
</tr>
<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
</tr>
<tr>
<td>LIS 500</td>
<td>Code and Power</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
</tr>
<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
</tr>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 768</td>
<td>Digital Humanities Analytics</td>
</tr>
<tr>
<td>LIS/</td>
<td>Surveillance, Privacy, and Police Powers</td>
</tr>
<tr>
<td>LEGAL ST 460</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>LIS 461</td>
<td>Data and Algorithms: Ethics and Policy</td>
</tr>
<tr>
<td>LIS 510</td>
<td>Human Factors in Information Security</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
</tr>
<tr>
<td><strong>Archives/Records</strong></td>
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</tr>
<tr>
<td>LIS 616</td>
<td>Records Management</td>
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<tr>
<td>LIS 818</td>
<td>Archives Accessioning and Appraisal</td>
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<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 678</td>
<td>Preservation and Conservation of Library and Archives Materials</td>
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<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
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<tr>
<td>LIS 632</td>
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<td>LIS 651</td>
<td>Cataloging and Classification</td>
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<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
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<tr>
<td><strong>Public</strong></td>
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</tr>
<tr>
<td>LIS 712</td>
<td>The Public Library</td>
</tr>
<tr>
<td>LIS 635</td>
<td>Reference and Information Service</td>
</tr>
<tr>
<td>LIS 651</td>
<td>Cataloging and Classification</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Collection Management</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
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<tr>
<td>LIS/NURSING/OCC THER 517</td>
<td>Digital Health: Information and Technologies Supporting Consumers and Patients</td>
</tr>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 642</td>
<td>Reading Interests of Adults</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Electronic Resource Management &amp; Licensing</td>
</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
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<td>LIS 632</td>
<td>Metadata Standards and XML</td>
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<tr>
<td><strong>Youth</strong></td>
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<tr>
<td>LIS 622</td>
<td>Childrens Literature</td>
</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>LIS 629</td>
<td>Multicultural Literature and Resources for Children and Youth</td>
</tr>
<tr>
<td>LIS 631</td>
<td>Literature and Resources for Youth</td>
</tr>
<tr>
<td>LIS 772</td>
<td>Library Services to Children and Young Adults</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
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<tr>
<td>LIS 755</td>
<td>Electronic Resource Management &amp; Licensing</td>
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<tr>
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<td>Reference and Information Service</td>
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<tr>
<td>LIS 632</td>
<td>Metadata Standards and XML</td>
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**College and Research Libraries**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
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<td>LIS 722</td>
<td>College and University Libraries</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
</tr>
<tr>
<td>LIS 635</td>
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<tr>
<td>LIS 651</td>
<td>Cataloging and Classification</td>
</tr>
<tr>
<td>LIS 632</td>
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</tr>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Collection Management</td>
</tr>
<tr>
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</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
</tr>
<tr>
<td>LIS 755</td>
<td>Electronic Resource Management &amp; Licensing</td>
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</table>

**Additional Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 855</td>
<td>Topics in Information Agency Management</td>
</tr>
<tr>
<td>LIS 501</td>
<td>Introduction to Text Mining</td>
</tr>
<tr>
<td>LIS/HISTORY 569</td>
<td>History of American Librarianship</td>
</tr>
<tr>
<td>LIS/BM/MSY E 617</td>
<td>Health Information Systems</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>-------------</td>
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</tr>
<tr>
<td>LIS/MUSIC 619</td>
<td>Music Research Methods and Materials</td>
</tr>
<tr>
<td>LIS/ART HIST/HISTORY/JOURN 650</td>
<td>History of Books and Print Culture in Europe and North America</td>
</tr>
<tr>
<td>LIS 652</td>
<td>XML and Linked Data</td>
</tr>
<tr>
<td>LIS 658</td>
<td>Publishing, Knowledge Institutions and Society: E-Revolution?</td>
</tr>
<tr>
<td>LIS/LEGAL ST 663</td>
<td>Introduction to Cyberlaw</td>
</tr>
<tr>
<td>LIS/COM ARTS 705</td>
<td>Introductory Analytics for Decision Making</td>
</tr>
<tr>
<td>LIS 706</td>
<td>Data Mining Planning and Management</td>
</tr>
<tr>
<td>LIS 707</td>
<td>Data Visualization and Communication for Decision Making</td>
</tr>
<tr>
<td>LIS 820</td>
<td>Topics in Community Engagement</td>
</tr>
<tr>
<td>LIS 822</td>
<td>Information Use and Users</td>
</tr>
<tr>
<td>LIS 826</td>
<td>Field Project in Library and Information Literacy Instruction</td>
</tr>
<tr>
<td>LIS 839</td>
<td>Special Collections</td>
</tr>
<tr>
<td>LIS 875</td>
<td>Topics in Information Processing and Retrieval</td>
</tr>
<tr>
<td>LIS 879</td>
<td>Digital Libraries</td>
</tr>
</tbody>
</table>

One credit courses are offered every semester under a variety of topics under LIS 640 and LIS 855.

Total Credits: 36

Students seeking school library media certification have additional required courses; for details, see [https://ischool.wisc.edu/programs/masters-degree-program/concentrations/librarianship/school-library-media-program/](https://ischool.wisc.edu/programs/masters-degree-program/concentrations/librarianship/school-library-media-program/).

Total credits required: 36

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
- Campus Program
- Online Program

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
Students may count up to 6 credits of approved graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate
With approval, UW–Madison undergraduates accepted into the Information School program may count up to 7 graduate iSchool credits (LIS 400 and above) toward their M.A. degree.

UW–Madison University Special
Students are allowed to count up to 6 approved credits of coursework numbered 400 or above taken as a UW–Madison Special Student. 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. Also see iSchool Student Handbook.

Probation A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor. See iSchool Student Handbook.

Advisor / Committee

All continuing students are encouraged to meet with their advisor prior to registering for each semester in order to remove registration holds and ensure timely progress towards degree completion. Students may switch advisors at any time by completing a change of advisor form.

Credits Per Term Allowed

The iSchool recommends 9 credits per semester and a maximum of 4 credits per summer term. 8 to 12 credits in a
regular semester is considered full time at the graduate level. Course load maximums are 12 credits in a regular semester, 8 credits in the summer term and 3 credits in the intersession.

**Time limits Constraints**

The maximum period for completion of the M.A. (under special circumstances) is seven calendar years. Contact the department for more information.

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

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements. Grievances and appeals Other Online program students are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other appointments that would result in...
assistantships, project assistantships, research assistantships, or other appointments that would result in a tuition waiver. Also, students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum.

Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

Demonstrate understanding of societal, legal, policy or ethical information issues. **Employ appropriate tools, standards, or best practices to organize information or information carriers for usability and access.**

Apply principles of information organization. **Design Apply** appropriate research methodologies to assess programs, services, for inquiry or systems for inquiry or decision-making, decision making.

Demonstrate understanding of professional competencies important for management of information organizations.

Demonstrate competency with information technologies important to the information professions. **Apply concepts, principles, or theories learned in courses to field practice, broadly defined via a practicum, applied work experience, or practical course assignments.**

Demonstrate an understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. **Apply theory to professional practice.** Demonstrate understanding of issues surrounding marginalized communities and information:

Summarize the assessment plan.

The assessment plan has been updated to include the revised PLOs. Our assessment practices and processes remain largely unaltered. One shift is in our e-Portfolio assessment practice. We now assess even numbered PLOs in even years and odd numbered PLOs in odd numbered years.

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.
Yes

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

Yes

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

Yes

### Supporting Information

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

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

Additional Information:

### Approvals

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

Enter any notes about approval here:

Approved by iSchool Executive Committee 12/03/2021.

Entered by: Nicole Wiessinger

Date entered: 1/31/2022

*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 L&S APC 3/1/2022

Entered by and Elaine M. Klein
date:  Date entered:  3/1/2022

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:

/graduate/information/library-information-studies-ma/library-information-studies-campus-delivered-program-ma/

SIS effective date:  Fall 2022 (1232)

Guide publish date/type:

Tuition start term:  program preceded field creation

SIS Short Description:

Other plan codes associated with this
program:

Educational Innovation
Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Jenna Alsteen (jennabecker) (03/14/22 11:09 am): Minor edits made to Requirements and Policies for Graduate School consistency in Guide.

Jenna Alsteen (jennabecker) (03/14/22 11:32 am): Another small edit to Time Limits made - inserted Grad School policy link.

Jenna Alsteen (jennabecker) (03/16/22 7:42 am): Changed residency requirement to 30 credits.

Key: 150
Date Submitted: 01/31/22 1:14 pm

**Viewing:** DISTANCE : **Online Distance-Delivered**

**Program**

Parent Plan: MAJ: Library & Information St MA

**Last approved:** 04/24/20 4:29 pm

**Last edit:** 03/14/22 11:28 am

Changes proposed by: wiessinger

Catalog Pages Using this Program

- Library and Information Studies: Distance Delivered Program, M.A.

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>Emily Reynolds - RGE</td>
</tr>
</tbody>
</table>

**Approval Path**

1. 01/31/22 1:16 pm
   Alan Rubel (arubel): Approved for I SCHOOL Dept. Approver

2. 03/01/22 5:29 pm
   Elaine Klein (emklein): Approved for L&S College Admin Reviewer

3. 03/01/22 5:52 pm
   Elaine Klein (emklein): Approved for L&S College Approver

4. 03/02/22 3:56 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

**History**
Proposal Abstract/Summary:

The iSchool is updating the MA Library and Information Studies (MA LIS) curriculum and associated program learning outcomes to meet student demand, to reflect the needs of the field, and to alleviate administrative burden. Further, the iSchool launched the MS Information in Fall of 2021, the proposed curricular changes further delineate the MS Information from the MA LIS. The proposed name changes to the named options reflect updated and more appropriate terminology (online vs. distance delivered).

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

Fall 2022 (1232)

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

No

Basic Information

Program State:       Active
Type of Program:     Named Option
Parent Program:      MAJ: Library & Information St MA
Parent Audience:     Graduate or professional
Parent Home: Information School (I SCHOOL)

Department:

Parent: College of Letters and Science

School/College:

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

No

Parent is in the Graduate School: Yes

Parent Award: Master of Arts

SIS Code: DISTANCE

SIS Description: Distance Delivered Program

Transcript Title: Online Distance Delivered Program

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

Yes

Named Options:

- CAMPUS: Campus Delivered Program
- DISTANCE: Distance Delivered Program

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>Rubel, Alan</td>
<td><a href="mailto:arubel@wisc.edu">arubel@wisc.edu</a></td>
<td>608/263-2900</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Rubel, Alan</td>
<td><a href="mailto:arubel@wisc.edu">arubel@wisc.edu</a></td>
<td>608/263-2900</td>
<td>iSchool 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>iSchool Associate Director</td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

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

Mode of Delivery:
Distance Education (100% online)

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

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

Parent Guide
Accreditation tab

**Accreditation**

**American Library Association Committee on Accreditation**

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

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

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

This will be a lockstep change. Curricular changes will be implemented in the Fall of 2022. Admission offers will indicate that there are curricular changes pending approval. The revisions that are being made are to benefit students and to clarify the curriculum. This includes reducing the overall credit requirement from 39 credits to 36 credits. With increased affordability and a clearer path to completion, it is anticipated that students will welcome the revisions. Current students will have the option to declare the new program requirements. Given the nature of the program changes, it will be very feasible to allow students to complete old program requirements if they so wish.

**Rationale and Justifications**

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

The curricular requirements are the same in both named options. The modalities are what differ as well as funding (101 vs 131). The proposed changes will allow us to offer a on campus named option where students will be able to take all of their required courses face to face if so desired. Many of our students choose to take online courses even when enrolled in the face to face program. This may continue to occur in specialized electives.
What is the rationale for this change?

The proposed revisions allow for a curriculum that can be implemented more sustainably. The modalities of the curriculum match student demand. We have a growing demand in the online program. The proposed revisions allow a pathway through the face-to-face program with no online courses necessary. If students in the face-to-face program want to specialize in certain areas, they may need to take online courses. The revisions allow for sufficient online offerings to meet growing online enrollments. Courses will maintain healthy enrollments. Face-to-face sections of courses will generally be offered only once per year. The revisions provide a predictable carousel of courses that fulfill requirements and allows iSchool administration to do advanced planning. Moreover, it allows students to plot their path to degree completion early. The reduction from 39 to 36 credits is aligned to peer programs.

Substantial stakeholder (students, alumni, employers) input was received. To meet the need of the profession and to ensure students have the skills and knowledge necessary to succeed several changes are proposed:
- Institute a DEI tier.
- The management tier includes additional, relevant options.
- Institute a Fundamentals tier (Tier F).
- The capstone experience would be met with the practicum course (LIS 620) and leaves future room for alternatives if the faculty should decide to pursue such options.
- The Technology Tier (Tier T) remains relevant, with multiple options to meet students where they are at regarding tech skills.
- The total number of credits required has been reduced to 36.

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

The iSchool held three task forces over the course of a year to benchmark with peer institutions, assess our current curriculum and to receive stakeholder input. A Summer 2020 Task Force met to research peer programs, focusing on PLOs, assessment mechanisms, credit hours, required courses and practicum requirements. The Summer 2020 Task Force also reviewed our current PLOs and provided a slightly revised set which are incorporated into this proposal. The Fall 2020 Task Force proposed a set of curriculum revisions that included stakeholder interests. A survey was conducted of current faculty, current students, the alumni advisory board, and the advisory council. We received a list from UW Foundation of recent alumni and surveyed half. The Fall Task Force also used the results of the employer survey to further identify areas for revision. The Spring 2021 Task Force’s charge was to use survey results and stakeholder input to revise the curriculum.
What is the potential impact of the proposed change(s) on enrolled students?

Currently enrolled students will be able to declare the new requirements if they so choose. If not, we will continue to offer the courses necessary for currently enrolled students to complete their degree requirements under their declared program. Being able to teach out the old curriculum will not be an issue given the similarity of course offerings in the proposed changes.

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

There will be reduced administrative burden and a more predictable set of courses. This will also make course prep, teaching and advising less burdensome. A clearer, more well defined curriculum will help faculty and staff in serving 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.

The MA LIS has a long history of fostering and promoting inclusive excellence. The proposed changes further that through increasing access to the program with fewer total credits and a clearer path towards completion. The new curriculum establishes a Diversity, Equity and Inclusion Tier (Tier DEI). MA LIS students enter the program with a range of technological skills. The program is designed as such to meet students where they are at and provide opportunities to gain the technological skills and experiences necessary along the way, through several course options. The Technology Tier (Tier T) remains in the proposed changes. The MA LIS has had a practicum experience (LIS 620) as a required part of the curriculum. Proposed changes institute a capstone experience which could be met with the practicum course (LIS 620) and leaves future room for alternatives if the faculty should decide to pursue such options. The iSchool has a long history of helping students secure practicum placements in a variety of settings and geographic locations. A few general areas of practicum placements are academic libraries, public libraries, K-12 libraries, tribal libraries, museums and private industry partners. The practicum experience is an opportunity for students to tailor the curriculum to their professional goals. Students work with faculty and staff to secure placements that support their future goals, for example, archives, digital asset management or librarianship.

Parent Value

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clearer path towards completion. The new curriculum establishes a Diversity, Equity and Inclusion Tier (Tier DEI). MA LIS students enter the program with a range of technological skills. The program is designed as such to meet students where they are at and provide opportunities to gain the technological skills and experiences necessary along the way, through several course options. The Technology Tier (Tier T) remains in the proposed changes. The MA LIS has had a practicum experience (LIS 620) as a required part of the curriculum. Proposed changes institute a capstone experience which could be met with the practicum course (LIS 620) and leaves future room for alternatives if the faculty should decide to pursue such options. The iSchool has a long history of helping students secure practicum placements in a variety of settings and geographic locations. A few general areas of practicum placements are academic libraries, public libraries, K-12 libraries, tribal libraries, museums and private industry partners. The practicum experience is an opportunity for students to tailor the curriculum to their professional goals. Students work with faculty and staff to secure placements that support their future goals, for example, archives, digital asset management or librarianship.

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

The MA LIS actively pursues equity in student recruitment, access, retention and degree completion. We continue to partner with stakeholders to recruit a diverse student population. We continue to strategically leverage iSchool scholarships to recruit and retain a diverse student population. The MA LIS has highly engaged faculty and staff. Students are assigned an advisor. While students may meet with advisors at any time, the program also has an "Advising Week" prior to enrollment each semester. Student survey feedback indicates students feel well supported throughout their time in the program. The iSchool has an Academic Technology and Student Services committee to keep continuous focus on supporting students. In addition the iSchool Diversity, Equity and Inclusion committee focuses on recruiting and retaining a diverse student body. Coursework and curricular requirements demonstrate commitment to increasing understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. The iSchool has a highly engaged student body with a robust array of student organizations, each with a faculty advisor, including the Jail Library Group and Tribal Libraries Archives and Museums. The MA LIS is accredited by the American Library Association. As such, extensive assessment is conducted. This allows the program to continuously monitor student engagement and outcomes.

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

**Parent Value**

The iSchool ensures equity in recruiting and hiring of faculty and staff. The iSchool values diversity and the contributions of each person. Our search and screen processes support the pursuit of excellence in teaching, research, outreach and diversity as inextricably linked goals, as aligned with the institutional mission. Our recruitment processes include extensive collaboration with a wide variety of stakeholders, internal to campus and external in the broader field. The iSchool follows all L&S and Campus processes and policies for hiring, which helps to ensure equity in recruiting and hiring.
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 proposed curriculum aligns with the professional standards set forth by the American Library Association. While DEI content is infuse throughout the curriculum, it is specifically addressed with the addition of the Tier DEI. This aligns to the needs of the profession and the broader society, to prepare professionals who have an understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. Further, the iSchool has created an academic program array that allows for multiple points of entry through stackable credentials and is actively building a pipeline into the major. This supports our strategic efforts in recruiting and retaining a diverse and robust student population. The program changes further distinguishes the MA LIS in our array of programs (MS Information, BABS Information Science (pending approval), PhD Information, Analytics and Data Management Capstone Certificate and User Experience and Design Capstone Certificate). The College and campus have stressed the importance of time to degree and the importance of clear pathways to graduation for students. The program changes are in line with this.

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Faculty and Staff Resources

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

https://next-guide.wisc.edu/programadmin/?key=245
Resources, Budget, and Finance

Is this a revenue program? Yes

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Service-Based Pricing Programs, per-credit – online

Select a tuition increment:

$850/credit

What is the rationale for selecting this tuition increment?

This is competitive with our peer institutions for an MLS degree. No changes to the tuition increment are being proposed at this time. See attachments in Supporting Documentation.

Will segregated fees be charged?

No

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

As a non pooled program, all program costs will be covered by program revenue. As evidenced in previous budget reports submitted to L&S, the program has a healthy profit margin. We will largely reinvest the profit margin into faculty/staff hiring and scholarships.
Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

The MA LIS has a healthy program budget as seen in previous year budget reports to L&S. The proposed changes will not require changes to our budgeting. We do anticipate that the changes will be appealing to prospective students and as such could increase enrollments. The proposed changes also support the administration of the curriculum, making it less burdensome to implement, with a predictable course pattern. The clearer path to degree also makes academic advising more straightforward.

Further discussion with between the iSchool reinforced the distinctions between the Campus and Online programs, with the following steps actively taken to ensure that students enrolled in the Campus program do not inadvertently pursue the Online program:
* two required courses (601 and 602) are unavailable to Campus students. Enrollment is controlled by section, and the online versions do not allow Campus student enrollment.
* enrollment in online courses is managed with low caps on enrollment in the sections in which on campus students can enroll (generally 5 or 10, depending on the course and the demand for it from online students). For popular courses (which includes all the courses that fill requirements), sections in which campus students can enroll fill quickly. As a result, Campus students cannot count on space in online courses, and application and handbook materials communicate this clearly.
* Campus students' enrollment practices are monitored, such that if there were large numbers of Campus students taking only online courses (which there are not), the iSchool can dial back availability of online courses for those students.
* Finally, the new curriculum allows the iSchool to further limit availability of online courses for Campus students by providing clear pathways through the program in predominantly on campus classes.

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

The program change does not necessitate substantial new resources.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal? Less than 25% of the curriculum will change.
Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Arts in Library and Information Studies through one of the named options:

- Campus Program
- Online Program
Guide Admissions/How to Get In tab

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Deadline</strong></td>
<td>December 15</td>
</tr>
<tr>
<td><strong>Spring Deadline</strong></td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td><strong>Summer Deadline</strong></td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td><strong>GRE (Graduate Record Examinations)</strong></td>
<td>Not required.</td>
</tr>
<tr>
<td><strong>English Proficiency Test</strong></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><strong>Other Test(s) (e.g., GMAT, MCAT)</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Letters of Recommendation Required</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

The school admits students to its on-campus and online master's programs once a year, for fall semester. Although applications are accepted until March February 1, priority consideration, including consideration for departmental scholarships, is given to applications received by December 15. After March February 1, interested applicants should contact the department to ask if a late application can still be considered.

Note that the online program is called the "distance degree option" in all admissions forms, and students from any geographical location (including Madison, Wisconsin) are welcome to apply. Online students cannot take face-to-face courses.

For more information on the Information School MA program, including detailed admissions instructions, please see [this link](https://ischool.wisc.edu/admissions). The Graduate School requires a bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution. A minimum undergraduate grade-point average (GPA) of 3.00 (on a 4.00 scale) in the last 60 earned credit hours is required.

Application evaluation criteria include academic abilities, professional promise, leadership and community engagement. An undergraduate program that includes breadth in liberal arts and sciences is required. Any major is acceptable. Prior work experience related to information professions is useful, but is not required. The GRE is not required.

International students: TOEFL or equivalent scores are required if English is not the native language, or if the undergraduate instruction was not in English. The Information School follows UW Graduate School rules regarding English proficiency exams. See the [Graduate School website](https://grad.wisc.edu/apply/requirements/#english-proficiency) for updated information. For more information about admission to the master's program, see [iSchool MA Admissions](https://ischool.wisc.edu/admissions).
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>
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</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>A minimum of 30 credits must be taken from graduate-level Information School M.A. coursework; courses with the Graduate Level Coursework attribute.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Within the student’s total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned prior to or concurrently with the unsatisfactory grade. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program.</td>
</tr>
</tbody>
</table>

Candidates must complete a minimum of a 120-hour practicum, and must complete an e-portfoliо.
## 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 Arts in Library and Information Studies must select one of the following named options:

- **Library and Information Studies: Campus Delivered Program, M.A.**
- **Library and Information Studies: Distance Delivered Program, M.A.**

Guide Requirements tab

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

Last Approved: Apr 15, 2021 12:16pm

### Minimum Graduate School Requirements

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

Mode of Instruction

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

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-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</td>
<td>36</td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>30</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/?key=245
Minimum Graduate Coursework Requirement
A minimum of 30 credits must be taken from graduate-level Information School M.A. coursework; courses with the Graduate Level Coursework attribute.

The remaining 6 credits of coursework must be 300 level or above and may not include iSchool undergraduate coursework.

Overall Graduate GPA Requirement
3.00 GPA required.

Other Grade Requirements
Within the student’s total program, one grade of BC or C is allowable in either a required or elective course if it is balanced by a grade of A or AB earned prior to or concurrently with the unsatisfactory grade. A second grade of BC or C or any grade of D or F will normally result in the student being dropped from the program.

Assessments and Examinations Requirements
Candidates must complete a minimum of a 120-hour practicum, and must complete an e-portfolio.

Language Requirements
No language requirements.

### Required Courses

#### Core

All three courses are required; take 602 in first semester and 601 in first or second semester. 603 can be taken at any time. (9 credits):

- **L IS 601** Information: Perspectives and Contexts
- **L IS 602** Information: Organization and Search
- **L IS 603** Research and Assessment for Information Professionals

#### Tier Diversity, Equity and Inclusion (DEI)

Choose one of the following courses (3 credits):

- **L IS 500** Code and Power
- **L IS 629** Multicultural Literature and Resources for Children and Youth
- **L IS 640** Topics in Library and Information Studies
  - Topic Title: Services to Diverse Populations
- **L IS 640** Topics in Library and Information Studies
  - Topic Title: Tribal Libraries Archives and Museums

#### Tier Management

Choose one of the following courses (3 credits):

- **L IS 654** Information Services Management
- **L IS 712** The Public Library
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 732</td>
<td>Strategic Information Services</td>
</tr>
<tr>
<td>LIS 722</td>
<td>College and University Libraries</td>
</tr>
</tbody>
</table>

**Tier Technology**

Choose one of the following courses (3 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LIS 644</td>
<td>Digital Tools, Trends and Debates</td>
</tr>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 646</td>
<td>Introduction to Info Architecture and Interaction Design for the Web</td>
</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
</tr>
<tr>
<td>LIS 751</td>
<td>Database Design for Information Professionals</td>
</tr>
<tr>
<td>LIS 768</td>
<td>Digital Humanities Analytics</td>
</tr>
<tr>
<td>LIS/CURRIC/ED PSYCH 803</td>
<td>Computational Research Methods</td>
</tr>
</tbody>
</table>

**Tier LIS Fundamentals**

Choose two of the following courses (6 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 615</td>
<td>Systems Analysis and Project Management for Information Professionals</td>
</tr>
<tr>
<td>LIS 632</td>
<td>Metadata Standards and XML</td>
</tr>
<tr>
<td>LIS 635</td>
<td>Reference and Information Service</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
</tr>
<tr>
<td>LIS 651</td>
<td>Cataloging and Classification</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Collection Management</td>
</tr>
<tr>
<td>LIS/HISTORY 734</td>
<td>Introduction to Archives and Records Management</td>
</tr>
</tbody>
</table>

**Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS/CURRIC 620</td>
<td>Field Project in Library and Information Agencies</td>
</tr>
</tbody>
</table>

**E-Portfolio**

Students may take up to 9 credits of electives outside of the iSchool. All non-LIS electives must be approved by the student’s advisor.

Students are required to complete an e-portfolio prior to graduation. This is a non-credit bearing requirement.

**Electives**

9 credits
Suggested courses below are based on potential concentrations. Students do not declare concentrations and may mix and match courses across areas. Students may take up to 6 credits of electives outside of the iSchool. All non-LIS electives must be approved by the student’s advisor.

### Digital Librarianship

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<tr>
<td>LIS/LEGAL ST 460</td>
<td>Surveillance, Privacy, and Police Powers</td>
</tr>
<tr>
<td>LIS 461</td>
<td>Data and Algorithms: Ethics and Policy</td>
</tr>
<tr>
<td>LIS 510</td>
<td>Human Factors in Information Security</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
</tr>
</tbody>
</table>

### Archives/Records

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<td>LIS 616</td>
<td>Records Management</td>
</tr>
<tr>
<td>LIS 818</td>
<td>Archives Accessioning and Appraisal</td>
</tr>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 678</td>
<td>Preservation and Conservation of Library and Archives Materials</td>
</tr>
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<td>LIS 615</td>
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### Public

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>LIS 712</td>
<td>The Public Library</td>
</tr>
<tr>
<td>LIS 635</td>
<td>Reference and Information Service</td>
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[https://next-guide.wisc.edu/programadmin/?key=245](https://next-guide.wisc.edu/programadmin/?key=245)
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>LIS 651</td>
<td>Cataloging and Classification</td>
</tr>
<tr>
<td>LIS 655</td>
<td>Collection Management</td>
</tr>
<tr>
<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
</tr>
<tr>
<td>LIS/NURSING/ OCC THER 517</td>
<td>Digital Health: Information and Technologies Supporting Consumers and Patients</td>
</tr>
<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td></td>
<td>Topic title: Services to Diverse Populations</td>
</tr>
<tr>
<td>LIS 642</td>
<td>Reading Interests of Adults</td>
</tr>
<tr>
<td>LIS 755</td>
<td>Electronic Resource Management &amp; Licensing</td>
</tr>
<tr>
<td>LIS 668</td>
<td>Digital Curation and Collections</td>
</tr>
<tr>
<td>LIS 661</td>
<td>Information Ethics and Policy</td>
</tr>
<tr>
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<td>Metadata Standards and XML</td>
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<td>Childrens Literature</td>
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<tr>
<td>LIS 629</td>
<td>Multicultural Literature and Resources for Children and Youth</td>
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<tr>
<td>LIS 631</td>
<td>Literature and Resources for Youth</td>
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<tr>
<td>LIS 772</td>
<td>Library Services to Children and Young Adults</td>
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<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
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**College and Research Libraries**

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<td>College and University Libraries</td>
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<td>LIS 639</td>
<td>Pedagogical Theory and Practice for Information Professionals</td>
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Additional Courses:

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<tr>
<td>LIS 640</td>
<td>Topics in Library and Information Studies</td>
</tr>
<tr>
<td>LIS 855</td>
<td>Topics in Information Agency Management</td>
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<tr>
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<td>Introduction to Text Mining</td>
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<td>LIS/HISTORY 569</td>
<td>History of American Librarianship</td>
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<td>LIS/B MI/</td>
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<td>Music Research Methods and Materials</td>
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<td>LIS/ART HIST/</td>
<td>History of Books and Print Culture in Europe</td>
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<tr>
<td>/HISTORY/</td>
<td>and North America</td>
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<td>XML and Linked Data</td>
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<td>LIS 658</td>
<td>Publishing, Knowledge Institutions and Society:</td>
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<td>E-Revolutions?</td>
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<td>LIS/LEGAL ST 663</td>
<td>Introduction to Cyberlaw</td>
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<tr>
<td>LIS/COM ARTS 705</td>
<td>Introductory Analytics for Decision Making</td>
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<tr>
<td>LIS 706</td>
<td>Data Mining Planning and Management</td>
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<tr>
<td>LIS 707</td>
<td>Data Visualization and Communication for Decision</td>
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<tr>
<td>LIS 820</td>
<td>Topics in Community Engagement</td>
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<tr>
<td>LIS 822</td>
<td>Information Use and Users</td>
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<td>LIS 826</td>
<td>Field Project in Library and Information Literacy</td>
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<tr>
<td>LIS 839</td>
<td>Special Collections</td>
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<tr>
<td>LIS 875</td>
<td>Topics in Information Processing and Retrieval</td>
</tr>
<tr>
<td>LIS 879</td>
<td>Digital Libraries</td>
</tr>
</tbody>
</table>
One credit courses are offered every semester under a variety of topics under LIS 640 and LIS 855.

Total Credits

36

Students seeking school library media certification have additional required courses; for details, see https://ischool.wisc.edu/programs/masters-degree-program/concentrations/librarianship/school-library-media-program/

Total credits required:

36

Parent Plan Graduate Policies

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

Campus Program

Online Program

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

Students may count up to 6 credits of approved graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master’s degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

With approval, UW–Madison undergraduates accepted into the Information School program may count up to 7 graduate iSchool credits (LIS 400 and above) toward their M.A. degree.

UW–Madison University Special

Students are allowed to count up to 6 approved credits of coursework numbered 400 or above taken as a UW–Madison Special Student. 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. See also iSchool Student Handbook.

**Probation** A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.—See iSchool Student Handbook.

**ADVISOR / COMMITTEE**

All continuing students are encouraged required to meet with their advisor prior to registering for each semester in order to remove registration holds and ensure timely progress towards degree completion. Students may switch advisors at any time by completing a change of advisor form.

**CREDITS PER TERM ALLOWED**

The iSchool recommends 3 to 6 credits per semester for online students. 8 to 12 credits in a regular semester is considered full time at the graduate level.

**Time limits Constraints**

The maximum period for completion of the M.A. (under special circumstances) is seven calendar years. Contact the department for more information.

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
Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements. Grievances and Appeals Other Online program students are not permitted to accept teaching assistantships, project assistantships, research assistantships, or other appointments that would result in a tuition waiver. Also, students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum.

Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

Demonstrate understanding of societal, legal, policy or ethical information issues.

Employ appropriate tools, standards, or best practices to organize information or information carriers for usability and access.

Apply principles of information organization. Design appropriate research methodologies to assess programs, services, for inquiry or systems for inquiry or decision-making, decision making.

Demonstrate understanding of professional competencies important for management of information organizations.

Demonstrate competency with information technologies important to the information professions.

Apply concepts, principles, or theories learned in courses to field practice, broadly defined via a practicum, applied work experience, or practical course assignments.

Demonstrate an understanding of systemic inequalities surrounding information organization, use, services, or professions specifically in relation to privilege and marginalization. Apply theory to professional practice. Demonstrate understanding of issues surrounding marginalized communities and information.
Summarize the assessment plan.

The assessment plan has been updated to include the revised PLOs. Our assessment practices and processes remain largely unaltered. One shift is in our e-Portfolio assessment practice. We now assess even numbered PLOs in even years and odd numbered PLOs in odd numbered years.

**Commitments**

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

**Supporting Information**

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

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

Additional Information:

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

Enter any notes about approval here:

Approved by iSchool Executive Committee 12/03/2021.

Entered by: Nicole Wiessinger
Date entered: 01/31/2022

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 L&S APC 3/1/2022

Entered by and Elaine M. Klein
date: Date entered: 3/1/2022

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:

/graduate/information/library-information-studies-ma/library-information-studies-distance-delivered-program-ma/

SIS effective date: Fall 2022 (1232)

Guide publish date/type: June

Tuition start term: Fall 2020 (1212)

SIS Short Description: Distance

Other plan codes associated with this program:

Educational Innovation Program:

Distance Education Program: One or more options associated with this plan is

Non Traditional Program: One or more options associated with this plan is

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

Scan this proposal:

Upload documents that should be scanned:

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Reviewer Comments

**Jenna Alsteen (jennabecker) (03/14/22 11:28 am):** Minor edits made to Requirements and Policies for Graduate School consistency in Guide.

---

Key: 245
Catalog Pages Using this Program

Energy Analysis and Policy, Doctoral Minor

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

Name

Tara Mohan - IES

Approval Path

1. 02/24/22 10:11 am
   Tara Mohan (temohan): Rollback to Initiator

2. 03/07/22 1:48 pm
   Tara Mohan (temohan): Approved for ENVIR ST Dept. Approver

3. 03/07/22 1:49 pm
   Tara Mohan (temohan): Approved for IES Institute Admin Reviewer

4. 03/07/22 1:52 pm
   Tara Mohan (temohan): Approved for IES Institute Approver

5. 03/08/22 9:27 am
   Karen Mittelstadt (mittelstadt):
Proposal Abstract/Summary:

Proposed suspension and discontinuation of the graduate minor in light of recent changes to Graduate School policy allowing certificates to count for PhD breadth requirements. There are only slight differences between the Energy Analysis and Policy graduate certificate and doctoral minor, and in order to streamline the program, we propose discontinuing the minor and directing all new students to pursue the graduate certificate.

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: Inst for Environmental Studies (ENVIR ST)
School/College: Gaylord Nelson Institute for Environmental Studies

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 2026 (1266)**

What is the timeline and advance communication plan?

Five PhD students are known to be pursuing the doctoral minor currently, and their expected graduation dates range from Spring 2023 to Fall 2025. Students who are currently pursuing the doctoral minor have been contacted regarding the planned suspension of the minor program with the reassurance that they may complete the minor program. If the suspension is approved, in Summer 2022 the Energy Analysis and Policy website and declaration/application form will be updated to note the suspension of the minor program and direct new students to pursue the graduate certificate. Because the doctoral minor courses overlap with the graduate certificate curriculum, all courses that would normally be offered to the doctoral minor students will continue to be offered. **Summer 2026 will be the last term that students may be enrolled in or complete the program.**

Explain the precipitating circumstances or rationale for the proposal.

This doctoral minor was based on the Energy Analysis and Policy graduate certificate and was originally created as an option for PhD students because graduate certificates previously did not count toward PhD breadth requirements. However, due to changes in Graduate School policy in 2021 allowing certificates to count toward breadth requirements, the doctoral minor is no longer necessary. Furthermore, maintaining and communicating about two nearly identical programs creates unnecessary administrative burden and potential confusion among students.

What is the potential impact on enrolled students?

Enrolled students should see no change - all current students who are pursuing the minor can finish out their course plan without any disruptions to the course offerings.
What is the potential impact on faculty and staff?

There should be no impact on instructional faculty, as all courses in the curriculum will still be offered. This may slightly reduce the administrative burden for the program coordinator in having to maintain and communicate two sets of requirements.

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

Faculty members of the Energy Analysis and Policy program committee, many of whom teach courses in the curriculum of the certificate/minor, were notified of the Graduate School policy change and voted to suspend/discontinue the minor. If the suspension/discontinuation is approved at the campus level, a message will be sent to all graduate coordinators notifying them of this change.

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

Students who are currently pursuing the minor were notified that the minor will be suspended and eventually discontinued, but that they may finish out their plan to complete the minor.

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

There are only two students who have completed the doctoral minor so far, as opposed to more than 250 alumni of the graduate certificate. All alumni who graduate with the doctoral minor will be communicated with in the same manner that the program already communicates with alumni of the certificate program.

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

Due to the overlap with the graduate certificate, all courses that were offered in the minor curriculum will still be offered, and advising services will be maintained at the same level.

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

There will be no change as all required courses, curricular elements, advising and other student services will continue to be offered/maintained at the same level.

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 Energy Analysis and Policy website will be updated to direct all prospective students to the graduate certificate, and the declaration/application form will also be updated to reflect this change.
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?

They would be re-entered into the Energy Analysis and Policy graduate certificate.

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.

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<tr>
<td>Department Chair</td>
<td>Robbins, Paul</td>
<td><a href="mailto:pfrobbins@wisc.edu">pfrobbins@wisc.edu</a></td>
<td>608/265-5296</td>
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</tr>
<tr>
<td>Faculty Director</td>
<td>Anex, Robert Wilson, Paul</td>
<td><a href="mailto:anex@wisc.edu">anex@wisc.edu</a></td>
<td>608/890-3839</td>
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<td></td>
<td></td>
<td><a href="mailto:ppwilson@wisc.edu">ppwilson@wisc.edu</a></td>
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<td>Primary Contact</td>
<td>Williams, Scott</td>
<td><a href="mailto:spwilliams@wisc.edu">spwilliams@wisc.edu</a></td>
<td>608/890-2199</td>
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<tr>
<td>Primary Dean's Office Contact</td>
<td>Gade, Anna Zedler, Paul</td>
<td><a href="mailto:amgade@wisc.edu">amgade@wisc.edu</a></td>
<td>608/263-5839</td>
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<td><a href="mailto:phzedler@wisc.edu">phzedler@wisc.edu</a></td>
<td>608/265-8018</td>
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List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
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<tbody>
<tr>
<td>College of Engineering (ENGINEERG)</td>
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<tr>
<td>Agricultural and Applied Econ (A A E)</td>
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<tr>
<td>Planning &amp; Landscape Architect (PLAN&amp;LA)</td>
</tr>
<tr>
<td>LaFollette Schl Public Affairs (PUB AFFR)</td>
</tr>
<tr>
<td>Atmospheric &amp; Oceanic Sciences (ATM OCN S)</td>
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<tr>
<td>Chemical and Biological Engr (CHEM B EGR)</td>
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<tr>
<td>Civil and Environmental Engr (CIV EN EGR)</td>
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<tr>
<td>Electrical and Computer Engr (ELEC C EGR)</td>
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</tbody>
</table>
Departments

Engineering Physics (EGR PHYS)
Mechanical Engineering (MECH EGR)
Chemistry (CHEMISTRY)

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

EAP welcomes applications from students in any doctoral degree program at UW-Madison. Students may apply to the EAP program concurrently with their graduate school application or once they have matriculated at UW-Madison.

While there are no prerequisites to the program, it is recommended that EAP applicants have completed at least one college-level course in each of the following five subject areas: physical science (physics or chemistry); natural science (biology, environmental, geology or atmospheric and oceanic); economics; social sciences or humanities (besides economics); and calculus or statistics.

HOW TO APPLY

To apply for the EAP doctoral minor, students must complete the online Energy Analysis and Policy (EAP) application form, which includes the following elements:

Information on prior educational attainment
Information on degree program being pursued
A brief statement of interest in the EAP program

DEADLINES

Applications to EAP may be submitted at any time, but applicants are encouraged to apply early in their graduate career to ensure timely completion of doctoral minor requirements and to access additional benefits (e.g. funding, networking events) available exclusively to students in the EAP program. Students may take courses that meet the minor requirements prior to completing their application.

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

Guide Requirements tab

Each EAP student must complete four courses (12 credits), including an introductory course, a capstone course, and one course from each of two categories: Energy Analysis and Energy Policy. Courses in the Energy Analysis category involve quantitative analysis of the technical and economic factors that shape society’s use of energy resources. Courses in the Energy Policy category involve the social, political, and environmental factors that underly decision-making around energy choices.

Some courses listed in the Energy Analysis category may have some overlap with the Energy Policy category, and vice versa. Students who wish to use a course for the opposite category that it is listed in should submit a written request to the EAP Academic Coordinator or Faculty Chair. Students should provide a course syllabus and a written
justification for why the course should qualify for the other category in the context of their overall course of study, with the EAP Chair making the final decision on whether to accept the request.

The following courses are offered regularly, though other courses (with approval by the EAP faculty program committee) may fulfill one of the requirements below (see note under Other Qualifying Courses).

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>ENVIR ST/ PUB AFFR/ URB R PL 809</td>
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<tr>
<td>ENVIR ST/ PUB AFFR/ URB R PL 810</td>
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<tr>
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<td>A A E/ECON 371</td>
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<tr>
<td>A A E/ENVIR ST/ POP HLTH/ PUB AFFR 881</td>
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<tr>
<td>AGROECOL/ AGRONOMY/ ENVIR ST 724</td>
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<tr>
<td>ENVIR ST/A A E/ ECON/ URB R PL 671</td>
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<td>E C E 427</td>
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<td>ENVIR ST/ BSE 367</td>
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<td>M E 466</td>
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<td>or CIV ENGR 423</td>
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<tr>
<td>ENVIR ST/ PUB AFFR/ URB R PL 809</td>
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<tr>
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Introduction to Energy Analysis and Policy

Energy Analysis and Policy Capstone

Choose one of the following:

- Energy, Resources and Economics
- Benefit-Cost Analysis
- Agroecosystems and Global Change
- Energy Economics
- Biorefining: Energy and Products from Renewable Resources
- Special Topics in Chemical Engineering (Topic: Energy and Sustainability)
- Environmental Sustainability Engineering
- Special Topics in Geotechnical Engineering (Topic: Wind Energy Site/Design)
- Electric Power Processing for Alternative Energy Systems
- Electric Power Systems
- Renewable Energy Systems
- Air Pollution Effects, Measurements and Control
- Air Pollution Effects, Measurement and Control
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<tr>
<td>M E 469</td>
<td>Internal Combustion Engines</td>
</tr>
<tr>
<td>M E/CBE 567</td>
<td>Solar Energy Technology</td>
</tr>
<tr>
<td>N E 571</td>
<td>Economic and Environmental Aspects of Nuclear Energy</td>
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</table>

**Energy Policy**

Choose one of the following:

- ENVIR ST 349 Climate Change Governance
- ENVIR ST/ATM OCN 355 Introduction to Air Quality
- ENVIR ST/ECON/POLI SCI/URB R PL 449 Government and Natural Resources
- ENVIR ST/POP HLTH 471 Introduction to Environmental Health
- ENVIR ST/POP HLTH 502 Air Pollution and Human Health
- ENVIR ST 560 [Course ENVIR ST 560 Not Found]
- ENVIR ST/POLI SCI/PUB AFFR 866 Global Environmental Governance
- GEOSCI/ENVIR ST 411 Energy Resources
- LAW 848 Introduction to Environmental Law
- POP HLTH/M&ENVTOX 789 Principles of Environmental Health: A Systems Thinking Approach

**Total Credits** 12

**OTHER QUALIFYING COURSES**

Because the scheduling of the preceding courses is coordinated with the needs of their home departments, EAP cannot guarantee that specific courses will always be offered at specific times or rotations. Each semester, the EAP program faculty will consider other qualifying courses for the upcoming semester that fulfill one of the categories above. Once approved, the EAP Academic Coordinator will distribute a list of course offerings for the upcoming semester to students in the EAP program.

**COURSE SUBSTITUTIONS**
Students may propose course substitutions by contacting the Academic Coordinator or the Faculty Chair. The EAP Chair makes the final decision. Students should provide a course syllabus and a letter of endorsement from the faculty member teaching the course, preferably before the start of the course. The substitution proposal will be considered based upon the following criteria:
the extent to which the course content is devoted to energy
the rigor of methodology applied to the course material
the context of the class with respect to the student’s study plan

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:
Discontinuation was approved by the EAP Program Committee and was approved by the Nelson Institute Instructional Committee on March 7, 2022.

Entered by: Tara Mohan
Date entered: 7 March 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:
Discontinuation was approved by the Nelson Institute Instructional Committee on March 7, 2022.

Entered by and date: Tara Mohan
Date entered: 7 March 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:
https://next-guide.wisc.edu/programadmin/?key=1073
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Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Tara Mohan (temohan) (02/24/22 10:11 am): Rollback: Rollback to proposer. Comments sent via email.

Key: 1073
Date Submitted: 03/28/22 1:33 pm

Viewing: GMIN540 : Human Development and Family Studies

Last approved: 09/25/18 8:50 pm
Last edit: 03/28/22 1:32 pm
Changes proposed by: zander1

Catalog Pages Using this Program
Human Development and Family 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>Jonathan Henkel - HEC</td>
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<tr>
<td>Annette McDaniel - HEC</td>
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<td>Jenna Alsteen - RGE</td>
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In Workflow
1. HDFS Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path
1. 03/01/22 8:29 am
   Michelle Holland (zander1): Approved for HDFS Dept. Approver
2. 03/01/22 9:45 am
   Jonathan Henkel (jhenkel2): Approved for HEC School Admin Reviewer
3. 03/01/22 9:51 am
   Jonathan Henkel (jhenkel2): Approved for HEC School Approver
4. 03/09/22 10:20 am
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
5. 03/28/22 1:21 pm
   Jenna Alsteen (jennabecker):
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<tr>
<td>03/29/22</td>
<td>9:52 am</td>
<td>Karen Mittelstadt (mittelstadt)</td>
<td>Approved for APIR Admin</td>
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</table>

**History**

1. Sep 25, 2018 by Michelle Young (meyoung)
Proposal Abstract/Summary:

This proposal is to discontinue the Human Development and Family Studies doctoral minor. The minor has been low-producing with no students enrolled for many years. The School of Human Ecology would continue to offer its Human Ecology doctoral minor, which can and will appropriately meet the needs of interested/potential students.

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

Fall 2022 (1232)

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

No

Basic Information

Program State: Suspend, will be discontinued
Type of Program: Minor (PhD and BSE only)
Who is the audience? Graduate or professional
Home Department: Human Devel and Family Studies (HDFS)
School/College: School of Human Ecology

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: GMIN540
SIS Description: Human Development & Family MIN
Transcript Title: Human Development and Family Studies

Suspension and Discontinuation

What is the last term that a student could declare this program? Summer 2022 (1226)
What is the last term that students may be enrolled in or complete the program?  
Summer 2023

(1236)

What is the timeline and advance communication plan?

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023.

Explain the precipitating circumstances or rationale for the proposal.

This proposal is to discontinue the Human Development and Family Studies doctoral minor. The minor has been low-producing with minimal students enrolled for many years. The School of Human Ecology would continue to offer its Human Ecology doctoral minor, which can and will appropriately meet the needs of interested/potential students.

What is the potential impact on enrolled students?

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023.

What is the potential impact on faculty and staff?

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and staff about this change throughout the fall 2021 semester and into spring 2022.

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

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023.

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

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023. No invested alumni/stakeholders.
Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023. Student has already earned coursework needed for minor as they are now a dissertator.

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

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023. Student has already earned coursework needed for minor as they are now a dissertator.

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?

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023. Student has already earned coursework needed for minor as they are now a dissertator.

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?

Low enrollment for many years. One current student in the pipeline and communicated with School of Nursing to confirm the student would graduate by Summer 2023. Student has already earned coursework needed for minor as they are now a dissertator. Also no stopped-out students.

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

N/A

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>
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</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Holland, Michelle</td>
<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/263-5675</td>
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</table>
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
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<tbody>
<tr>
<td>Human Devel and Family Studies (HDFS)</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

---

**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

Graduate students interested in pursuing an Option A doctoral minor should complete the minor agreement form available on the HDFS website and consult with the graduate program chair, who will help them identify an HDFS faculty member to serve as their faculty advisor.

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
All students pursuing the Human Development and Family Studies (HDFS) Doctoral Minor must comply with Graduate School Policy for Option A. The HDFS Doctoral Minor requires at least 9 credits of HDFS coursework, with no more than 3 credits below the 700-level. HDFS courses that are cross-listed with another department should be taken as an HDFS course. Students must receive a grade of B or better in each course.

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 GPC 1/24/22 and APC 2/28/22 (M. Holland)

Entered by: Michelle Holland
Date entered: 2/28/22

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 SoHE Academic Planning Council (APC) on 02/28/2022

Entered by and date: Michelle Holland Date entered: 03/01/2022

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:

For Administrative Use

Admin Notes:

Guide URL:

https://next-guide.wisc.edu/programadmin/?key=424
SIS effective date:

Guide publish date/type:

Career: Graduate

SIS Program Code:

SIS Short Description:

HumDev&FS

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

Jenna Alsteen (jennabecker) (03/14/22 12:26 pm): Added deleted content back in to Admissions and Requirements. Although suspending and discontinuing, appropriate language will be added by the Registrar's Office if needed; we don't delete all information.

Jenna Alsteen (jennabecker) (03/28/22 1:21 pm): Rollback: Rolling back to adjust the discontinue term and responses to questions claiming no students are enrolled.


Key: 424
New Program Proposal

Date Submitted: 03/24/22 3:02 pm

Viewing:  Human Ecology Research

Parent Plan: MAJ: Human Ecology MS

Last edit: 03/24/22 3:01 pm

Changes proposed by: zander1

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

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<tr>
<td>Annette McDaniel - HEC</td>
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<td>Jonathan Henkel - HEC</td>
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In Workflow

1. HUM ECOL Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/25/22 3:37 pm
   Michelle Holland (zander1): Approved for HUM ECOL Dept. Approver
2. 03/01/22 3:02 pm
   Melissa Schultz (mrschultz3): Rollback to Initiator
3. 03/08/22 1:28 pm
   Michelle Holland (zander1): Approved for HUM ECOL Dept. Approver
4. 03/08/22 3:33 pm
   Jonathan Henkel (jhenkel2): Approved for HEC School Admin Reviewer
5. 03/08/22 3:35 pm
   Jonathan Henkel (jhenkel2):
Approved for HEC School Approver
6. 03/09/22 1:08 pm
Karen Mittelstadt
(mittelstadt):
Rollback to HEC School Approver for APIR Admin
7. 03/09/22 1:11 pm
Jonathan Henkel
(jhenkel2): Rollback to Initiator
8. 03/15/22 8:50 am
Michelle Holland
(zander1): Approved for HUM ECOL Dept. Approver
9. 03/15/22 8:53 am
Jonathan Henkel
(jhenkel2):
Approved for HEC School Admin Reviewer
10. 03/15/22 8:54 am
Jonathan Henkel
(jhenkel2):
Approved for HEC School Approver
11. 03/15/22 2:26 pm
Karen Mittelstadt
(mittelstadt):
Rollback to HEC School Approver for APIR Admin
12. 03/15/22 2:44 pm
Jonathan Henkel
(jhenkel2): Rollback to Initiator
13. 03/22/22 10:20 am
Michelle Holland
(zander1): Approved
14. 03/22/22 10:34 am  
Jonathan Henkel  
(jhenkel2):  
Approved for HEC  
School Admin  
Reviewer  

15. 03/22/22 10:34 am  
Jonathan Henkel  
(jhenkel2):  
Approved for HEC  
School Approver  

16. 03/22/22 11:08 am  
Karen Mittelstadt  
(mittelstadt):  
Approved for APIR  
Admin  

17. 03/24/22 8:46 am  
Jenna Alsteen  
(jennabecker):  
Rollback to HEC  
School Approver for  
GFEC Approver  

18. 03/24/22 9:09 am  
Jonathan Henkel  
(jhenkel2): Rollback  
to Initiator  

19. 03/24/22 3:42 pm  
Jonathan Henkel  
(jhenkel2): Approved for HUM  
ECOL Dept.  
Approver  

20. 03/24/22 3:44 pm  
Jonathan Henkel  
(jhenkel2): Approved for HEC  
School Admin  
Reviewer
Proposal Abstract/Summary:

Add one additional MS Human Ecology named option: Human Ecology Research effective Fall 2022. If approved, the MS Human Ecology would have two named options: Human Ecology and Human Ecology Research. Human Ecology would be the admitting MS (as is currently), and Human Ecology Research would be the non-admitting MS for students on the way to the PhD. There are additional proposals submitted to discontinue three existing MS Human Ecology named options: Design Studies, Consumer Behavior and Family Economics, and Human Development and Family Studies to consolidate the number and names of named options.

Basic Information

Program State: Active
Type of Program: Named Option
Parent Program: MAJ: Human Ecology MS
Parent Audience: Graduate or professional
Parent Home Department: School of Human Ecology (HUM ECOL)

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

No

Parent is in the Graduate School: Yes
Parent Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Human Ecology Research

Named Options:
- CB&FE: Consmr Behav & Family Econ
- DESIGN: Design Studies
- HD&FS: Human Dev & Family Studies
- 549MSHUMEC: Human Ecology
- Sub Plan 1292: No Title Found

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

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

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

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<td>Faculty Director</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:silhartley@wisc.edu">silhartley@wisc.edu</a></td>
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<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/263-5675</td>
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</tr>
<tr>
<td>Department Chair</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:silhartley@wisc.edu">silhartley@wisc.edu</a></td>
<td>608/265-5424</td>
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<tr>
<td>Primary Dean's Office Contact</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:silhartley@wisc.edu">silhartley@wisc.edu</a></td>
<td>608/265-5424</td>
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List the departments that have a vested interest in this proposal.

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<td>Consumer Science (CNSR SCI)</td>
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<tr>
<td>Human Devel and Family Studies (HDFS)</td>
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<td>Civil Soc &amp; Community Studies (CSCS)</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

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): 2025
Year of first program review (5 years after first student enrollment): 2027

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

Students who earn a Human Ecology MS along the way to PhD in one of the named options currently being discontinued (Design Studies, Consumer Behavior and Family Economics, and Human Development and Family Studies) would receive the new “MS Human Ecology: Human Ecology Research” degree. The implementation can be turnkey as there are only currently a few students in the MS named options who plan to graduate before the new named option would be implemented.

Rationale and Justifications

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

Students on the way to the PhD often want or need an MS along the way. This is part of the process to condense the number of named options at the MS. All students on the way to the PhD would be eligible to earn the MS named option in Human Ecology Research and it would be non-admitting. The SoHE MS named option in Human Ecology (no research) would remain as the admitting program.
Why is the program being proposed? What is its purpose?

Streamline degree programs/named options within the School of Human Ecology. Adding a new named option would enable the program to better track and differentiate students who earn the MS along the way to the PhD and/or who exit a PhD after completing the MS, from those who are admitted, enroll, and earn the “MS Human Ecology: Human Ecology” program which is its own distinct program. The “PhD Human Ecology: Civil Society & Community Research” (CSCR) program does not have an MS option for the students who earn the MS along the way to the PhD; creating the MS Human Ecology: Human Ecology Research named option fills this gap.

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

Across the current named options in Human Ecology, we see many students wanting an MS along the way. At this time, the only MS named option that exists in SoHE is our admitting MS program which is not relevant to students pursuing the PhD. The way it is currently structured with named options in specific areas is overly complex and not needed. Students want an MS and the title of Human Ecology Research is specific enough for the MS degree on the way to the PhD. The previous named options of Design Studies, Consumer Behavior and Family Economics, and Human Development and Family Studies was overly complex and not needed at the MS level.

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

Often for internships or for students who may be working while they are pursuing their degree, an MS is a useful and valued credential in the workforce before earning the PhD. For students who may choose or need to exit the program before the PhD degree, an MS will serve them well as they continue on in their career too.

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

Adding a new named option would enable the program to better track and differentiate students who earn the MS along the way to the PhD and/or who exit a PhD after completing the MS, from those who are admitted, enroll, and earn the “MS Human Ecology: Human Ecology” program which is its own distinct program. The “PhD Human Ecology: Civil Society & Community Research” (CSCR) program does not have an MS option for the students who earn the MS along the way to the PhD. Creating the MS Human Ecology: Human Ecology Research named option fills this gap.
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 required courses within the Human Ecology MS are listed as InterHE courses as a very intentional effort to broaden the perspectives and experiences of our graduate students within Human Ecology. Human Ecology is by nature very interdisciplinary and the curriculum reflects this accordingly.

InterHE 792 is the theories and perspectives in human ecology course. Here, the students explore the multidisciplinary theories and perspectives that inform the ecological thinking and the lens of human ecology. Not only do they gain a clearer understanding, they are exposed to and explore how their work fits within other disciplines. They are then able to apply this lens to research, policy, and outreach, as well as communication and collaboration. InterHE 793 is the research methods course where students learn to engage with the wide variety of methods used in the field of human ecology and gain an appreciation for the application of different methods. InterHE 801 is the next course which consists of special topics and/or professional development seminars. By nature of this course, the students learn about a diverse set of perspectives, practices, and populations across the discipline of human ecology.

Overall, many of the learning goals of the MS program are directly connected to increasing engagement and understanding from a diversity perspective. Most specifically, one essential learning goal reads “Recognize the nature and significance of diversity as related to one's area of study”. With this inherently weaved into the program at multiple stages, our students gain a great appreciation and practice of engaging with diverse perspectives, practices, and populations. With the curriculum requirements, as well as through their research, MS Human Ecology students are able to gain a deep appreciation and understanding of diverse perspectives in their coursework and research. The goal of the MS programs is to ensure that all of our students receive adequate coursework and training to fully appreciate the wide variety of work going on in the field of human ecology and in the disciplines around them.

Parent Value

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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.

SoHE is currently home to an active and vibrant community of Graduate Research Scholars (GRS). Seven Advanced Opportunity Fellowship (AOF) funding slots are prioritized each year for PhD students, but with a named option in MS Human Ecology Research, some MS students will also be part of the GRS community. Participation in the GRS community is required for all students receiving the AOF funding and highly encouraged for students who have been on the fellowship in the past. GRS community meetings happen twice per semester with faculty and graduate students discussing and supporting each other around topics such as mentoring, individual development plans, research, writing, and leadership. Additionally, each GRS student meets individually each semester with the Assistant Dean for Graduate Programs to ensure they are progressing towards the degree and getting any resources they need along the way. Also, as part of the Equity & Justice (E&J) initiatives within the School of Human Ecology, the Summer of 2022 will be the inaugural event called the E&J Summer Institute. The 2022 Equity & Justice Network Summer Institute is to provide rising juniors and senior from four Historically Black Colleges and Universities an intensive introduction to the scholarly opportunities at the School of Human Ecology at UW–Madison. The Summer institute is part of the School of Human Ecology Equity & Justice Network, an initiative that supports the continued evolution of our school into a community wherein people with diverse backgrounds find success, share knowledge, and advance justice. Airfare, a stipend, lodging, meals, and program costs will be covered for those accepted to the Summer Institute. Participating students will receive a graduate school application waiver to be used in 2022 or 2023. Prospective students are nominated by SoHE faculty or a faculty from our partner institutions: Elizabeth City State University, Johnson C. Smith University, North Carolina A&T University. The Graduate Program Committee (GPC) was recently involved in reviewing these applications and recommending which students should be accepted to attend. We are excited about this new initiative and how it will increase access and build partnership with our partner institutions.

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

The additional named option proposal at the MS level in Human Ecology focusing specifically on research will ensure equity not only among the students obtaining the degree, but also in the faculty and staff involved in the administration and operation of the program. The new named option would become part of the suite of graduate programs in SoHE from the MS with two named options (one more applied, the other more research focused) to the MFA and the PhD. Across the four departments in SoHE, there is consistency in hiring with the Chief of Staff and the Academic Programs Manager (both professional academic staff members) whose job it is to ensure equitable and fair process in hiring with both research and teaching staff. Also in SoHE, we have a human resources manager who serves a resource to faculty and staff during and after the hiring process.

Each search and screen process has a detailed checklist that includes a detailed recruitment effort plan to identify the ways in which applicants will be recruited to the position and strategic efforts to market the position equitably. In addition, most faculty and staff are asked to submit a diversity statement as part of their application materials.

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

The Equity & Justice (E&J) initiative, as well as the Graduate Research Scholars (GRS) community within SoHE, are directly connected to the current graduate education and campus efforts to increase the recruitment and retention of graduate students from diverse backgrounds. Not only will 2022 be the first year of the E&J Summer Institute, there have been recent efforts around increased SoHE scholarships and funding for graduate students related to diversity, equity, and inclusion. For example, the Bridget and James Coffing Fund is a new graduate student scholarship award of $2,000 for SoHE students who are from underrepresented background conducting research in family advocacy. In addition, the E&J Network Dissertation fellowship is a full 12-month academic year and summer fellowship for a graduate student from an underrepresented background. These multilayered approaches to funding and supporting graduate students in SoHE are part of our ongoing commitment to increasing diversity and inclusion.

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**Faculty and Staff Resources**

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartley, Sigan</td>
<td>Human Devel and Family Studies</td>
<td>SoHE DGS</td>
</tr>
<tr>
<td></td>
<td>(HDFS)</td>
<td></td>
</tr>
<tr>
<td>Holland, Michelle</td>
<td></td>
<td>SoHE Assistant Dean for Graduate Programs</td>
</tr>
<tr>
<td>Collins, J. Michael</td>
<td>Consumer Science (CNSR SCI)</td>
<td>CS GPC Chair</td>
</tr>
<tr>
<td>Litzelman, Kristin</td>
<td>Human Devel and Family Studies</td>
<td>HDFS GPC Chair</td>
</tr>
<tr>
<td></td>
<td>(HDFS)</td>
<td></td>
</tr>
<tr>
<td>Jasper, Cynthia</td>
<td>Civil Soc &amp; Community Studies</td>
<td>CSCS GPC Chair</td>
</tr>
<tr>
<td></td>
<td>(CSCS)</td>
<td></td>
</tr>
<tr>
<td>Halpern-Meekin, Sarah</td>
<td>Human Devel and Family Studies</td>
<td>MS GPC Chair</td>
</tr>
<tr>
<td></td>
<td>(HDFS)</td>
<td></td>
</tr>
<tr>
<td>Ponto, Kevin</td>
<td>Design Studies (DESIGN ST)</td>
<td>DS GPC Chair</td>
</tr>
</tbody>
</table>

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

All current resources for the parent plan of MS and PhD Human Ecology remain the same. No additional resources needed for adding new non-admitting named option for students on the way to the PhD.

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>Holland, Michelle</td>
<td></td>
<td>SoHE Assistant Dean for Graduate Programs</td>
</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

Streamlining the named options to have one non-admitting MS Human Ecology: Human Ecology Research will make an equitable option for an MS along the way to the PhD for any student who wants or needs it. Ensuring that any current student who would like to earn the MS will create an equal playing field for all of our students in the PhD program in Human Ecology. Student services and advising will remain the same for all students on the way to the PhD. The additional option of an MS along the way for all PhD students who may need it or for any student who decided that their career and personal goals are at the MS level, they can earn this degree. It will provide a great advising option when discussing career plans with current students.

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard graduate, per-credit resident/MN/nonresident

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 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.

Since this is a non-admitting option on the way to the PhD, the funding plans remain the same. Across SoHE, we strive to provide 4-5 year funding guarantees at the 50% rate. This plan will remain for students who earn the MS along the way to the PhD in this non-admitting named option.

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

Students apply to the Master of Science in Human Ecology through one of the named options: [Human Ecology](https://next-guide.wisc.edu/programadmin/?key=1292)

Human Ecology Research

Guide Admissions/How to Get In tab

The MS Human Ecology: Human Ecology Research named option is offered for work leading to the Ph.D. Students may not apply directly for this MS named option as it is non-admitting.

Students interested in the MS in Human Ecology should apply to the admitting named option of [MS Human Ecology: Human Ecology](https://next-guide.wisc.edu/programadmin/?key=1292).

Describe plans for recruiting students to this program.

None, non-admitting.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>5</td>
</tr>
<tr>
<td>Year 3</td>
<td>5</td>
</tr>
<tr>
<td>Year 4</td>
<td>5</td>
</tr>
<tr>
<td>Year 5</td>
<td>5</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>Minimum Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>16 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.</td>
</tr>
</tbody>
</table>

Other Grade Requirements

- n/a

Assessments and Examinations

- No additional assessments and examinations.

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 Human Ecology must select one of the following named options:
Human Ecology: Consumer Behavior and Family Economics, M.S.

Human Ecology: Design Studies, M.S.

Human Ecology: Human Development and Family Studies, M.S.

Human Ecology: Human Ecology, M.S.

Guide Requirements tab

Major Requirements

MODE OF INSTRUCTION

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

Mode of Instruction Definitions

CURRICULAR REQUIREMENTS

Minimum Credit Requirement: 32 credits
Minimum Residence Credit Requirement: 16 credits
Minimum Graduate Coursework Requirement: 16 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  3.00 GPA
Requirement This program follows the Graduate School's GPA Requirement policy (https://policy.wisc.edu/library/UW-1203).
Other Grade n/a
Requirements
Assessments and
Examinations Students may complete a thesis, but this is not a requirement of the MS Human Ecology: Human Ecology Research named option.
Language No language requirements.

**REQUIRED Courses**

All students are required to take the Inter-HE courses in addition to those within their subject area. The three required courses are listed below. The additional credits may be earned through a combination of research and coursework, to be determined by the advisor in consultation with the student. These courses can be within other subject areas in the School of Human Ecology and/or other related departments. Additionally, courses in SoHE such as independent study (699, 999) and research (990) may be included in the count towards the degree requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTER-HE 792</td>
<td>Theories and Perspectives in Human Ecology</td>
<td>1-2</td>
</tr>
<tr>
<td>INTER-HE 793</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>INTER-HE 801</td>
<td>Special Topics in Human Ecology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total credits required: 32

Parent Plan Graduate Policies

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

Human Ecology Research

Guide Graduate Policies tab

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

**Graduate School Policies**

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

https://next-guide.wisc.edu/programadmin/?key=1292
PRIOR COURSEWORK

Graduate Work from Other Institutions
With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions. Prior coursework taken at other institutions may not be used to satisfy the minimum graduate residence credit requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements.

UW–Madison Undergraduate
With program approval, up to 7 credits numbered 300 or above from a UW–Madison undergraduate degree are allowed to count toward degree credit; undergraduate courses must be numbered 700 or above to count toward the minimum graduate coursework requirement. No undergraduate coursework may count toward the graduate residence requirement.

UW–Madison University Special
With program approval, students are allowed to count up to 9 credits of graduate coursework taken as a UW–Madison Special student. Coursework must be numbered 300 or above for residence and degree credit requirement and 700 or above for minimum graduate coursework (50%) requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements. Use of Special student credit may require payment of tuition difference.

PROBATION

This program follows the Graduate School’s Probation policy.

ADVISOR / COMMITTEE

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

CREDITS PER TERM ALLOWED

12 credits

TIME limits

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

GRIEVANCES AND APPEALS

School of Human Ecology graduate student grievance procedure.

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

https://next-guide.wisc.edu/programadmin/?key=1292
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

Articulate, critique, or elaborate the theories, research methods, and approaches to inquiry or schools of practice in one's area of study.
Identify sources and assemble evidence pertaining to questions or challenges in the area of study.
Understand the social, political, ethical, and economic contexts of research and creative scholarship.
Compare and contrast multiple paradigms for describing reality (e.g., personal history, world view, philosophic tradition, discipline).
Understand the Human Ecology perspective by examining and explaining the relations among humans and their natural, social, and build environments using an interdisciplinary and transdisciplinary lens.
Select and/or utilize the most appropriate methodologies and practices.
Recognize the nature and significance of diversity as related to one's area of study.
Communicate clearly in ways appropriate to a variety of audiences.
Recognize and apply principles of ethical conduct.

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.

It is expected that students would earn the MS on the way to the PhD in two to three years.

https://next-guide.wisc.edu/programadmin/?key=1292
Summarize the assessment plan.

Assessment plan will remain the same at the MS parent plan level.

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

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

Yes

Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartley, Sigan</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Graduate Program Committee approved 1/24/22</td>
<td></td>
</tr>
</tbody>
</table>
If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:
SoHEGPCRequestF21.pdf

**Approvals**

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

Enter any notes about approval here:
reviewed and approved by SoHE Graduate Program Committee (GPC) 1/24/22 and approved by SoHE Academic Planning Council (APC) 2/21/22

Entered by: M. Holland  
Date entered: 3/8/22

*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:
reviewed and approved by SoHE Graduate Program Committee (GPC) 1/24/22 and approved by SoHE Academic Planning Council (APC) 2/21/22

Entered by and date: M. Holland 3/8/22

*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:

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:

https://next-guide.wisc.edu/programadmin/?key=1292
Reviewer

Comments

Michelle Holland (zander1) (02/25/22 3:34 pm): Approved by SoHE Graduate Program Committee 1/24/22

Melissa Schultz (mrschultz3) (03/01/22 3:02 pm): Rollback: Checking workflow

Karen Mittelstadt (mittelstadt) (03/09/22 1:08 pm): Rollback: Mittelstadt/APIR Rollback: Please review and thoroughly respond to all questions and Guide integration points presented. In particular: 1) In the abstract, please detail how this particular named option will be used, 2) In the Roles by Responsibility table, please complete for all roles, 3) Complete both the How to Get In, Requirements, and Graduate Policies Guide integration points, 4) Attach the current assessment plan. If you need support to complete the proposal, please reach out to Karen Mittelstadt in APIR or Emily Reynolds in the Graduate School. Thank you.

Jonathan Henkel (jhenkel2) (03/09/22 1:11 pm): Rollback: Rolling back to address comments from APIR

Karen Mittelstadt (mittelstadt) (03/15/22 2:26 pm): Rollback: Mittelstadt/APIR Rollback: Please address the following issues noted in the 3/15/22 email from Alsteen/GS to Holland/HEC: 1) The diversity and inclusion questions have not been answered, 2) The Guide Admissions table is completely blank, 3) You should have 5 years of projected enrollment, 4) The Guide Requirements table is completely blank, 5) There are no Guide Policies.

Jonathan Henkel (jhenkel2) (03/15/22 2:44 pm): Rollback: Rolling back to address feedback.


Jenna Alsteen (jennabecker) (03/24/22 8:46 am): Rollback: Rolling back so Michelle Holland can make requested edits.

Jonathan Henkel (jhenkel2) (03/24/22 9:09 am): Rollback: Rollback for edits

Key: 1292
Date Submitted: 03/24/22 3:05 pm

**Viewing: MS 549HEC : Human Ecology**

Sub Plans: [Consmr Behav & Family Econ, Design Studies, Human Dev & Family Studies, Human Ecology, Sub Plan Key 1292](https://next-guide.wisc.edu/programadmin/?key=647)

Last approved: 04/24/20 3:33 pm

Last edit: 03/24/22 3:05 pm

Changes proposed by: zander1

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>Jonathan Henkel - HEC</td>
</tr>
<tr>
<td>Annette McDaniel - HEC</td>
</tr>
</tbody>
</table>

In Workflow

1. HUM ECOL Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/25/22 3:41 pm
   Michelle Holland (zander1): Approved for HUM ECOL Dept. Approver
2. 03/01/22 9:45 am
   Jonathan Henkel (jhenkel2): Approved for HEC School Admin Reviewer
3. 03/01/22 9:53 am
   Jonathan Henkel (jhenkel2): Approved for HEC School Approver
4. 03/09/22 10:16 am
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
5. 03/24/22 8:45 am
   Jenna Alsteen (jennabecker):
Rollback to HEC School Approver for GFEC Approver
6. 03/24/22 9:10 am
Jonathan Henkel (jhenkel2): Rollback to Initiator
7. 03/24/22 3:42 pm
Jonathan Henkel (jhenkel2):
Approved for HUM ECOL Dept. Approver
8. 03/24/22 3:44 pm
Jonathan Henkel (jhenkel2):
Approved for HEC School Admin Reviewer
9. 03/24/22 3:45 pm
Jonathan Henkel (jhenkel2):
Approved for HEC School Approver
10. 03/25/22 1:33 pm
Karen Mittelstadt (mittelstadt):
Approved for APIR Admin

History
1. Sep 20, 2018 by clmig-smenda
2. May 7, 2019 by Eric Mackay (emackay2)
3. Apr 24, 2020 by Emily Reynolds (emreynolds2)
Proposal Abstract/Summary:

This is the parent plan submission to discontinue three MS Human Ecology named options: Design Studies, Consumer Behavior and Family Economics, and Human Development and Family Studies. Add one additional MS Human Ecology named option: Human Ecology Research. If approved, the MS Human Ecology would have two named options: Human Ecology and Human Ecology Research.

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

Fall 2022 (1232)

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

No

---

**Basic Information**

Program State: Active

Type of Program: Degree/Major

Who is the audience? Graduate or professional

Home Department: School of Human Ecology (HUM ECOL)

School/College: School of Human Ecology

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: MS 549HEC

SIS Description: Human Ecology MS

Transcript Title: Human Ecology

Named Options: CB&FE: Consmr Behav & Family Econ
DESIGN: Design Studies
HD&FS: Human Dev & Family Studies
549MSHUMEC: Human Ecology

Parent Plan 1292: No Title Found

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>Faculty Director</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Holland, Michelle</td>
<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/263-5675</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
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<tbody>
<tr>
<td>Consumer Science (CNSR SCI)</td>
</tr>
<tr>
<td>Human Devel and Family Studies (HDFS)</td>
</tr>
<tr>
<td>Design Studies (DESIGN ST)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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.

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**Rationale and Justifications**

What is the rationale for this change?

Discontinue named options due to low award numbers for each. Streamline degree programs/named options within the School of Human Ecology. Adding a new named option would enable the program to better track and differentiate students who earn the MS along the way to the PhD and/or who exit a PhD after completing the MS, from those who are admitted, enroll, and earn the “MS Human Ecology: Human Ecology” program which is its own distinct program. The “PhD Human Ecology: Civil Society & Community Research” (CSCR) program does not have an MS option for the students who earn the MS along the way to the PhD; creating the MS Human Ecology: Human Ecology Research named option fills this gap.

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

Students who earn the MS along the way to PhD are initially admitted to PhD. Adding a named option in Research will allow the program to better track students who were PhD bound versus those who were admitted to the MS Human Ecology named option in Human Ecology which is a stand alone MS program.

---

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

The required courses within the Human Ecology MS are listed as InterHE courses as a very intentional effort to broaden the perspectives and experiences of our graduate students within Human Ecology. Human Ecology is by nature very interdisciplinary and the curriculum reflects this accordingly.

InterHE 792 is the theories and perspectives in human ecology course. Here, the students explore the multidisciplinary theories and perspectives that inform the ecological thinking and the lens of human ecology. Not only do they gain a clearer understanding, they are exposed to and explore how their work fits within other disciplines. They are then able to apply this lens to research, policy, and outreach, as well as communication and collaboration. InterHE 793 is the research methods course where students learn to engage with the wide variety of methods used in the field of human ecology and gain an appreciation for the application of different methods. InterHE 801 is the next course which consists of special topics and/or professional development seminars. By nature of this course, the students learn about a diverse set of perspectives, practices, and populations across the discipline of human ecology.

Overall, many of the learning goals of the MS program are directly connected to increasing engagement and understanding from a diversity perspective. Most specifically, one essential learning goal reads “Recognize the nature and significance of diversity as related to one's area of study”. With this inherently weaved into the program at multiple stages, our students gain a great appreciation and practice of engaging with diverse perspectives, practices, and populations. With the curriculum requirements, as well as through their research, MS Human Ecology students are able to gain a deep appreciation and understanding of diverse perspectives in their coursework and research. The goal of the MS programs is to ensure that all of our students receive adequate coursework and training to fully appreciate the wide variety of work going on in the field of human ecology and in the disciplines around them.
SoHE is currently home to an active and vibrant community of Graduate Research Scholars (GRS). Seven Advanced Opportunity Fellowship (AOF) funding slots are prioritized each year for PhD students, but with a named option in MS Human Ecology Research, some MS students will also be part of the GRS community. Participation in the GRS community is required for all students receiving the AOF funding and highly encouraged for students who have been on the fellowship in the past. GRS community meetings happen twice per semester with faculty and graduate students discussing and supporting each other around topics such as mentoring, individual development plans, research, writing, and leadership. Additionally, each GRS student meets individually each semester with the Assistant Dean for Graduate Programs to ensure they are progressing towards the degree and getting any resources they need along the way. Also, as part of the Equity & Justice (E&J) initiatives within the School of Human Ecology, the Summer of 2022 will be the inaugural event called the E&J Summer Institute. The 2022 Equity & Justice Network Summer Institute is to provide rising juniors and senior from four Historically Black Colleges and Universities an intensive introduction to the scholarly opportunities at the School of Human Ecology at UW–Madison. The Summer institute is part of the School of Human Ecology Equity & Justice Network, an initiative that supports the continued evolution of our school into a community wherein people with diverse backgrounds find success, share knowledge, and advance justice. Airfare, a stipend, lodging, meals, and program costs will be covered for those accepted to the Summer Institute. Participating students will receive a graduate school application waiver to be used in 2022 or 2023. Prospective students are nominated by SoHE faculty or a faculty from our partner institutions: Elizabeth City State University, Johnson C. Smith University, North Carolina A&T University. The Graduate Program Committee (GPC) was recently involved in reviewing these applications and recommending which students should be accepted to attend. We are excited about this new initiative and how it will increase access and build partnership with our partner institutions.
Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The additional named option proposal at the MS level in Human Ecology focusing specifically on research will ensure equity not only among the students obtaining the degree, but also in the faculty and staff involved in the administration and operation of the program. The new named option would become part of the suite of graduate programs in SoHE from the MS with two named options (one more applied, the other more research focused) to the MFA and the PhD. Across the four departments in SoHE, there is consistency in hiring with the Chief of Staff and the Academic Programs Manager (both professional academic staff members) whose job it is to ensure equitable and fair process in hiring with both research and teaching staff. Also in SoHE, we have a human resources manager who serves as a resource to faculty and staff during and after the hiring process.

Each search and screen process has a detailed checklist that includes a detailed recruitment effort plan to identify the ways in which applicants will be recruited to the position and strategic efforts to market the position equitably. In addition, most faculty and staff are asked to submit a diversity statement as part of their application materials.

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 Equity & Justice (E&J) initiative, as well as the Graduate Research Scholars (GRS) community within SoHE, are directly connected to the current graduate education and campus efforts to increase the recruitment and retention of graduate students from diverse backgrounds. Not only will 2022 be the first year of the E&J Summer Institute, there have been recent efforts around increased SoHE scholarships and funding for graduate students related to diversity, equity, and inclusion. For example, the Bridget and James Coffing Fund is a new graduate student scholarship award of $2,000 for SoHE students who are from underrepresented background conducting research in family advocacy. In addition, the E&J Network Dissertation fellowship is a full 12-month academic year and summer fellowship for a graduate student from an underrepresented background. These multilayered approaches to funding and supporting graduate students in SoHE are part of our ongoing commitment to increasing diversity and inclusion.
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Select the Graduate Research Scholars Community for this program.

SOHE GRS

**Resources, Budget, and Finance**

Is this a revenue program? No

What is the tuition structure for this program?

See OPT - Set at the named option level (parent plans only)

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

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

**Curriculum and Requirements**

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

Guide Admissions/How to Get In tab

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

- **Consumer Behavior and Family Economics**
- **Design Studies**
- **Human Development and Family Studies**
- **Human Ecology**
- **Human Ecology Research**

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

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

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

Major Requirements

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>32</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>16 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.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>n/a</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No additional assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

**Required COURSES**

Select a [Named Option](https://next-guide.wisc.edu/programadmin/?key=647) 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 Human Ecology must select one of the following named options:

**Human Ecology: Consumer Behavior and Family Economics, M.S.**

**Human Ecology: Design Studies, M.S.**

**Human Ecology: Human Development and Family Studies, M.S.**

**Human Ecology: Human Ecology, M.S.**

Total credits required:

Guide Graduate Policies tab

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

- Human Ecology Research
- Consumer Behavior and Family Economics
- Design Studies
- Human Development and Family Studies
- Human Ecology

**Program Learning Outcomes and Assessment**

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

1. Articulate, critique, or elaborate the theories, research methods, and approaches to inquiry or schools of practice in one's area of study.

2. Identify sources and assemble evidence pertaining to questions or challenges in the area of study.

3. Understand the social, political, ethical, and economic contexts of research and creative scholarship.

4. Compare and contrast multiple paradigms for describing reality (e.g., personal history, world view, philosophic tradition, discipline).

5. Understand the Human Ecology perspective by examining and explaining the relations among humans and their natural, social, and build environments using an interdisciplinary and transdisciplinary lens.

6. Select and/or utilize the most appropriate methodologies and practices.

7. Recognize the nature and significance of diversity as related to one's area of study.

8. Communicate clearly in ways appropriate to a variety of audiences.

9. Recognize and apply principles of ethical conduct.

Summarize the assessment plan.

Assessment plan will remain the same at the MS level.

Department Approved

Assessment Plan: HE MS Assessment Plan Human Ecology.pdf

Related Programs

Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

Supporting Information

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

<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>Hartley, Sigan</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td></td>
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</tr>
<tr>
<td>Litzelman, Kristin</td>
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</tr>
<tr>
<td>Collins, J. Michael</td>
<td></td>
<td>Consumer Science (CNSR SCI)</td>
<td></td>
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<tr>
<td>Jasper, Cynthia</td>
<td></td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td></td>
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<tr>
<td>Ponto, Kevin</td>
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<td>Design Studies (DESIGN ST)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Halpern-Meekin, Sarah</td>
<td></td>
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</tbody>
</table>

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

Additional Information:

[SoHEGPCrequestF21.pdf](SoHEGPCrequestF21.pdf)

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

Enter any notes about approval here:

Approved by SoHE Graduate Program Committee 1/24/22 (M. Holland)

Entered by: Michelle Holland
Date entered: 2/25/22

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 SoHE Academic Planning Council (APC) on 02/28/2022

Entered by and Michelle Holland
Date entered: 03/01/2022

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:

https://next-guide.wisc.edu/programadmin/?key=647
For Administrative Use

Admin Notes:

Guide URL:
/graduate/human-ecology-school-wide/human-ecology-ms/

SIS effective date:

Guide publish date/type:

Tuition start term:

Career: Graduate

SIS Program Code: G549

SIS Short Description: Human Ecol

SIS code for additional major:

Other plan codes associated with this program:

Diploma Text: Master of Science

Diploma Text 2: HUMAN ECOLOGY

Degree: 789

Field of Study: Social Science

Program Length: 2

National Student Clearing House Classification:

Plan Group: 549

Educational Level: Masters degrees

Award Category: Master's

Enrollment Category: Master's
| STMOPT: | No |
| UWSTEM: | No |
| HEALTH: | No |

**NSF STEM:**

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

**Scan this proposal:**

**Upload documents that should be scanned:**

---

**Reviewer Comments**

- **Michelle Holland (zander1) (02/25/22 3:41 pm):** Approved by SoHE Graduate Program Committee 1/24/22 (M. Holland)
- **Regina Lowery (lowery3) (03/01/22 5:44 pm):** Learning outcomes: No change.
- **Jenna Alsteen (jennabecker) (03/23/22 4:42 pm):** Minor edits made to Requirements for Graduate School consistency in Guide.
- **Jenna Alsteen (jennabecker) (03/24/22 8:45 am):** Rollback: Rolling back so Michelle Holland can make requested edits.
- **Jonathan Henkel (jhenkel2) (03/24/22 9:10 am):** Rollback: Rollback for edits.

**Key: 647**
Date Submitted: 02/02/22 12:03 pm

Viewing: CB&FE: Consumer Behavior and Family Economics

Parent Plan: MAJ: Human Ecology MS

Last approved: 04/24/20 4:08 pm

Last edit: 03/03/22 4:13 pm

Changes proposed by: zander1

Catalog Pages Using this Program

Human Ecology: Consumer Behavior and Family Economics, M.S.

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

<table>
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2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver

Approval Path

1. 02/25/22 3:38 pm
   Michelle Holland (zander1): Approved for HUM ECOL Dept. Approver
2. 03/01/22 9:44 am
   Jonathan Henkel (jhenkel2): Approved for HEC School Admin Reviewer
3. 03/01/22 9:48 am
   Jonathan Henkel (jhenkel2): Approved for HEC School Approver
4. 03/09/22 10:20 am
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History

https://next-guide.wisc.edu/programadmin/?key=151
Proposal Abstract/Summary:

Discontinue the MS Human Ecology named option: Consumer Behavior and Family Economics. Named option is low award and not needed at the MS level since the PhD in Human Ecology has named options. MS named option in Consumer Behavior and Family Economics is non-admitting so most students getting the MS along the way to the PhD do not need the named option at the MS level. The PhD named option is where the delineation is most important.

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: Human Ecology MS
Parent Audience: Graduate or professional
Parent Home Department: School of Human Ecology (HUM ECOL)
Parent School/College: School of Human Ecology

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: CB&FE
SIS Description: Consmr Behav & Family Econ
Transcript Title: Consumer Behavior and Family Economics
Named Options: CB&FE: Consmr Behav & Family Econ
DESIGN: Design Studies
HD&FS: Human Dev & Family Studies
549MSHUMEC: Human Ecology
Sub Plan 1292: 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? Yes

**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?

All students enrolled in the plan will finish in spring or summer 2022. All students are also enrolled in a PhD program simultaneously so the discontinuation should not be an issue. Current students will not be impacted by the discontinuation as the MS named options in Human Ecology are used as Master’s along the way to PhD.

Explain the precipitating circumstances or rationale for the proposal.

Each of the named options in the MS-Human Ecology are low-award producing and not needed at the MS level since the PhD in Human Ecology has named options as well. MS named options in SoHE are non-admitting so most students getting the MS along the way to the PhD do not need the named option at the MS level. The PhD named option is where the delineation is most important.
What is the potential impact on enrolled students?

None. All students currently enrolled in MS named option will earn the degree before the discontinuation. A proposal for a new named option MS Human Ecology Research will be the degree option available for current students going forward.

What is the potential impact on faculty and staff?

None. A simplified named option structure at the MS level where additional named options are not needed for MS earned along the way to the PhD.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and graduate students about these proposed changes throughout the fall 2021 semester and into spring 2022.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and graduate students about these proposed changes throughout the fall 2021 semester and into spring 2022. Graduate students are represented on the GPC and have been involved in the process seeing no concerns.

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

The stakeholders are minimal in these discontinuation proposals as they are primarily used as master’s degrees along the way to the PhD.

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

Program quality will not be impacted.

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

The offering of required courses, curricular elements, advising and student services will not be impacted as the currently enrolled students are also enrolled in PhD programs at the same time.
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?

**There are no impacts on prospective students in the admissions pipeline as these named options are currently non-admitting.**

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 impacts on students who may have stopped out pipeline as these named options are currently non-admitting. Any students returning would be returning as PhD students through the standard re-entry process.**

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

**N/A**

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>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Holland, Michelle</td>
<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/263-5675</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><strong>Consumer Science (CNSR SCI)</strong></td>
</tr>
</tbody>
</table>

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

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

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

Will instruction take place at a location geographically separate from UW-Madison? No
Parent has outside accreditation: No

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

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

As part of this set of proposals, the MS-Human Ecology is discontinuing 3 named options, adding 1 (i.e., Human Ecology Research), and thus will have 2 active named options (Human Ecology Research, Human Ecology).

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.

Discontinue NA

Parent Value

The required courses within the Human Ecology MS are listed as InterHE courses as a very intentional effort to broaden the perspectives and experiences of our graduate students within Human Ecology. Human Ecology is by nature very interdisciplinary and the curriculum reflects this accordingly.

InterHE 792 is the theories and perspectives in human ecology course. Here, the students explore the multidisciplinary theories and perspectives that inform the ecological thinking and the lens of human ecology. Not only do they gain a clearer understanding, they are exposed to and explore how their work fits within other disciplines. They are then able to apply this lens to research, policy, and outreach, as well as communication and collaboration.

InterHE 793 is the research methods course where students learn to engage with the wide variety of methods used in the field of human ecology and gain an appreciation for the application of different methods.

InterHE 801 is the next course which consists of special topics and/or professional development seminars.

By nature of this course, the students learn about a diverse set of perspectives, practices, and populations across the discipline of human ecology.

Overall, many of the learning goals of the MS program are directly connected to increasing engagement and understanding from a diversity perspective. Most specifically, one essential learning goal reads “Recognize the nature and significance of diversity as related to one’s area of study”. With this inherently weaved into the program at multiple stages, our students gain a
great appreciation and practice of engaging with diverse perspectives, practices, and populations. With the curriculum requirements, as well as through their research, MS Human Ecology students are able to gain a deep appreciation and understanding of diverse perspectives in their coursework and research. The goal of the MS programs is to ensure that all of our students receive adequate coursework and training to fully appreciate the wide variety of work going on in the field of human ecology and in the disciplines around them.

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.

Discontinue NA

Parent Value

SoHE is currently home to an active and vibrant community of Graduate Research Scholars (GRS). Seven Advanced Opportunity Fellowship (AOF) funding slots are prioritized each year for PhD students, but with a named option in MS Human Ecology Research, some MS students will also be part of the GRS community. Participation in the GRS community is required for all students receiving the AOF funding and highly encouraged for students who have been on the fellowship in the past. GRS community meetings happen twice per semester with faculty and graduate students discussing and supporting each other around topics such as mentoring, individual development plans, research, writing, and leadership. Additionally, each GRS student meets individually each semester with the Assistant Dean for Graduate Programs to ensure they are progressing towards the degree and getting any resources they need along the way. Also, as part of the Equity & Justice (E&J) initiatives within the School of Human Ecology, the Summer of 2022 will be the inaugural event called the E&J Summer Institute. The 2022 Equity & Justice Network Summer Institute is to provide rising juniors and senior from four Historically Black Colleges and Universities an intensive introduction to the scholarly opportunities at the School of Human Ecology at UW–Madison. The Summer institute is part of the School of Human Ecology Equity & Justice Network, an initiative that supports the continued evolution of our school into a community wherein people with diverse backgrounds find success, share knowledge, and advance justice. Airfare, a stipend, lodging, meals, and program costs will be covered for those accepted to the Summer Institute. Participating students will receive a graduate school application waiver to be used in 2022 or 2023. Prospective students are nominated by SoHE faculty or a faculty from our partner institutions: Elizabeth City State University, Johnson C. Smith University, North Carolina A&T University. The Graduate Program Committee (GPC) was recently involved in reviewing these applications and recommending which students should be accepted to attend. We are excited about this new initiative and how it will increase access and build partnership with our partner institutions.
Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

**Discontinue NA**

**Parent Value**

The additional named option proposal at the MS level in Human Ecology focusing specifically on research will ensure equity not only among the students obtaining the degree, but also in the faculty and staff involved in the administration and operation of the program. The new named option would become part of the suite of graduate programs in SoHE from the MS with two named options (one more applied, the other more research focused) to the MFA and the PhD. Across the four departments in SoHE, there is consistency in hiring with the Chief of Staff and the Academic Programs Manager (both professional academic staff members) whose job it is to ensure equitable and fair process in hiring with both research and teaching staff. Also in SoHE, we have a human resources manager who serves a resource to faculty and staff during and after the hiring process.

Each search and screen process has a detailed checklist that includes a detailed recruitment effort plan to identify the ways in which applicants will be recruited to the position and strategic efforts to market the position equitably. In addition, most faculty and staff are asked to submit a diversity statement as part of their application materials.

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.

**Discontinue NA**

**Parent Value**

The Equity & Justice (E&J) initiative, as well as the Graduate Research Scholars (GRS) community within SoHE, are directly connected to the current graduate education and campus efforts to increase the recruitment and retention of graduate students from diverse backgrounds. Not only will 2022 be the first year of the E&J Summer Institute, there have been recent efforts around increased SoHE scholarships and funding for graduate students related to diversity, equity, and inclusion. For example, the Bridget and James Coffing Fund is a new graduate student scholarship award of $2,000 for SoHE students who are from underrepresented background conducting research in family advocacy. In addition, the E&J Network Dissertation fellowship is a full 12-month academic year and summer fellowship for a graduate student from an underrepresented background. These multilayered approaches to
funding and supporting graduate students in SoHE are part of our ongoing commitment to increasing diversity and inclusion.

Faculty and Staff Resources

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard graduate, per-credit resident/MN/nonresident

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 Human Ecology through one of the named options:

Human Ecology
Human Ecology Research
Beginning fall 2017, the Consumer Behavior & Family Economics M.S. option is no longer offered as a terminal degree option to which students can apply. This degree is earned along the way to the Consumer Behavior and Family Economics Ph.D. option in Human Ecology. Students interested in pursuing a terminal master of science degree specializing in Consumer Behavior & Family Economics should apply directly to the Master of Science in Human Ecology (no named option). Additional information is available here.

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>Minimum Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Residence</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate</td>
<td>16 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</td>
<td>3.00 GPA required.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>n/a</th>
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<tbody>
<tr>
<td>Assessments and Examinations</td>
<td>No additional assessments and examinations.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
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</table>

## Required COURSES

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

### Named Options

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

- **Human Ecology: Consumer Behavior and Family Economics, M.S.**
- **Human Ecology: Design Studies, M.S.**
- **Human Ecology: Human Development and Family Studies, M.S.**
- **Human Ecology: Human Ecology, M.S.**

Guide Requirements tab

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

https://next-guide.wisc.edu/programadmin/?key=151
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

- **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**: Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide/).
- **Overall Graduate GPA Requirement**: 3.00 GPA required.
The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

Contact the program for information on required assessments and examinations.

Contact the program for information on any language requirements.

### Required COURSES

#### Consumer Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNSR SCI 748</td>
<td>The Economic Organization of the Household</td>
</tr>
<tr>
<td>or CNSR SCI 888</td>
<td>Advanced Consumer Behavior</td>
</tr>
<tr>
<td>or CNSR SCI 901</td>
<td>Graduate Special Topics in Consumer Science</td>
</tr>
<tr>
<td>or CNSR SCI 930</td>
<td>Seminar in Family Economic Policy</td>
</tr>
<tr>
<td>or CNSR SCI 960</td>
<td><em>Course CNSR SCI 960 Not Found</em></td>
</tr>
<tr>
<td>or CNSR SCI 999</td>
<td>Independent Study</td>
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</table>

#### Research Methods

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

#### Statistics

<table>
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<th>Course Title</th>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>

#### Additional Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Credits

- Total credits required: 30

Parent Plan Graduate Policies

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

Human Ecology Research

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm
The Graduate School’s Academic Policies and Procedures provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

**Named Option-Specific Policies**

### Prior Coursework

#### Graduate Work from Other Institutions

With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions or taken as a UW–Madison Special student. Prior coursework taken at other institutions may not be used to satisfy the minimum graduate residence credit requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements.

#### UW–Madison Undergraduate

With program approval, up to 7 credits numbered 300 or above from a UW–Madison undergraduate degree are allowed to count toward degree credit; undergraduate courses must be numbered 700 or above to count toward the minimum graduate coursework requirement. No undergraduate coursework may count toward the graduate residence requirement.

#### UW–Madison University Special

With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions or taken as a UW–Madison Special student. coursework must be numbered 300 or above for residence and degree credit requirement and 700 or above for minimum graduate coursework (50%) requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements. Use of Special student credit may require payment of tuition difference.

### Probation

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

### ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

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

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

### CREDITS PER TERM ALLOWED

12 credits
Time Constraints

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

grievances and 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/human-ecology-grievance-policy/
Last Approved: Apr 15, 2021 12:17pm

Any student who feels that he or she has been treated unfairly by a Human Ecology faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following the grievance procedures outlined below. To ensure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Human Ecology.

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

Note: These procedures do not cover appeals of admissions decisions or other decisions made by departmental or Human Ecology committees. For information on appeals of decisions, students should contact the chair of the committee or the chair of the department that made the decision.

Contacts

https://next-guide.wisc.edu/programadmin/?key=151
Civil Society and Community Studies: Brian McInnes (Graduate Program Chair), Cynthia Jasper (Department Chair)
Consumer Science: J. Michael Collins (Graduate Program Chair), Nancy Wong (Department Chair)
Design Studies: Jung-hye Shin (Graduate Program Chair), Roberto Rengel (Department Chair)
Human Development and Family Studies: Kristin Litzelman (Graduate Program Chair), Janean Dilworth-Bart (Department Chair)
Master of Science in Human Ecology: Sarah Halpern-Meekin (Graduate Program Chair)

Students are encouraged to keep written documentation of their experience of unfair treatment both before and during the grievance proceedings.

Graduate Student Grievance Procedures

STEP 1. The student should first consider talking directly with the person(s) against whom the grievance is directed.
Some issues can be settled at this level, and some cannot be. Although students are encouraged to talk directly with the person(s) involved, we recognize that this may not always be possible. If the complaint cannot be resolved satisfactorily by talking with the person(s) involved, the student may continue to Step 2.
NOTE: In cases of sexual harassment, sexual misconduct, or racial discrimination, students may choose to bypass these procedures and report the conduct directly to either of the following offices:
SoHE Human Resources Manager: Nancy Andrews
The Office for Equity and Diversity (179-A Bascom Hall, 608-263-2378, Wisconsin Telecommunications Relay Service: 7-1-1)

STEP 2. Does the complaint involve someone in a Human Ecology academic department (Civil Society and Community Studies, Consumer Science, Design Studies, and Human Development & Family Studies)?
Yes: The student should contact the chair of the department. The student will submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment. The department chair will refer the matter to the department’s Graduate Program Committee or to another appropriate departmental committee (standing or ad hoc) for review. The committee will share the student’s written complaint with the person at whom the complaint is directed, and will obtain a written response from this person. This response will be shared with the student filing the grievance. The committee chair will provide a timely written decision to the student on the action taken by the committee (the departmental decision). If either party is unwilling to accept the departmental decision, the department chair will refer the matter to the Associate Dean for Graduate Studies (see contact information below). The Associate Dean will bring the grievance to the Human Ecology Graduate Program Council for review. (NOTE: if the grievance is against the department chair, the written complaint should be referred to the chair of the department’s graduate program committee; contact information given below.)
No: The student should contact the Associate Dean for Graduate Studies. The student will submit the grievance to the Associate Dean in writing. This must be done within 60 calendar days of the alleged unfair treatment. The Associate Dean will refer the grievance to the Human Ecology Graduate Program Council for review.

STEP 3. Human Ecology Graduate Program Council review.
To ensure fairness, the Graduate Program Council chair may appoint a subcommittee to review the complaint (e.g., excluding faculty from the student’s department). The Graduate Program Council may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes

- Articulate, critique, or elaborate the theories, research methods, and approaches to inquiry or schools of practice in one’s area of study.
- Identify sources and assemble evidence pertaining to questions or challenges in the area of study.
- Understand the social, political, ethical, and economic contexts of research and creative scholarship.
- Compare and contrast multiple paradigms for describing reality (e.g., personal history, world view, philosophic tradition, discipline).
- Understand the Human Ecology perspective by examining and explaining the relations among humans and their natural, social, and build environments using an interdisciplinary and transdisciplinary lens.
- Select and/or utilize the most appropriate methodologies and practices.
- Recognize the nature and significance of diversity as related to one’s area of study.
- Communicate clearly in ways appropriate to a variety of audiences.
- Recognize and apply principles of ethical conduct.

Summarize the assessment plan.
Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartley, Sigan</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
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<td>Ponto, Kevin</td>
<td></td>
<td>Design Studies (DESIGN ST)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
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<td>Collins, J. Michael</td>
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<td>Consumer Science (CNSR SCI)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
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<tr>
<td>Name (Last, First)</td>
<td>Date of contact/support letter received</td>
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<tr>
<td>Halpern-Meekin, Sarah</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
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<td>Jasper, Cynthia</td>
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<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
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</tr>
</tbody>
</table>

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

Additional Information:

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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 SoHE Graduate Program Committee 1/24/22 (M. Holland)

Entered by: Michelle Holland
Date entered: 02/25/2022

*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
Approved by SoHE Academic Planning Council (APC) on 02/28/2022

Entered by and date: Michelle Holland Date entered: 03/01/2022

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: non-admitting named option


SIS effective date:

Guide publish date/type:

Tuition start term:

SIS Short Description: CnsrBeh&FE

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

Michelle Holland (zander1) (02/25/22 3:38 pm): Approved by SoHE Graduate Program Committee 1/24/22 (M. Holland)
Date Submitted: 02/02/22 12:04 pm

Viewing: **DESIGN : Design Studies**

Parent Plan: [MAJ: Human Ecology MS](#)

Last approved: 04/24/20 4:28 pm

Last edit: 03/03/22 4:07 pm

Changes proposed by: zander1

Catalog Pages Using this Program

[Human Ecology: Design Studies, M.S.](#)

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette McDaniel - HEC</td>
</tr>
<tr>
<td>Jonathan Henkel - HEC</td>
</tr>
</tbody>
</table>

In Workflow

1. HUM ECOL Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/25/22 3:39 pm Michelle Holland (zander1): Approved for HUM ECOL Dept. Approver
2. 03/01/22 9:44 am Jonathan Henkel (jhenkel2): Approved for HEC School Admin Reviewer
3. 03/01/22 9:50 am Jonathan Henkel (jhenkel2): Approved for HEC School Approver
4. 03/09/22 10:19 am Karen Mielstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

Discontinue the MS Human Ecology named option: Design Studies. Named option is low award and not needed at the MS level since the PhD in Human Ecology has named options. MS named option in Design Studies is non-admitting so most students getting the MS along the way to the PhD do not need the named option at the MS level. The PhD named option is where the delineation is most important.

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: Human Ecology MS
Parent Audience: Graduate or professional
Parent Home Department: School of Human Ecology (HUM ECOL)

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: DESIGN
SIS Description: Design Studies
Transcript Title: Design Studies
Named Options: CB&FE: Consmr Behav & Family Econ
DESIGN: Design Studies
HD&FS: Human Dev & Family Studies
549MSHUMEC: Human Ecology
Sub Plan 1292: 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? Yes

Suspension and Discontinuation

What is the last term that a student could declare this program? Summer 2022 (1226)
What is the last term that students may be enrolled in or complete the program? Summer 2022 (1226)
What is the timeline and advance communication plan?

All students enrolled in the plan will finish in spring or summer 2022. All students are also enrolled in a PhD program simultaneously so the discontinuation will not be an issue. Current students will not be impacted by the discontinuation as the MS named options in Human Ecology are used as Master’s along the way to PhD.
Explain the precipitating circumstances or rationale for the proposal.

Each of the named options in the MS-Human Ecology are low-award producing and not needed at the MS level since the PhD in Human Ecology has named options as well. MS named options in SoHE are non-admitting so most students getting the MS along the way to the PhD do not need the named option at the MS level. The PhD named option is where the delineation is most important.

What is the potential impact on enrolled students?

None. All students currently enrolled in MS named option will earn the degree before the discontinuation. A proposal for a new named option MS Human Ecology Research will be the degree option available for current students going forward.

What is the potential impact on faculty and staff?

None. A simplified named option structure at the MS level where additional named options are not needed for MS earned along the way to the PhD.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and graduate students about these proposed changes throughout the fall 2021 semester and into spring 2022.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and graduate students about these proposed changes throughout the fall 2021 semester and into spring 2022. Graduate students are represented on the GPC and have been involved in the process seeing no concerns.

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

The stakeholders are minimal in these discontinuation proposals as they are primarily used as master’s degrees along the way to the PhD.

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

Program quality will not be impacted.
Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

The offering of required course, curricular elements, advising, and student services will not be impacted as the currently enrolled students are also enrolled in PhD programs at the same time.

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?

There are no impacts on prospective students in the admissions pipeline as these named options are currently non-admitting.

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 impacts on students who may have stopped out pipeline as these named options are currently non-admitting. Any students returning would be returning as PhD students through the standard re-entry process.

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

N/A

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>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Holland, Michelle</td>
<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/263-5675</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>Design Studies (DESIGN ST)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date?  Yes
Are all assessment plans in the home academic unit up to date?  Yes
Are all assessment reports in the home academic unit up to date?  Yes
Mode of Delivery:
- Face-to-Face (majority face-to-face courses)

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

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

Parent has outside accreditation: No

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

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

As part of this set of proposals, the MS-Human Ecology is discontinuing 3 named options, adding 1 (i.e., Human Ecology Research), and thus will have 2 active named options (Human Ecology Research, Human Ecology).

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.

Discontinue NA

Parent Value

The required courses within the Human Ecology MS are listed as InterHE courses as a very intentional effort to broaden the perspectives and experiences of our graduate students within Human Ecology. Human Ecology is by nature very interdisciplinary and the curriculum reflects this accordingly.

InterHE 792 is the theories and perspectives in human ecology course. Here, the students explore the multidisciplinary theories and perspectives that inform the ecological thinking and the lens of human ecology. Not only do they gain a clearer understanding, they are exposed to and explore how their work fits within other disciplines. They are then able to apply this lens to research, policy, and outreach, as well as communication and collaboration. InterHE 793 is the research methods course where students learn to engage with the wide variety of methods used in the field of human ecology and gain an appreciation for the application of different methods. InterHE 801 is the next course which consists of special topics and/or professional
development seminars. By nature of this course, the students learn about a diverse set of perspectives, practices, and populations across the discipline of human ecology.

Overall, many of the learning goals of the MS program are directly connected to increasing engagement and understanding from a diversity perspective. Most specifically, one essential learning goal reads “Recognize the nature and significance of diversity as related to one’s area of study”. With this inherently weaved into the program at multiple stages, our students gain a great appreciation and practice of engaging with diverse perspectives, practices, and populations. With the curriculum requirements, as well as through their research, MS Human Ecology students are able to gain a deep appreciation and understanding of diverse perspectives in their coursework and research. The goal of the MS programs is to ensure that all of our students receive adequate coursework and training to fully appreciate the wide variety of work going on in the field of human ecology and in the disciplines around them.

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.

Discontinue NA

Parent Value

SoHE is currently home to an active and vibrant community of Graduate Research Scholars (GRS). Seven Advanced Opportunity Fellowship (AOF) funding slots are prioritized each year for PhD students, but with a named option in MS Human Ecology Research, some MS students will also be part of the GRS community. Participation in the GRS community is required for all students receiving the AOF funding and highly encouraged for students who have been on the fellowship in the past. GRS community meetings happen twice per semester with faculty and graduate students discussing and supporting each other around topics such as mentoring, individual development plans, research, writing, and leadership. Additionally, each GRS student meets individually each semester with the Assistant Dean for Graduate Programs to ensure they are progressing towards the degree and getting any resources they need along the way. Also, as part of the Equity & Justice (E&J) initiatives within the School of Human Ecology, the Summer of 2022 will be the inaugural event called the E&J Summer Institute. The 2022 Equity & Justice Network Summer Institute is to provide rising juniors and senior from four Historically Black Colleges and Universities an intensive introduction to the scholarly opportunities at the School of Human Ecology at UW–Madison. The Summer institute is part of the School of Human Ecology Equity & Justice Network, an initiative that supports the continued evolution of our school into a community wherein people with diverse backgrounds find success, share knowledge, and advance justice. Airfare, a stipend, lodging, meals, and program costs will be covered for those accepted to the Summer Institute. Participating students will receive a
graduate school application waiver to be used in 2022 or 2023. Prospective students are nominated by SoHE faculty or a faculty from our partner institutions: Elizabeth City State University, Johnson C. Smith University, North Carolina A&T University. The Graduate Program Committee (GPC) was recently involved in reviewing these applications and recommending which students should be accepted to attend. We are excited about this new initiative and how it will increase access and build partnership with our partner institutions.

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

Discontinue NA

Parent Value

The additional named option proposal at the MS level in Human Ecology focusing specifically on research will ensure equity not only among the students obtaining the degree, but also in the faculty and staff involved in the administration and operation of the program. The new named option would become part of the suite of graduate programs in SoHE from the MS with two named options (one more applied, the other more research focused) to the MFA and the PhD. Across the four departments in SoHE, there is consistency in hiring with the Chief of Staff and the Academic Programs Manager (both professional academic staff members) whose job it is to ensure equitable and fair process in hiring with both research and teaching staff. Also in SoHE, we have a human resources manager who serves a resource to faculty and staff during and after the hiring process.

Each search and screen process has a detailed checklist that includes a detailed recruitment effort plan to identify the ways in which applicants will be recruited to the position and strategic efforts to market the position equitably. In addition, most faculty and staff are asked to submit a diversity statement as part of their application materials.

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.

Discontinue NA

Parent Value

The Equity & Justice (E&J) initiative, as well as the Graduate Research Scholars (GRS) community within SoHE, are directly connected to the current graduate education and campus efforts to increase the recruitment and retention of graduate students from diverse backgrounds. Not only will 2022 be the first year of the E&J Summer Institute, there have been
recent efforts around increased SoHE scholarships and funding for graduate students related to diversity, equity, and inclusion. For example, the Bridget and James Coffing Fund is a new graduate student scholarship award of $2,000 for SoHE students who are from underrepresented background conducting research in family advocacy. In addition, the E&J Network Dissertation fellowship is a full 12-month academic year and summer fellowship for a graduate student from an underrepresented background. These multilayered approaches to funding and supporting graduate students in SoHE are part of our ongoing commitment to increasing diversity and inclusion.

Faculty and Staff Resources

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

Resources, Budget, and Finance

Is this a revenue program? No

What is the tuition structure for this program?

Standard graduate, per-credit resident/MN/nonresident

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 Human Ecology through one of the named options:

Human Ecology
Human Ecology Research

Guide Admissions/How to Get In tab

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

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

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
<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>To be considered for admission to the Design Studies (DS) M.S. option in Human Ecology, the department requires the following materials:</td>
</tr>
<tr>
<td>Online application</td>
<td>indicating “Human Ecology MS–Design Studies” as your program selection</td>
</tr>
<tr>
<td>$75 application fee</td>
<td></td>
</tr>
<tr>
<td>CV/resume</td>
<td></td>
</tr>
<tr>
<td>Unofficial transcripts or academic records from each institution attended (official transcripts will be required for students who receive an admission offer)</td>
<td></td>
</tr>
<tr>
<td>Official TOEFL or Melab score (International students only)</td>
<td></td>
</tr>
<tr>
<td>Three letters of recommendation (submitted electronically through your Graduate School application)</td>
<td></td>
</tr>
<tr>
<td>Uploaded Statement of Purpose/Reasons for Graduate Study</td>
<td></td>
</tr>
<tr>
<td>Upload a writing sample</td>
<td></td>
</tr>
<tr>
<td>Examples of writing samples include prior scholarly work such as term papers, theses, or published articles. All writing samples must be written in English and uploaded to the online application system as a PDF.</td>
<td></td>
</tr>
<tr>
<td>Additional information is available <a href="https://next-guide.wisc.edu/programadmin/?key=1000">here</a>.</td>
<td></td>
</tr>
</tbody>
</table>
Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Parent Requirements

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Last Approved: 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>Minimum Credit Requirement</th>
<th>Minimum Residence Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit</td>
<td>32 credits</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>16 credits must be graduate-level coursework. Details can be found in the Graduate Coursework 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>
<td></td>
</tr>
<tr>
<td>Overall Graduate GPA</td>
<td>3.00 GPA required.</td>
<td></td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No additional assessments and examinations.</td>
<td></td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
<td></td>
</tr>
</tbody>
</table>

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

### Named Options

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

- **Human Ecology: Consumer Behavior and Family Economics, M.S.**
- **Human Ecology: Design Studies, M.S.**
- **Human Ecology: Human Development and Family Studies, M.S.**
- **Human Ecology: Human Ecology, 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](https://next-guide.wisc.edu/programadmin/?key=1000), 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**: Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide ([https://registrar.wisc.edu/course-guide/](https://registrar.wisc.edu/course-guide/)).
- **Overall Graduate GPA Requirement**: 3.00 GPA required.
- **Other Grade Requirements**: The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

**Assessments and Examinations Language Requirements**

Contact the program for information on required assessments and examinations.

Contact the program for information on any language requirements.

**Required COURSES**
### Graduate School Policies

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

### Named Option-Specific Policies

#### Prior Coursework

**Graduate Work from Other Institutions**

With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions or taken as a UW–Madison Special student. Prior coursework taken at other institutions may not be used to satisfy the minimum graduate residence credit requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements.

**UW–Madison Undergraduate**

With program approval, up to 7 credits numbered 300 or above from a UW–Madison undergraduate degree are allowed to count toward degree credit; undergraduate courses must be numbered 700 or above to count toward the minimum graduate coursework requirement. No undergraduate coursework may count toward the graduate
residence requirement.

**UW–Madison University Special**

With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions or taken as a UW–Madison Special student. Coursework must be numbered 300 or above for residence and degree credit requirement and 700 or above for minimum graduate coursework (50%) requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements. Use of Special student credit may require payment of tuition difference.

### Probation

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

### ADVISOR / COMMITTEE

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

### CREDITS PER TERM ALLOWED

12 credits

### Time Constraints

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

### grievances and 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/human-ecology-grievance-policy/  
Last Approved: Apr 15, 2021 12:17pm

Any student who feels that he or she has been treated unfairly by a Human Ecology faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following the grievance procedures outlined below. To ensure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Human Ecology.

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

Note: These procedures do not cover appeals of admissions decisions or other decisions made by departmental or Human Ecology committees. For information on appeals of decisions, students should contact the chair of the committee or the chair of the department that made the decision.

Contacts

Civil Society and Community Studies: Brian McInnes (Graduate Program Chair), Cynthia Jasper (Department Chair)  
Consumer Science: J. Michael Collins (Graduate Program Chair), Nancy Wong (Department Chair)  
Design Studies: Jung-hye Shin (Graduate Program Chair), Roberto Rengel (Department Chair)  
Human Development and Family Studies: Kristin Litzelman (Graduate Program Chair), Janean Dilworth-Bart (Department Chair)  
Master of Science in Human Ecology: Sarah Halpern-Meekein (Graduate Program Chair)  

Students are encouraged to keep written documentation of their experience of unfair treatment both before and during the grievance proceedings.

Graduate Student Grievance Procedures

STEP 1. The student should first consider talking directly with the person(s) against whom the grievance is directed.

Some issues can be settled at this level, and some cannot be. Although students are encouraged to talk directly with the person(s) involved, we recognize that this may not always be possible. If the complaint cannot be resolved satisfactorily by talking with the person(s) involved, the student may continue to Step 2.
NOTE: In cases of sexual harassment, sexual misconduct, or racial discrimination, students may choose to bypass these procedures and report the conduct directly to either of the following offices:
SoHE Human Resources Manager: Nancy Andrews
The Office for Equity and Diversity (179-A Bascom Hall, 608-263-2378, Wisconsin Telecommunications Relay Service: 7-1-1)

**STEP 2.** Does the complaint involve someone in a Human Ecology academic department (Civil Society and Community Studies, Consumer Science, Design Studies, and Human Development & Family Studies)?

**Yes:** The student should contact the chair of the department. The student will submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment. The department chair will refer the matter to the department’s Graduate Program Committee or to another appropriate departmental committee (standing or ad hoc) for review. The committee will share the student’s written complaint with the person at whom the complaint is directed, and will obtain a written response from this person. This response will be shared with the student filing the grievance. The committee chair will provide a timely written decision to the student on the action taken by the committee (the departmental decision). If either party is unwilling to accept the departmental decision, the department chair will refer the matter to the Associate Dean for Graduate Studies (see contact information below). The Associate Dean will bring the grievance to the Human Ecology Graduate Program Council for review. (NOTE: if the grievance is against the department chair, the written complaint should be referred to the chair of the department’s graduate program committee; contact information given below.)

**No:** The student should contact the Associate Dean for Graduate Studies. The student will submit the grievance to the Associate Dean in writing. This must be done within 60 calendar days of the alleged unfair treatment. The Associate Dean will refer the grievance to the Human Ecology Graduate Program Council for review.

**STEP 3.** Human Ecology Graduate Program Council review.

To ensure fairness, the Graduate Program Council chair may appoint a subcommittee to review the complaint (e.g., excluding faculty from the student’s department). The Graduate Program Council may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately in closed session. The Graduate Program Council will then make a written recommendation to the Associate Dean who will render a decision and submit it to the Dean of the School for final approval. The Associate Dean will provide the Dean’s final decision in writing to the student and to the person against whom the grievance was filed. Unless a longer time is mutually agreed upon by the individuals involved, this written decision shall be made within 30 working days from the date when the written grievance was filed with the Associate Dean’s Office. Students not willing to accept the final decision of the Dean may appeal to the Graduate School.

Questions about these procedures can be directed to Connie Flanagan, Associate Dean for Graduate Studies.

State law contains provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: “No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.”

In addition, the UW-System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office for Equity and Diversity, 179-A Bascom Hall, 263-2378, Wisconsin Telecommunications Relay Service: 7-1-1.
Program Learning Outcomes and Assessment

Parent Program
Learning Outcomes
Articulate, critique, or elaborate the theories, research methods, and approaches to inquiry or schools of practice in one's area of study.
Identify sources and assemble evidence pertaining to questions or challenges in the area of study.
Understand the social, political, ethical, and economic contexts of research and create scholarship.
Compare and contrast multiple paradigms for describing reality (e.g., personal history, world view, philosophic tradition, discipline).
Understand the Human Ecology perspective by examining and explaining the relations among humans and their natural, social, and built environments using an interdisciplinary and transdisciplinary lens.
Select and/or utilize the most appropriate methodologies and practices.
Recognize the nature and significance of diversity as related to one's area of study.
Communicate clearly in ways appropriate to a variety of audiences.
Recognize and apply principles of ethical conduct.

Summarize the assessment plan.

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

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

Yes

## Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartley, Sigan</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
</tr>
<tr>
<td>Litzelman, Kristin</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
</tr>
<tr>
<td>Halpern-Meekin, Sarah</td>
<td></td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
</tr>
<tr>
<td>Ponto, Kevin</td>
<td></td>
<td>Design Studies (DESIGN ST)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
</tr>
<tr>
<td>Jasper, Cynthia</td>
<td></td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
</tr>
<tr>
<td>Collins, J. Michael</td>
<td></td>
<td>Consumer Science (CNSR SCI)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
</tr>
</tbody>
</table>

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

Additional Information:

## Approvals

- Hartley, Sigan [Human Devel and Family Studies (HDFS)]
  - Approved 1/24/22 by Graduate Program Committee
- Litzelman, Kristin [Human Devel and Family Studies (HDFS)]
  - Approved 1/24/22 by Graduate Program Committee
- Halpern-Meekin, Sarah [Human Devel and Family Studies (HDFS)]
  - Approved 1/24/22 by Graduate Program Committee
- Ponto, Kevin [Design Studies (DESIGN ST)]
  - Approved 1/24/22 by Graduate Program Committee
- Jasper, Cynthia [Civil Soc & Community Studies (CSCS)]
  - Approved 1/24/22 by Graduate Program Committee
- Collins, J. Michael [Consumer Science (CNSR SCI)]
  - Approved 1/24/22 by Graduate Program Committee
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 SoHE Graduate Program Committee 1/24/22 (M. Holland)

Entered by: Michelle Holland
Date entered: 2/25/22

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 SoHE Academic Planning Council (APC) on 02/28/2022

Entered by and date: Michelle Holland
Date entered: 03/01/2022

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:
/graduate/human-ecology-school-wide/human-ecology-ms/human-ecology-design-studies-ms/

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

Michelle Holland (zander1) (02/25/22 3:39 pm): Approved by SoHE Graduate Program Committee 1/24/22 (M. Holland)

Key: 1000
Date Submitted: 02/02/22 12:05 pm

**Viewing: HD&FS: Human Development and Family Studies**

Parent Plan: MAJ: Human Ecology MS

Last approved: 04/24/20 4:37 pm

Last edit: 03/03/22 4:17 pm

Changes proposed by: zander1

Catalog Pages Using this Program

- Human Ecology: Human Development and Family Studies, M.S.

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Henkel - HEC</td>
</tr>
<tr>
<td>Annette McDaniel - HEC</td>
</tr>
</tbody>
</table>

In Workflow

1. HUM ECOL Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 02/25/22 3:40 pm Michelle Holland (zander1): Approved for HUM ECOL Dept. Approver
2. 03/01/22 9:45 am Jonathan Henkel (jhenkel2): Approved for HEC School Admin Reviewer
3. 03/01/22 9:52 am Jonathan Henkel (jhenkel2): Approved for HEC School Approver
4. 03/09/22 10:20 am Karen Mittelstadt (mittelstadt): Approved for APIR Admin

History
Proposal Abstract/Summary:

Discontinue the MS Human Ecology named option: Human Development and Family Studies. Named option is low award and not needed at the MS level since the PhD in Human Ecology has named options. MS named option in Human Development & Family Studies is non-admitting so most students getting the MS along the way to the PhD do not need the named option at the MS level. The PhD named option is where the delineation is most important.

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: Human Ecology MS
Parent Audience: Graduate or professional
Parent Home Department: School of Human Ecology (HUM ECOL)
Parent School/College: School of Human Ecology

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?
<table>
<thead>
<tr>
<th>Parent is in the Graduate</th>
<th>Yes</th>
</tr>
</thead>
</table>

**Parent Award**: Master of Science

**SIS Code**: HD&FS

**SIS Description**: Human Dev & Family Studies

**Transcript Title**: Human Development and Family Studies

**Named Options**:
- CB&FE: Consmr Behav & Family Econ
- DESIGN: Design Studies
- HD&FS: Human Dev & Family Studies
- 549MSHUMEC: Human Ecology

**Sub Plan 1292**: 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?**: Yes

---

**Suspension and Discontinuation**

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

**What is the last term that students may be enrolled in or complete the program?**: Summer 2022 (1226)

**What is the timeline and advance communication plan?**

All students enrolled in the plan will finish in spring or summer 2022. All students are also enrolled in a PhD program simultaneously so the discontinuation should not be an issue. Current students will not be impacted by the discontinuation as the MS named options in Human Ecology are used as Master’s along the way to PhD.

**Explain the precipitating circumstances or rationale for the proposal.**

Each of the named options in the MS-Human Ecology are low-award producing and not needed at the MS level since the PhD in Human Ecology has named options as well. MS named options in SoHE are non-admitting so most students getting the MS along the way to the PhD do not need the named option at the MS level. The PhD named option is where the delineation is most important.
What is the potential impact on enrolled students?

None. All students currently enrolled in MS named option will earn the degree before the discontinuation. A proposal for a new named option MS Human Ecology Research will be the degree option available for current students going forward.

What is the potential impact on faculty and staff?

None. A simplified named option structure at the MS level where additional named options are not needed for MS earned along the way to the PhD.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and graduate students about these proposed changes throughout the fall 2021 semester and into spring 2022.

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

The Graduate Program Committee (GPC) within the School of Human Ecology discussed this plan and communicated with SoHE faculty and graduate students about these proposed changes throughout the fall 2021 semester and into spring 2022. Graduate students are represented on the GPC and have been involved in the process seeing no concerns.

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

The stakeholders are minimal in these discontinuation proposals as they are primarily used as master’s degrees along the way to the PhD.

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

Program quality will not be impacted.

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

The offering of required courses, curricular elements, advising and student services will not be impacted as the currently enrolled students are also enrolled in PhD programs at the same time.
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?

There are no impacts on prospective students in the admissions pipeline as these named options are currently non-admitting.

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 impacts on students who may have stopped out pipeline as these named options are currently non-admitting. Any students returning would be returning as PhD students through the standard re-entry process.

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

N/A

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>Hartley, Sigan</td>
<td><a href="mailto:slhartley@wisc.edu">slhartley@wisc.edu</a></td>
<td>608/265-5424</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Holland, Michelle</td>
<td><a href="mailto:zander1@wisc.edu">zander1@wisc.edu</a></td>
<td>608/263-5675</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>Human Devel and Family Studies (HDFS)</td>
</tr>
</tbody>
</table>

Are all program reviews in the home academic unit up to date? Yes
Are all assessment plans in the home academic unit up to date? Yes
Are all assessment reports in the home academic unit up to date? Yes
Mode of Delivery:
Face-to-Face (majority face-to-face courses)
Will this program be part of a consortial or collaborative arrangement with another college or university? No
Will instruction take place at a location geographically separate from UW-Madison? No
Parent has outside accreditation: No

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

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

As part of this set of proposals, the MS-Human Ecology is discontinuing 3 named options, adding 1 (i.e., Human Ecology Research), and thus will have 2 active named options (Human Ecology Research, Human Ecology).

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.

Discontinue NA

Parent Value

The required courses within the Human Ecology MS are listed as InterHE courses as a very intentional effort to broaden the perspectives and experiences of our graduate students within Human Ecology. Human Ecology is by nature very interdisciplinary and the curriculum reflects this accordingly. InterHE 792 is the theories and perspectives in human ecology course. Here, the students explore the multidisciplinary theories and perspectives that inform the ecological thinking and the lens of human ecology. Not only do they gain a clearer understanding, they are exposed to and explore how their work fits within other disciplines. They are then able to apply this lens to research, policy, and outreach, as well as communication and collaboration. InterHE 793 is the research methods course where students learn to engage with the wide variety of methods used in the field of human ecology and gain an appreciation for the application of different methods. InterHE 801 is the next course which consists of special topics and/or professional development seminars. By nature of this course, the students learn about a diverse set of perspectives, practices, and populations across the discipline of human ecology.

Overall, many of the learning goals of the MS program are directly connected to increasing engagement and understanding from a diversity perspective. Most specifically, one essential learning goal reads “Recognize the nature and significance of diversity as related to one’s area of study”. With this inherently weaved into the program at multiple stages, our students gain a
great appreciation and practice of engaging with diverse perspectives, practices, and populations. With the curriculum requirements, as well as through their research, MS Human Ecology students are able to gain a deep appreciation and understanding of diverse perspectives in their coursework and research. The goal of the MS programs is to ensure that all of our students receive adequate coursework and training to fully appreciate the wide variety of work going on in the field of human ecology and in the disciplines around them.

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.

Discontinue NA

Parent Value

SoHE is currently home to an active and vibrant community of Graduate Research Scholars (GRS). Seven Advanced Opportunity Fellowship (AOF) funding slots are prioritized each year for PhD students, but with a named option in MS Human Ecology Research, some MS students will also be part of the GRS community. Participation in the GRS community is required for all students receiving the AOF funding and highly encouraged for students who have been on the fellowship in the past. GRS community meetings happen twice per semester with faculty and graduate students discussing and supporting each other around topics such as mentoring, individual development plans, research, writing, and leadership. Additionally, each GRS student meets individually each semester with the Assistant Dean for Graduate Programs to ensure they are progressing towards the degree and getting any resources they need along the way. Also, as part of the Equity & Justice (E&J) initiatives within the School of Human Ecology, the Summer of 2022 will be the inaugural event called the E&J Summer Institute. The 2022 Equity & Justice Network Summer Institute is to provide rising juniors and senior from four Historically Black Colleges and Universities an intensive introduction to the scholarly opportunities at the School of Human Ecology at UW–Madison. The Summer institute is part of the School of Human Ecology Equity & Justice Network, an initiative that supports the continued evolution of our school into a community wherein people with diverse backgrounds find success, share knowledge, and advance justice. Airfare, a stipend, lodging, meals, and program costs will be covered for those accepted to the Summer Institute. Participating students will receive a graduate school application waiver to be used in 2022 or 2023. Prospective students are nominated by SoHE faculty or a faculty from our partner institutions: Elizabeth City State University, Johnson C. Smith University, North Carolina A&T University. The Graduate Program Committee (GPC) was recently involved in reviewing these applications and recommending which students should be accepted to attend. We are excited about this new initiative and how it will increase access and build partnership with our partner institutions.

https://next-guide.wisc.edu/programadmin/?key=1003
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.

Discontinue NA

Parent Value

The additional named option proposal at the MS level in Human Ecology focusing specifically on research will ensure equity not only among the students obtaining the degree, but also in the faculty and staff involved in the administration and operation of the program. The new named option would become part of the suite of graduate programs in SoHE from the MS with two named options (one more applied, the other more research focused) to the MFA and the PhD. Across the four departments in SoHE, there is consistency in hiring with the Chief of Staff and the Academic Programs Manager (both professional academic staff members) whose job it is to ensure equitable and fair process in hiring with both research and teaching staff. Also in SoHE, we have a human resources manager who serves as a resource to faculty and staff during and after the hiring process.

Each search and screen process has a detailed checklist that includes a detailed recruitment effort plan to identify the ways in which applicants will be recruited to the position and strategic efforts to market the position equitably. In addition, most faculty and staff are asked to submit a diversity statement as part of their application materials.

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.

Discontinue NA

Parent Value

The Equity & Justice (E&J) initiative, as well as the Graduate Research Scholars (GRS) community within SoHE, are directly connected to the current graduate education and campus efforts to increase the recruitment and retention of graduate students from diverse backgrounds. Not only will 2022 be the first year of the E&J Summer Institute, there have been recent efforts around increased SoHE scholarships and funding for graduate students related to diversity, equity, and inclusion. For example, the Bridget and James Coffing Fund is a new graduate student scholarship award of $2,000 for SoHE students who are from underrepresented background conducting research in family advocacy. In addition, the E&J Network Dissertation fellowship is a full 12-month academic year and summer fellowship for a graduate student from an underrepresented background. These multilayered approaches to
funding and supporting graduate students in SoHE are part of our ongoing commitment to increasing diversity and inclusion.

**Faculty and Staff Resources**

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

**Resources, Budget, and Finance**

Is this a revenue program? No

What is the tuition structure for this program?

Standard graduate, per-credit resident/MN/nonresident

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 Human Ecology through one of the named options: Human Ecology, Human Ecology Research

https://next-guide.wisc.edu/programadmin/?key=1003
Beginning fall 2017, the Human Development and Family Studies M.S. option is no longer offered as a terminal degree option to which students can apply. This degree is earned along the way to the Human Development and Family Studies Ph.D. option in HumanEcology. Students interested in pursuing a terminal master of science degree specializing in Human Development and Family Studies should apply directly to the Master of Science in Human Ecology (no named option). Additional information is available here.

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>Minimum Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>32 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
</tbody>
</table>

Minimum Graduate Coursework (50%) policy ([https://policy.wisc.edu/library/UW-1244](https://policy.wisc.edu/library/UW-1244)).

Overall Graduate GPA 3.00 GPA required.

This program follows the Graduate School's GPA Requirement policy ([https://policy.wisc.edu/library/UW-1203](https://policy.wisc.edu/library/UW-1203)).
Other Grade Requirements
Assessments and Examinations
Language Requirements

Other Grade Requirements

Assessments and Examinations

Language Requirements

Required COURSES

Select a Named Option for courses required.

Named Options

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

- **Human Ecology: Consumer Behavior and Family Economics, M.S.**
- **Human Ecology: Design Studies, M.S.**
- **Human Ecology: Human Development and Family Studies, M.S.**
- **Human Ecology: Human Ecology, M.S.**
Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](https://next-guide.wisc.edu/programadmin/?key=1003), 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

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>
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</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework</td>
<td>Half of degree coursework (15 credits out of 30 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
</tbody>
</table>
**REQUIRES COURSES**

### Introductory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTER-HE 801</td>
<td>Special Topics in Human Ecology (Professional Development Seminar)</td>
</tr>
<tr>
<td>INTER-HE 792</td>
<td>Theories and Perspectives in Human Ecology</td>
</tr>
</tbody>
</table>

### Basic Theory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 766</td>
<td>Current Topics in Human Development and Family Studies (Prenatal to Adolescence)</td>
</tr>
<tr>
<td>HDFS 766</td>
<td>Current Topics in Human Development and Family Studies (Late Adolescence to Old Age)</td>
</tr>
<tr>
<td>HDFS 865</td>
<td>Family Theory I (Survey)</td>
</tr>
</tbody>
</table>

### Research Methods & Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTER-HE 793</td>
<td>Research Methods</td>
</tr>
</tbody>
</table>

### Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC/C&amp;E SOC 361</td>
<td>Statistics for Sociologists II (Or other course approved by advisor)</td>
</tr>
<tr>
<td>or ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
</tr>
</tbody>
</table>

### Research & Thesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDFS 990</td>
<td>Research and Thesis</td>
</tr>
</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>

### Total Credits

Any HDFS course at 700-level or above. At least 3 credits must be in HDFS courses; no more than 3 credits of Independent Study is permitted.

Total credits required:

30
Parent Plan Graduate Policies

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

Human Ecology Research

Human Ecology

Guide Graduate Policies tab

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

Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

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

Named Option-Specific Policies

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions or taken as a UW–Madison Special student. Prior coursework taken at other institutions may not be used to satisfy the minimum graduate residence credit requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, up to 7 credits numbered 300 or above from a UW–Madison undergraduate degree are allowed to count toward degree credit; undergraduate courses must be numbered 700 or above to count toward the minimum graduate coursework requirement. No undergraduate coursework may count toward the graduate residence requirement.

UW–Madison University Special

With program approval, students are allowed to count up to 9 credits of graduate coursework taken at other institutions or taken as a UW–Madison Special student. coursework must be numbered 300 or above for residence and degree credit requirement and 700 or above for minimum graduate coursework (50%) requirement. Credits earned five or more years prior to admission to a master’s degree are not allowed to satisfy requirements. Use of Special student credit may require payment of tuition difference.

Probation

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

**ADVISOR / COMMITTEE**

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

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

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

**CREDITS PER TERM ALLOWED**

12 credits

**Time Constraints**

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

**grievances and 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/human-ecology-grievance-policy/
Any student who feels that he or she has been treated unfairly by a Human Ecology faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following the grievance procedures outlined below. To ensure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Human Ecology.

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

Note: These procedures do not cover appeals of admissions decisions or other decisions made by departmental or Human Ecology committees. For information on appeals of decisions, students should contact the chair of the committee or the chair of the department that made the decision.

Contacts

Civil Society and Community Studies: Brian McInnes (Graduate Program Chair), Cynthia Jasper (Department Chair)
Consumer Science: J. Michael Collins (Graduate Program Chair), Nancy Wong (Department Chair)
Design Studies: Jung-Hye Shin (Graduate Program Chair), Roberto Rengel (Department Chair)
Human Development and Family Studies: Kristin Litzelman (Graduate Program Chair), Janean Dilworth-Bart (Department Chair)

Master of Science in Human Ecology: Sarah Halpern-Meekin (Graduate Program Chair)

Students are encouraged to keep written documentation of their experience of unfair treatment both before and during the grievance proceedings.

Graduate Student Grievance Procedures

STEP 1. The student should first consider talking directly with the person(s) against whom the grievance is directed.

Some issues can be settled at this level, and some cannot be. Although students are encouraged to talk directly with the person(s) involved, we recognize that this may not always be possible. If the complaint cannot be resolved satisfactorily by talking with the person(s) involved, the student may continue to Step 2.

NOTE: In cases of sexual harassment, sexual misconduct, or racial discrimination, students may choose to bypass these procedures and report the conduct directly to either of the following offices:

SoHE Human Resources Manager: Nancy Andrews

The Office for Equity and Diversity (179-A Bascom Hall, 608-263-2378, Wisconsin Telecommunications Relay Service: 7-1-1)

STEP 2. Does the complaint involve someone in a Human Ecology academic department (Civil Society and Community Studies, Consumer Science, Design Studies, and Human Development & Family Studies)?

Yes: The student should contact the chair of the department. The student will submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment. The department chair will refer the matter to the department’s Graduate Program Committee or to another appropriate departmental committee (standing or ad hoc) for review. The committee will share the student’s written complaint with the person at whom the complaint is directed, and will obtain a written response from this person. This response will be shared with...
the complaint is directed, and will obtain a written response from this person. This response will be shared with the student filing the grievance. The committee chair will provide a timely written decision to the student on the action taken by the committee (the departmental decision). If either party is unwilling to accept the departmental decision, the department chair will refer the matter to the Associate Dean for Graduate Studies (see contact information below). The Associate Dean will bring the grievance to the Human Ecology Graduate Program Council for review. (NOTE: if the grievance is against the department chair, the written complaint should be referred to the chair of the department’s graduate program committee; contact information given below.)

No: The student should contact the Associate Dean for Graduate Studies. The student will submit the grievance in writing. This must be done within 60 calendar days of the alleged unfair treatment. The Associate Dean will refer the grievance to the Human Ecology Graduate Program Council for review.

STEP 3. Human Ecology Graduate Program Council review.
To ensure fairness, the Graduate Program Council chair may appoint a subcommittee to review the complaint (e.g., excluding faculty from the student’s department). The Graduate Program Council may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately in closed session. The Graduate Program Council will then make a written recommendation to the Associate Dean who will render a decision and submit it to the Dean of the School for final approval. The Associate Dean will provide the Dean’s final decision in writing to the student and to the person against whom the grievance was filed. Unless a longer time is mutually agreed upon by the individuals involved, this written decision shall be made within 30 working days from the date when the written grievance was filed with the Associate Dean’s Office. Students not willing to accept the final decision of the Dean may appeal to the Graduate School.

Questions about these procedures can be directed to Connie Flanagan, Associate Dean for Graduate Studies.

State law contains provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: “No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.”

In addition, the UW-System prohibits discrimination based on gender identity or gender expression.

Students have the right to file discrimination and harassment complaints with the Office for Equity and Diversity, 179-A Bascom Hall, 263-2378, Wisconsin Telecommunications Relay Service: 7-1-1

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**Program Learning Outcomes and Assessment**

**Parent Program**

**Learning Outcomes**

- Articulate, critique, or elaborate the theories, research methods, and approaches to inquiry or schools of practice in one’s area of study.
- Identify sources and assemble evidence pertaining to questions or challenges in the area of study.
Understand the social, political, ethical, and economic contexts of research and creative scholarship. Compare and contrast multiple paradigms for describing reality (e.g., personal history, world view, philosophic tradition, discipline).
Understand the Human Ecology perspective by examining and explaining the relations among humans and their natural, social, and build environments using an interdisciplinary and transdisciplinary lens. Select and/or utilize the most appropriate methodologies and practices. Recognize the nature and significance of diversity as related to one's area of study. Communicate clearly in ways appropriate to a variety of audiences. Recognize and apply principles of ethical conduct.

Summarize the assessment plan.

**Discontinue NA**

---

**Commitments**

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

Yes

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

Yes

---

**Supporting Information**

List name and department of those who are in support of this proposal.
<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartley, Sigan</td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Litzelman, Kristin</td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jasper, Cynthia</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collins, J. Michael</td>
<td>Consumer Science (CNSR SCI)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ponto, Kevin</td>
<td>Design Studies (DESIGN ST)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Halpern-Meekin, Sarah</td>
<td>Human Devel and Family Studies (HDFS)</td>
<td>Approved 1/24/22 by Graduate Program Committee</td>
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</tr>
</tbody>
</table>

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

Additional Information:

**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 SoHE Graduate Program Committee 1/24/22 (M. Holland)

Entered by: Michelle Holland
Date entered: 2/25/22

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 SoHE Academic Planning Council (APC) on 02/28/2022

Entered by and date: Michelle Holland 03/01/2022

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:

CAF: Non-admitting option

Guide URL:

/graduate/human-ecology-school-wide/human-ecology-ms/human-ecology-human-development-family-studies-ms/

SIS effective date:
Guide publish date/type:

Tuition start term:

SIS Short HumDev&FS

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

Michelle Holland (zander1) (02/25/22 3:40 pm): Approved by SoHE Graduate Program Committee 1/24/22 (M. Holland)

Key: 1003
New Program Proposal

Date Submitted: 02/24/22 4:22 pm


Last edit: 03/15/22 3:28 pm

Changes proposed by: haessig

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Hagen - EGR</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 03/10/22 4:17 pm
   Sara Hagen (skhagen):
   Approved for ENGINEEERG Dept. Approver
2. 03/15/22 3:28 pm
   Sara Hagen (skhagen):
   Approved for EGR College Admin Reviewer
3. 03/15/22 4:06 pm
   Sara Hagen (skhagen):
   Approved for EGR College Approver
4. 03/17/22 8:38 am
   Karen Mittelstadt (mittelstadt):
   Approved for APIR Admin

https://next-guide.wisc.edu/programadmin/?key=1290
Proposal Abstract/Summary:

This proposal creates a Capstone Certificate in Applied Engineering Management (AEM) as a logical onramp to the successful M.Eng. in Engineering option in Engineering Management (MEM), administered within the College of Engineering by InterPro (Office of Interdisciplinary Programs, formerly Engineering Professional Development). The curriculum includes existing MEM courses that are appropriate for students preparing for MEM, enabling InterPro to help more engineering managers gain skills and advance the Wisconsin Idea.

Basic Information

Program State: Active
Type of Program: Capstone Certificate (Special only)
Who is the audience? Special
Home Department: College of Engineering (ENGINEERG)
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
Is this in the Graduate School? Yes

SIS Code:
SIS Description:
Transcript Title: Capstone Certificate in Applied Engineering Management

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>Borbely, Ed</td>
<td><a href="mailto:borbely@wisc.edu">borbely@wisc.edu</a></td>
<td>608/263-0982</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Smith, Heather</td>
<td><a href="mailto:hdsmith2@wisc.edu">hdsmith2@wisc.edu</a></td>
<td></td>
<td>Program Director</td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business (BUSINESS)</td>
</tr>
</tbody>
</table>

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

Mode of Delivery:
Distance Education (100% online)

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

No lab courses required.

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

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

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.

We plan to admit new students in Fall '22.

Once approved, the program will be added to InterPro and the Department of Continuing Studies' websites.

Little marketing lead time is needed because the first cohorts will be students who apply to MEM but are not fully qualified. They will learn about AEM during their MEM application process.

A webinar series is planned to promote MEM in the spring, and we will add information about AEM to those presentations.

The courses are already offered regularly so we enroll AEM students in existing course sections.

**Rationale and Justifications**

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

Some applicants interested in engineering management are not interested in the full master’s program or are slightly underprepared. This certificate will be offered as a stand-alone certificate and as part of a stackable master’s program, to address the applicant population we are currently unable to serve.

For those slightly underprepared, we plan to address the needs of students who are not yet at the 2 years of professional experience required [or] have a GPA less than 3.0.

- **Professional experience:** The 3-semester duration of AEM will enable students to acquire more professional experience as they take classes, giving them time to reach MEM’s two-year experience requirement. We have seen growing interest in MEM from applicants with 1 year or less of professional experience and AEM will allow us to retain those students as they grow in professional experience.
- **GPA Requirement:** The Graduate School requires a 3.0 GPA for admission. The 9 credits of AEM will provide an opportunity for students with a GPA of 2.75 to raise their GPA to a 2.9+, a reasonable GPA for probationary admission to the Graduate School. 2.75 GPA matches the published admission requirements of other InterPro Capstone Certificates.

For those not interested in committing to a master’s degree, the 9-credit curriculum offers a lower barrier to entry, and successful AEM graduates will be encouraged to apply to MEM, serving as a MEM pipeline.
Do current students need or want the program? Provide evidence.

Every semester we deny admission to enthusiastic MEM applicants who do not meet the requirements. Often they fall short of the professional experience and GPA requirements. We want to capture those students instead of sending them to a competitor that has a lower GPA requirement.

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

This program builds on the market, workforce and industry need that is both described and validated by the Master of Engineering: Engineering Management master's program.

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

It is intended to reach engineering professionals
(1) whose undergraduate GPA is 2.75 - 3.0 <or>
(2) who do not have two years of professional experience <or>
(3) who are not ready to commit to a full master's degree.

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.

AEM is designed for a diverse audience of working professionals, across a wide range of industry types, years of career experience, geographic locations, and demographics. An emphasized strength is the networking that students do with their student peers and faculty. Since the students, and often the instructors, come from a wide range of companies, even within a particular field, they bring a diverse outlook to the course material and a wide range of experience that can be leveraged to learn beyond the classroom.

EPD 710 Foundations of Engineering Leadership teaches the Ladder of Inference concept, which promotes evidence-based decision-making and examines how inherent bias can shape decisions.
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.

Research has shown that women and underrepresented minorities are less likely to apply when they do not meet the minimum stated requirements [probationary admission]. Since AEM will have slightly lower minimum stated requirements than the Master of Engineering: Engineering Management program, we expect this program to increase the diversity of our probationary admissions.

Serving professional engineers, this program pulls from a limited pool of candidates. The engineering field itself is not as diverse as we would like. However, within that population we use these measures to attract as broad and diverse a student population as possible:

(1) GRE scores are not required, as they are not a strong indicator of success for professional students and they are a barrier for many.
(2) It will not have a professional experience requirement as MEM does, enabling us to reach younger students.
(3) We conduct a personal phone interview with every applicant to start building a relationship with our students early. This allows staff to learn more about each applicant and determine what their individual needs and challenges are.

InterPro actively pursues equitable student recruitment by running public advertisements, in addition to working with our industry partners to identify potential students. We hold open recruiting events and use both conference events and social media (ie LinkedIn) to target diverse student populations (SWE members, NSBE, NSHE).

InterPro program directors and graduate academic advisors work one-on-one with every student in the program on advising for their plan of study.
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.

Instructional staffing is done with the highest regard for subject matter experts with diverse backgrounds and experience in practice and teaching. We work with instructors from faculty members on campus to industrial practitioners. We have focused on hiring high-quality faculty, with a terminal degree and made efforts to diversify the instructor pool. We will continue to ensure our overall diversity remains strong through recommended and proven HR hiring practices.

InterPro's Learning Design Team is collaborating with UW-Madison's Center for Teaching, Learning and Mentoring to incorporate evidence-based, inclusive learning principles into our course design and redesign processes. Those practices will be integrated into faculty training.

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.

AEM is aligned with the desired enrollment growth in the College of Engineering. As we grow our enrollment, it will be with a focus on further increasing diversity of our student population.

This program serves nontraditional, professional students and thus contributes to the Online Learning Initiative of the university's Strategic Framework "Expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives."

### 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>Smith, Heather</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Graduate Program Director</td>
</tr>
<tr>
<td>Harrison, Daryl</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Graduate Academic Advisor</td>
</tr>
<tr>
<td>Brace, Chris</td>
<td>Biomedical Engineering (BIOMED EGR)</td>
<td>InterPro Advisory Committee member (Associate Professor)</td>
</tr>
<tr>
<td>Henderson, Douglass</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>InterPro Advisory Committee member (Professor)</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.?

InterPro’s Learning Design Team offers significant support to faculty with training, technical support, course design, best practices, and course redesign.

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

The Program Director (PD) will be responsible for course selection advising. The PD will meet individually with each student at the beginning of their program to set a plan of study, then meet on an as-needed basis.

A Graduate Academic Advisor (GAA) will advise students in all other aspects of their academic career from admissions to AEM completion to MEM application, if appropriate. This role is important as online students have different needs from in-person students, and our GAA is uniquely trained and prepared to meet this need.

These staff members will serve both AEM and MEM students, ensuring consistent guidance and relationships throughout the students' journey.

Online Student Learning Orientation (OSLO) is a self-paced, moderated online class that our staff have refined over 20 years to introduce new students to the environment and expectations of being an online graduate student at UW-Madison. Incoming students complete it in the weeks prior to their first enrollment. It orients students to online resources, UW-Madison resources, and best practices, while familiarizing them with the tools of our Canvas classrooms.

We maintain an Academic Policies and Procedures Handbook in accordance with Graduate School recommendations and templates. It is updated every summer and a link is shared with all incoming students who must sign a statement saying they have read and agree to its rules and integrity standards. It is posted on our Community and Support site, which is a curated collection of university-wide resources for online students.

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

Resources, Budget, and Finance

Is this a revenue program? Yes

Upload the 131 spreadsheet. MEM131ProgramBudgetDec8.xlsx

What is the tuition structure for this program? Service-Based Pricing Programs, per-credit – online

Select a tuition increment: $1,300/credit
What is the rationale for selecting this tuition increment?

This is the same tuition as the M.Eng. in Engineering: Engineering Management.

Will segregated fees be charged?

No

Upload Online/Distance tuition proposal

OnlineTuitionPolicy_6152019(Engineering Management)[95][33].docx

Are new Library resources needed to support this program?

No

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, they 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.

11-9041

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

None
What is time period that this program is designed to be completed in by the typical student?

one year, three semesters

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?

Yes

---

**Curriculum and Requirements**

Guide Admissions/How to Get In tab

**APPLICANT REQUIREMENTS**

B.S. degree in engineering from an ABET-approved program.*

Minimum undergraduate grade point average (GPA) of 2.75 on the equivalent of the last 60 semester hours (approximately two years of work). Applicants from an international institution must have a strong academic performance comparable to a 2.75 for an undergraduate degree. All GPAs are based on a 4.0 scale.

GRE: Not required but may be considered if available.

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

*Interested applicants with B.S. degrees in related fields should contact the Graduate Academic Advisor for more specific admission information at [gradadmissions@interpro.wisc.edu](mailto:gradadmissions@interpro.wisc.edu). For further details about the program, please see the program website.

**ADMISSION**

Applications are accepted for admission to all three terms (fall, spring, summer).

Fall deadline: July 1
Spring deadline: November 1
Summer deadline: May 1

**APPLICATION STEPS**

1. Submit an online application for admission as a University Special student, selecting UNCS Capstone Certificate and the program: Applied Engineering Management. This application is received and processed by Adult Career and Special Student Services with final decision held for approval from the specific capstone certificate coordinator.

2. Submit the following materials to gradadmissions@interpro.wisc.edu:
   - Resume/CV that includes educational history and professional experience
   - Transcripts of all previous college work
   - Three letters of recommendation submitted by the recommender. Use this [recommendation form](mailto:recommendation form).

3. Complete a phone interview, scheduled after all application materials are received.

4. After a decision has been made, the Graduate Academic Advisor will contact you by email to inform you of the decision and inform you of next steps.
Describe plans for recruiting students to this program.

Recruitment will happen in lockstep with current successful MEM recruitment practices. Most recruitment will take place during interviews with MEM applicants who do not qualify for MEM but do qualify for AEM. Activities include:

- Engagement with DCS Enrollment Coach
- Program websites part of InterPro and DCS pages
- RFI forms connected to auto email campaigns
- Webinars, corporate events, conference attendance
- MEM alumni word of mouth

Projected Annual Enrollment:

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

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

We will alter TA allocations or add additional class sections if student numbers vary significantly from the plan.

Are international students permitted to enroll in this program? Yes

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

The curriculum is 9 credits from the following courses. Students must complete all courses with a minimum GPA of 2.00 in each class in order to continue to the next class.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P D 610</td>
<td>Engineering Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>E P D 611</td>
<td>Engineering Economics and Management</td>
<td>3</td>
</tr>
<tr>
<td>E P D 710</td>
<td>Foundations of Engineering Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>E P D 701</td>
<td>Writing for Professionals</td>
<td>1</td>
</tr>
<tr>
<td>E P D 702</td>
<td>Professional Presentations</td>
<td>1</td>
</tr>
<tr>
<td>E P D 712</td>
<td>Ethics for Professionals</td>
<td>1</td>
</tr>
<tr>
<td>E P D/GEN BUS/OTM 784</td>
<td>Project Management Essentials</td>
<td>1</td>
</tr>
</tbody>
</table>

Total credits required:

9

Semesters to completion:

3-4

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</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

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

Summarize the assessment plan.

Examinations and course evaluations from each course will be used as direct and indirect evidence of the learning outcomes. Assessment information will be reviewed annually at the summer faculty meeting and by the MEM Advisory Board. A summary of assessment results and other program metrics will be assembled annually by the Program Director, and recommendations will be assembled by the Program Director and submitted to the faculty of record for consideration and implementation as needed.

Department Approved
Assessment Plan: [AEM assessment plan final 0224.docx](AEM_assessment_plan_final_0224.docx)

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

Yes
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
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>
</table>

https://next-guide.wisc.edu/programadmin/?key=1290
<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>Siemsen, Enno</td>
<td>3/14/2022</td>
<td>School of Business (BUSINESS)</td>
<td>I have been regularly briefed on the plans for the Capstone Certificate in Applied Engineering Management and do not have a concern about adding this certificate to the COE portfolio. The WSB APC will meet soon to review and confirm their support. I do not expect any major issues to be raised.</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.

engineering management support.docx

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 College of Engineering APC for College as a department on 3/7/2022.

Entered by: Sara Hagen  
Date entered: 03/10/2022

**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:

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:

Tuition start term:

Career:

SIS Program Code:
SIS Short
Description:

Other plan codes associated with this program:

Degree:
Field of Study:
Program Length:

National Student Clearing House Classification:
Plan Group:
Award Category:
Enrollment Category:
CIP Code:
UWSTEM:
HEALTH:

Educational Innovation Program:
Distance Education Program:
Non Traditional Program:
Special Plan Type:
CDR certificate category:

Scan this proposal:
Upload documents that should be scanned:
Reviewer Comments

**Karen Mittelstadt (mielstadt) (03/17/22 8:38 am):** Mittelstadt/APIR requested Lowery/SLA review PLOs and assessment plan, 3/17/22.

**Regina Lowery (lowery3) (03/17/22 8:48 am):** Learning outcomes: Format accepted.

**Regina Lowery (lowery3) (03/17/22 8:48 am):** Assessment plan: Format accepted.

**Brigid Patterson (baclemens) (03/18/22 2:56 pm):** The Wisconsin School of Business APC has reviewed this proposal and has no concerns.

Key: 1290
New Program Proposal

Date Submitted: 03/01/22 4:12 pm

Viewing: Engineering Management

Last edit: 03/23/22 11:25 am
Changes proposed by: skhagen

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Hagen - EGR</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 03/10/22 4:17 pm
   Sara Hagen (skhagen): Approved for ENGINEERG Dept. Approver
2. 03/15/22 3:51 pm
   Sara Hagen (skhagen): Approved for EGR College Admin Reviewer
3. 03/15/22 4:05 pm
   Sara Hagen (skhagen): Approved for EGR College Approver
4. 03/22/22 2:56 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin
Proposal Abstract/Summary:

The College of Engineering proposes to elevate the existing Engineering Management option/subplan within the Master of Engineering in Engineering to the degree level as a Master of Science in Engineering Management. Following approval of this new MS-Engineering Management, the College will then discontinue the option/subplan. We seek to establish the MS in Engineering Management for the following reasons: (1) leading institutions in the engineering management education community show a clear preference for a Master of Science over a Master of Engineering, (2) for a degree to be certified by the American Society for Engineering Management, a Master of Science is clearly preferred (3) the program has shown long term viability and meets the requirements for a MS, (4) students would have the ability to pursue MEng options once they complete the MSEM, which several have expressed interest in doing, and (5) program learning objectives are distinct from current Master of Engineering named options.

The proposed MS in Engineering Management builds on the existing curriculum and faculty expertise. Our intention is to grow the program enrollment by a maximum of 10% each year while maintaining an instructor to student ratio consistent with past program practices. The proposed MS in Engineering Management also supports a potential future pathway for the College of Engineering to add a PhD program in this discipline, which would enhance our university’s reputation among the practitioners of Engineering Management.

Basic Information

Program State: Active

Type of Program: Degree/Major

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

Fast Track Submission MS Engr Management.pdf
SystemAdmin_EngineeringManagementMS_Approval20220110.pdf

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

MSN Auth Narr MS-Engineering Management 03_22_22.docx

Who is the audience? Graduate or professional

Home Department: College of Engineering (ENGINEERG)

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

Is this in the Graduate School? Yes

Award: Master of Science

SIS Code:

SIS Description:

Transcript Title: Engineering Management

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>Borbely, Ed</td>
<td><a href="mailto:borbely@wisc.edu">borbely@wisc.edu</a></td>
<td>608/263-0982</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Smith, Heather</td>
<td><a href="mailto:hdsmith2@wisc.edu">hdsmith2@wisc.edu</a></td>
<td></td>
<td>Program Director</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Smith, Heather</td>
<td><a href="mailto:hdsmith2@wisc.edu">hdsmith2@wisc.edu</a></td>
<td></td>
<td>Program Director</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.

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business (BUSINESS)</td>
</tr>
</tbody>
</table>

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

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

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

Mode of Delivery:
Distance Education (100% online)

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

No lab 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 2023 (1242)

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.

Assuming the program is approved at the August 2022 Board of Regents meeting, we will begin marketing in September 2022 for a starting semester of Fall 2023. Any students applying before that time will continue to enroll in the Master of Engineering: Engineering Management degree.

After Fall 2023, students can only enroll in new degree.

Students in the Master of Engineering: Engineering Management degree when the new degree is released will have the option to transfer to the new degree.

Once the last student has completed the Master of Engineering: Engineering Management degree, that degree option will be discontinued. We will limit this to five years, but expect most students will choose to transfer to the new degree allowing us to discontinue the older plan on a faster timeline.

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

The overarching goal of this program change is to continue to adapt our program to meet the needs of industry and to attract a larger and more diverse student population. Since our current program learning objectives are shared across all named options of the Master of Engineering in Engineering degree, adapting to changing learning needs is difficult. Elevating this degree will allow for distinct program learning objectives for engineering management.

To grow our student population in this degree, we want to attract students beyond our normal student population. Generally, students and their current/future employers show a preference for a Master of Science degree. In addition, we plan to certify this degree through the American Society for Engineering Management, and that body prefers a Master of Science. Certification through this body will give us another avenue to reach a wider potential student population.

Students are often disappointed to find that their diploma does not actually list ‘Engineering Management’ and this change will address that desire.

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)?

This change will strengthen UW-Madison’s leadership in the engineering management discipline and position us well to continue to lead in this area. Engineering management is truly an interdisciplinary discipline, combining critical components of engineering, business and leadership. This change will continue our strong interdisciplinary studies leadership. We plan to use this change to increase the diversity, leading to a better educational experience for all in our program. The online nature of our program provides us with a unique opportunity to tap a more diverse audience by reaching beyond those residing nearby.

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

Our goal is to broaden our potential market, while maintaining a focus on engineers. The M.Eng. in Engineering: Engineering Management has seen consistent demand since it released in 1998. As the requirements for the degree would remain the same, we expect that students currently interested in the MEng in Engineering: Engineering Management will be even more interested in the MS in Engineering Management.
What is the market, workforce, and industry need for this program? Provide evidence.

The M.Eng. in Engineering: Engineering Management was originally intended to maintain a consistent cohort level of 30 students per year. Over the two years, we have changed the program to a growth model and had 41 matriculants in the 2020-2021 academic year. Historically, MEM students have been centered near Wisconsin, despite the online nature of the program. Wider marketing is planned to reach an audience beyond Wisconsin.

From a marketing report completed last year, 11,458 jobs were posted in 2019 in the field of engineering management using Burning Glass labor Insight with the following filters: (1) posted nationally, (2) skilled in engineering management or engineering leadership; (3) specify they are looking for a candidate with a master’s degree in either engineering or business administration and management.

US News and World Report states: “According to the BLS, the overall job growth rate for engineering manager positions is projected to remain steady at 6 percent between 2016 and 2026. The employment outlook for these professionals varies considerably between industries. Managers working in engineering service fields will see the fastest job growth, while demand for manufacturing-related roles is expected to decline.” A 6% expected growth shows reasonable demand for the degree.

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

The proposed program is intended to replace and improve an existing program. The past program was a frontier in online engineering management masters programs, and is well respected in the engineering management academic community. We plan to continue and improve that respect through commitment and involvement in the engineering management academic community.

Within the profession, use of the engineering management body of knowledge (EMBOK) and involvement in the community that revises the EMBOK will give us strong ties to emerging knowledge in this field, allowing us to leverage it in our curriculum.

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 proposed program is intended to replace and improve an existing program. One of the elective courses focuses on international cultures and strategy (EPD 613) and specifically dives into integrating a multicultural engineering team. The majority of engineering management students select this course as one of their electives.

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

The proposed program is intended to replace and improve an existing program.
Diversity and Inclusion

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

MSEM is designed for a diverse audience of working professionals, across a wide range of industry types, years of career experience, geographic locations, and demographics. An emphasized strength is the networking that students do with their student peers and faculty. Since the students, and often the instructors, come from a wide range of companies, even within a particular field, they bring a diverse outlook to the course material and a wide range of experience that can be leveraged to learn beyond the classroom.

Some examples within the program curriculum include:
EPD 710, Foundations of Engineering Leadership, teaches the Ladder of Inference concept, which promotes evidence-based decision-making and examines how inherent bias can shape decisions.
EPD 612, Technical Project Management, has a course project where the students form teams encompassing students in the course, rather than their work projects. Since most projects within our curriculum are projects the student completes at their place of work, this provides a diversity in experience that is different from the norm of most degree programs.
In EPD 518, Quality Engineering and Quality Management, students implement quality and/or change management practices in a project in their work beyond the practices their teams are used to using to solve problems and challenges, introducing students to diverse practices and theories.
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.

Serving professional engineers, this program pulls from a limited pool of candidates. The engineering field itself is not as diverse as we would like. However, within that population we use these measures to attract as broad and diverse a student population as possible:

1. GRE scores are not required, as they are not a strong indicator of success for professional students and they are a barrier for many.
2. We conduct a personal phone interview with every applicant to start building a relationship with our students early. This allows staff to learn more about each applicant and determine what their individual needs and challenges are.

InterPro actively pursues equitable student recruitment by running public advertisements, in addition to working with our industry partners to identify potential students. We hold open recruiting events and use both conference events and social media (e.g., LinkedIn) to target diverse student populations (SWE members, NSBE, NSHE).

InterPro program directors and graduate academic advisors work one-on-one with every student in the program on advising for their plan of study.

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.

Instructional staffing is done with the highest regard for subject matter experts with diverse backgrounds and experience in practice and teaching. We work with instructors from faculty members on campus to industrial practitioners. We have focused on hiring high-quality faculty, with a terminal degree and made efforts to diversify the instructor pool. We will continue to ensure our overall diversity remains strong through recommended and proven HR hiring practices.

InterPro's Learning Design Team is collaborating with UW-Madison’s Center for Teaching, Learning and Mentoring to incorporate evidence-based, inclusive learning principles into our course design and redesign processes. Those practices will be integrated into faculty training.
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 Master of Science in Engineering Management degree program is aligned with the desired enrollment growth in the College of Engineering. As we grow our enrollment, it will be with a focus on further increasing the diversity of our student population.

This program serves nontraditional, professional students and thus contributes to the Online Learning Initiative of the university's Strategic Framework "Expand access to a UW-Madison education, leveraging new modes of delivery to engage with students throughout their lives."

**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>Smith, Heather</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Graduate Program Director</td>
</tr>
<tr>
<td>Harrison, Daryl</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Graduate Academic Advisor</td>
</tr>
<tr>
<td>Brace, Chris</td>
<td>Biomedical Engineering (BIOMED EGR)</td>
<td>InterPro Advisory Committee member (Associate Professor)</td>
</tr>
<tr>
<td>Henderson, Douglass</td>
<td>Engineering Physics (EGR PHYS)</td>
<td>InterPro Advisory Committee member (Professor)</td>
</tr>
<tr>
<td>Negrut, Dan</td>
<td>Mechanical Engineering (MECH EGR)</td>
<td>InterPro Advisory Committee member (Professor)</td>
</tr>
<tr>
<td>Vanveen, Barry</td>
<td>Electrical and Computer Engr (ELEC C EGR)</td>
<td>InterPro Advisory Committee member (Professor and Associate Chair)</td>
</tr>
<tr>
<td>Veeramani, Raj</td>
<td>Industrial and Systems Engr (IND SY EGR)</td>
<td>MEM Admissions Committee member (Professor)</td>
</tr>
</tbody>
</table>

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

InterPro's Learning Design Team offers significant support to faculty with training, technical support, course design, best practices, and course redesign.
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>Smith, Heather</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Graduate Program Director</td>
</tr>
<tr>
<td>Harrison, Daryl</td>
<td>College of Engineering (ENGINEERG)</td>
<td>Graduate Academic Advisor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

The Program Director (PD) will be responsible for course selection advising. The PD will meet individually with each student at the beginning of their program to set a plan of study, then meet on an as-needed basis.

A Graduate Academic Advisor (GAA) will advise students in all other aspects of their academic career. This role is important as online students have different needs from in-person students, and our GAA is uniquely trained and prepared to meet this need.

Online Student Learning Orientation (OSLO) is a self-paced, moderated online class that our staff have refined over 20 years to introduce new students to the environment and expectations of being an online graduate student at UW-Madison. Incoming students complete it in the weeks prior to their first enrollment. It orients students to online resources, UW-Madison resources, and best practices, while familiarizing them with the tools of our Canvasclassrooms.

We maintain an Academic Policies and Procedures Handbook in accordance with Graduate School recommendations and templates. It is updated every summer and a link is shared with all incoming students who must sign a statement saying they have read and agree to its rules and integrity standards. It is posted on our Community and Support site, which is a curated collection of university-wide resources for online students.

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

Select the Graduate Research Scholars Community for this program.

Graduate Engineering Research Scholars

**Resources, Budget, and Finance**

Is this a revenue program? Yes

Upload the 131 spreadsheet.
What is the tuition structure for this program?

Service-Based Pricing Programs, per-credit – online

Select a tuition increment:

$1,300/credit

What is the rationale for selecting this tuition increment?

This is the current tuition level for the M.Eng. option in Engineering Management.

Will segregated fees be charged?

No

Upload Online/Distance tuition proposal

OnlineTuitionEngineeringManagement.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 proposal is an elevation from named option to degree of an existing, successful program and we plan to continue with the existing funding plans as shown in the attached budget. The program has proven able to fund itself.

What is the marketing plan?

The current marketing efforts will continue with an increase in funding proportional to the student growth desired.

These marketing efforts include:
- InterPro and DCS websites
- Google adword purchases and advertisements
- Informational webinars
- Corporate and alumni engagement
- Conference attendance
- Social media presence
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 proposal is an elevation from named option to degree of an existing, successful program and we plan to continue with the existing funding plans as shown in the attached budget. The current resource efforts will continue with an increase in funding proportional to the student growth desired.

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 proposal is an elevation from named option to degree of an existing, successful program and we plan to continue with the existing funding plans as shown in the attached budget. The current staffing efforts will continue with an increase in staffing proportional to the student growth desired.

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?

The proposal is an elevation from named option to degree of an existing, successful program and we plan to continue with the existing funding plans as shown in the attached budget.

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 proposal is an elevation from named option to degree of an existing, successful program and we plan to continue with the existing funding plans as shown in the attached budget. We plan to introduce a scholarship fund as shown in the budget. Most students are funded by their employers.

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 CostRev Proj MS-Engineering Management 03_23_22.xlsx
MSN Budget Narr MS-Engineering Management 03_23_22.docx

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 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.

The proposal is an elevation from named option to degree of an existing, successful program and we plan to continue with the existing funding plans as shown in the attached budget. We plan to introduce a scholarship fund as shown in the budget. Most students are funded by their employers.

Curriculum and Requirements
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>July 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Deadline</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>May 1</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations) Not required but may be considered if available.*</td>
<td></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) N/A</td>
<td></td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>3</td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
</tbody>
</table>

* Applicants are recommended to submit GRE scores if they have already taken the exam.

Admission requirements for engineers interested in applying are:

- A B.S. degree in engineering from an ABET-approved program
- A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00
- Two years of post-baccalaureate work experience in engineering (co-op or intern experience counts toward requirement)

Interested applicants with B.S. degrees in related fields should contact the graduate programs coordinator for more specific admission information at gradadmissions@interpro.wisc.edu. For further details about the program, please see the program website.
Describe plans for recruiting students to this program.

Activities include:
- Engagement with DCS Enrollment Coach
- Program websites part of InterPro and DCS pages
- RFI forms connected to auto email campaigns
- Webinars, corporate events, conference attendance
- MEM alumni word of mouth

In addition, funding is planned to be used for a marketing campaign upon release of the program. This marketing campaign will be designed in conjunction with DCS.

What is the recruiting and admissions strategy for underrepresented students?

InterPro actively pursues equitable student recruitment by running public advertisements, in addition to working with our industry partners to identify potential students. We hold open recruiting events and use both conference events and social media (ie LinkedIn) to target diverse student populations (SWE members, NSBE, NSHE).

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>100</td>
</tr>
<tr>
<td>Year 2</td>
<td>117</td>
</tr>
<tr>
<td>Year 3</td>
<td>129</td>
</tr>
<tr>
<td>Year 4</td>
<td>143</td>
</tr>
<tr>
<td>Year 5</td>
<td>156</td>
</tr>
</tbody>
</table>

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

We will adjust TA allocations or add additional class sections if student numbers vary significantly from the plan.

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

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

NAMED OPTION REQUIREMENTS

MODE of INstruction

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

Mode of Instruction Definitions

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: All courses in this curriculum program are graduate-level courses, identified with the Graduate Level Coursework attribute in the university's Course Guide (https://registrar.wisc.edu/course-guide/).
Overall Graduate GPA: 3.00 GPA required.

Other Grade Requirements: Must retake any courses for which a grade below C is recorded.

Assessments and Examinations: n/a

Language Requirements: No language requirements.

### Required Courses

**These 23 credits are required**

- **E P D 518**  Quality Engineering and Quality Management  3
- **E P D 610**  Engineering Analysis for Decision Making  3
- **E P D 611**  Engineering Economics and Management  3
- **E P D 612**  Technical Project Management  3
- **E P D 616**  Engineering Law  2
- **E P D 617**  Communicating Technical Information  3
- **E P D 618**  Applied Leadership and Management of Engineering Organizations  3
- **E P D 710**  Foundations of Engineering Leadership  2
- **E P D 712**  Ethics for Professionals  1

**Select 6 elective credits from these courses**

- **E P D 613**  International Engineering Strategies and Practices  3
- **E P D 614**  Marketing for Technical Professionals  3
- **E P D 619**  Fostering and Leading Innovation  3

Students may not take both **E P D 619** and **E P D 708** for credit.

- **I SY E 412**  Fundamentals of Industrial Data Analytics  3

**Select 1 elective credit from these courses**

- **E P D 706**  Change Management  1
- **E P D 708**  Creating Breakthrough Innovations  1

Students may not take both **E P D 619** and **E P D 708** for credit.

**E P D/GEN BUS/ M H R  785**  Effective Negotiation Strategies  1

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 graduate coursework from other institutions toward the minimum graduate degree credit requirement and the minimum graduate coursework (50%) requirement. No credits from other institutions can 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 Undergraduate

Up to 5 credits of courses numbered 500 or above can be counted toward the minimum graduate coursework (50%) requirement. No credits can 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 no more than 15 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

Prohibition

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

Good standing (progressing according to standards; any funding guarantee remains in place).

Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).

Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

ADVISOR / COMMITTEE
All students have an academic advisor (program director). Students should meet with their advisor to outline an approved plan of study by the end of the first academic term.

**CREDITS PER TERM ALLOWED**

15 credits

**Time Constraints**

Master’s degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence.

**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)

Using unapproved Shared Content from /shared/college-engineering-interdisciplinary-professional-programs-graduate-grievance-policy/
Last Edited: Dec 20, 2021 11:33am

**this is just a placeholder**

Once the Structures proposal is approved, text will be updated here.

**Other**

Students enrolled in these programs are not permitted to accept teaching assistantships, project assistantships,
Discussion of progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The ideal path is a two-year plan, where a typical student will take 6 credits each Fall, 6 credits each Spring, and 3 credits each Summer.

A secondary option for students with lower tuition reimbursement levels from their employers, or those students who have less time available, is a four-year plan where a typical student will take 3 credits each Fall, 3 credits each Spring, and 1 or 2 Credits each Summer until they complete the 30 credits. Currently, about 50% complete in 2 years, about 30% complete in 3 years, and the remainder in 4 years.

Program Learning Outcomes and Assessment

List the program learning outcomes.

| Outcomes – enter one learning outcome per box. Use the green + to create additional boxes. |
|-----------------|-------------------------------------------------------------------------------------------------|
| 1               | Apply engineering management principles to work and lead effectively in the business environment. |
| 2               | Analyze and interpret quantitative and qualitative data to make sound engineering and business decisions. |
| 3               | Assess and intentionally apply tools, techniques, and organizational systems to solve complex engineering problems. |
| 4               | Communicate engineering concepts effectively to engineers and non-engineers alike. |
| 5               | Recognize and apply principles of professional ethics in engineering management. |
| 6               | Examine methods to enhance the success of the engineering function through collaboration with critical organizational functions such as operations, project management, marketing, legal, finance, and quality. |

When learning outcomes are changed, a new assessment plan must be uploaded.
Examinations and course evaluations from each course will be used as direct and indirect evidence of the learning outcomes. Assessment information will be reviewed annually at the summer faculty meeting and by the MEM Advisory Board. A summary of assessment results and other program metrics will be assembled annually by the Program Director, and recommendations will be assembled by the Program Director and submitted to the faculty of record for consideration and implementation as needed.

Department Approved

MSEM_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.

Programs related to MSEM that are offered by other UW Systems institutions include MBA and MS Engineering degrees. There is no other MSEM degree across the UW System.

MBAs are available at UW Madison, UW Whitewater, UW Milwaukee, UW Stevens Point, UW MBA Consortium (Eau Claire, La Crosse, Oshkosh, Parkside).

The M.S. in Engineering Management differentiates itself by being an "the engineer's alternative to an MBA" with content, focus and instructors coming from engineering fields. Although there are significant similarities between the M.S. in Engineering Management and an MBA, any prospective students without an engineering role and an undergraduate engineering degree will be directed to the MBA program instead.

The most similar to a MSEM degree is UW Platteville’s online MS in Engineering with a concentration in Applications of Engineering Management. The core curriculum is less about management and more technical than MSEM, including Applied Statistics, Linear Algebra, Simulation Modeling. It is a broad degree and less tailored to engineering management than MSEM.

UW Milwaukee used to offer an Engineering, MS: Engineering Management concentration but that has been suspended.

**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>Siemsen, Enno</td>
<td>10/28/21, 3/14/22</td>
<td>School of Business (BUSINESS)</td>
<td>verbal support given; planning for WSB APC meeting review with Joann Peck</td>
<td></td>
</tr>
</tbody>
</table>

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

Additional Information:

### 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 College of Engineering APC on 3/7/2022 for College as a department.

Entered by: Sara Hagen
Date entered: 03/15/2022
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 3/7/2022

Entered by and date: Sara Hagen 03/15/2022

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

Karen Mittelstadt (mittelstadt) (03/22/22 2:34 pm): Mittelstadt/APIR asked Lowery/SLA to review PLOs/plan, 3/22/2022.

Regina Lowery (lowery3) (03/22/22 2:58 pm): Learning outcomes: Format accepted.
Regina Lowery (lowery3) (03/22/22 2:59 pm): Assessment plan: Format accepted.

Key: 1324
Date Submitted: 02/22/22 10:53 am

**Viewing:** MFA 971EDU : Theatre and Drama

Last approved: 04/15/21 5:29 pm

Last edit: 03/14/22 9:31 am

Changes proposed by: dtlisows

Catalog Pages Using this Program

- Theatre and Drama, MFA

**In Workflow**

1. THEATRE 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. 02/22/22 10:54 am
   Dan Lisowski (dtlisows): Approved for THEATRE Dept. Approver

2. 03/07/22 1:05 pm
   Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

3. 03/14/22 9:31 am
   Maddie Sychta (sychta): Approved for EDU School Approver

4. 03/15/22 3:29 pm
   Karen Mittelstadt (mittelstadt): Approved for APIR Admin

**History**

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maddie Sychta - EDU</td>
</tr>
</tbody>
</table>

https://next-guide.wisc.edu/programadmin/?key=587
Proposal Abstract/Summary:

The Department of Theatre and Drama is discontinuing the MFA program. Admissions were suspended in 2017.

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

Fall 2022 (1232)

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

No

Basic Information

Program State: Discontinued Suspend Admissions
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: Theatre and Drama (THEATRE)
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?
Is this in the Graduate School? Yes

Award: Master of Fine Arts

SIS Code: MFA 971EDU

SIS Description: Theatre & Drama MFA

Transcript Title: Theatre and Drama

Named Options:

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

---

**Suspension and Discontinuation**

What is the last term that a student could declare this program? Summer 2017 (1176)

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?

*Program admissions were suspended in 2017. There are not any students currently enrolled in the program.*

Explain the precipitating circumstances or rationale for the proposal.

*This program will be discontinued due to current faculty size and budget restraints.*

What is the potential impact on enrolled students?

*The program does not currently have any enrolled students.*

What is the potential impact on faculty and staff?

*Admissions were suspended in 2017. The last student graduated in summer 2021.*

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

*The Department of Theatre & Drama discussed and voted to discontinue the MFA at their Executive Committee meeting on 2/17/2022 and Department meeting on 2/18/2022. The decision of both the Executive Committee and Department were unanimous (one abstention in Department Meeting).*
Explain and provide evidence of efforts made to confer with and to notify current students.

Admissions have been suspended since 2017. The program does not have any current students.

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

The suspension and eventual discontinuation has been widely discussed with alumni at annual conferences and alumni events.

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

The program does not need a teach out plan to support students through degree completion.

Admissions have been suspended since 2017.

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

The program does not need a teach out plan as it does not currently have any students.

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

Admissions were suspended in 2017.

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

The department has no knowledge of "stopped-out" students. In the event a stopped-out student resurfaces, the department chair will work with the student and the Graduate School to identify a completion route through a special committee degree.

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

N/A

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>Lisowski, Dan</td>
<td><a href="mailto:dtlisows@wisc.edu">dtlisows@wisc.edu</a></td>
<td>608/263-3359</td>
<td></td>
</tr>
</tbody>
</table>
List the departments that have a vested interest in this proposal.

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

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

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

---

**Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.
Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

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

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

### Faculty and Staff Resources

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

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

### Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

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

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

### Curriculum and Requirements

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

Guide Admissions/How to Get In tab

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>No</td>
</tr>
</tbody>
</table>

**Mode of Instruction Definitions**

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

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

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

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

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

### CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>75 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>33 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (<a href="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>No other specific grade requirements.</td>
</tr>
</tbody>
</table>

**Assessments and Examinations**

Design and Technology students must pass two candidacy portfolio examinations in the first year of residency. They must pass two comprehensive-progress, portfolio examinations in both the second and third years of residency.

A research or creative thesis is required for Design and Technology candidates.

**Language Requirements**

No language requirements.
Required COURSES

Core Program Coursework

Theatre History/Literature/Criticism courses 6
Production courses 12
Select 6 credits of the following: 6

- THEATRE 367 Script Analysis
- or THEATRE 501 The Business of Acting
- or THEATRE 619 Special Topics in Theatre and Drama

THEATRE 699 Directed Study 6
THEATRE 368 Fundamentals of Directing 3

Specialist Coursework (see below) 42

Total Credits 75

1 Students take 6 credits of either THEATRE 367, THEATRE 501, or THEATRE 619 with the topic "The Business of The Business" depending on their specialist area.

Specialist Coursework

Acting

Acting courses 12
Movement courses 12
Voice courses 12
Electives 6

Total Credits 42

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.

Costume Design

Design courses 9
Drafting courses 3
THEATRE 619 Special Topics in Theatre and Drama (Topic: Period Dress and Décor) 6
THEATRE 970 Collaborative Design & Technology Studio 2

Skills (Crafts) courses 6
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.

Students must take 6 credits of THEATRE 970 Collaborative Design & Technology Studio.

**Lighting Design**

| Design courses | 9 |
| Drafting course | 3 |
| THEATRE 619 Special Topics in Theatre and Drama (Topic: Period Dress and Décor) | 6 |
| THEATRE 970 Collaborative Design & Technology Studio | 6 |
| Skills courses | 6 |
| Electives | 12 |
| **Total Credits** | 42 |

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.

Students must take 6 credits of THEATRE 970 Collaborative Design & Technology Studio.

**Scenic Design**

| Design courses | 9 |
| Drafting course | 3 |
| THEATRE 619 Special Topics in Theatre and Drama (Topic: Period Dress and Décor) | 6 |
| THEATRE 970 Collaborative Design & Technology Studio | 6 |
| Skills courses | 9 |
| Electives | 9 |
| **Total Credits** | 42 |

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.

Students must take 6 credits of THEATRE 970 Collaborative Design & Technology Studio.

**Theatre Technology**

Theatre Technology

https://next-guide.wisc.edu/programadmin/?key=587
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:

75

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 may count no more than 18 credits of graduate coursework from other institutions.

UW–Madison Undergraduate
With program approval, students may count up to 7 credits numbered 300 or above.

UW–Madison University Special
With program approval, students may count up to 15 credits numbered 700 or above.

Probation

Each of the MFA Specializations in Costume Design, Lighting Design, Scene Design, and Theatre Technology conducts separate reviews of students each semester by portfolio and/or oral examination. Students may be
Contacts separate reviews of students each semester by portfolio and/or oral examination. Students may be placed on probation if program faculty determines that they are not meeting the expectations of their specific degree requirements.

**ADVISOR / COMMITTEE**

A thesis or final creative project must be prepared under the direction and guidance of a major professor. Committee consists of four members—advisor and three other committee members.

**CREDITS PER TERM ALLOWED**

15 credits

**Time Constraints**

The MFA Specializations in Costume Design, Lighting Design, Scene Design, and Theatre Technology generally follow a three-year timeline and variations from this must be approved by the degree program head.

**grievances and appeals**

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

These resources may be helpful in addressing your concerns:

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

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

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom
the complaint is addressed, the procedures below are used in the School of Education.
The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts.
The following steps are available within the School of Education when a student has a grievance:
The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.
If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.
On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.
In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.
Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.
State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance, 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

### Other

Qualified candidates are considered for 33% TA positions as the budget allows.
Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

Summarize the assessment plan.

Department Approved
Assessment Plan:

Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

**Supporting Information**

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

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

Additional Information:

**Approvals**

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

Enter any notes about approval here:

The department of Theatre and Drama voted to discontinue the MFA at the Executive Committee meeting on 2/17/2022 and the Department meeting on 2/18/2022.

Entered by: Maddie Sychta
Date entered: 2/24/2022

*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:

The SoE Programs Committee approved this proposal on 3/4/2022. The SoE APC approved this proposal on 3/9/2022.

Entered by and date: Maddie Sychta
Date entered: 03/10/2022
**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:**
/graduate/theatre-drama/theatre-drama-mfa/

**SIS effective date:**

**Guide publish date/type:**

**Tuition start term:**

**Career:** Graduate

**SIS Program Code:** G971D

**SIS Short Description:** Theatre&Dr

**SIS code for additional major:**

**Other plan codes associated with this program:**
<table>
<thead>
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<th>Diploma Text:</th>
<th>Master of Fine Arts</th>
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<tr>
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<td>Degree:</td>
<td>356</td>
</tr>
<tr>
<td>Field of Study:</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Program Length:</td>
<td>2</td>
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<td>National Student Clearing House Classification:</td>
<td>Masters</td>
</tr>
<tr>
<td>Plan Group:</td>
<td>971</td>
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<td>Masters degrees</td>
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<td>Master's</td>
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<td>Enrollment Category:</td>
<td>Master's</td>
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<td>CIP Code:</td>
<td>50.0501 - Drama and Dramatics/Theatre Arts, General.</td>
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STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

Added to UW System Crosswalk:

Yes

Scan this proposal:

Upload documents that should be scanned:
Reviewer Comments

Key: 587
Three-Year Check-In for New Programs

Program Name

Analytics for Decision Making Capstone Certificate

Term of First Enrollments

Spring 2019

Check-In Completed By

Jenny Greiber/Kristin Eschenfelder

Date Completed:

February 28 2022

Academic Quality and Student Success

1. Provide an update on any changes to the program’s curriculum and learning outcomes. Include a description of the program’s typical course modalities (face-to-face, online, asynchronous discussion, team or individual assignments) and if courses have evolved based on faculty or student feedback.

The Analytics for Decision Making Capstone Certificate program is designed for non-traditional students who are working professionals. The students in the program are looking to build their skill set, earn a certificate or enroll in a graduate course prior to committing to a full master’s degree program. The certificate consists of three courses:

LIS 705 - Introduction to Analytics for Decision Making (3 credits) Introduces key stages in the processes of gathering and analyzing data for decision making, including tasks, methods, and tools used at each stage. Topics include developing the research question from organizational goals, choosing appropriate data collection methods, sampling, basics of measurement and question design, managing and visualizing data, descriptive statistics and basic inferential statistics such as correlations, regressions, and ANOVA.

LIS 706 - Data Mining Planning and Management (3 credits; prereq 705) Introduces key concepts in data visualization and communication including how and why visualization can be an effective tool for summarizing, analyzing and communicating.
about data, and limitations and challenges of using visualization techniques. Students will use contemporary software to develop visualization dashboards and presentations as well as plan appropriate types of visualization(s) based on source data, audience, and goals, evaluate visualizations for effectiveness and bias.

**LIS 707 - Data Visualization for Communication for Decision Making** (3 credits)
Prepares students to plan, manage and assess a data mining project in light of organizational strategic goals. Introduces stages of a data mining project, data mining project evaluation frameworks, and principles of data ethics related to data mining. Learn and apply introductory data mining tools and techniques for data clustering, dividing data into classes, making predictions and identifying networks.

The ADM certificate was designed to be "stackable" with the iSchool’s other graduate programs such that credits completed in the ADM certificate can be applied to a masters degree when the student is accepted into that degree program. One student in the program has enrolled in master degree programs at the iSchool after completing this program.

All the courses in the program are taught online with a weekly synchronous session. The evolution of this program was based on faculty and student feedback. Each course deploys a mid-semester survey to students to gather formative feedback, which is in addition to end of the semester course evaluations. The program’s learning outcomes have remained the same.

**Evolutions:**

Student demand to finish the program faster led the iSchool to add a summer course. Currently the program starts each spring. However, sometimes the introductory class (LIS 705) class is also offered in the fall because of larger course demand from other programs, and some certificate students do choose to begin in the fall.

Originally, the program was conceived of students taking the courses in the order 705, 706 then 707. But the sequence of courses changed based on student feedback, instructor availability, and demand for the courses from other programs. Now students must take 705 before 706, but they can take 707 Visualization at any time. Due to use of the 707 Visualization class by the Design & Innovation degree, and interest in 707 from students in the other iSchool 131 programs, the prereq of 705 was removed from 707.

Originally the program envisioned students beginning the program in a cohort and moving through coursework together. This was not realized because of a) student demand for more flexibility in starting (fall or spring), b) COVID pandemic contributed to student enrollment pauses and drop outs, c) high demand for access to the online classes from students in other programs leading to a mix of students in each class d) lower enrollments by certificate students require a mixing of students in the class in order to make the class offering economically feasible.

The program originally envisioned that students would use data from their workplace and continue working with that data across all three courses. In reality we have found that it is difficult for students to find and use data from their workplace that meets criteria needed for
instructional goals (e.g., sufficient size, textual and numeric) and which is sharable with the instructor and peers. Instead, most students tend to use public data sets to complete their projects.

The design for 705, the introductory class, has struggled with a bimodal student body. One part of the student body has little or no statistical background and seeks to begin at a very introductory level. Another part of the student population has some prior knowledge of statistics and wishes to jump quickly to more advanced topics. This is less of an issue in the Data Visualization and Data Mining classes.

LIS 705 is currently cross-listed with the Department of Communication Arts because when the certificate was planned in 2018, Comm Arts was interested in potentially recruiting students for the program and fielding an instructor for the program. Since that time, priorities have shifted and Comm Arts has not sought to participate in the ADM certificate. The iSchool will invite Comm Arts to de cross-list the course so as to avoid student confusion.

2. Please reflect on the diversity of your student population using the data provided by the Graduate School. What efforts have you made to recruit a diverse student population, and what inclusion efforts have you made to ensure the success of the diverse population of students in the program? What areas of opportunity exist for future recruitment of diverse populations? (See here for Institutional statement and working definition of diversity).

The ADM program student body tends to be older and fully employed. More than half the students have been female (21 female/13 male). Of the enrolled students, 4 identified themselves as from diverse backgrounds.

To encourage a diverse student body, the ADM certificate coordinator regularly offers scholarships to students.

Further efforts at diversity recruitment and retention have been stymied by COVID challenges and the need for more staffing for the program as Greiber’s responsibilities have expanded. The program coordinator has attended virtual conferences such as Grad School Fair, and the American Library Association Professional Conference.

3. The GFEC is interested to learn how departments balance faculty and staff teaching loads and responsibilities between new and existing programs. Discuss how the department or program is achieving balance, and what challenges supporting multiple programs may have created for teaching, student services, advising or funding. Also of interest is information on what if any assets are shared between programs, or additional benefits that have been realized.
The department has been able to balance responsibilities between this program and existing programs through utilizing short term instructors and hiring a 50% FTE certificate coordinator (shared with UX Certificate) for program administration. The three courses in the program were developed and taught by faculty in year one. After the first year, all three courses have been handed over to short term instructors to teach. The iSchool seeks to cultivate long-term relationships with high-quality short-term staff to ensure that good instructors return and teach the class multiple times. The commitment of the iSchool faculty is currently a 1 hour meeting each year to review the program course syllabi, program outcomes and recommend changes. The program coordinator handles all administrative services, budgeting, hiring STS and student services for the certificate program.

The department has realized benefits from the program:
1. The program has increased exposure for the department within UW-Madison and beyond.
2. It has created a stackable credential that can be applied to the iSchool’s masters degrees, or which may be completed independently.
3. The certificate courses expand the range of courses available to students in the iSchool’s graduate programs. Students in either the MA Library and Information Studies, or the MS-Information program can count the three courses toward their degrees.
4. As a result of the new programs, new faculty have been hired in the iSchool to expand research and courses on campus and in online programs.
5. Because the program hires STS instructors who work in industry, the program provides a means to increase relationships between the iSchool, industry, non profits, state government and campus offices that need an analytics workforce.

4. Please describe how your program has ongoing and broad faculty commitment, including governance, to ensure its continued success. If applicable, reflections from faculty and staff can be included here or as an appendix. Also consider if implementation of this program is supporting the Department and/or School/College’s current strategic goals.

Faculty/Instructional Involvement: Program faculty are involved in the ongoing stewardship of the program in two ways. Tenure track faculty who teach in relevant areas meet once a year to review curriculum and suggest changes to the ADM classes. The most recent meeting occurred in January and February in 2022. The short term staff that teach the online ADM courses communicate regularly with the program coordinator and suggest changes to their courses. Instructors have the freedom to make small changes to courses or assignments as the course instructor. More significant changes need to be approved by the coordinator and faculty program lead in order to ensure the three courses remain coordinated.

Administrative Leadership: The program began with a 50% program coordinator shared with User Experience Design certificate (Jenny Greiber). Greiber was subsequently hired as a 100% Program Coordinator in for the MS Information graduate degree. She has, for the short term, retained responsibility for the ADM (and UX) certificates. But, given the high growth rate of the MS Information degree, the iSchool must add additional support to assist with the certificate specific functions. The
program coordinator handles recruiting (with DCS), admissions, scholarship decisions, basic program advising.

Kristin Eschenfelder currently serves as the faculty administrative lead and works with Greiber in decision making about the certificate curriculum and any unusual student needs. She also leads the tenure track faculty input sessions.

The ADM certificate fits into the iSchool’s strategic goals in two ways:

1. The iSchool seeks to provide graduate education in the applied data analytics and data management area. The ADM certificate is part of the iSchool’s suite of educational offerings in this area. As mentioned elsewhere, the ADM courses are very popular across iSchool graduate programs.

2. The iSchool seeks to develop diverse revenue sources.

**Operations and Administration**

5. **Explain through a brief narrative how the program has brought in NEW and ADDITIONAL students and met projected enrollment goals (required for non-pooled programs), and how overall enrollment in your related programs has remained steady (if relevant). Provide enrollment data from the past 3 years:** See here for degrees & named options and here for capstone certificates. If unanticipated overlap with existing programs has resulted, discuss steps to mitigate the overlap.

Students in the ADM certificate program are non-traditional students who are employed full-time. Most students are working with data in their current position and are seeking to learn additional skills to aid them in being more effective in their current position. Students in the program work in a variety of fields including education, finance and sales.

Enrollments in ADM program:
Table 1 summarizes enrollments of ADM students by semester and class. The student numbers jump up and down because some students start and then step out/pause to rejoin later.

Table 1: Enrollments by Semester for ADM Certificate

<table>
<thead>
<tr>
<th>Semester of official ADM course offering (online only)</th>
<th>class (online only)</th>
<th># of ADM Students Enrolled</th>
<th>average # certificate students enrolled spring-fall period</th>
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</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td>705</td>
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<td></td>
</tr>
<tr>
<td>Summer 2019</td>
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<td>Fall 2019</td>
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<td>Summer 2021</td>
<td>707</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Semester of official ADM course offering (online only)</td>
<td>class (online only)</td>
<td># of ADM Students Enrolled</td>
<td>average # certificate students enrolled spring-fall period</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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<td>-----------------------------</td>
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<tr>
<td>Spring 2019</td>
<td>705</td>
<td>11</td>
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<tr>
<td>Summer 2019</td>
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<tr>
<td>Fall 2019</td>
<td>707</td>
<td>7</td>
<td>6</td>
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<tr>
<td>Fall 2022</td>
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Enrollment in the Analytics for Decision Making (ADM) program have not grown as expected and are under projected enrollments from the program proposal.

The COVID pandemic drastically reduced enrollments in the program. As the pandemic began in spring 2019, many in our working adult audience became too stressed to have time to do graduate level coursework. We had assumed that many employers would fund completion of the certificate, but resulting economic issues reduced employer funding.

In 2020, the iSchool worked with DCS to develop a contract with InStride to generate more enrollments; however, that relationship has not resulted in any new enrollments.

Non ADM student enrollments in courses:
Enrollment in the courses of the ADM program (LIS 705, 706, 707) by other program students has been healthy. The ADM courses are used by several degree programs, and the program has earned about $8700 a year in revenue from students from those programs. Other programs using the ADM courses include:

- the iSchool’s 131 online MA Library and Information Studies program,
- the iSchool’s 131 MS Information program (online and campus).
- Design & Innovation Masters degree (707 Visualization only)
- Other assorted program students from School of Business, Engineering and others

*Non-pooled programs should also provide the updated budget template populated with data from the past year and current year, along with projections for the next 3-5 years.
This updated budget template will also be reviewed by the Program Revenue Budget Committee.

(see attached updated budget template)

6. Funding Considerations

   a. For traditional/pooled programs – How is the program successfully funding its students?

      not applicable

   b. For non-pooled programs – Refer to the updated budget template in addressing if the program has sufficient enrollment for sustainability. Discuss the current market outlook compared to the original marketing study and plans to grow or change the program to become sustainable.

The updated budget template shows that revenues produced from ADM students have not covered the instructional costs + administrative costs of the program. This is true even when accounting for revenue from external students (ADM courses tend to draw in an additional $8,000-$9,000 per year from students from external programs who take the courses). But, ADM courses are popular with students from other iSchool programs and they are well enrolled overall.

7. If the program admits international students, describe how program processes address length of stay visa issues, online course restrictions, and needing ESL services.

As a 100% online program, it is not attractive to international students. There have not been international students in the program since the inception of the program.

8. Are there any issues impacting the program’s long-term sustainability? If so, what support would you like to help you succeed?

Issues impacting the sustainability of the program include:

1. Lower enrollments and a competitive marketplace for analytics instruction and the expansion of noncredit “Bootcamp” options. Bootcamps are attractive to our current core audience of adult students seeking to “upskill.” Confusion between available programs on campus.

2. COVID created lower enrollments by decreasing employers willingness to pay for tuition benefits, increasing out adult students’ overall stress, and make work-family balance in home environment very difficult.
3. DCS budget limitations and a DCS decision to refocus on regional marketing limited the utility of DCS marketing programs in attracting program entrants.

The program needs to reconsider its focus on introductory analytics knowledge. While it serves most of its current audience well, that audience may choose bootcamp options instead.

**Briefly explain the program’s learning outcomes assessment plan and discuss how you are or how you plan to evaluate student learning. Summarize any data collected to date showing evidence of student learning.**

Student learning assessment is conducted by the iSchool as well as DCS. The iSchool evaluates the program’s learning outcomes via course evaluations, faculty interviews each semester as well as a final student exit interview. In addition, DCS conducts pre-program surveys, mid-program surveys and exit surveys.

**DCS Exit Survey**

The Division of Continuing Studies Exit Survey was fielded for students completing the program from fall 2018 through summer 2021. Ten data points were captured. It does not include students who stopped out or who are still completing the program.

The table below summarizes students’ perception of achievement of program learning outcomes. It shows that of the 10 respondents, most felt the program met the learning outcomes 2, 3 and 4 which focus on understanding a range of analysis techniques and tools, effectively communicating results and articulating the value and limitations of data analytics projects.

Learning outcome 1 was less strong with two respondents noting that the program “somewhat met” objectives related to formulating questions related to organizational goals, identifying sources of data and designing and implementing a plan to answer questions. The fact that this goal was noted as weaker makes sense because instructors have found that it is difficult for students to find and use data from their workplace that meets criteria needed for instructional goals (e.g., sufficient size, textual and numeric) and which is sharable with the instructor and peers. Instead, most students tend to use public data sets to complete their projects.
In terms of student satisfaction measures:

Program satisfaction: 90% were satisfied or very satisfied with the program. One was neutral.

Program expectations: 70% described the program as meeting or exceeding their expectations, but 30% reported that it fell short of expectations.

DCS asks existing students questions about the perceived utility of the program for workforce related goals. While one respondent was neutral or negative on all answers, the other 9 respondents (90%) answered positively for questions about:

- the value of the assignments and readings
- learning will help reach career goals
- feeling engaged in the program
- obtaining skills that will be valuable in the marketplace
- enrolling again

Areas which could be improved include helping students feel prepared to enter the workforce because of the program (50% agree, 40% neutral, 10% negative). These ranking could stem from the fact that most program participants were already working full time and intended to stay with their current employer. They had already entered the workforce.
Two interesting contrasting points of data are questions about encouraging others to apply and recommending the program. Data for encouraging others to apply to the program was higher than data for recommending the program.

- Encourage others to enroll (80% agree, 10% neutral, 10% negative)
- Recommend the program (60% agree, 30% neutral, 10% negative)

Data suggest a need for stronger program services:

Academic advising: 40% marked as satisfied, 20% marked as neutral, and 40% marked as not applicable (due to the lock step nature of the program)

Career advising: 10% marked satisfied, 30% neutral, 10% dissatisfied, and 50% marked not applicable (likely because they are already employed and seek to remain with their employer). Sources of career advice included the program manager, course instructors, classmates, alumni and the graduate school professional development office.
February 28, 2022

Graduate Faculty Executive Committee
C/O William J. Karpus
Dean of the Graduate School
Graduate School
University of Wisconsin - Madison

Dear Dean Karpus and Graduate Faculty Executive Committee,

Thank you for the positive review of the external review process and reports from our ten-year program review of PhD, MS (Research) in Curriculum and Instruction and Doctoral Minors in Curriculum and Instruction, International Education, Qualitative Research Methodology in Education, and Science Education. The recommendations from GFEC align with those identified in our program self-study and in the response to the external review report as part of the ten-year program review process.

Here we provide responses to the four areas identified in your request for more details from GFEC’s discussion of our review.

1: Maintain a graduate enrollment that is consistent with the availability of resources to support the students.

Three years ago, the department shifted to offer four-year guaranteed funding to all incoming PhD program students. As a result, our slightly smaller cohorts of students than in previous years, with 14 students being admitted in each of the 2020 and 2021 admissions classes. We have projected our number of admitted students based on projected TA and PA needs and the numbers of fellowships and other funding sources that would be available. This meant a shift in process for admissions as well as a decrease overall in the
total numbers of PhD programs admitted. Overall, this use of guaranteed funding offer, along with the quality of our program and faculty, has led to a high yield of admitted students attending – over 70% for the first two years of the funding guarantee. When we do not yield candidates, it is generally because we are competing with institutions that offer substantially better packages of five years of funding or with additional resources.

In addition to these fully funded students, we also have a small number of admitted students who rejected offers of departmental funding as they are current UW-Madison employees who did not intend to leave their current positions (including Teaching Faculty academic staff in our department). Finally, many students interested in continued funding beyond the fourth year are able to acquire TA positions (and we have a process where they can apply to be in the pool considered for these TA positions), PA positions with faculty on externally funded projects, or one of several departmental or school fellowships for dissertators.

For this current year we have shifted our admissions plan to one that provides faculty more autonomy over graduate admissions decisions, allows for regular and equitable opportunities to faculty to admit PhD students, and uses our project funding estimates and yield projections to estimate a sustainably-sized cohort for admission. This process will continue to be adjusted as needed going forward.

2: Continue to implement the assessment plans.

As noted in our self-study for the ten-year review, C&I has consistently submitted yearly program assessment data for our research PhD and MS degree programs. We are currently conducting a review of our assessment plan and will make updates in the upcoming year to make sure our plan aligns with current department goals for our graduate programs. We have also begun working on aligning and integrating our MS Teaching programs assessment data with our MS Research program for our assessment review and reporting going forward.

3: Focus on PhD degree completion and decrease time to degree.
Overall, our department completion rate within four years (67.4%) is similar to the university average (Graduate School Explorer). Additionally, the percentage of students still working toward completion of the degree (13.3%) reflect a number of students who come to us without an MS degree who need to take an additional 30 credits and those whose research often takes additional time. We admit students without master’s degrees directly into the PhD plan, so they show up in our PhD graduate school data. This adds a minimum of 2 years to degree completion. Many of our students also conduct empirical research in k-12 classrooms, which has an onerous approval process in the best of circumstances. In the Madison Metropolitan School District, for example, the process for approval alone can take up to a year in addition to the time needed for identifying research sites and doing data collection. These additional research approvals can add another year onto the completion timeline. Over the past two years, this issue has been further exacerbated by the pandemic and extended closure of public schools.

In order to improve our completion rates and assure students are getting the opportunities and supports necessary, especially given the conditions of the past two years, we are taking several steps. We are currently identifying students who are nearing or have reached their timeline for not showing academic progress (not passed their prelim exams within three years or not defended their dissertation five years beyond becoming a dissertator) to attempt to mediate any issues or provide support and clear expectations for maintaining satisfactory academic progress. Over the past six months we have communicated with the faculty advisors and students who were identified and have put plans in place for completing their dissertations in a timely manner with set deadlines and, in some cases, clear consequences of exiting the program if deadlines are not met. We also believe that the shift to a four-year guaranteed funding model, and consequently the smaller PhD admission cohorts, will also help with the level of advising and support provided to students to stay on time with their academic programs.

4: Consider reorganizing the areas of focus consistent with the current faculty strengths and size.

[Please see the longer and more detailed response in the attached departmental response letter to the external review report.]
In sum, it seems that the external review committee made assumptions about the roles of areas in our instructional offerings and departmental functions. In reality these areas were defined using the current structure by a former dean and are currently utilized more to help outsiders identify the areas of intellectual work within the department and as a loose organization of faculty and students in areas of collaboration. Our departmental organization already allows for faculty to maintain collaborations and work in multiple areas and does not limit students to work within any particular area.

The one area where the area system had initially caused some concerns was in the shift to the centralized admission process with guaranteed funding as we at first had admissions decisions emerging from the areas to the departmental admissions committee. We have since shifted our process to allow for more faculty autonomy in the admissions process in part because of the recognition of the differing sizes of areas and the fact that many faculty identify with more than one area.

Therefore, we do not see the area structures currently to impede the work of the faculty and department but more so as an organizing structure for hiring and communicating the areas of work in our department to the external world. The area structure also already allows for shifts over time, such as the Digital Media area recently shifting to use the area label of DICE (Design, Informal, and Creative Education) to reflect the shift of work among faculty in that area over time. We are also planning a faculty retreat in Summer 2022 to reconsider area designations and the functions that areas serve in our departmental work.

We hope that these responses provide the details requested by GFEC. Please let us know if you have any additional questions.

Sincerely,

Erica Halverson, Professor and Department Chair

Jeremy Stoddard, Professor and Director of Graduate Education
19 October 2021

Erica Halverson, Ph.D.
Professor and Chair of Curriculum and Instruction
School of Education
Sent Electronically

Dear Professor Halverson,

When the School of Education assembled a review committee to conduct a ten-year program review of PhD, MS (Research) in Curriculum and Instruction and Doctoral Minors in Curriculum and Instruction, International Education, Qualitative Research Methodology in Education, and Science Education, Professor Earlise Ward was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Ward led a discussion of the review at the GFEC meeting on October 8, 2021. In this letter, I summarize the committee’s discussion.

The GFEC learned of the many strengths of the program including a highly ranked program, strong diversity among students and faculty, strong mentoring relationships, and effective program leadership. The GFEC has the following recommendations:

- Maintain a graduate enrollment that is consistent with the availability of resources to support the students.
- Continue to implement the assessment plans.
- Focus on PhD degree completion and decrease time to degree.
- Consider reorganizing the areas of focus consistent with the current faculty strengths and size.

GFEC requests that the programs engage in efforts to address the recommendations of the review committee. Please provide a written response by March 1, 2022 on how the department is addressing these recommendations, which will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

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

Cc: Diana Hess, Dean, School of Education
    Adam Nelson, Senior Associate Dean, School of Education
    Bernadette Baker, Graduate Programs Director, Curriculum and Instruction
    Jocelyn Milner, Office of the Provost
    Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research
    Parmesh Ramanathan, Graduate School
    Jenna Alsteen, Graduate School

Office of the Dean
217 Bascom Hall 500 Lincoln Drive Madison WI 53706-1380
www.grad.wisc.edu dean@grad.wisc.edu (608) 263-1353
RESPONSE TO EXTERNAL REVIEW REPORT 2021

DEPARTMENT OF CURRICULUM AND INSTRUCTION

The department of Curriculum and Instruction is grateful for the studious insights provided by the external review committee Chair, Professor Lynda Stone, and the committee members Professors Keffrelyn Brown, Noah Sobe, Lynne Paine and Earlise Ward. The report summarizes strengths and challenges of the past decade and recommendations for future action. Our response is organized around these three sections of the report.

Strengths

We appreciate the committee’s recognition of how our multiple strengths have contributed to our number one ranking in graduate education (US News & World Report) for 19 of the last 20 years. We agree with the committee’s assessment that lauds our unique intellectual reputation in the competitive national and global landscape of education. Our department’s signature of outstanding interdisciplinary research, extremely strong mentoring of graduate students who succeed on the world stage, and innovative and creative teaching underscores what becomes possible when excellence and equity are seen as mutually constitutive. The review has highlighted that for the Master’s and Ph.D. degrees our department’s emphasis on social justice, along with high quality research, teaching and service, have produced a vibrant, exciting and forward-thinking intellectual and social milieu in which epistemological and demographic diversity are foregrounded in ways that benefit the student body, the faculty, the UW and the state of Wisconsin.

Challenges

Three main domains within which the committee observed challenges were related to how areas function in different departmental tasks, the workload for faculty, and the ways in which different assistantship opportunities can be offered to graduate students.

Areas and department functions. We recognize the challenges that the new admissions policy for full funding of all admitted students presents to a department that has built its distinctiveness and reputation on more decentralized academic excellence and admissions. The centralization of the process represents integrating difficult intellectual, ethical and organizational tasks. It requires a new departmental organization with new responsibilities and obligations of faculty in decision-making. Among the latter are comparing department-wide candidates for admission who have extremely different epistemological commitments, backgrounds and fields, disciplines that are not reducible to each other, and a wide range of intended research projects. While faculty are clearly able to discern strong candidates in their respective areas, the intellectual and programmatic diversity make it not possible to set criteria in advance that would genuinely embrace or honor such differences equally across the department or that could account a priori for all variables applicants present. Even with this complexity, however, in the two years of new admissions that the faculty has engaged, the department has voted unanimously for the pool of candidates put forward and we have
successfully recruited an excellent student cohort, the majority of whom are students of color. The issue of admissions is not one of departmental areas of study per se but rather the requirement that links admission to full funding which in turn requires centralization of decisions about who should receive that funding.

While we applaud the move to full funding and support having our students receive admissions offers competitive with our peer institutions, we also realize that different tasks require different solutions. Our new approaches to hiring, for example, make use of the area strengths and the faculty crossover between areas to suggest creative and imaginative ways of recruiting outstanding faculty who then draw outstanding graduate students. The new admissions process requires a different kind of creative solution. The areas still have an important role to play in drawing strong applications and faculty review prospective applicants in their areas with deep knowledge of the specificity of content. We believe that the manner in which the area structure of the department has and will evolve in the coming years, and that the very real intellectual and community value of the areas (see Recommendations section below) offer compelling reasons for its continued evolution. The current situation provides a functional inflection point that should be permitted to grow and change in ways that preserve what is good about the area’s flexible structure and that adjust to the different kinds of tasks required.

**Faculty workload.** The external review committee noted the issue of faculty workload and asked whether there were creative solutions for acknowledging this load in different ways: “Are there possibilities, for instance, in currently informal practices becoming venues for credit and expertise?” We concur with the committee’s assessment of the extensive nature of our mentoring and non-course-based time commitment to students. Faculty regularly engage in giving extra time to mentoring for such things as anti-racist pedagogy, addressing xenophobia, building connections with disadvantaged communities beyond campus, running weekly reading groups in addition to set seminars, teaching writing and publication skills, practicing interviews and public presentations with students, and more. This goes beyond simply advising students how to do a research thesis or dissertation and constitutes a large unspoken, informal and time-heavy commitment to the department’s principles of social justice and excellence in teaching. These informal practices are essential to the department’s graduate mission. They reflect a mature workforce who understands the holism of graduate mentoring and takes responsibility for addressing structural issues within increasingly time-poor institutional circumstances. We appreciate the suggestion to more creatively explore ways of acknowledging how these non-formalized contributions can be recognized and legitimated beyond word of mouth or intangible understandings. We will explore these positive possibilities going forward.

**Range of student assistantships.** The external review report considered the balance and weight of different kinds of assistantships that our graduate students could take up. The report noted that “The issue is a balance across these experiences. Some students appear to spend time teaching; others working with advisers who have grants, spend time in research but have little teaching opportunities.” Faculty remain cognizant of the wide array of possibilities for mentoring that occurs through different kinds of assistantship. To respond to the complexities and balances of assistantships, we have created a specific committee devoted to assistantship
allocation in the department that operates in tandem with the new funding model. That committee gathers pertinent information before allocations are made, balancing departmental instructional needs with graduate student strengths and experience and state-mandated licensing requirements in teacher education.

While we are working toward a vision that would enable all students to experience a variety of assistantships that offer opportunities across teaching and research there is a cost to this process that requires campus attention. Currently, project assistantships cost significantly more than teaching assistantships due to the departments having to carry the burden of a differential scale for tuition remission. We cannot afford to organize assistantships across such a variety of possibilities at this point, and the difference cannot be made up by simply appealing to external funding. External funding bodies typically privilege certain kinds of subject matters over other kinds (e.g., STEM), meaning that not all areas of the department have genuine access to funding bodies dedicated to their area. We remain hopeful, however, that our vision of parity across assistantships can be realized in the future.

Minors. The department offers four minors: Curriculum and Instruction, Qualitative Research Methods, International Education, and Science Education. The review team did not comment on these minors, and per the instructions given to the review team, we interpret that to indicate that they did not have concerns about or see challenges in regard to the minors. While we will be maintaining the courses listed in our minors, we would like to work with XXXX and the marketing office to make students across campus more aware that these minors exist. We expect that with new certificates potentially coming on board, more attention may be drawn to what our department offers and anticipate further demand for these minors in the future.

Recommendations

The three concluding recommendations addressed issues of funding, faculty areas, and new Master’s degrees and Graduate/Professional Certificates.

1. Funding

The external review report noted that increased funding is the central issue for current and future efforts of our graduate programs and that this included in particular issues pertaining to students beyond their fourth year of study in the doctorate, in addition to the need for a long term plan for retaining a robust cohort of international students. The department of Curriculum and Instruction draws on a variety of funding sources to support new and existing graduate students. These include the four fellowships earned through the former Graduate School Support Competition that offer two-years funding, two EDGRs/AOF fellowships offered by the School of Education, university-wide fellowships that our students compete in (e.g., Kemper-Knapp fellowship), and allocated funds from the department budget. With the transition to the full funding model the department was faced with blunt decisions that impacted the number of students we could admit relative to the past and how long we could fund them for. For equity reasons, the department made the move to full funding for all existing Ph.D. students within their first four years of study. This meant in practice that instead of ‘grandfathering in’ the
change in funding model across time, we gave funding to all Ph.D. students simultaneously in their first four years of study. This was introduced in the academic year of 2019/2020 and generated a very positive response from existing students in that category.

Our budget models demonstrated that to fund into the fifth and sixth years would have resulted in no more than 2 or 3 new admits. In a department of 30 professors, currently holding the number one ranking in the nation, and being the third largest Ph.D. program on campus this was judged as deleterious to the existence of the program and its national and international reputations. Given the available resources we chose to maintain the integrity of the graduate program by funding incoming students for four years. The department has, however, subsequently developed several models of support. We have a new endowment for graduate students pursing dissertation research in their fifth and sixth years in the area of mathematics education (the Romberg fellowships). We have endowments for students studying in the area of science education available to students in their fifth and sixth years (the Pella awards). We have additional fellowships for all existing students that graduate students at any dissertator stage compete for. We have also worked with procuring for our senior graduate students teaching assistantships and project assistantships in units within and outside the School of Education, such as in WCER, computer science, teaching languages, and the Graduate School. Last, we have used grant budgets to fund advanced students in their later years of study.

We recognize that this range may not cover every case and propose several pathways based on the recommendations. First, we need to develop a longer-range plan with the School of Education for endowments that ensure gifts for these purposes. Second, we recognize the potential of new Master’s degrees and certificate programs to generate revenue and provide employment opportunities for our advanced students. And third, while the external review noted our excellence in median time to completion for the Ph.D. and the outstanding quality of our graduates’ work, at both the point of orientation and in one-on-one advising we can underscore the differences that would be faced if doctoral study took more than four years. This would be enhanced by a new tracking system developed by our Graduate Program Coordinator to identify in the fourth year of study any doctoral students who had not completed their program and who had simultaneously not procured funding for a fifth year of study. This situation that could then be communicated to the department committee responsible for allocating assistantships.

The department has recognized its commitments to diversity and to equality in its admissions practices. International students are admitted via the same processes as our domestic students and the pools are not separated. International applicants compete for the same fellowships as domestic students, except for the EdGr/AOF fellowships. In addition to having a student-led organization for international students in the department we have worked with international students to procure grants for holding events and workshops that are meaningful to students. Two challenges remain. The first are the challenges presented by a new full funding admissions model and which pertain to the practice of provisional admission and parity in regard to how waivers are administered. The department recognizes the equity issues that arose this year around domestic applicants who are working full time in the Madison area and seeking
admission to the Ph.D. program relative to full time employees in other domestic locations and to international applicants. Domestic applicants working full time, such as teachers or applicants working in IT, elect not to accept departmental funding and to pay tuition out of private means. Domestic students not in the Madison area and/or international students who are restricted from full time employment by immigration and visa policies, may have similar desires to not participate in the assistantship structure and to fund their own study at the UW out of private means. This may especially be the case for more mature age applicants who have already had a long and robust career in an educational system. Seeking consistent solutions with the Graduate School regarding students paying for credits once they have equally gone through the approval process and are deemed admissible would enable us to retain our good standing in national and international education and underscore our concern for equitable pathways to completion. The second challenge pertains to social integration of international students. Over the last two years the department has hired a greater number of international faculty and indeed the current Director of Graduate Programs has been an international student in the US. Despite this representation, we agree with the review that a longer term plan that addresses attitudinal, linguistic and epistemic barriers to full inclusion and the power dynamics among domestic and international students and faculty would be helpful in addressing more subtle social issues that can arise and would sustain our very high ratings from graduate students for their satisfaction with overall program quality.

2. Organization of areas

The external review report recommended delimiting the number of areas through which the faculty affiliate and then allowing cross-affiliation between areas. The external review committee was right to note that “faculty expressed a strong desire to uphold a basic commitment within their program to intellectual vibrancy, autonomy, and flexibility across all matters of program concern. These include faculty governance and program area maintenance.” The report also noted that our website lists five general areas and that faculty researched and taught within groupings that exceeded what the website portrays.

While the previous design of five areas was mentioned in the self-study, underscored as now non-functional, and its genesis explained in meetings, the committee was not aware that the five areas listed on our website (Curriculum and Global Studies; Disciplinary Studies; Multicultural Education, Teacher Education, and Childhood Studies; Digital Media; and Languages and Literacies) were a function of a request from a previous Dean to reorganize for the purposes of hiring. They have no practical purposes within the instructional program or graduate student course or research interests. They are not used for hiring or recruitment, did not generate the desired clarity, and should be removed.

The values of the current departmental organization are multiple.

**Hiring:** The departmental areas our faculty work within and across enable our department to recruit excellent hires who then attract excellent graduate students. The current area titles match the demarcations in the field, the research lines of faculty, the teaching and programmatic commitments of the department and job market classifications. The areas in
alphabetical order are: Bilingual/ESL/World Language Education; Curriculum Studies and Global Studies; Design, Informal and Creative Education (DICE); Early Childhood Education; Literacy; Mathematics Education; Multicultural Education; Science Education; Social Studies Education; and Teacher Education. Many faculty cross-affiliate with two or more areas and participate in search committees and admissions decisions for our graduate students in multiple areas.

**Allowing Flexibility and Responsiveness to Changing Intellectual Movements and External Educational Priorities:** The area arrangement structures both stability and innovation. The areas align with yearly teaching assignments, intellectual practices, and communities and cohorts of students, and they allow cutting edge research and innovations to evolve into new formations (e.g., the redefinition of the old Educational Technology area now as DICE). The epistemological diversity that the department is renowned for has been supported in part by this flexible structure. The stability of intellectual communities permits national and international visibility and recognition of their contributions e.g., in mathematics education, science education, literacy, etc., and aligns well with professional organizations, journals, intellectual communities, and funding agencies. As new social and intellectual movements arise and epistemologies evolve, the area structure permits their introduction and is flexible enough to allow morphing into new domains, such as the introduction of a multicultural education area, the addition of global studies to the curriculum studies area, and the expansion of ESL into world languages and bilingual education.

**Mentoring of Graduate Students:** The area arrangement generates and maintains an intellectual vibrancy that operates to attract the most outstanding graduate students domestically and internationally. Prospective students are drawn to the robust cohorts studying in the areas and these affiliations often end up in lifelong networks of alumni and influence. In addition, because so many faculty work across more than one area our intellectual and professional mentoring of students delivers a breadth and depth that has become the hallmark of our department. Thesis and dissertation committees are typically cross-area which also gives our graduates the opportunity to compete for multiple positions upon completion.

To that end, we recognize the areas are more than administrative conveniences. They allow our students and faculty to forge social and intellectual connections within and across interests which constitute our department’s signature and its reputation for a kind of interdisciplinary focus that remains robust. These connections are communicated in our required class C&I 712 Introduction to Research in Curriculum and Instruction in which faculty from all areas present their research to new students and in the methodology requirements of our doctoral program. There is also a tremendous amount of cross-fertilization already occurring, reflected in the topics and titles of theses and dissertations and joint grant applications. The department, therefore, has to weigh the multiple functions and dimensions that areas fulfill alongside the most effective and efficient ways for implementing its mission. We recognize the challenges that a new centralized admissions process layered over the top of departmental areas has posed in the last two years and we are working through the process to refine it for upcoming rounds.
3. **New Master’s degrees and graduate/professional certificates**

We are appreciative of the questions and challenges raised by the committee in regard to potentially developing a new Master’s degree and/or Graduate/Professional certificates. The report captured the difficulties of implementing such projects in a time of transition and uncertainty and we are appreciative of the external review committee’s recognition of the complexities of both structure and timing. As a department, we have already taken steps to consider what and how such innovations could be developed. In the last several years, two committees, the Graduate Program Committee and the Curriculum Committee, took up the responsibility of examining different possibilities for redesign and the impact that the addition of new certificates and a new Master’s degree would have on our existing graduate programs, on faculty workload in the context of other duties, and on the wider community need for such programs.

**Master’s Degree:** The Master’s degree has been a vital component of professional upskilling and a rich intellectual program, historically recruiting largely from Wisconsin-based teachers who received financial compensation for obtaining advanced degrees. Since this state law has changed and only a small number of school districts now offer this incentive we have started to recruit from a more diverse pool of Master’s candidates. We recognize the potential revenue stream that a new kind of Master’s degree may generate and the need for faculty and administrative support to both develop and sustain such programs. The external review committee noted “The general impression is that faculty members are not opposed to these directions but are not highly invested at this time.” We believe that faculty have and do display energetic interest in developing new programs and that we are in the learning stages of what this process requires. Over the last several years faculty have met with excitement around these new possibilities. Multiple departmental committees, repeated faculty meetings, meetings with the Dean’s office, with Continuing Studies, and with other departments within and outside the School of Education who have successfully generated such programs have taken place. The faculty also have recognized that undergraduate certificates can foster opportunities for on-ramps into a Master’s degree, for our graduate students’ teaching experience, and as revenue for our department. Our existing undergraduate certificate in Games-based Design generates a large number of teaching assistantships for our graduates in the summer months, as well as significant revenue for the department as a whole. We also have two new undergraduate certificates in different stages of the program approval process whose relevance here is related to generating opportunities for our graduate students in their future teaching assignments and for recruiting Master’s students. The multiple meetings and efforts in these regards have also been accompanied by an uncertainty in regard to time commitments, to the ethics of creating a Master’s degree online for an inherently social discipline steeped in holism and affective labor, to the overall impact on our existing in-person programs, and in regard to sustainability.

**Graduate/Professional Certificates:** In the years prior to the review, the department developed a list of potential Graduate/Professional certificates that we shared with the external review committee in the spirit of seeking guidance regarding their potential impact on the Ph.D.
program. These certificate development ideas have been previously presented to the Dean’s office, discussed with PLACE, and with Continuing Studies. Such Graduate/Professional Certificate programs could be generated in time, but we remain uncertain about both the possibility for significant direct revenue to the department from them, about the intellectual benefit to our C&I graduate students of such certificate programs, about the logistics of marketing and maintenance of robust enrolment, and about the general impact, positive or negative, on the existing Ph.D. program. Overall, we agree that the external review report represents an appropriate reflection on the questions of balance between administrative burdens, revenue generation, intellectual interests, and institutional capacity.

**Conclusion**

The department of Curriculum and Instruction is a rarity on the UW campus and globally for all of the right reasons. Despite changing external circumstances, significant faculty attrition over the last two decades, the highly competitive landscape of a large and broad discipline, and the Covid-19 pandemic context, we are the only department that we know of that has sustained the number one ranking in graduate education for nearly two decades. This is not just a rare feat in regard to the University of Wisconsin, but in terms of our ranking and reputation domestically and internationally. It is testimony to the dedication of different and ongoing generations of faculty and staff who create conditions that generate the respect the department has accrued and that remains attractive to graduate applicants. We are grateful to the review committee for recognizing the outstanding quality in our programs and the quality, time and dedication our faculty and staff give to research, mentoring, teaching and service. We are also grateful to the review committee for striking a balance between identifying the unique strengths of our graduate programs and pointing to the real and ongoing challenges that we face. As the committee has observed, the most important of those challenges arise at the intersection of shifting external conditions and long-standing norms of the department – norms that also contribute to our strengths. These challenges, such as the challenge of graduate admissions and the challenge of departmental area structure, require thoughtful long-term solutions that respond to a shifting resource context and build on, rather than seek to replace, constructive departmental norms and traditions related to autonomy, interdisciplinarity, and intellectual and demographic diversity. In many cases our proposed responses are already underway. These responses underscore the excellence of our graduate programs, our faculty’s research, mentoring, teaching and service commitments, and the inherent creativity we bring to sustaining our position at the very forefront of the field.
March 1, 2022

William J. Karpus, Ph.D.
Dean of the Graduate School
University of Wisconsin-Madison

Dear Dr. Karpus and GFEC members,

On behalf of the Steering Committee of the MS program in Biomedical Data Science, I am writing this letter in response to the GFEC recommendations that were conveyed as part of our five-year program review. Below we restate each recommendation and describe how we are responding to it.

Work out agreements with other departments to reduce the difficulty for students enrolling in first year courses. Discussions with the Statistics Department have made us aware of which courses our students have regular access to, and which are reserved for students in other programs. With this information, we have removed these electives from our curriculum and been able to provide better guidance to our students. Our students have not had problems enrolling in Statistics courses this year. We still have some challenges getting students into Computer Sciences (CS) courses, especially for first-year graduate students who have a late enrollment date. We have worked with individual instructors to ensure that our students are able to take the CS courses they need, and we are currently working with the department on a more formal agreement. CS courses have been in extremely high demand, and hence the CS department is dealing with a multiplicity of enrollment challenges.

Develop a plan to actively recruit and matriculate a diverse group of students to the program. Our efforts on this front are being jointly developed with the PhD program in Biomedical Data Science and the NLM/NIH-funded Computation and Informatics in Biology and Medicine (CIBM) training grant. We have taken the following steps to increase the diversity of students in our program:

- Several program representatives attended the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) virtual conference. We staffed a virtual booth at the conference and reached out to conference attendees.

- We held our Summer Research Opportunity Program (SROP) in Biomedical Data Science online in the Summer of 2021, and recruited a diverse cohort of undergraduate students to this program. The program seeks to recruit URM students and women to the research area and help them prepare for graduate school.

- As program director, I participated in several webinars that described the field of biomedical data science and advertised graduate programs in the field. These webinars were specifically targeted to students from about 60 HBCUs and other Minority-Serving Institutions. They were organized by the NIH/NLM-funded training programs in biomedical informatics and data science, including CIBM.

- For the first time, we are nominating several eligible, accepted MS students for the SciMED Graduate Research Scholars program.

- We have started advertising our program by directly reaching out to faculty in related areas at a broad range of undergraduate-serving institutions.
• The program faculty and staff are actively involved in various other diversity-promoting efforts. Dr. Rick Chappell serves on the Climate & Diversity Committee in the Statistics Department. Dr. Christina Kendzierski previously served as Chair of the UW-Madison Committee of Undergraduate Recruitment, Admissions, and Financial Aid (CURAFA). Dr. Sushmita Roy and Dr. Anthony Gitter are serving as mentors in the Wisconsin Science and Computing Emerging Research Stars (WISCERS) program which aims to expose students from underrepresented groups to computer science, statistics and data science programs (Spring 2022). Dr. Roy also gave a talk at the WISCERS kickoff program to talk about computational biology and machine learning. Dr. Roy also participated in the Women In Scientific Education and Research (WISER) Spring Networking event in April 2021. WISER is a student organization on campus to provide exposure to undergraduate women to different research careers and topics. Dr. Daniel Pimentel-Alarcn participated in outreach activities at Madison High School to recruit URMs in STEM fields.

Explore strategies to enhance the sense of community among students in the program. This has certainly been a challenge during the pandemic. However, we have resumed regular department-sponsored social events for our graduate students, including a pizza lunch at the end of the fall semester, and a coffee and bagels/donuts gathering next week. We have also set aside a large, dedicated office in the Medical Sciences Center for the MS students to use as their own.

Develop a plan to help students find research projects needed for their degree. We believe that this recommendation refers to helping our students find assistantships and other paid positions. We have taken steps to make faculty in our department more aware of the MS students who are available for positions, and we have offered students guidance about departments (e.g. Math, CS) that often hire TAs from other programs. We also plan to reach out more broadly to colleagues and departments across campus who may have positions for students with strong quantitative and computational skills. We note that 12 of our current 14 MS students have RA, TA, or PA positions.

I appreciate the effort that you and the Graduate Faculty Executive Committee have put into reviewing our program, and I would be happy to answer any additional questions you have.

Sincerely,

Mark W. Craven
Professor, Department of Biostatistics & Medical Informatics
Department of Computer Sciences
28 September 2021

Michael Newton, Ph.D.
Professor and Chair, Biostatistics and Medical Informatics
School of Medicine and Public Health
University of Wisconsin–Madison
Sent Electronically

Dear Professor Newton,

When the School of Medicine and Public Health (SMPH) assembled a review committee to conduct a five-year program review of MS in Biomedical Data Science, Professor Gail Robertson was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Robertson led a discussion of the review at the GFEC meeting on September 10, 2021. In this letter, I summarize the committee’s discussion.

The GFEC learned of the many strengths of the program including strengths of the program including implementation of a refocused and streamlined program, successful career outcomes of graduates from the program, and well preparedness of students for future advancement.

The GFEC has the following recommendations.

- Work out agreements with other departments to reduce the difficulty for students enrolling in first year courses.
- Develop a plan to actively recruit and matriculate a diverse group of students to the program.
- Explore strategies to enhance the sense of community among students in the program.
- Develop a plan to help students find research projects needed for their degree.

GFEC recommends the programs engage in efforts to address the recommendations. Please provide a written response by March 1, 2022 on how the department is addressing these recommendations, which will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

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

Cc: Robert N. Golden, Dean, School of Medicine and Public Health
    James Keck, Associate Dean, School of Medicine and Public Health
    Andrea Poehling, School of Medicine and Public Health
    Jocelyn Milner, Vice Provost, Office of the Provost
    Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research
    Parmesh Ramanathan, Associate Dean, Graduate School
    Jenna Alsteen, Assistant Dean, Graduate School
March 7, 2022

To: GFEC, Dean Wilcots, and L&S APC

Re: Response to 10-year review of the Geoscience programs

The Department of Geoscience response regarding recommendations from the Graduate Faculty Executive Committee (GFEC) and College of Letters & Science Academic Planning Council (APC) on improving our undergraduate and graduate programs is outlined below.

*Geoscience MS program*
Both the L&S APC and GFEC recommendations question the nature of our Master's degree program and imply that a program significantly different than what we offer (and have offered for many decades), perhaps in the form of a professional MS degree, is worth considering. On this issue we believe there are misunderstandings about our MS degree program. Many graduate students matriculate into our program specifically to pursue a research-oriented, thesis-based, MS degree. A large fraction of these MS students also continue on to pursue a PhD degree, and this is common among Geoscience Departments at many research-intensive peer universities (of our 19 Geoscience faculty, only three do not hold a two-year, thesis-based, MS degree). It is a rare student who matriculates directly from a BS degree into our PhD program. Our self study indicates that nearly every Geoscience MS student publishes a paper in the scientific peer-reviewed literature, thus our MS program is pivotal to successfully meeting our mission to advance knowledge, and forms a vibrant pipeline into our PhD program for many students. Both MS and PhD students are eligible for, and receive, Research Assistantships commonly from extramural funding sources. MS degrees from our Department are not “consolation prizes” for those who cannot complete a PhD. Those who plan to earn a terminal MS degree had been traditionally sought after by the fossil fuel energy industry, but as this industry has turned down, our MS students remain highly sought after to pursue careers in hydrogeology, environmental consulting, geotechnical engineering, mining, and in state geological surveys. Several graduate students move to PhD programs at other Universities, and we admit many students into our program who have completed a Masters elsewhere. Our faculty have discussed whether there is a market for a professional MS degree for several years, and whether diversion of faculty research time and organization of a curriculum is worthwhile. During this time, our Board of Visitors have advised repeatedly that students who earn MS degrees in our research-intensive program remain highly sought after to pursue careers in many industries because they emerge as well-rounded scientists with strong communication and interpersonal skills. It is our view that the nation needs to produce more MS students with the research skills and training that our program currently offers in order to meet myriad environmental-, resource-, and climate-related challenges that lie ahead. We address the possibility of new professional MS programs in geoinformatics and engineering geology in further detail below.

*Geoscience Doctoral Minor*
We agree with the L&S APC that since few, if any, doctoral minors are pursued in Geoscience, it is appropriate that this program be terminated. This would still allow students to complete a distributed minor in Geoscience, and we think this remains an important option.

Department of Geoscience
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Diversifying the Geoscience graduate student body

To promote diversifying our graduate student population, we have taken several steps and will monitor how these steps are working over the next several years: (1) We abandoned the use of GRE test scores to evaluate prospective graduate students beginning in 2021 based on research that these tests are biased against underrepresented and financially disadvantaged groups (many Geoscience departments at our peer universities also abandoned the GRE during the past two years); (2) We decided in 2020 to use gift funds to ensure that all incoming graduate students are provided with Summer support as a Research Assistant during their initial year. This means that all incoming graduate students receive guaranteed support during the initial 21 months after they arrive in Madison. Our research indicates that apprehension about moving to Madison, knowing that the first Summer could be financially challenging if support is not guaranteed, is a deterrent to matriculating and retaining students from populations underrepresented in STEM fields; (3) Our graduate studies committee has been asked to look more broadly at the entire pool of applicants to our graduate program each year. The charge is to alert individual faculty, and the faculty as a whole, about student candidates from underrepresented groups who might be overlooked as individual faculty decide, and the entire faculty votes, on which students should receive multi-year offers of guaranteed support; (4) Department faculty, students, and staff are actively engaged in several campus and national efforts to identify bias, and develop the level of awareness required to make equitable and inclusive decisions when recruiting new Geoscience graduate students (https://geoscience.wisc.edu/community/diversity-and-inclusion/); and (5) The Department recently established an internal funding exercise named for a distinguished alumna, Kay Fowler-Billings. Gift funds are used annually to support Fowler-Billings proposals from graduate students, staff, or faculty, aimed at building community, eliminating biases, and promoting an equitable department climate.

Perhaps the most impactful way to diversify our graduate student population is to diversify our faculty. Accordingly, we are aggressively attempting to further diversify our faculty with respect to both ethnicity and gender via regular faculty hiring and the TOP program (we are currently attempting to recruit two TOP candidates, one male, one female, and 8 of 9 finalists in two other searches underway are female).

Expanding strength in the broad area of (geo)informatics and possible professional MS degree

The field of Geoscience has been transformed by advancements in computational methods and big data informatics. Similarly, the transition in the energy sector represents both a challenge and an opportunity for enhancing our geoscience curriculum and training future geoscience leaders. Our department is poised to lead in these subfields given: (1) Our particular research strengths and our relationships with other on-campus entities, including the Center for High Throughput Computing, the new School of Data Science, the Nelson Institute, and the Wisconsin Geological and National History Survey; and (2) The prominent involvement of several faculty members in cyberinfrastructure for the Earth Science (mainly supported by the EarthCube Initiative of the National Science Foundation). We are actively discussing two possible pathways for taking advantage of these opportunities. First, we are exploring the development of a 5th-year professional MS for UW-Madison Geoscience majors which would focus on integrating geoinformatics and quantitative field methods. This degree would incorporate coursework in Geoscience, but also include courses in other departments (Data Science, Geography). We aim to conduct market research on the viability of such an MS program. Secondly,
We are exploring updates to our undergraduate curriculum including consistent incorporation of geoinformatics themes across several courses and, possibly, new courses focused in this area.

**Partnership with the Geological Engineering Program (GLE) and possible professional MS degree**

As a minor correction to the program review, we note that nearly all (not half) of GLE students double major in Geoscience, and these GLE majors have traditionally represented roughly half of students receiving Geoscience degrees (the other half being Geoscience-only majors). As another minor correction, the move of the GLE program into Civil and Environmental Engineering occurred years ago, so the turbulence associated with that transition is passed. The program review correctly notes, however, that a shift in College of Engineering policies — particularly the change to “direct admit” incoming freshmen to Engineering sub-disciplines — has had negative impacts to GLE undergraduate enrollments and represents a challenge. Under the new direct admit approach, Engineering students have received less exposure to Geological Engineering options, with a corresponding decline in enrollments. This change represents a challenge to maintaining undergraduate enrollments in Geoscience. Despite these issues, Geoscience remains strongly committed to our relationship with the GLE program, which we feel benefits both departments and both Colleges. Areas of interest in research strongly overlap between Geoscience (where some faculty hold engineering degrees) and Geological Engineering (where some faculty hold Geoscience degrees), and collaboration in these areas of interest is facilitated by the GLE program. As a concrete example of these benefits, several major, externally funded research projects including the multi-million dollar PoroTomo and WHOLESCALE projects, both supported by the Department of Energy, have been successful due to collaboration by co-PIs and graduate students from both programs. It is also worth noting that Geoscience historically has a component of a “boom-bust” cycle, and it is not always correlated to the rest of the economy. We are currently in a downturn that is likely affecting the GLE program, but this may not continue.

The Geoscience Department will work to address the risk of impacts to the Geoscience undergraduate major program. One action will be to work with GLE faculty to ensure that this program is advertised in introductory Geoscience coursework, particularly to those students that have been admitted to the College of Engineering. In addition, we are actively exploring other ways in which the Department of Geoscience can assist in advertising and growing the GLE undergraduate program. Third, we are in discussions with the GLE faculty in Civil and Environmental Engineering about additional options — such as a professional MS degree in Engineering Geology. As with geoinformatics, this will demand a careful market analysis and strategic planning by the faculty who might organize the salient curriculum. Finally, it is important to note that we produce excellent geological engineers because of their strong Geoscience background. These graduates are highly sought by employers and needed by society, because they understand the interaction between human-designed and natural systems. While current administrative decisions may make this collaboration more difficult, we affirm that this is a strong program that our university should take pride in. We agree with the Review Committee report that a College-level exploration aimed at strengthening the GLE program would be helpful.

**Field experiences for undergraduates**

A final recommendation involved expanding field experience options for undergraduate students. The Geoscience department has been particularly affected by the pandemic in our involvement of undergraduate students in field-based teaching and research. Because of the inherent health risks involved in group travel during a pandemic, much of our field-based education and research at the
undergraduate level has been curtailed, particularly during the last two summers. We feel that, during a non-pandemic situation, we do an excellent job in providing field-based opportunities to the undergraduates in formal (class), informal (spring break), and external (field-camp) conditions. Further, we have already formalized fieldwork policies in our new code of conduct. The Geoscience department has also started a new class (Geoscience 402) that is open to all majors, that engages students in authentic field-based research and satisfies Comm B requirements specifically for science communication. This class has only been offered once because of our inability to take a group of students to the field. In short, we think that we have already addressed concerns over undergraduate opportunities for field experiences, and we anticipate renewed success in this area once the pandemic restrictions ease.

I am happy to respond further, or to answer any questions that this response raises among the GFEC and the L&S APC members.

Sincerely,

Brad S. Singer
Department Chair
Vilas Distinguished Achievement Professor
December 6, 2021

TO: Bradley Singer, Professor and Chair, Geoscience

FROM: Eric M. Wilcots, Dean

RE: Completion of Review of Academic Programs housed in Department of Geoscience:
   • BA/BS Geology and Geophysics
   • MS-Geoscience
   • Doctoral Minor, Geoscience
   • Ph.D., Geoscience

ATTACHED: Report of the Geoscience Review Committee

CC: Jenna Alsteen, Assistant Dean, Grad School
    Elaine M. Klein, Associate Dean for Academic Planning
    Gloria Mari-Beffa, Associate Dean for Natural and Mathematical Sciences
    Karen Mittelstadt, Academic Planner, APIR
    Parmesh Ramanathan, Associate Dean, Grad School

On October 19, 2021, the Letters & Science Academic Planning Council discussed the review of the academic programs offered in the Department of Geoscience. We provided many materials as a foundation for this discussion: the self-study prepared by the department, the report of the faculty review committee, the department’s response to the report, and the October 18 memorandum conveying Dean Karpus’ and the Graduate School response to the report. Associate Dean Gloria Mari-Beffa led the council’s discussion.

First, we think it is important to convey the council’s appreciation for the thoughtful work the department undertook to address issues identified in the previous review. In particular, the APC noted the change in culture informed by efforts to continually work on issues of diversity, equity, and inclusion in the department and – by extension – in the discipline. You and your colleagues know well the challenges of encouraging and increasing the presence of underrepresented groups in STEM disciplines, and we urge Geoscience to continue this important work. We agree with the recommendation (also endorsed by the Graduate School) that Geoscience should build on its successful efforts to diversify the faculty and continue to plan and improve the diversity of the graduate student population. Members also noted that the department is also considering more global issues about the future of the discipline (and of the globe), and that Geoscience is at a crossroads, and must study the current focus of research and curriculum on fossil fuel applications,
and how that may need to change in the future and adapt to new urgencies as the climate and world change.

The review committee offered a number of useful observations and recommendations, and the APC trusts that the department will act on these (as it responded to the advice offered in the prior report). With respect to efforts to assess student learning, the review committee noted that the expectation to have an assessment plan and procedures is met: L&S review of the 2016 plans found them to be robust and likely to be very useful. At the undergraduate level, regular use of departmental and AGI senior exit survey information, course evaluations, and in-class assessments at different levels of the curriculum should contribute much to the department’s understanding of how comprehensive. At the graduate level, the department’s plans to capture data from standard milestones in graduate education is also a practical and useful approach to assessment; however, the review committee suggests that this work would be improved if additional, standardized metrics for graduate-level assessment were used. Finally, assessment reports were provided in the self-study, but do not offer insight into whether the department is using these assessment exercises to understand and improve programs (which may be a flaw in the reporting system). We note the review committee’s observation that the department might do more with assessment of student learning – which could mean using the result more effectively or documenting more clearly that the results do inform programmatic decisions.

There are two issues that warrant further consideration. The first was discussed at some length by the APC, and was noted too, in Dean Karpus’ memo: a large number of graduate students do not persist in the doctoral program, departing with a master’s degree. We understand that a research-focused master’s degree is highly valued by students and industry and think it would be useful to the department to interrogate this phenomenon. We know Geoscience has already been advised to consider whether an audience of “masters-only” students would be served better by a program dedicated to them and would suggest that this situation warrants consideration of a dedicated, research-focused and research-intensive terminal master’s program. Creation of a program in this area would create opportunities to develop learning outcomes well-aligned with master’s level research, to incorporate fieldwork and research experience or internships in very intentional ways, and to address more directly the career goals of these students. The second issue also relates to program management: given the very few doctoral minors awarded, we suggest that the graduate faculty consider whether it makes sense to continue to offer a program and credential that students do not seem interested in pursuing. Though the administrative burden of managing an unused PhD minor may seem small, all of the aspects of administering an academic program are the same: Guide pages and programming still need to be maintained, and the program needs to be monitored and reviewed. Is this an opportunity to slightly lighten your load?

None of these matters were so grave as to prevent the L&S APC from unanimously approving a motion to accept the report as complete. Council members were pleased to learn more about Geoscience and admired the many strengths of the department. You have much to be proud of, and we thank you for all you do to support the excellence of the college and university. We look forward to reviewing the follow-up report Geoscience will submit to the Graduate School next semester, and to continued conversations about Geoscience programs.
Dear Professor Singer,

When the College of Letters and Science (L&S) assembled a review committee to conduct a ten-year program review of MS, PhD, and Doctoral Minor in Geoscience, Professor Yu Hen Hu was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Hu led a discussion of the review at the GFEC meeting on October 8, 2021. In this letter, I summarize the committee’s discussion.

The GFEC learned of the many strengths of the program including increasing faculty diversity, strong career placement, and an engaged student association (Geoscience Graduate Student Association) and has the following recommendations.

- Expand the strength in the broad area of informatics.
- Study the risks and opportunities of continuing partnership with the Geological Engineering program.
- Explore the option of creating a new professional master’s degree program.
- Following on the success of increased faculty diversity, develop a plan to improve the diversity of the graduate student population.
- Examine data to better understand why large fraction of the doctoral students leave the program with a master’s degree. What opportunities and career plans are they pursuing? The Graduate School exit survey data is a valuable resource for this purpose (grad.wisc.edu/data).

The GFEC requests that the program engages in efforts to address the recommendations of the review committee. Please provide a written response by March 1, 2022 on how the recommendations are being addressed, which will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

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

Cc: Eric Wilcots, Dean, L&S  
Gloria Mari Beffa, Associate Dean for the Natural, Physical and Mathematical Sciences, L&S  
Elaine Klein, Associate Dean for Academic Affairs, L&S  
Jocelyn Milner, Office of the Provost  
Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research  
Parmesh Ramanathan, Graduate School  
Jenna Alsteen, Graduate School
March 28, 2022

TO: Jeremy Hutton, Professor and Chair

FROM: Eric M. Wilcots, Dean

RE: Completion of Academic Program Review:
     MS-Classical & Ancient Near Eastern Studies named option, “Classics”
     PhD Classical & Ancient Near Eastern Studies named option, “Classics”

CC: Jenna Alsteen, Assistant Dean, Graduate School
    Elaine M. Klein, Associate Dean for Academic Planning, L&S
    Allison LaTarte, Interim Director, Academic Planning & Institutional Research
    Karen Mittelstadt, Academic Planner, Academic Planning & Institutional Research
    Parmesh Ramanathan, Associate Dean, Graduate School
    Susan M. Zaeske, Associate Dean for Arts & Humanities, L&S

On January 18, 2022, the L&S Academic Planning Council discussed the review of the “Classics” programs that are offered to students under the MA and PhD in Classical and Ancient Near Eastern Studies. This work was conducted in compliance with campus policy mandating that a review be conducted five years following the creation of new programs; in this case, the long-standing programs in Classics were recreated under a more general umbrella program following the merger of the departments of Classics and Hebrew and Semitic Studies. Associate Dean Susan Zaeske presented the review to the APC, noting that the department continues to offer excellent programs to students, and to steward these programs well.

Associate Dean Zaeske noted that the Graduate Faculty Executive Committee had also discussed the review, and Dean Karpus’ memo (12/21/2021) enumerated issues requiring attention:

- Develop a graduate student handbook
- Continue efforts to recruit more underrepresented students
- Continue efforts to solicit student feedback and assess student learning in the new curriculum
- Encourage and support non-academic career alternatives.

The L&S APC agreed that these issues are important, and particularly endorsed the need for a clear and readily accessible student handbook. Members asked Associate Dean Zaeske to
follow up with the council if needed, on receipt of the requested report to the Graduate School in March, 2022.

The APC noted that one key recommendations in the report is that the department should attend carefully to the transition to a new Director of Graduate Studies, so the forward momentum for the department and program can continue. We are aware that one element of forward momentum will be consideration of the program structure: without a second set of named options to complement the options in Classics, the Department may be asked to restructure the programs again, to simplify the structure. Please consult with Associate Dean Elaine Klein about whether the department plans to develop new named options at the graduate level; she can offer guidance about program development, if needed.

Upon completion of this discussion, members unanimously approved a motion to accept the report as complete. We wish you continued success with these programs.
March 15, 2022

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

Dear Dean Karpus,

I write to report the Department of CANES’s progress toward responding to the recommendations of the GFEC in light of our graduate program’s recent 10-year review. The review document itself (dated Oct. 26, 2021) listed four recommendations:

- Given the changes to the graduate program as well as the comparatively large number of new PhD students, the CANES department should implement two tools for soliciting graduate student feedback and gauging this feedback by the end of the 2021-22 academic year: (1) an anonymous survey of all graduate students; (2) a listening session with all graduate students.
- The CANES department should create a graduate student handbook and make this handbook available online by fall 2022.
- The CANES department should streamline the website with the goal of making it more user-friendly for graduate students by fall 2022.
- The CANES department should prepare a specific plan of action for creating a bridge program for recruiting underserved minority students and/or another plan of action for recruiting underserved minority students to the CANES PhD program with the goal of implementing this program for the 2022-23 admissions cycle.

These four recommendations were reordered and summarized as follows in the summary document (dated Dec. 21, 2022):
I respond to these recommendations in the order provided in the latter document, but drawing in aspects mentioned specifically in the former document:

1) Graduate Handbook
Our DGS’s for AY 2021–2022 (Alex Dressler and Will Brockliss) are currently working with our Graduate Program Coordinator (Toni Landis) to compile the handbook. They have the Graduate School’s template in hand and plan to add department-specific materials. This process has been planned to take place over the summer, 2022, in order to be ready by the start of fall, 2022.

2) Recruitment and Training of Students from Underrepresented Populations
We continue to address this issue on multiple fronts:

(a) As noted in our Self-Study report,
the Chair of the Admissions Committee and other faculty members regularly engage in personal outreach to potential applicants using contact information from the McNair Scholar Program and the National Name Exchange. At annual professional conferences, individual faculty members have made it a priority to attend and connect with minoritized scholars at the undergraduate and graduate levels.

We also wrote in our self-study document:

In AY 2020–2021, for example, the Chair of the Admissions Committee directly emailed ten such potential applicants, inviting them to apply, offering up a personalized information session, and providing them with department-purchased waivers for the application fee. Though this direct outreach did not result in any applications from these students, the Admissions Committee is planning to make this a regular component of recruitment, as the exchanges between the Admissions Chair and some of the applicants were quite positive and well-received.

In AY 2021–2022, our Admissions Committee Chair, Will Brockliss, continued this program. Again, he wrote to ten potential AOF applicants (comprised of individuals from both underrepresented minoritized backgrounds and from economically disadvantaged backgrounds)
who were identified on the basis of the McNair list and the National Name Registry. Unfortunately, none of the candidates took up our offer, but we will continue trying this approach in subsequent years.

(b) Despite the ineffectiveness of (a) thus far, we continue to focus efforts on AOF recruitment. In a more subtle approach to AOF applications, our Graduate Coordinator, Toni Landis, routinely checks the “Unsubmitted” section of our application portal. If anyone shows up as an AOF qualifier, she introduces herself through email and sends that applicant a fee waiver code. The goal, of course, is to coax the applicant to go through with completing the still inchoate application. This method produced three total AOF applications this year.

(c) During the 2022–2023 cycle, the Admissions Committee developed a ranked list of candidates for that fellowship. Two AOF-eligible applicants have indicated an interest in our PhD program (although one did not apply in time to be granted a fee-waiver, as described in [a]); the other (potentially-admittable) applicant indicated interest in the terminal MA. We viewed one of the two PhD applicants, who is from a Hispanic background, to be better suited towards our goals of diversifying the field; as a result, we have offered that candidate a fellowship (5 years of guaranteed funding [AOF, 3x-TA, AOF] plus a $5,500 top-up scholarship each year—bringing the total offer up to a minimum of $26,615 per year—and a $2,500 summer research travel award in his first year). Several members of the department’s faculty and staff have met with the candidate by Zoom (Landis, Dressler, Brockliss, and Hutton on Feb. 15th) and in person during a visit to campus that we arranged (March 10th). The prospective student visited classes (with Beneker, Nelestuen, and Fletcher) and met with faculty (McClure, Nelsestuen, Brockliss, Dressler, Aylward, and Beneker), an affiliate (Gottlieb), and current students. We are currently waiting to hear the student’s response to our offer of admission.

(d) At the October 12, 2021, Closed Department meeting, the Department discussed various approaches to the recruitment of underrepresented minority students that were presented at recruitment workshops over summer, 2021 (e.g., June 17, 2021). Four initiatives were discussed: bringing to campus a more diverse range of outside speakers; commissioning one of our faculty specifically to meet with underrepresented student groups at national conferences; forging research connections with faculty at Minority Serving Institutions; and sending faculty book packages to MSI’s. Of these, we intend to pursue the first, which promises the greatest return on investment. We continue to explore ideas and options.

(e) Most importantly, we continue to discuss plans for a “Bridge Program.” Such a program would be projected to cost in the area of $39,500 per student for each year of programming ($21,115/year for a fellowship\(^1\) + $6,000/semester for tuition + ca. 20% of the fellowship value for fringes), meaning that it is essential to design a program that is not only streamlined, but effective as well.

\(^1\) This is the minimum cost of a Teaching Assistantship during the 2022–2023 AY, according to the Graduate School’s website (https://grad.wisc.edu/2021/11/09/2022-2023-graduate-assistant-stipend-increase/).
Various unanticipated staffing shortages in CANES have forced us to deal with the pressing issues of shoring up our curricula for the coming semesters. These shortages include the departures of two faculty in fall 2021 and the ensuing need to bolster our curricula with temporary staffing in 2022–2023; the turnover of the Chair between the 2021–2022/2022–2023 AYs; and the generally high amount of service that the CANES dept. commits to the University, along with the generous research leaves that faculty have earned. Accordingly, we are not currently in a position to make swift headway on the design of a Bridge Program. Nonetheless, we are currently drafting a request for one or more new tenure lines to replace recent these unexpected retirements and departures, and with the acquisition of more faculty, we will have the resources to develop this program within an estimated two years of acquiring the new hires. We intend to make hires whose PVLs will include attention to DEI initiatives and extra-academic applications of academic skills.

3) Soliciting Student Feedback
We are currently developing plans to hold a listening session at the end of the spring, 2022 semester. Because of several low-enrollment years, we had only a few students enrolled whose coursework would be affected by the new curriculum; the current student-group of six matriculants for the 2022–2023 AY will provide a more robust discussion. Further, we plan to administer an anonymous online survey by the end of the spring 2022 semester, inviting further opportunity for the current students to reflect and offer feedback on the changes to the graduate curriculum.

4) Support for Non-Academic Career Alternatives
As to professional development and support for more diverse training for PhDs to equip them for a job market in which traditional academic positions continue to dwindle, the Department feels that the review committee has overlooked the very concrete steps that we have taken to address precisely this for some years now. In the past two years, we have done the following:

- In response to the previous review of the Classics graduate program (2018), our GPC has implemented a weekly newsletter alerting students to campus-wide programming for non-academic career alternatives. In the most recent newsletter, several non-academic initiatives were communicated, including invitations for serving as humanities responders (applications due March 20 and April 1) as well as notices of the workshops “Graduate Skills and Competencies” (March 14), “Pivot to Public Writing” (March 15), “How PhDs can identify and communicate their marketable skills to employers (March 16), and “Building Your Small Talk and Networking Skills” (March 19).
- In a series of lectures entitled “Adventures in Applied Classics” (fall, 2020), several of the speakers discussed approaches to public humanities (Curtis Dozier [Sept. 8]; Joel Christensen [Oct. 8]; Sarah Scullin [Nov. 19]; Suzanne Lye [Nov. 23]; Kelly Nguyen [Nov. 30]).
• During our orientation meeting last fall (Sept. 3, 2021), we hosted a representative of the Fulbright and Fulbright Hays dissertation fellowships; that person also spoke about language scholarships.

• On February 3, 2022, we hosted a presentation by Aaron Fai for the “Mellon Public Humanities Fellowship Information Session,” which specifically provides experiences outside of academia for humanities graduate students.

• The Grad School offers one non-academic job-related event almost weekly (https://grad.wisc.edu/uw-events/). Again, these events are regularly communicated to our students through the weekly newsletter.

• Our GPC has actively informed students—both current and prospective—regarding Aurora/Beyond the Professorate. She regularly promotes this resource to students alongside the Graduate School’s Professional Development website (https://grad.wisc.edu/professional-development/), including showing students during orientations how to use the Graduate School’s resources to develop an Individual Development Plan. We will be offering a lunchtime workshop on the DiscoverPD tool on April 19th, 2022.

• In response to the previous review of the Classics graduate program undertaken in 2018, we have revamped our doctoral program to incentivize students’ pursuit of training in more applied disciplines, including Museum Studies, Information Sciences, Secondary Language Acquisition, teaching certificates, and more.

If this is not the kind of programming that the review committee has in mind, we welcome guidance on what kind of programming would be helpful for this important aim. We also welcome any further recommendations that you can provide for campus resources that we have not considered.

Respectfully submitted,

Jeremy M. Hutton
21 December 2021

Jeremy Hutton, Ph.D.
Professor and Chair, Classical and Ancient Near Eastern Studies (CANES)
College of Letters and Science
Sent Electronically

Dear Professor Hutton,

When the College of Letters and Science (L&S) assembled a review committee to conduct a ten-year program review of the CANES named option Classics in the MA and PhD program, Professor Robert Asen was asked to serve as the Graduate Faculty Executive Committee (GFEC) representative. Professor Asen led a discussion of the review at the GFEC meeting on December 10, 2021. In this letter, I summarize the committee’s discussion.

The GFEC learned of the many strengths of the program including reducing time to degree through a streamlined curriculum that includes a revised exam structure, strong collegiality and faculty commitment, attention to contemporary developments, teaching opportunities for graduate students, and active pursuit of diversity. The GFEC has the following recommendations.

• Develop a graduate handbook (please see https://kb.wisc.edu/grad/page.php?id=34123).
• Continue the ongoing work to recruit more underrepresented students.
• Solicit student feedback regarding curricular changes and develop assessment methods for the new curriculum.
• Encourage and support non-academic career alternatives for graduate students by connecting with campus (including Graduate School) efforts in this area (please see https://grad.wisc.edu/professional-development/beyond-tenure/)

GFEC requests the program engage in efforts to address the recommendations of the review committee by providing a written response by March 1, 2022. It will be discussed at a subsequent GFEC meeting. Thank you for your commitment to graduate education.

Sincerely,

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

Cc: Eric Wilcots, Dean, L&S
    Elaine Klein, Associate Dean for Academic Affairs, L&S
    Jocelyn Milner, Office of the Provost
    Karen Mittelstadt, Academic Planner, Academic Planning and Institutional Research
    Parmesh Ramanathan, Graduate School
    Jenna Alsteen, Graduate School
Date: March 25, 2022
To: Karl Scholz, Provost and Vice Chancellor for Academic Affairs
From: Linda Scott, Dean, School of Nursing

Re: Final Summary of Program Review for: Nurse Educator Certificate 5 Year Review

The Nurse Educator Certificate 5-year program review was completed by an external review committee chaired by: Professor Kimber Wilkerson, School of Education with members: Clinical Associate Professor Eric Buxton, School of Pharmacy, and Associate Professor Mark Mandel, Medical Microbiology & Immunology as the GFEC Representative. The review committee was charged with assessing the strengths and weaknesses of the certificate program, recognizing accomplishments, and providing recommendations for future directions. The School of Nursing (SoN) Academic Planning Council (APC) discussed and approved the review committee report on March 25, 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 external reviewers found that the Nurse Educator (NE) Certificate program to consist of high quality required courses and practicum experience. These strengths were validated by SoN students who were positive about the quality of the courses associated with the NE certificate program, with some indicating that this program was an influential factor in their decision to attend UW-Madison. Faculty and staff feedback was also positive about the program. Faculty and students articulated the value of pursuing formal certification (Certified Nurse Educator [CNE]) for employment marketability and the benefit of the profession with the national nursing faculty shortages. The reviewers noted that the difficulty of scheduling courses within the student curriculum plan as a weakness, as well as the issue of low enrollment and certificate completion. Further clarity is needed for targeted growth and desired enrollment.

Recommendations
Based on a review of a rigorous and thorough self-study report and interviews/meetings with students and key stakeholders, the external reviewers made five (5) recommendations, which overall was consistent with the self-study analysis. Four of the recommendations are
focused on proactive communication and messaging that clearly, intentionally, and strategically describes the benefits of the program and broadens the reach to increase enrollment. The fifth recommendation was related to possibility of teaching assistantships fulfilling the practicum experience. This recommendation requires further exploration and consideration by the faculty. As Dean, I concur with these recommendations and next steps for consideration.

Summary

On behalf of my faculty colleagues in the School of Nursing, I wish to express our appreciation for a thorough and thoughtful review of our NE Certificate program. Such reviews are essential to both the campus and schools/colleges to maintain a level of excellence. I look forward to finalizing the process.

Attachments

Review Committee Report
Amended Self-Study Report
Original Proposal for the NE Certificate Program

Copies

Lisa Bratzke, Associate Dean Academic Affairs
Barbara Pinekenstein, Interim Associate Dean Academic Affairs
Wendy Halm, Nurse Educator Certificate Coordinator
Kimber Wilkerson, School of Education, Chair, Program Review Committee
Allison La Tarte, Academic Planning and Institutional Research
Jenna Alsten, Associate Dean, Graduate School
Office of Academic Affairs, School of Nursing
Review Committee Report for the Nurse Educator Certificate program

(5-Year Review)

Date Submitted: March 1, 2022

Review Committee Chair and Members:

Professor Kimber Wilkerson, School of Education (Chair); Associate Professor Mark Mandel, Medical Microbiology & Immunology, GFEC Rep.; and Clinical Associate Professor Eric Buxton, School of Pharmacy

A. Review Context.

The review committee initially met with Dean Linda Scott, Interim Associate Dean Barb Pinekenstein, and the Nurse Educator Program Coordinator, Associate Clinical Professor Wendy Halm. During this initial meeting, Dean Scott, Interim Associate Dean Pinekenstein, and Professor Halm provided a brief overview of the Nurse Educator (NE) program, and the review committee members were able to ask clarifying questions related to the self-study. During this initial meeting, the review committee requested access to course syllabi and shared a list of stakeholders with whom they would like to meet. Review committee members also requested additional data on the number of students over time who had taken one or more courses in the NE Certificate program sequence but had not completed all the requirements.

Associate Dean Pinekenstein was designated as our contact for coordinating follow up meetings with stakeholders, which included the following groups: (a) alumni who completed the program; (b) students currently completing the program; (c) students who took one or more course(s) in the program sequence but did not complete the program; (d) faculty who currently teach courses in the Nurse Educator program; and (e) faculty who are licensed as Certified Nurse Educators (CNEs), but do not teach in the program. In addition to these 30-min small group meetings, the review committee also met with the School of Nursing Student Services Coordinator (who, according to the self-study, is responsible for messaging about the program), and the Program Coordinator. These meetings all took place during January 21-28, 2022.

During the meetings, review committee members used an interview protocol with additional follow-up questions as needed. Notes were collected in a google doc by review committee members during each interview for reference later. The meeting with the Program Coordinator was conducted last so that committee members could ask follow-up questions and share initial observations for her consideration.

Associate Dean Pinekenstein provided additional data to the review committee to update the number of program graduates as well as to provide the additional number of students who have taken each of the required program courses over the certificate program’s existence. These data were provided in the form of updated/revised self-study documents. Professor Halm invited committee members to attend a class...
session – but due to scheduling, none of the three committee members were able to attend. However, the committee offered Professor Halm the opportunity to share some details about the class format and the experiences of her current students.

B. Strengths and Weaknesses.

According to course ratings shared in the self-study, and comments offered during our meetings with current and former students, School of Nursing students are positive about the quality of the courses associated with the NE certificate program, with some indicating that this program was an influential factor in their decision to attend UW-Madison. Faculty and staff echo these positive sentiments – speaking favorably about the program and its utility.

CNE is a national credential, which can be attained by passing the CNE exam after completion of UW-Madison’s Nurse Educator certificate. Faculty and students articulated the value of pursuing formal CNE certification for employment marketability – as well as for the benefit of the profession. Faculty also stressed that there is an imminent retirement wave in this profession that will require a large number of properly educated replacements from programs such as this one. However, these same groups also acknowledged that the CNE credential is not necessary for employment as a nurse educator, and that graduates are highly employable with or without the CNE credential. This context may partially explain the relative low enrollment in the NE certificate program courses, and the program’s overall low completion rate.

A strength of the program is the high quality of the required courses and the practicum experience. As noted above, current and past students spoke highly of the quality and utility of the course content, as well as the overall certificate program. This praise was offered even by those who ultimately chose to not complete the whole sequence because of a lack of time or due to a change in professional focus.

A weakness of the NE certificate program is the inherent utility and the, perhaps associated, low enrollment and completion of the certificate program. Part of this weakness is the lack of clarity in growth/desired enrollment in the program. The consistent target was “more students” but there was no mention of actual targeted enrollment numbers each year going forward.

An additional weakness noted was the difficulty in scheduling Nurse Educator courses in students’ program plans. Multiple students noted that by the time they recognized the value of the certificate, they were further along in their training and had missed the opportunity to sign up for all three courses.

C. Advice and Recommendations.

Given the need for nurse educators and the substantial benefit that students in the program are gaining, the recommendations below are targeted to improve enrollment in the certificate and to streamline communication about the benefits that students receive from the Nurse Educator program.
Recommendation: Clearly communicate to students early in their training on how they can schedule courses for the NE certificate. There are efforts underway to offer courses during the January Term and at other times to accommodate enrollment. A concerted effort to communicate example schedules and encourage early enrollment in at least one of the courses of the certificate may enable students to take advantage of the program. In contrast, creating opportunities for students to take the NE sequence courses closer to the time when they might actually take the CNE exam was noted as appealing to some, who lamented that there was a large gap between the early course and the national exam 3-4 years later. Therefore, it would be beneficial to examine course scheduling holistically to see if other scheduling constraints could be adjusted to make it easier for students to join the certificate. Unless this obstacle is addressed, it seems that there will not be significant increases in enrollment.

Recommendation: Continue to communicate proactively - to potential applicants and newly admitted students - about the NE certificate program. This communication should include both the benefits of completion as well as recommended timing for taking the required courses. Additionally, assuming there are also specific benefits to the nurse educator profession of more nurse educators of color holding the CNE credential – we also recommend explicit attention to strategies to increase the diversity of students in the DNP and PhD programs, as well as to the NE certificate program specifically.

Recommendation: Present a consistent message about the value of the UW-Madison School of Nursing NE program that is tailored to the current marketplace and independent of any future training/accreditation. We received divergent messages about the program, especially with regard to (a) whether it was required for an education position, and (b) whether the students' eventual completion of the national CNE licensure was a specific program goal. In the current marketplace, the CNE license does not seem to be required for a position, and we learned that nurses often sit for the CNE exam 5-15 years after completing their degree. Given that two main strengths of the program described to us are not strong rationales for the program, this may be muddling the message that prospective students are receiving.

Recommendation: Consider additional ways to broaden the reach of the program. The current certificate is offered only to PhD & DNP students, but a recurrent theme in our conversations was that this would have value to practicing nurses who are seeking continuing education.

Recommendation: Consider funding restrictions as you plan for future enrollment. Several stakeholders articulated a desire to see TA experiences be coupled formally with the program’s practicum requirement. When we asked program leaders if this was consistent with the program’s financial model, we did not receive clear answers. If this is permitted under the guidelines of the certificate program and there is interest in pursuing this, then it would help to flesh out the details of how exactly this would work and implement a trial in the next year.
D. Conclusion.

Overall, our committee was impressed with the School of Nursing's responsiveness, thoughtfulness, and ability to produce additional data when requested. This program offers a vital skill set for nursing professionals. The biggest challenge in the coming years will be to determine the true market need for this certificate and devising methods to meet this need both through internal graduate education and external professional development if feasible.
1. Program Description and Context

Include program requirements, mission, learning outcomes, and relationship with other units

The mission of the UW-Madison School of Nursing (SoN) is to develop leaders for the profession and society, with the intent to make discoveries, enhance systems, and improve health through research, education, and practice. The Strategic Framework for the SoN was created collaboratively and approved through shared governance by the Academic Planning Council (APC) in January 2019. The five-year plan delineates the goals, objectives, vision, and values that underlie this mission. Strategic goals are to 1) expand research in critical areas; 2) educate nurses for the future of care; and 3) partner to improve health outcomes through innovation. Objectives that support these goals include strengthening the research enterprise, expanding academic programs, pursuing strategic partnerships to increase impact, and building capacity and leveraging infrastructure to advance the work of the SoN. The link to the SoN Strategic Framework is: https://nursing.wisc.edu/documents/2019-2024-strategic-framework/

In addition to the Strategic Framework, the SoN developed an Inclusive Excellence (IE) Plan intended to embed a high regard for diversity, equity, and inclusion into the culture of the SoN and establish infrastructure and accountability for ongoing growth and progress. The plan was developed through shared governance structures within the SoN and approved by APC in May 2020. It is publicly available on the SoN website and available to faculty, staff, and students through the SoN LocalNet. In addition to advocating for inclusive nursing practice and the recruitment and retention of a diverse student body, the plan was developed to intersect with the other four major pillars of the SoN strategic framework, calling for inclusive practices in teaching, research, resource stewardship, and organizational decision-making. The plan directly aligns with the University Framework, calling for a vibrant, inclusive campus community and a high performing organization. The link to the SoN Inclusive Excellence Plan can be found at: https://nursing.wisc.edu/documents/school-of-nursing-inclusive-excellence-plan/.

Consistent with this mission, the SoN developed the Nurse Educator Certificate in 2012 for PhD and DNP students who are interested nurse educator roles and faculty positions. This directly links to the section of the SoN mission to improve health through research, education, and practice. The American Association of Colleges of Nursing (AACN) recommends that nurses seeking full-time faculty positions in
four-year colleges and universities should pursue doctoral preparation in a research (PhD) or practice focused (DNP) nursing degree and have additional preparation in the art and science of teaching (i.e., pedagogy, curriculum development, student assessment).

The Nurse Educator Certificate is a 9-credit program of study which includes graduate-level foundational and practicum courses. The three required courses cover the foundation of teaching/learning and curriculum in nursing education, with an emphasis on evidence-based teaching. Courses are delivered in a hybrid modality with regularly scheduled class sessions on campus. The certificate can be completed in one year or spread throughout a student’s graduate course of study which is typically 3 years for a full-time DNP student. Those who complete the certificate are recognized for their specialized skills, knowledge, and abilities in the nurse educator role.

The certificate requires the following courses for a total of 9 credits. Current course descriptions are:

- **NURSING 785: Foundations of Curriculum Development and Evaluation in Nursing Education**
  
  *Course description:* Examination and application of knowledge and skills related to curriculum planning, implementation, and evaluation for nursing education. Emphasis on history and philosophy of nursing curricula, models of curriculum and evaluation, and strategies for change and innovation.

- **NURSING 786: Foundations of Teaching and Learning in Nursing**
  
  *Course description:* The focus of this course is the planning, implementing, and evaluation of teaching and learning strategies for nursing education within diverse settings and student populations.

- **NURSING 787: Nursing Education Practicum**
  
  *Course description:* Application of knowledge and skills in the nurse educator role in selected educational environments (classroom, clinical, laboratory and/or communities). Seminar component included for discussion of instructional experiences and issues.

The Nurse Educator Certificate program has six learning outcomes. Students who complete the three courses in the certificate are assessed against these outcomes. The SoN conducts course evaluations for each course in the certificate program, which gauge student learning relative to both the course and program level outcomes.

**Nurse Educator Certificate Learning Outcomes:**

1. **Facilitate Learning:** Implement and modify a variety of teaching strategies based on educational theory and student needs. Use informational technologies to support the teaching process. Practice effective communications skills, reflective thinking, create opportunities for learners within the learning environment. Model enthusiasm, personal attributes that facilitate learning, respond to unexpected events, develop collegial working relationships within clinical agencies, use knowledge of evidence-based practice and evidence-based teaching, and foster a safe learning environment.

2. **Facilitate Learner Development:** Identify individual learning needs, provide resources, advise learners, create learning environments, and foster the development of learners in the cognitive, psychomotor, and affective domains.

3. **Use Assessment and Evaluation Strategies:** Provide input to the development and enforcement of nursing program standards. Incorporate current research in assessment and evaluation strategies, analyze available resources, create, and use assessment instruments to evaluate outcomes. Implement evaluation strategies that are appropriate to the learner and learning outcome, analyze data, and use data to enhance the teaching/learning process. Advise learners
regarding assessment and evaluation criteria and provide timely, constructive, and thoughtful feedback to learners.

4. Participate in Curriculum Design and Evaluation of Program Outcomes: Demonstrate knowledge of curriculum development, actively participate and lead curriculum and course design. Analyze and revise curriculum based on program evaluation, implement curricular revisions using change theories and strategies, collaborate with community and clinical partners. Design, implement and evaluate program assessment plans.

5. Pursue Continuous Quality Improvement in Academic Nurse Educator Role: Promote one’s socialization to the educator role; maintain professional memberships and activity in professional organizations. Demonstrate lifelong learning, participate in professional development, manage the teaching, scholarship, and service demands. Use feedback from self, peers, learner, and administration. Practice according to legal and ethical standards, mentor, and support faculty colleagues, and engage in self-reflection to improve teaching practices.

6. Engage in Scholarship, Service and Leadership:
   a. Function as a Change Agent and Leader: Function as a change agent, enhance the visibility of nursing, participate in interdisciplinary efforts, implement strategies for change, develop leadership skills, adapt to change, create a culture of change and advocate for nursing, nursing education and higher education in the political arena.
   b. Engage in Scholarship of Teaching: Exhibit a spirit of inquiry, use evidence-based resources, participate in research activities, share teaching expertise, and demonstrate integrity as a scholar.
   c. Function Effectively within the Instructional Environment and the Academic Community: Identify forces that influence nursing and higher education, make decisions based on knowledge of historical and current trends, integrate the values of respect, collegiality, professionalism, and caring, consider the goals of the nursing program, and participate on institutional and departmental committees.

The PhD program in nursing, as part of its 52-credit curriculum, requires a minimum of 3 credits focused on nursing education or education addressing competencies in the art and science of teaching, learning, and mentorship in nursing. The Doctor in Nursing Practice (DNP) programs require a 3-credit elective. The nursing education certificate classes are an important elective option for DNP students interested in teaching.

Initially there was both a certification program and a nurse educator capstone program. The capstone program was closed in 2020 due to lack of enrollment.

There have been several recent changes to the standards and guidelines that impact the certificate program. The American Association of Colleges of Nursing (AACN) approved a new framework for nursing education in April 2021. The Essentials: Core Competencies for Professional Nursing Education sets forth expected competencies under ten requisite domains to be achieved through undergraduate and graduate education. Systematic review of the new Essentials document is underway, as are plans to update and align the UW-Madison SoN DNP curriculum and learning goals with the most recent framework by Fall 2023. In addition, the National League for Nursing (NLN) has updated the nursing education standards. As a result, there is an opportunity to revise the program learning outcomes to align with these updated national guidelines.
2. **Demonstration of Need and Recruitment/Outreach**  
*Include populations targeted, data to demonstrate need, and efforts to recruit/inform students*

Faculty shortages in nursing are a significant state and national issue. Nurse educators are critical to educate the next generation of nurses and assure an adequate nursing workforce. Shortages of nurse faculty create a critical bottleneck in the education of sufficient numbers of nurses to address the health of our nation. As interest in nursing careers continues to grow, nursing schools and colleges are struggling to fill faculty positions to meet the need. U.S. nursing schools turned away 80,407 qualified applications from baccalaureate and graduate nursing programs in 2019 due to shortages in faculty, clinical sites, and funding (AACN, 2020). In addition, the faculty shortages are expected to worsen. A report by Fang and Kesten (2017) indicates that one third of the faculty in baccalaureate and graduate programs will retire by 2025. This is consistent with the recent Wisconsin 2020 RN Survey Report (Zahner et al., 2021) that identified significant concerns and implications for faculty workforce shortages and schools of nursing in Wisconsin. In this hallmark report, nurses in faculty roles, reported that nearly a third may leave their positions within 5 years and almost 60% in less than 10 years. Race, ethnic and gender diversity of nurse faculty in the state also lagged the Wisconsin population demographics and national faculty benchmarks. There were only 1,234 nurse faculty that reported living and working in Wisconsin with a mean age of 50.9 years; Only 119 (9.8%) hold a DNP and 139 (11.5%) PhD degree in nursing (Zahner et al., 2021). Most nurse faculty report being prepared with an MSN (57.9%). Only 66 (5.7%) of nurse faculty reported being male (Zahner et al., 2021).

The SoN recruits nationally for its graduate students in the DNP program and both nationally and internationally for the PhD program. The SoN is a leader in holistic admissions. The School has a large market outreach. Students in the certificate program are internally recruited DNP and PhD students interested in teaching. They often are interested in teaching assistant (TA) positions or in the Health Resources and Service Administration (HRSA) nurse faculty loan program (NFLP). Currently there are 116 DNP and 24 PhD students enrolled. During 2020, a formal targeted marketing and outreach plan was developed for the DNP and PhD programs. The certificate is marketed on the SoN website, in the UW guide, and at graduate student recruitment events. Currently, enrolling in the certificate program is recommended but not a national requirement for the HRSA NFLP.

Over the next academic year, the SoN will focus on the following primary recruitment goals. The Admissions and Recruitment team will return to as many in-person events as possible and continue to develop recruitment points to graduate programs within our current BSN students and alumni. Goals include:

- Increase visibility of graduate programs
- Increase the number of applicants and matriculated students
- Increase diversity of graduate applicants and matriculated students

Students who complete the certificate are eligible to sit for the NLN Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice. The Nurse Educator Certificate courses provide skills, knowledge, and competencies and is essential for the development of nursing students who are working toward faculty roles. This certificate program prepares nurses for future faculty roles and helps to decrease the nurse-faculty gap. Providing elective options to enhance nurse educators’ teaching skills is a critical need.

In addition, the SoN receives funds from HRSA to provide financial assistance through the Nurse Faculty Loan Program (NFLP), to students committed to becoming nurse educators. The NFLP allows students to
take out loans of up to $35,500 annually for up to five years. Eighty-five percent of the loan is then forgiven after graduates teach in nursing programs full time for at least four years. This financial assistance is critical for many students and allows the SoN to recruit future nurse educators. Currently there are six (1 PhD and 5 DNP) students participating in the NFLP. Areas of opportunity to increase outreach and recruitment include:

- Enhance information about the certificate program on the SoN website
- Provide information to students about the program at key times throughout their career (i.e., new student orientation, info sessions, announcement, etc.)
- Increase visibility of certificate program, which could include information presented at key times throughout students’ academic career (i.e., Welcome into Nursing Day for graduate students, TA training, and information sessions)
- Recruitment within our current TAs

3. Program Administration and Resources
   Include a description of academic administration and a description and evaluation of the fiscal model (if appropriate)

The School of Nursing organizational chart is located on the LocalNet (https://localnet.nursing.wisc.edu/wp-content/uploads/2021/05/Org-Chart-as-of-2021.09.01.pdf). Oversight for the nurse educator certificate is provided by faculty through three governance committees (Academic Planning Council, Curriculum Committee, and Graduate Admission and Progression Committee) working in cooperation with the Assistant and Associate Dean for Academic Affairs, Program Directors for the DNP and PhD programs and the nurse educator coordinator. Faculty engagement in the program is encouraged through governance committees as well as meetings of the DNP and PhD faculty. Figure 1 highlights the SoN governance structure.

Figure I: School of Nursing Governance Structure

The SoN offers graduate and undergraduate degrees (BS-Nursing, DNP, PhD) and three certificate programs. In recent years, there has been programmatic growth in the SoN, with the implementation of an Accelerated BSN program in May 2018 and the addition of two new named options in the DNP program (Systems Leadership and Innovation and Population Health). This growth has been supported by additional staff and faculty roles in the SoN, funded by revenue generated from the non-pooled Accelerated BSN program, as well as campus investments in the SoN.
A financial analysis of the program was completed in collaboration with campus for 2017-2021. A summary of the review is provided in Appendix A. The program has been identified as a low enrollment program. The net revenue does not include any tuition waivers or overhead. Based on the review, the program basically covers its costs and the financials will improve if enrollment can be increased. Faculty salaries as a part of workload allocation for each course is the major financial driver. The SoN has adequate space and academic technology resources to support the program. The SoN has many gifted faculty who are prepared to share their teaching expertise to support the classes. In 2017, the profit was $41,528 with minimal revenue in 2018 and 2019. Revenue in 2020 improved to $40,753. Profit in 2021 is expected to be closer to $27,855.

4. **Advising and Student Services**

   *Include processes for monitoring student progress to completion*

Students within the Nurse Educator Certificate have access to student support services consistent with all graduate students in the SoN. Mariah Allen serves as the Graduate Academic Services Coordinator. This position markets the program to current students, advises students, and monitors student progress. Each student in the program is also assigned a faculty advisor. The Graduate Admissions & Progression Committee (GAPC) is responsible for annual monitoring of PhD and DNP student progress. Each spring, students prepare a summary of progress. The faculty advisor reviews the student’s summary, makes additional comments, and evaluates progress. GAPC reviews both documents, discusses each student’s performance, and communicates conclusions and recommendations in writing to the faculty advisor and student for their review and discussion. The PhD Student Review of Progress Form can be found on the School of Nursing Student Site.

Graduate students are eligible for limited SoN scholarships. The SoN has robust career advising services, driven by the Career Advisor, Beth Dawson. Additionally, the School of Nursing’s Diversity Officer, Dr. Mel Freitag, works closely with staff in Academic Affairs to promote student wellbeing and success. As the Diversity Officer, Dr. Freitag weaves the value of diversity and inclusion throughout the work of the SoN and serves historically underrepresented populations through mentorship, recruitment, and retention programs.

Areas of improvement within advising and student services exist within the marketing of the certificate program. The Graduate Academic Services Coordinator discusses the option within one-on-one advising appointments with students and there is an opportunity to create an intentional marketing plan to reach more students in varied ways. Currently Academic Affairs is working with the SoN’s marketing and communication team on strategic marketing and recruitment initiatives for our DNP and PhD programs. The Nurse Educator Certificate will be included in these intentional marketing plans. Other areas of improvement include:

- Hosting events for students enrolled in the certificate to network with each other and faculty regarding nurse education,
- Connecting current students with alumni,
- Assigning students in the certificate program to a faculty advisor who has Certified Nurse Educator (CNE) credentials,
- Enhancing PhD faculty’s understanding of the certificate so they may have more intentional conversations with their advisees about integrating the certificate program into their curriculum map.
5. **Faculty/Staff Participants**

*Include a list of participating faculty, instructional staff, administrative staff with their role and department affiliation noted*

The SoN and its faculty are committed to offering and growing the Nurse Educator Certificate program. Wendy Halm, DNP, FNP-BC, CNE, APNP is the current program coordinator. The certificate coordinator provides collaboration and leadership within the program working with the SoN administration, Academic Affairs, DNP and PhD program directors, and the faculty. This includes review and oversight for nurse education course coordination, annual reporting, and assistance with student recruitment. While the SoN has enhanced data management and resources, opportunities exist to enhance student enrollment tracking and matching reports.

The UW-Madison Teaching Academy and the Center for Teaching, Learning, and Mentoring (CTLM) provide additional opportunities to strengthen and support teaching/learning processes and promote educational innovation and pedagogy for both faculty and students. The UW-Madison Teaching Academy recognizes and supports excellence in teaching for faculty, staff, and students. Table 5.A provides the percentage of eligible faculty with the national nurse educator certification. The SoN has established a 10% aspirational goal. The number of faculty with CNE certification has been increasing. Also listed is recent faculty that have taught in the certificate program.

**Table 5.A: Percentage of Eligible Nursing Faculty with NLN Nurse Educator Certificate**

<table>
<thead>
<tr>
<th>Tenure Track Faculty</th>
<th>Clinical Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>Total Faculty</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>YTD 2021</td>
<td>5%</td>
</tr>
<tr>
<td>2020</td>
<td>5%</td>
</tr>
<tr>
<td>2019</td>
<td>5%</td>
</tr>
<tr>
<td>2018</td>
<td>6%</td>
</tr>
<tr>
<td>2017</td>
<td>6%</td>
</tr>
<tr>
<td>2016</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Nurse Educator Certificate faculty who taught in the program in the past five years**

- Cathy Andrews, PhD, RN
- Wendy Crary, PhD, RN, CNE
- Mara Eisch, DNP, RN, CNE
- Wendy Halm, DNP, FNP-BC, CNE, APNP (*Current program coordinator*)
- Kristine Kwekkeboom, PhD, RN, FAAN
- Barbara Pinekenstein, DNP, RN-BC, FAAN
- Karen Solheim, PhD, RN, CNE, FAAN
  *CNE: Certified Nurse Educator, National League for Nursing*

**Additional faculty at the SoN with Certified Nurse Educator credential**

- Jennifer Athanas, MS, RN, CNE
- Elizabeth Collins, MSN, RN, CNE (*was clinical faculty, currently enrolled in PhD program*)
- Dana O’Brien, PhD, MSN, MHA, RN, CNE
- Diane Reinfeldt, DNP, MSN, RN, CNE
- Tracy Seiler-Schultz, MSN, RN, CNE
- Traci Snedden, PhD, RN, CPNP, CNE
Summary of improvement opportunities
The SoN will continue to increase the number of faculty with NLN certificate to meet the SoN’s target (10% of eligible faculty).

6. **Student Enrollment**
   *Include total number of students enrolled/declared in the program compared to program enrollment goals; address low enrollment policy (if applicable)*

UW-Madison’s target for certificate completion is a minimum of 10 students over 5 years. There have been 70 students who have taken one or more courses. Overall, there have been 20 students, since Fall 2012, who have completed the three required courses for the Nurse Educator certificate. Eleven students have completed the certificate in the past five years. Currently, there are eight enrolled students who have completed all three courses but have not graduated from the Doctor of Nursing Practice (DNP) program at the time of this report.

Student enrollment has varied over the last five years. There have been a total of 70 students that have taken one or more of the courses. Students consistently enroll in the didactic courses, but enrollment in the practicum course (Nursing 787) has been low. Students in the DNP program must complete one elective, which may be Nursing 785 (usually taught over the winter J term). Challenges exist to complete the teaching practicum (Nursing 787) due to the requirement that DNP students complete 1,000 clinical hours in their area of study separate from the certificate practicum hours in Nursing 787. Table 6. A provides a summary of five-year enrollment data by course.

The certificate has been identified as a low enrollment program. See Appendix C for a copy of the low enrollment report from June 2021. Although enrollment falls below the campus goal, the need to provide a nurse education certificate and additional competencies in nurse education is critical to the preparation of nurse educators.

Table 6. A: CNE Five-year Enrollment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>NURSING 785</th>
<th>NURSING 786</th>
<th>NURSING 787</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2019-2020</td>
<td>15</td>
<td>5</td>
<td>0</td>
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<tr>
<td>2018-2019</td>
<td>4</td>
<td>5</td>
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<tr>
<td>2017-2018</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2016-2017</td>
<td>13</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>25</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

7. **Curriculum**
   *Include evidence that required courses have enrollment capacity to certificate progress and completion*

The certificate includes three courses (9 credits):
- **NURSING 785**: Foundations of Curriculum Development and Evaluation in Nursing Education
- **NURSING 786**: Foundations in Teaching and Learning in Nursing
- **NURSING 787**: Nursing Education Practicum

Similar to other graduate courses in the SoN, course enrollment capacity aligns with graduate and SoN course enrollment policy and workload guidelines for staffing. Didactic course enrollment (Nursing 785 and Nursing 786) capacity is 25 students. The practicum course (Nursing 787) uses preceptors in a
variety of settings. Students are placed within SoN courses, as well as UW-Madison health professions courses. Preceptors are selected based on their teaching experience and consistently positive course evaluation. Faculty in Nursing 787 work directly with preceptors. Final grading and oversight are completed by the course faculty using feedback provided from the preceptor. Nursing 787 capacity is currently 8. See Table 7.A

<table>
<thead>
<tr>
<th>Course</th>
<th>Capacity</th>
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</thead>
<tbody>
<tr>
<td>NURSING 785</td>
<td>25</td>
</tr>
<tr>
<td>NURSING 786</td>
<td>25</td>
</tr>
<tr>
<td>NURSING 787</td>
<td>8</td>
</tr>
</tbody>
</table>

Courses were developed based on the NLN Competencies of Academic Nurse Educators (2005) and AACN Essentials of Master's Education in Nursing (2011). Opportunities exist to update curriculum content and expected outcomes and competencies based on the re-envisioned AACN The Essentials: Core Competencies for Professional Nursing Education (2021) and redefined NLN Competencies of Academic Nurse Educators (2018). Analysis and benchmarking of state and national nurse educator certificate programs reveals an opportunity to improve courses offered. Current analysis indicates that other programs do not require a concentrated practicum experience, favoring a disseminated approach to experiential learning. Informal student feedback has indicated significant student interest in completing all three courses with a practicum experience. Students acknowledge significant barriers to completion of all three courses due to time restraints and inflexibility of course scheduling, especially the Nursing 787 Practicum course. Student feedback has also identified that the program should integrate functioning as a TA as a part of meeting competency and/or practicum requirements. Analysis also shows opportunity to expand didactic course offerings to provide increased choice and flexibility for students if they are unable to complete a course requiring practicum hours.

8. **Assessment**

Include the assessment plan and a summary of annually conducted assessment activities, with an analysis of the extent to which the program is meeting the learning goals. This assessment evidence should form the basis for any proposals for curricular changes.

The SoN has a long history of systematic review to determine program effectiveness, namely the UW-Madison School of Nursing Evaluation Plan ([https://localnet.nursing.wisc.edu/wp-content/uploads/2019/09/Appendix-IV-A.1-UW-Madison-School-of-Nursing-Evaluation-Plan-05.14.19.pdf](https://localnet.nursing.wisc.edu/wp-content/uploads/2019/09/Appendix-IV-A.1-UW-Madison-School-of-Nursing-Evaluation-Plan-05.14.19.pdf)). The current plan is written, comprehensive, ongoing, and exists to determine achievement of program outcomes. It also identifies which quantitative and/or qualitative data are collected; includes timelines for data collection, review, and analysis; and is periodically reviewed and revised as appropriate.

The SoN revised its evaluation plan in May 2019, bringing together what had been program-specific assessment plans with school-specific considerations. It is modeled after the CCNE Standards for Accreditation, with the same four standards and key elements, with slight modifications to include School-specific considerations. Similar outcome areas (e.g., applicant profile, completion rates, curriculum/instruction review, etc.), along with guidelines around frequency of data collection, data source, and expected aggregate outcomes, were present in previous assessment plans.

The University, through APIR, requires an annual assessment of each program in December of each year. As a part of this self-study, the SoN was unable to find the prior annual reports to summarize. The SoN has been consistent with APIR program assessment in the degree programs (BSN, DNP, PhD). A low enrollment report was completed in June 2021. The SoN has continued to monitor and trend.
assessment data including student enrollment, completion, and AEFIS evaluation. The SoN is also committed to the Direct Engagement Student Learning (DESL) project to facilitate concurrent outcome tracking.

Teaching effectiveness is evaluated by students each semester through course- and instructor-level evaluations administered through the computerized AEFIS system. The expected performance metric established by the School’s Evaluation Plan for all faculty is achieving aggregate course means ≥ 4.00. The table below shows aggregate course means for the three Nurse Educator Certificate courses from 2017-2021. Overall, the expected aggregate performance metric was met in all semesters under evaluation.

Table 8.A Five Year Course Evaluation Mean

<table>
<thead>
<tr>
<th></th>
<th>NURSING 785</th>
<th>NURSING 786</th>
<th>NURSING 787</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>4.22</td>
<td>4.03</td>
<td>4.62</td>
</tr>
</tbody>
</table>

Also included is the Assessment Plan for the Certificate in Appendix B.

9. Program Completion

Include comments on number of certificates awarded annually relative to program goals; for capstone certificates include placement of “graduates.”

During the past five years, eleven students have completed the Nurse Educator Certificate. There are currently nine students who will complete the certificate in the upcoming years. Additionally, there are five first-year graduate students who are receiving Nurse Educator loans through the Nurse Faculty Loan Program (HRSA). Although it is not a requirement of the loan to complete the certificate, we anticipate that some of the students will earn the certificate. Table 9 provides program completion and expected completion data along with demographic data.

Table 9.A Program Completion 2017-2021

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>2</td>
</tr>
<tr>
<td>2019-2020</td>
<td>2</td>
</tr>
<tr>
<td>2018-2019</td>
<td>3</td>
</tr>
<tr>
<td>2017-2018</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 9.B Anticipated Program Completion 2022-Beyond

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Anticipated Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023-2024</td>
<td>5</td>
</tr>
<tr>
<td>2022-2023</td>
<td>3</td>
</tr>
<tr>
<td>2021-2022</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 9.C Historical Student Demographics

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
<th>Targeted Students of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>
10. Overall Analysis of Self-Study and State of the Program

Include recommendation and proposals for academic or administrative improvements

The program meets a significant state and national need to educate nurses for academic roles in nursing programs. Competencies acquired in this certificate are essential to the development of nurse leaders to educate the future nursing workforce. Areas of strength include committed faculty who hold NLN credentials as a certified nurse educator and a strong shared governance structure. The SoN also has significant resources and structures in place to support the program. The AEFIS course means exceed the SoN target. As part of the program review, the program and course descriptions and respective outcomes were reviewed. Upon self-study and critical analysis, the SoN strongly recommends the following:

1. Continue the certificate program as an option for both DNP and PhD students.
   **Rationale:** There is a significant need to develop nurse leaders as nurse educators.

2. Revise the program outcomes and courses updates.
   **Rationale:** Major updates to national, professional standards and guidelines with implications to the curriculum have been recently implemented. This includes significantly revised AACN [Core Competencies for Professional Nursing Education](2021) and NLN [updates for the academic clinical nurse educator (2018) and novice nurse educator (2020)]. Program and course descriptions should reflect the dynamic nature of nurse educator education and our commitment to equity and inclusion in education. Revision and simplification of program and course outcomes is recommended to outline expectations of what students should know or will be able to do with more clarity. Outcomes should be reflective of the UW-Madison Essential Learning Outcomes, complemented by the Wisconsin Idea. Revision of outcomes will also enhance the opportunity for faculty to update and implement targeted assessments to capture evidence of student learning with the DESL project.

3. Explore additional online course offerings and shift one course into the summer term to provide flexibility for student scheduling and improve financial strength of program.

4. Continue to promote NLN CNE certification for faculty to teach and contribute to program.

5. Expand the marketing and outreach to students in 2021-2022.
References


Appendix A
Financial Overview 2017-2021

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
<th>Instructor</th>
<th>Basis</th>
<th>FTE Allocation</th>
<th>Annual Salary</th>
<th>Salary Attr. to Course</th>
<th>Fringe Attr. to Course at 38.17%</th>
<th>Total Salary &amp; Fringe Expense</th>
<th>DNP Enrollment Resident</th>
<th>DNP Enrollment Non-Resident</th>
<th>PhD Enrollment Resident</th>
<th>PhD Enrollment Non-Resident</th>
<th>Estimated Gross Revenue</th>
<th>Net Profit (Loss)</th>
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<tr>
<td>FY21 Spring</td>
<td>N785</td>
<td>3</td>
<td>Instructor 5</td>
<td>C</td>
<td>25%</td>
<td>$82,596</td>
<td>$11,575</td>
<td>$4,418</td>
<td>$15,092</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>$29,529</td>
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<td>3</td>
<td>Instructor 6</td>
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<td>$106,024</td>
<td>$10,603</td>
<td>$4,047</td>
<td>$14,651</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>$18,431</td>
<td>$3,780</td>
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<td>FY21 Fall</td>
<td>N787</td>
<td>VAR 1-3</td>
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<td>10%</td>
<td>$90,780</td>
<td>$4,539</td>
<td>$1,733</td>
<td>$6,272</td>
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<td>0</td>
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<td>$16,809</td>
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<td>FY21 NET</td>
<td></td>
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</tr>
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<td>N785</td>
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<td>Instructor 4</td>
<td>C</td>
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<td>$8,700</td>
<td>$8,121</td>
<td>$12,021</td>
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<td>4</td>
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<td>3</td>
<td>$41,172</td>
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<td>5</td>
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<td>FY20 NET</td>
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<td>FY19 Spring</td>
<td>N785</td>
<td>3</td>
<td>Instructor 4</td>
<td>A</td>
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<td>$7,832</td>
<td>$2,990</td>
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<td>2</td>
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<td>0</td>
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<td>VAR 1-3</td>
<td>Instructor 1</td>
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<td>10%</td>
<td>$78,321</td>
<td>$3,918</td>
<td>$1,495</td>
<td>$5,411</td>
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<td>N787</td>
<td>VAR 1-3</td>
<td>Instructor 3</td>
<td>C</td>
<td>10%</td>
<td>$93,844</td>
<td>$4,682</td>
<td>$1,791</td>
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<td>0</td>
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<td>$4,472</td>
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<td>FY19 Summer</td>
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<td>C</td>
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<td>$58,000</td>
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<td>FY19 NET</td>
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<td>$695</td>
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<td>FY18 Fall</td>
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<td>VAR 1-3</td>
<td>Instructor 1</td>
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<td>10%</td>
<td>$75,280</td>
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<td>FY18 Summer</td>
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<td>0</td>
<td>$1,791</td>
<td>$2,906</td>
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<td></td>
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<td></td>
<td></td>
<td>FY18 NET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($2,224)</td>
</tr>
<tr>
<td>FY17 Spring</td>
<td>N785</td>
<td>3</td>
<td>Instructor 2</td>
<td>C</td>
<td>20%</td>
<td>$68,000</td>
<td>$6,800</td>
<td>$2,596</td>
<td>$5,390</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>$36,246</td>
<td>$26,851</td>
</tr>
<tr>
<td>FY17 Spring</td>
<td>N786</td>
<td>3</td>
<td>Instructor 1</td>
<td>C</td>
<td>20%</td>
<td>$67,980</td>
<td>$6,798</td>
<td>$2,595</td>
<td>$5,393</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>$24,670</td>
<td>$14,677</td>
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<td></td>
<td>FY17 NET</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$45,528</td>
</tr>
</tbody>
</table>

NOTE: Net Profit (Loss) Does NOT include any tuition waivers, overhead, etc. It is a best-case scenario.
Appendix B
Certificate Assessment Plan for Nurse Educator Certificate

Capstone Certificate Program Name: Nurse Educator Certificate
Faculty Director Name, Contact information, Title: Wendy Halm, DNP, FNP-BC, CNE, Clinical Associate Professor; Nurse Educator Certificate Coordinator; wendy.halm@wisc.edu
Primary Program Contact Name, Contact information, Title: Katie Bleier, Assistant Dean for Academic Affairs, katie.bleier@wisc.edu
Date this Assessment Plan was adopted by the program faculty: 2021

Student Learning Goals
1) Facilitate Learning: Implement and modify a variety of teaching strategies based on educational theory and student needs. Use informational technologies to support the teaching process. Practice effective communications skills, reflective thinking, create opportunities for learners within the learning environment. Model enthusiasm, personal attributes that facilitate learning, respond to unexpected events, develop collegial working relationships within clinical agencies, use knowledge of evidence-based practice and evidence-based teaching, and foster a safe learning environment.

2) Facilitate Learner Development: Identify individual learning needs, provide resources, advise learners, create learning environments, and foster the development of learners in the cognitive, psychomotor, and affective domains.

3) Use Assessment and Evaluation Strategies: Provide input to the development and enforcement of nursing program standards. Incorporate current research in assessment and evaluation strategies, analyze available resources, create and use assessment instruments to evaluate outcomes. Implement evaluation strategies that are appropriate to the learner and learning outcome, analyze data, and use date to enhance the teaching/learning process. Advise learners regarding assessment and evaluation criteria and provide timely, constructive and thoughtful feedback to learners.

4) Participate in Curriculum Design and Evaluation of Program Outcomes: Demonstrate knowledge of curriculum development, actively participate and lead curriculum and course design. Analyze and revise curriculum based on program evaluation, implement curricular revisions using change theories and strategies, collaborate with community and clinical partners. Design, implement and evaluate program assessment plans.

5) Pursue Continuous Quality Improvement in Academic Nurse Educator Role: Promote one’s socialization to the educator role; maintain professional memberships and activity in professional organizations. Demonstrate lifelong learning, participate in professional development, manage the teaching, scholarship, and service demands. Use feedback from self, peers, learner and administration. Practice according to legal and ethical standards, mentor and support faculty colleagues, and engage in self-reflection to improve teaching practices.

6) Engage in Scholarship, Service and Leadership:
   a. Function as a Change Agent and Leader: Function as a change agent, enhance the visibility of nursing, participate in interdisciplinary efforts, implement strategies for change, develop
leadership skills, adapt to change, create a culture of change and advocate for nursing, nursing education and higher education in the political arena.

b. **Engage in Scholarship of Teaching:** Exhibit a spirit of inquiry, use evidence-based resources, participate in research activities, share teaching expertise, and demonstrate integrity as a scholar.

c. **Function Effectively within the Instructional Environment and the Academic Community:** Identify forces that influence nursing and higher education, make decisions based on knowledge of historical and current trends, integrate the values of respect, collegiality, professionalism, and caring, consider the goals of the nursing program, and participate on institutional and departmental committees.

**Curriculum Map**

- **Learning Goals** – Enter the capstone certificate learning goals identified in the previous section on the top row of the following chart.
- **Capstone Certificate Program Courses** – List all capstone certificate requirements.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

<table>
<thead>
<tr>
<th>Curriculum Map</th>
<th>Enter certificate-level learning goals and mark which course contributes to which learning goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone Certificate Program Courses</strong></td>
<td>LG#1 Facilitate Learning</td>
</tr>
<tr>
<td>N785 Foundations of Curriculum Development and Evaluation in Nursing Education</td>
<td>x</td>
</tr>
<tr>
<td>N786 Foundations of Teaching and Learning in Nursing</td>
<td>x</td>
</tr>
<tr>
<td>N787 Nursing Education Practicum</td>
<td>x</td>
</tr>
</tbody>
</table>
### Assessment Planning

For each learning goal, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method.

<table>
<thead>
<tr>
<th>LG#1 Facilitate Learning</th>
<th>LG#2 Facilitate Learner Development</th>
<th>LG#3 Use Assessment and Evaluation Strategies</th>
<th>LG#4 Participate in Curriculum Design &amp; Evaluation</th>
<th>LG#5 Pursue Continuous QI</th>
<th>LG#6 Engage in Scholarship, Service, and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Method for assessing learning (at least one direct method required)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students investigate a current issue in nursing education and complete a 10-minute presentation that includes media (N785).</td>
<td>Students assess and evaluate a nursing curriculum based on appropriate and current best practices (N785)</td>
<td>Students complete a revision of a curriculum that addresses each of the above.</td>
<td>Students will experience and evaluate technologies &amp; instructional strategies used in the classroom &amp; clinical setting.</td>
<td>Students participate in a classroom discussion that analyzes each of the above.</td>
<td>(N785) Students participate in a classroom discussion that analyzes each of the above.</td>
</tr>
<tr>
<td>(N 786) Develop a lesson plan.</td>
<td>(N 785, 786) Create a course blueprint.</td>
<td>Compare evaluation strategies for use in the classroom.</td>
<td>(N 787) Successful Completion of teaching practicum</td>
<td>Weekly discussions related to evidence that connects teaching and practice.</td>
<td>Analyze the six Nurse Educator competencies.</td>
</tr>
<tr>
<td>(N 787) Teaching Exemplar</td>
<td>(N 787) Teaching Exemplar</td>
<td>Write evaluation measures for an assigned sample course-assignment (N 786)</td>
<td></td>
<td></td>
<td>Discussion related to the practice gap.</td>
</tr>
<tr>
<td>(N 787) Teaching Practicum</td>
<td>(N 787) Teaching Practicum</td>
<td>Participate in the assessment of learning objectives-assignment (N 785, discussion N 786)</td>
<td></td>
<td></td>
<td>Explore professional organizations specific to the nurse educator role.</td>
</tr>
<tr>
<td>Online graded discussion-review of collaborative tools (N 787)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online Graded discussion-organization and academic community (N 787)</td>
</tr>
<tr>
<td>Exemplar assignment (N 787) Successful Completion of teaching practicum</td>
<td>(N 787) Teaching Exemplar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)</td>
<td>At completion of course 2019-2020</td>
<td>At completion of course 2019-2020</td>
<td>At completion of course 2020-2021</td>
<td>At completion of course 2020-2021</td>
<td>At completion of course 2020-2021</td>
</tr>
</tbody>
</table>

**Assessment Review and Reporting**

1. **Who is responsible for assessment?** The Graduate Program Committee (GPC) as facilitated by the GPC Chair, DNP Program Director, Certificate Program Coordinator, and Associate and Assistant Deans for Academic Affairs, will provide assessment updates, keep track of the assessment timeline, and remind faculty teaching key courses to collect student work for direct assessment. GPC representatives and the Certificate Program Coordinator will compile and perform initial analysis on all student learning assessment data.

2. **What is the plan for review of the assessment information?** Annually, at the September meeting of the Graduate Program Committee (GPC), the Certificate Program Coordinator, with assistance from the Office of Academic Affairs, will present a report of assessment results from the previous academic year. Members of GPC will review and discuss results in detail and identify any need for corrective action. The chair of GPC will present a summary report including recommendations for action (if any) at a meeting of the faculty by December of each academic year. Additional certificate program data including enrollment information, course progression, certificate completion, and other feedback regarding student and faculty experience may also be presented as supporting information.

3. **What is the plan for production of annual summary report?** The annual summary report, including additions and revisions, will be provided to the Provost office by December 3 of each year.

4. **How will recommendations be implemented?** Any actionable items will be implemented through existing governance and Graduate Programs Committee structure and procedures. Any curricular/programmatic changes will be approved through standard shared governance procedures and implemented by certificate faculty with the support of the Office of Academic Affairs.
MEMORANDUM

DATE:       June 13, 2021

TO:         Jocelyn Milner, Vice Provost for Academic Affairs

FROM:       Linda Scott, Dean for the School of Nursing

RE: Nurse Educator Low Producing Program Report
          Program Name: Nurse Educator Certificate
          Plan Code: GCRT726
          Home Department Nursing

The Nurse Educator Certificate program is scheduled for its 5-year review in 2021. This report is presented as required given its low enrollment over the past years.

Overall, there have been 20 students, since Fall 2012, who have completed the three required courses for the Nurse Educator certificate. Four students have completed the certificate in the past five years. Currently, there are five enrolled students who have completed all three courses but have not graduated from the Doctor of Nursing Practice (DNP) program at the time of this report.

The key changes to the certificate that are being considered include the following:

- **Course modality.** Nurse Educator courses have historically been offered in a traditional, in-person format. Offering courses in a hybrid or online modality will provide flexibility for our students, many of which reside outside of the Madison, WI area and are working professionals.

- **Required practicum hours.** Changing the number of practicum hours associated with the N787 practicum course to a competency-outcome based model, with flexible number of hours will reduce a significant barrier to enrollment.

- **Course descriptions, outcomes and content.** Current professional knowledge expectations of the academic nurse educator and National League for Nursing (NLN) Certified Nurse Educator recommended content areas will be used to inform course changes. Key course content to be updated includes additional information on simulation, best practices in online instruction and utilization of current teaching technologies.
Offered time frame. DNP and PhD students have several required courses during the fall and spring semesters and are often sequential in their plan of study. Use of the summer and special springtime session “J-term” may provide more opportunity for increased student enrollment.

What is the demonstrated student need, even at a low level, for graduates with this specific credential?
Program Response: Students who complete the certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice. Students who complete the Nurse Educator Certificate at UW-Madison are positioned for key content and teaching practice experience, leading to successful completion of the Certified Nurse Educator Examination.

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?
Program Response: The Nurse Educator Certificate courses provide skills, knowledge, and competencies and is essential for the development of nursing students who are working toward faculty roles. There continues to be a shortage of nurse faculty across the state and nation. This certificate program prepares nurses for future faculty roles and helps to decrease the nurse faculty gap. In addition, the School of Nursing receives funds from the Health Resources & Services Administration (HRSA) to provide financial assistance, through the Nurse Faculty Loan Program (NFLP), to students committed to becoming Nurse Educators. The NFLP allows students to take out loans of up to $35,500 annually for up to five years. Eighty-five percent of the loan is then forgiven after graduates teach in nursing programs for at least four years. This financial assistance is critical for many students and allows the School of Nursing to recruit future nurse educators.

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?
Program Response: Yes, there is one faculty who coordinates the certificate program. The certificate includes three courses (9 credits): NURSING 785, NURSING 786, and NURSING 787. Classes are being redesigned to match with the newly revised curriculum standards approved by the American Association of Colleges of Nursing (AACN Essentials) and national certification standards. Each course is taught by one faculty.

CC: Barb Pinekenstein, Interim Associate Dean for Academic Affairs, School of Nursing
     Katie Bleier, Assistant Dean for Academic Affairs, School of Nursing
TO: Sarah Mangelsdorf  
Provost and Vice Chancellor for Academic Affairs  
Wendy Crone,  
Interim Dean, Graduate School

FROM: Katharyn May  
Dean and Professor

RE: Proposals for Nurse Educator Certificate Programs

DATE: April 21, 2015

On behalf of the faculty of the School of Nursing, I am pleased to forward two proposals for nurse educator certificate programs: one is for a graduate/professional certificate, the other for a capstone certificate. We would appreciate review of these proposals by GFEC at the May 8 meeting. If approved, the proposals would go for information and automatic consent to UAPC.

If you have any questions, please do not hesitate to contact Associate Dean Nadine Nehls (nnnehls@wisc.edu) or Assistant Dean Gale Barber (mgbarber@wisc.edu).

Thank you for your assistance in the review of these certificate options.

Cc: Jocelyn Milner, AIPR  
Marty Gustafson, Graduate School  
Judith Strand, Continuing Studies  
Katy Duren, Continuing Studies  
Nadine Nehls, Nursing  
Gale Barber, Nursing

Memo to campus re Nursing Education Certificates
Proposal to Offer a Nurse Educator Graduate/Professional Certificate Program

1. **Certificate name and academic home:** Nurse Educator Graduate/Professional Certificate
   The School of Nursing is requesting approval to offer a nurse educator graduate/professional certificate program. Prospective certificate students are graduate students in the nursing doctoral programs (Doctor of Nursing Practice and PhD) as well as master’s prepared nurses in other graduate/professional programs on campus who seek additional preparation in the science of nursing education. The program will be offered as an on-line, distance-delivered program. Periodic on campus classes are required, however, all the formal courses are distance-delivered and the practicum may be arranged in or near the student’s home community.

   Key program faculty include:
   - Nadine Nehls, PhD, RN, Associate Dean and Professor. Professor Nehls regularly teaches one of the nursing education core courses, is a member of the Teaching Academy, and is interested in academic leadership preparation in nursing.
   - Elizabeth Rice, PhD, RN, Clinical Associate Professor. Professor Rice teaches core courses in the nursing education sequence, is an active member of the Teaching Academy, and the director of the Doctor of Nursing Practice Program in the School of Nursing.
   - Mara Eisch, DNP, RN, CNE, Assistant Clinical Professor. Professor Eisch is a Certified Nurse Educator, teaches core courses in the nursing education sequence, oversees practicum experiences and maintains a teaching role in graduate and associate degree nursing programs. Professor Eisch will serve as program director for the certificate program.
   - George Jura, PhD, Director of Academic Technology. Dr. Jura oversees the Center for Technology-Enhanced Learning in the School of Nursing and guides educational innovation activities. He will co-teach in the core courses of the certificate program.
   - Paula Jarzemsky, RN, MS, Clinical Professor. Professor Jarzemsky has lead responsibility for development and evaluation of simulation activities. She frequently mentors graduate students in teaching practicums focusing on simulated learning.

2. **Describe the intended timeline for implementation:** January 2016

3. **Supporting letters/memos:** Letters of support from the Wisconsin Center for Nursing and the Wisconsin Technical College System are included with this proposal.

4. **Governance:** Governance responsibility for the Nurse Educator Certificate Program will reside in the School of Nursing. Associate Dean Nadine Nehls has administrative responsibility for academic programs and will appoint Professor Eisch to serve as the initial program director.
Subsequent appointments will be made by the Associate Dean with input from program faculty. The program director will work with program faculty and staff in the Academic Programs Office (Assistant Dean for Academic Programs, DNP Student Services Coordinator and Graduate Practicum Coordinator) in the oversight of admissions, curriculum, practicum coordination, student progression, and verification of certificate completion. The Graduate Programs Committee (GPC), an elected faculty committee in the School of Nursing, has responsibility for curriculum oversight and will conduct the five year review of the graduate certificate program.

5. **Purpose, rationale, justification**: The goal of the Nurse Educator Certificate Program is to prepare nurses in the science of nursing education. The certificate program aligns with the School of Nursing’s mission to “prepare leaders who improve human health through nursing science, education, and practice”. Students who complete the certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice. The certification of nurse educators provides a means for faculty to demonstrate their expertise in the science of nursing education. It is these experts who build the evidence for a stronger education system to prepare nurses to practice as full partners with other health care professionals and participate in policy making that impacts patient care outcomes.

The 2011 Institute of Medicine Report (IOM) *The Future of Nursing: Leading Change, Advancing Health*, identifies key messages related to how nurses play fundamental roles in the transformation of the health care system. Nursing’s participation in the transformation of the health system will be dependent on an educational system built on practice evidence and nursing education science.

Simply increasing the number of nurse practice experts to fill academic positions will not improve the educational process. To address this area of concern requires the preparation of practice experts for the nurse educator role (Penn, Wilson and Rosseter, 2008). Certification programs prepare practice experts with the science of nursing education to facilitate role transition and development of the specialty role of nurse educator.

Increasing the number of certified nurse educators will help to address the shortage of nursing faculty, improve the quality of nursing education, and expand the body of evidence in the science of nursing education.

6. **Curriculum:**

The nine-credit program of study consists of two 3-credit nurse educator courses (N785 and N786), and a three credit teaching practicum experience (N787). All courses have been approved as permanent courses and have been offered in a distance format. The program of study is completed over a calendar year (spring-fall). See Table 1.

### Table 1: Graduate Nurse Educator Program of Study

<table>
<thead>
<tr>
<th>January Term [Spring]</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N785 Foundations of Curriculum Development and Evaluation in Nursing Education</strong>&lt;br&gt;Examination and application of knowledge and skills related to curriculum planning, implementation, and evaluation for nursing education. Emphasis on history and philosophy of nursing curricula, models of curriculum and evaluation, and strategies for change and</td>
<td>3</td>
</tr>
</tbody>
</table>
innovation.

Pre-Reqs: Grad st in nursing, grad research crse or cons inst

<table>
<thead>
<tr>
<th>Spring</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N786 Foundations in Teaching and Learning</strong></td>
<td>3</td>
</tr>
<tr>
<td>The focus of this course is the planning, implementing, and evaluation of teaching and learning strategies for nursing education within diverse settings and student populations.</td>
<td></td>
</tr>
<tr>
<td>Pre-Reqs: Nursing 785</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N787 Nurse Educator Practicum</strong></td>
<td>3</td>
</tr>
<tr>
<td>Application of knowledge and skills in the nurse educator role in selected educational environments (classroom, clinical, laboratory and/or communities). Seminar component included for discussion of instructional experiences and issues.</td>
<td></td>
</tr>
<tr>
<td>Pre-Reqs: Nursing 785 and 786 or cons inst</td>
<td></td>
</tr>
</tbody>
</table>

Total | 9 |

The nurse educator courses (N785 and N786) will be delivered in a distance delivery format (online with periodically scheduled in class sessions). The Nurse Educator Practicum (N787) may be arranged close to a student’s home community and will include periodic in class seminar sessions. The Nurse Educator Certificate Program is considered a distance program. It is not possible to complete the certificate without coming to campus, but more than 75% of the content is delivered at a distance.

The curriculum plan accounts for the following stipulations:

b. No courses that are graded Credit/No Credit are included in the nurse educator certificate.
c. No courses may be taken pass/fail.
d. The course requirements for the graduate/professional certificate are well defined and meet the requirements for national certification by the National League for Nursing. No course exceptions are anticipated.
e. All the courses for the Nurse Educator Certificate have been approved by the University Curriculum Committee.
f. No special topics courses are planned for the certificate program.
g. The curriculum and requirements for the Post Graduate Nurse Educator Certificate Program are prescribed; few exceptions or course substitutions are anticipated. Exceptions will be approved by the certificate program director.
h. The 9 credits for the Nurse Educator Certificate Program must be taken in residence at UW-Madison.

7. Overlap limits: The focus of the program is on nursing education. There is no overlap with other graduate degrees, doctoral minors, or certificate programs on campus.

8. Assessment and program review: The major learning goals of the certificate program are based on the National League for Nursing Nurse Educator Competencies. The six competencies addressed in this document delineate the knowledge and skills of effective nurse educators. These
six competencies guide the preparation of nurse educators to teach in diverse settings with diverse student populations and provide the bases of the Nurse Educator Program Certificate. The six competencies are as follows:

1) **Facilitate Learning:** Implement and modify a variety of teaching strategies based on educational theory and student needs. Use informational technologies to support the teaching process. Practice effective communications skills, reflective thinking, create opportunities for learners within the learning environment. Model enthusiasm, personal attributes that facilitate learning, respond to unexpected events, develop collegial working relationships within clinical agencies, use knowledge of evidence based practice and evidence based teaching, and foster a safe learning environment.

2) **Facilitate Learner Development:** Identify individual learning needs, provide resources, advise learners, create learning environments, and foster the development of learners in the cognitive, psychomotor and affective domains.

3) **Use Assessment and Evaluation Strategies:** Provide input to the development and enforcement of nursing program standards. Incorporate current research in assessment and evaluation strategies, analyze available resources, create and use assessment instruments to evaluate outcomes. Implement evaluation strategies that are appropriate to the learner and learning outcome, analyze data, use data to enhance the teaching-learning process. Advise learners regarding assessment and evaluation criteria and provide timely, constructive and thoughtful feedback to learners.

4) **Participate in Curriculum Design and Evaluation of Program Outcomes:** Demonstrate knowledge of curriculum development, actively participate and lead curriculum and course design. Analyze and revise curriculum based on program evaluation, implement curricular revisions using change theories and strategies, collaborate with community and clinical partners. Design, implement and evaluate program assessment plans.

5) **Pursue Continuous Quality Improvement in Academic Nurse Educator Role:** Promote one’s socialization to the educator role; maintain professional memberships and activity in professional organizations. Demonstrate lifelong learning, participate in professional development, manage the teaching, scholarship and service demands. Use feedback from self, peers, learner and administration. Practice according to legal and ethical standards, mentor and support faculty colleagues, and engage in self-reflection to improve teaching practices.

6) **Engage in Scholarship, Service and Leadership:**
   a) **Function as a Change Agent and Leader:** Function as a change agent, enhance the visibility of nursing, participate in interdisciplinary efforts, implement strategies for change, develop leadership skills, adapt to change, create a culture of change and advocate for nursing, nursing education and higher education in the political arena.
   b) **Engage in Scholarship of Teaching:** Exhibit a spirit of inquiry, use evidence based resources, participate in research activities, share teaching expertise, and demonstrate integrity as a scholar.
   c) **Function Effectively within the Instructional Environment and the Academic Community:** Identify forces that influence nursing and higher education, make decisions based on knowledge of historical and current trends, integrate the values of respect, collegiality, professionalism, and caring, consider the goals of the nursing program, and participate on institutional and departmental committees.

The School of Nursing has processes in place for assessment and program review. With support from the Academic Programs staff, faculty teaching in the Nurse Educator Certificate Program
will review aggregate admissions data, course evaluations and feedback from practicum preceptors and educational facilities, and certification results from the National League for Nursing Nurse Educator Exam on an annual basis. These data will be presented to the Graduate Programs Committee on a biennial basis once the program is implemented to determine if learning goals are being met and if curricular changes are warranted. The Graduate Programs Committee will be responsible for conducting the five year review of the graduate certificate program.

Assessment and program review planning account for the following stipulations:

a) At least one assessment activity occurs in each course. Evidence related to student learning and program effectiveness will be used as the basis for curricular changes.

b) Program review is planned for the five year mark in 2020 and every ten years after that.

c) The faculty program director and DNP Student Services Coordinator will report the names of students who have completed certificate requirements to the Associate Dean for Academic Programs in the School of Nursing and the Registrar’s Office.

9. Admission: Admission to the certificate is open to all nursing doctoral students and master’s prepared nurses in other graduate programs on campus. Nursing doctoral students may indicate their intention to complete the nurse educator certificate at time of admission or once enrolled in their program by communicating their interest in the certificate to the program director or DNP Student Services Coordinator. Students in other graduate program may apply once enrolled in a graduate program.

10. Enrollment: The Nurse Educator Certificate will be offered as a graduate/professional certificate and a capstone certificate. For the graduate/professional certificate, in Fall 2014, 52 of the 108 students enrolled in the DNP program indicated they intended to complete the nurse educator sequence in addition to their advanced practice (nurse practitioner or clinical nurse specialist) preparation. PhD students do not identify a role preparation; however, nearly all PhD students intend to pursue nurse faculty positions. It is estimated that 2-3 PhD students per year will opt to complete the nurse educator certificate. We expect 10-12 nursing doctoral students to complete course work and practicums each year. Total projected enrollment in the graduate/professional certificate (nursing DNP, PhD students and students in other graduate programs) and the proposed capstone certificate is 20-24 students per year. There is availability in the core certificate courses to accommodate demand. Additional faculty FTE may be assigned to oversee the practicums if needed.

11. Student progress and certificate completion: All graduate students have a faculty advisor. The faculty advisor, certificate program director, and the DNP Student Services Coordinator will review student progress at the end of each academic year. The DNP Student Services Coordinator will be responsible for communicating with the Registrar’s Office when students have met all the requirements for the certificate. Students will be held to the School of Nursing graduate criteria for satisfactory progress. The criteria for satisfactory progress is a part of the DNP and PhD student handbook available on the StudentNet, the School of Nursing student website and will be posted in the Nurse Educator Certificate Program certificate program web site. The certificate will be posted to the student’s record when the certificate program faculty/staff report to the Registrar’s Office that the student has completed the requirements. After that, the certificate will appear on the transcript. Certificates are not awarded retroactively to graduated students who completed all of the certificate before the certificate was approved.
12. **Advising and exceptions/substitutions:** The nurse educator certificate fits well with the curricula for the School of Nursing’s DNP and PhD programs and strengthens the programs of study for students considering careers as nurse educators. We expect exceptions to the specified will be infrequent and will be considered by the program director who will approve or deny requests. The program has the resources to support all aspects of advising and student support and communications with campus offices.

13. **Resources and Ongoing Commitment:** The School of Nursing’s Associate Dean for Academic Programs is responsible for the resource support of the Nurse Educator Certificate Program. There is sufficient capacity in the current course offerings and academic support services to meet the additional workload imposed by the Nurse Educator Certificate Program.

The Nurse Educator Certificate Program does not require new capital resources or additions to the library collections.

Planning for an ongoing commitment addresses the following considerations:

a) We have a plan to offer the certificate courses (Number 6 above).

b) The Nurse Educator Certificate Program will maintain regular contact with the Registrar’s Office, the school/college dean’s office, and the Graduate School, providing information for official University publications (Graduate Catalog) in the format requested by University Communications. More detailed, accurate, and formally approved information will be provided through a Nurse Educator Certificate Program certificate program web site.

c) The Nurse Educator Certificate Program faculty director and faculty teaching in the certificate program will maintain certificate requirements so that they are up-to-date and that curriculum changes will be approved through Graduate Programs Committee. GPC will notify the Graduate School and the Office of the Registrar about curricular changes to the certificate according to standard practice. Any changes in requirements will be effective no sooner than the fall semester after approval.

d) The Nurse Educator Certificate Program faculty will be responsible for seeking appropriate governance approval from the certificate program, School of Nursing, Graduate Faculty Executive Committee (GFEC), and University Academic Planning Council (UAPC) for suspending admissions or discontinuing the certificate program.

**Required attachments**
- Supporting documentation (see #3 above)
- Program faculty list included in body of the proposal
- Curriculum detail is included in the body of the proposal
- Assessment plan is included in the body of the proposal
- Graduate/professional student certificate implementation form is included with this proposal.
References


Nursing Education Graduate Professional Proposal April 2015
Proposal to Offer a Nurse Educator Capstone Certificate

1. **Capstone certificate name and academic home:** Nurse Educator Capstone Certificate
The School of Nursing is requesting approval to offer a post graduate nurse educator capstone certificate program. Prospective capstone certificate students are master’s prepared nurses who have identified the need for additional preparation in the science of nursing education in order to provide educational support or teaching to prospective nursing students. The program will be offered as an on-line, distance-delivered program. Periodic on campus classes are required, however, all the formal courses are distance-delivered and the practicum may be arranged in or near the student’s home community.

Key program faculty include:
- Nadine Nehls, PhD, RN, Associate Dean and Professor. Professor Nehls regularly teaches one of the nursing education core courses, is a member of the Teaching Academy, and is interested in academic leadership preparation in nursing.
- Elizabeth Rice, PhD, RN, Clinical Associate Professor. Professor Rice teaches core courses in the nursing education sequence, is an active member of the Teaching Academy, and the director of the Doctor of Nursing Practice Program in the School of Nursing.
- Mara Eisch, DNP, RN, CNE, Assistant Clinical Professor. Professor Eisch is a Certified Nurse Educator, teaches core courses in the nursing education sequence, oversees practicum experiences and maintains a teaching role in graduate and associate degree nursing programs. Professor Eisch will serve as program director for the certificate program.
- George Jura, PhD, Director of Academic Technology. Dr. Jura oversees the Center for Technology-Enhanced Learning in the School of Nursing and guides educational innovation activities. He will co-teach in the core courses of the certificate program.
- Paula Jarzemsky, RN, MS, Clinical Professor. Professor Jarzemsky has lead responsibility for development and evaluation of simulation activities. She frequently mentors graduate students in teaching practicums focusing on simulated learning.

2. **Time for Implementation:** January 2016

3. **Supporting letters/memos:** Letters of support from the Wisconsin Center for Nursing and the Wisconsin Technical College System are included with this proposal.

4. **Governance:** Governance responsibility for the Nurse Educator Capstone Certificate Program will reside in the School of Nursing. Associate Dean Nadine Nehls has
administrative responsibility for academic programs and will appoint Professor Eisch to serve as the initial program director. Subsequent appointments will be made by the Associate Dean with input from program faculty. The program director will work with program faculty and staff in the Academic Programs Office (Assistant Dean for Academic Programs and DNP Student Services Coordinator) in the oversight of admissions, curriculum, practicum coordination, student progression, and verification of certificate completion. The Graduate Programs Committee (GPC), an elected faculty committee in the School of Nursing, has responsibility for curriculum oversight and will conduct the five year review of the capstone certificate program.

5. **Purpose, rationale, justification:** The goal of the Nurse Educator Capstone Certificate Program is to prepare nurses in the science of nursing education. The capstone Certificate program aligns with the School of Nursing’s mission to “prepare leaders who improve human health through nursing science, education and practice”. Students who complete the capstone certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice. The certification of nurse educators provides a means for faculty to demonstrate their expertise in the science of nursing education. It is these experts who build the evidence for a stronger education system to prepare nurses to practice as full partners with other health care professionals and participate in policy making that impacts patient care outcomes.

The 2011 Institute of Medicine Report (IOM) *The Future of Nursing: Leading Change, Advancing Health*, identifies key messages related to how nurses play fundamental roles in the transformation of the health care system. Nursing’s participation in the transformation of the health system will be dependent on an educational system built on practice evidence and nursing education science.

Simply increasing the number of nurse practice experts to fill academic positions will not improve the educational process. To address this area of concern requires the preparation of practice experts for the nurse educator role (Penn, Wilson and Rosseter, 2008). Certification programs prepare practice experts with the science of nursing education to facilitate role transition and development of the specialty role of nurse educator.

Increasing the number of certified nurse educators will help to address the shortage of nursing faculty, improve the quality of nursing education, and expand the body of evidence in the science of nursing education.

6. **Curriculum:**
The nine credit program of study consists of two 3-credit nurse educator courses (N785 and N786), and a three credit teaching practicum experience (N787). All courses have been approved as permanent courses and have been offered in a distance format. The program of study is completed over three semesters (fall-spring-fall) requiring 3 credits per semester. See Table 1.
Table 1: Graduate Nurse Educator Program of Study

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<thead>
<tr>
<th>January Term [Spring]</th>
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<tr>
<td><strong>N785 Foundations of Curriculum Development and Evaluation in Nursing Education</strong></td>
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<tr>
<td>Examination and application of knowledge and skills related to curriculum planning, implementation, and evaluation for nursing education. Emphasis on history and philosophy of nursing curricula, models of curriculum and evaluation, and strategies for change and innovation.</td>
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</tr>
<tr>
<td><em>Pre-Reqs:</em> Grad st in nursing, grad research crse or cons inst</td>
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<tr>
<td><strong>N786 Foundations in Teaching and Learning</strong></td>
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<td>The focus of this course is the planning, implementing, and evaluation of teaching and learning strategies for nursing education within diverse settings and student populations.</td>
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<tr>
<td><strong>N787 Nurse Educator Practicum</strong></td>
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<tr>
<td>Application of knowledge and skills in the nurse educator role in selected educational environments (classroom, clinical, laboratory and/or communities). Seminar component included for discussion of instructional experiences and issues.</td>
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<tr>
<td><em>Pre-Reqs:</em> Nursing 785 and 786 or cons inst</td>
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<td><strong>Total</strong></td>
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</table>

The Nurse Educator Capstone Certificate Program is designed for master’s prepared nurses who are working professionals. All courses are provided in the School of Nursing with no overlap in other majors/departments. The Nurse Educator courses (N785 and N786) will be delivered primarily in a distance format (online with regularly scheduled in class sessions). The Nurse Educator Practicum (N787) may be arranged close to a student’s home community and will include periodic in class seminar sessions. The Nurse Educator Certificate Program is considered a distance program. It is not possible to complete the certificate without coming to campus, but more than 75% of the content is delivered at a distance.

The curriculum plan accounts for the following stipulations:

a. The Nurse Educator Capstone Certificate Program requires 9 credits that are all 700 level courses.

b. The Nurse Educator Capstone Certificate Program is designed for the working professional.
c. No courses in the Nurse Educator Capstone Certificate Program are graded credit/no credit.
d. No classes may be taken pass/fail.
e. The course requirements for the capstone certificate are well defined and meet the requirements for national certification by the National League for Nursing. No course exceptions are anticipated.
f. Core courses for the Nurse Educator Capstone Certificate have been approved by the University Divisional Committee.
g. No special topics courses are planned for the certificate program.
h. The curriculum and requirements for the Nurse Educator Capstone Certificate Program are prescribed; few exceptions or course substitutions are anticipated. Exceptions will be approved by the certificate program director.
i. All 9 credits for the Nurse Educator Capstone Certificate Program will be taken in residence at UW-Madison.

7. **Overlap Limits:** The proposed certificate does not overlap with any other program or majors on campus.

8. **Assessment and program review:** The major learning goals of the certificate program are based on the National League for Nursing Nurse Educator Competencies. The six competencies addressed in this document delineate the knowledge and skills of effective nurse educators. These six competencies guide the preparation of nurse educators to teach in diverse settings with diverse student populations and provide the bases of the Nurse Educator Program Certificate. The six competencies are as follow:

1) **Facilitate Learning:** Implement and modify a variety of teaching strategies based on educational theory and student needs. Use informational technologies to support the teaching process. Practice effective communications skills, reflective thinking, create opportunities for learners within the learning environment. Model enthusiasm, personal attributes that facilitate learning, respond to unexpected events, develop collegial working relationships within clinical agencies, use knowledge of evidence based practice and evidence based teaching, and foster a safe learning environment.

2) **Facilitate Learner Development:** Identify individual learning needs, provide resources, advise learners, create learning environments, and foster the development of learners in the cognitive, psychomotor and affective domains.

3) **Use Assessment and Evaluation Strategies:** Provide input to the development and enforcement of nursing program standards. Incorporate current research in assessment and evaluation strategies, analyze available resources, create and use assessment instruments to evaluate outcomes. Implement evaluation strategies that are appropriate to the learner and learning outcome, analyze data, and use date to enhance the teaching-learning process. Advise learners regarding assessment and evaluation criteria and provide timely, constructive and thoughtful feedback to learners.

4) **Participate in Curriculum Design and Evaluation of Program Outcomes:** Demonstrate knowledge of curriculum development, actively participate and lead curriculum and course design. Analyze and revise curriculum based on program evaluation, implement curricular revisions using change theories and strategies,
collaborate with community and clinical partners. Design, implement and evaluate program assessment plans.

5) **Pursue Continuous Quality Improvement in Academic Nurse Educator Role:**
   Promote one’s socialization to the educator role; maintain professional memberships and activity in professional organizations. Demonstrate lifelong learning, participate in professional development, manage the teaching, scholarship and service demands. Use feedback from self, peers, learner and administration. Practice according to legal and ethical standards, mentor and support faculty colleagues, and engage in self-reflection to improve teaching practices.

6) **Engage in Scholarship, Service and Leadership:**
   a) **Function as a Change Agent and Leader:** Function as a change agent, enhance the visibility of nursing, participate in interdisciplinary efforts, implement strategies for change, develop leadership skills, adapt to change, create a culture of change and advocate for nursing, nursing education and higher education in the political arena.
   b) **Engage in Scholarship of Teaching:** Exhibit a spirit of inquiry, use evidence based resources, participate in research activities, share teaching expertise, and demonstrate integrity as a scholar.
   c) **Function Effectively within the Instructional Environment and the Academic Community:** Identify forces that influence nursing and higher education, make decisions based on knowledge of historical and current trends, integrate the values of respect, collegiality, professionalism, and caring, consider the goals of the nursing program, and participate on institutional and departmental committees.

The School of Nursing has processes in place for assessment and program evaluation. With support from Academic Programs staff, faculty teaching in the Nurse Educator Capstone Certificate Program will review aggregate admissions data, course evaluations and feedback from clinical preceptors and agencies, and certification results from the National League for Nursing Nurse Educator Exam on an annual basis. These data will be presented to the Graduate Programs Committee on a biennial basis once the program is implemented to determine if learning goals are being met and if curricular changes are warranted. The Graduate Programs Committee will be responsible for conducting the five year review of the capstone certificate program.

Assessment and program review planning account for the following stipulations:
   a) At least one assessment activity occurs in each course. Evidence related to student learning and program effectiveness will be used as the basis for curricular changes.
   b) Program review is planned for the five year mark in 2020 and at least once a decade after that.
   c) The faculty program director and DNP Student Services Coordinator will report the names of students who have completed certificate requirements to the Associate Dean and the Registrar’s Office.

9. **Admission to the Capstone certificate program:** Staff from School of Nursing has met to review admission processes. Applications will be accepted once a year (October 1 deadline for J Term admission). Applicants will complete the online application through the Division of Continuing Studies at http://www.des.wisc.edu/info/univspec.htm. In addition, applicants
will submit the formal application materials listed below to the School of Nursing for review by program faculty. The decision to admit will be made by the nurse educator faculty.

Admission Criteria are:
- Active Registered Nurse License
- Master’s degree or higher in Nursing
- GPA of 3.0
- Minimum English proficiency according to Graduate School requirements

Materials to be submitted to the School of Nursing are:
- **One complete set of official transcripts.** This should be from all institutions attended, excluding UW-Madison. Submit unopened, official transcripts from all institutions outside of UW-Madison in one envelope to the School of Nursing Graduate Admissions Office (see address, below) postmarked or in person by the October 1 deadline.
- **Reasons for post graduate preparation.** In your typed, double-spaced statement, please indicate your reasons for applying to the post graduate nurse educator option, discuss how your work experiences have contributed to your knowledge and interest in the area, and address your goals for the future.
- **Curriculum vitae or resume.**
- **Three letters of recommendation.** The references should be completed by someone familiar with your qualifications, potential, and capacity for post graduate study. It is the applicant's responsibility to arrange to have the letters of reference sent to the address below. There are no specific forms, but references should be printed on letterhead when appropriate.
- **Photocopy of nursing license.** Applicants should submit a copy of their current state nursing license.
- **Official TOEFL, IELTS, or MELAB scores** (For applicants whose native language is not English, or whose undergraduate instruction was not in English.) Graduate School standards for English proficiency will be required for admission.

Admission planning has considered the following stipulations:

a) Capstone students are enrolled as University Special students. Degree-seeking graduate students may instead enroll in the Nurse Educator Graduate/Professional Certificate.

b) To be admitted to the Nurse Educator Capstone Certificate Program, a student must hold an earned master’s degree or higher in nursing from an accredited college or university.

c) Nurse Educator Capstone students are admitted through the Adult Career and Special Student Services office in the Division of Continuing Studies (DCS-ACSSS) in consultation with the Capstone faculty program director. University Special students apply via the online UW System application by selecting the capstone program with plan code from a list on the application. (Following UAPC approval, ACSSS has the new plan code added to the UWS e-application.) DCS-ACSSS enters a final admission decision as directed by the Capstone program director. DCS-ACSSS serves as the admissions, and academic dean's office for all University Special students.

d) The program has determined the specific admission standards (as noted above) and criteria for satisfactory progress (see section 11) for students enrolled in a Capstone certificate.
10. **Enrollment:** The Nurse Educator Certificate will be offered as a graduate/professional certificate and a capstone certificate. We expect to enroll and graduate 10-12 capstone students annually once the curriculum is fully implemented. Total projected enrollment in the graduate/professional certificate (nursing DNP, PhD students, and graduate students in other programs) and the proposed capstone certificate is 20-24 students per year. There is availability in the core certificate courses to accommodate demand. Additional faculty FTE may be recruited to oversee the practicums if needed.

11. **Progress and certificate completion:** Each student will be assigned a faculty advisor who has a background in nursing education. The faculty advisor, certificate program director, and the DNP Student Services Coordinator will review student progress at the end of each semester. The DNP Student Services Coordinator will be responsible for communicating with the Registrar’s Office and the Division of Continuing Studies when students have met all the requirements for the certificate. Students will be held to the same GPA criteria for satisfactory progress to which DNP students must comply.

http://academic.son.wisc.edu/studentnet/grad/degree/doctoral_satisfactory_prog.php

Planning accounts for the following stipulations:

a) Nursing education capstone students will enroll as University Special Students.
b) The capstone faculty program director and staff will monitor who is enrolled and active in the certificate program, monitor student progress, and be aware of DCS-ACSSS and Registrar’s Office practices and policy relative to capstone certificate students.
c) DCS – ACSSS serves as the office of the academic dean for all University Special students, and thus is responsible for actions related to enrollment policy and the student’s official record, such as credit limits, grade changes, eligibility to continue, disciplinary holds, or withdrawal approval.
d) Students will be enrolled part-time. As a result, international students will not be considered for the capstone certificate.
e) The DNP Student Services Coordinator will report which students have completed the capstone certificate requirements to the Registrar’s Office and DCS-ACSSS.
f) The document of record will be the degree audit system (DARS). When completed, the certificate is recorded on the official student recorded and prints to the student’s transcript. The Registrar’s Office will serve as the office that supports DARS for Capstone programs.
g) The Capstone certificate will be posted to the student’s record when the student completes the requirements. In order for the Registrar’s Office to know to take this action, the DNP Student Services Coordinator will report the event to the Registrar’s Office.
h) The Nursing Education Certificate will not be awarded retroactively to students who completed the certificate requirements before the Capstone certificate proposal was approved, either while enrolled as a degree-seeking student or University Special (non-degree) student.

12. **Advising and exceptions/substitutions:** Students will be assigned a School of Nursing faculty advisor. The advisor will assist in recommending the types of teaching practicum
experiences the student might explore in the certificate based on career goals. The advisor will also be involved if a student is not making satisfactory progress in the program. We expect exceptions to the specified will be infrequent and will be considered by the program director who will approve or deny requests.

The Academic Programs Office in the School of Nursing has resources necessary to support the Nurse Educator Capstone Program. The Nurse Educator Capstone Program Faculty Director will manage communication between the SON Dean’s Office, DCS-ACSSS, and the Registrar’s Office.

13. **Financial Aid and Graduate Assistantships:** Given limited financial aid/scholarship resources in the School of Nursing, students will not be considered for financial aid administered by the School of Nursing, nor are they eligible to receive federal financial aid to pursue the capstone certificate. This information will be included on the capstone certificate website and to students upon admission.

14. **Fiscal Structures:** The Nurse Educator Capstone Certificate will also be offered as a graduate/professional certificate. The capstone program will be supported using a program-revenue model. Program revenue will be used to share in the cost to offer the courses and practicums and oversee management of the program. Tuition will be assessed at the standard graduate student level. A cohort of 10-12 University Special students per year is projected. In combination with the graduate/professional certificate students we expect 20-24 students per year.

15. **Ongoing Commitment:** The School of Nursing is committed to implementing and continuing the proposed capstone certificate program. It meets a critical need for nurse educators and articulates well with the courses already offered in the Doctor of Nursing Practice and PhD degree programs in the School of Nursing.
References


April 1 2015

Kathryn A. May, PhD, RN, FAAN
Dean and Professor
University of Wisconsin Madison - School of Nursing

Dear Dean May,

This letter is provided to indicate support from the Wisconsin Center for Nursing, Inc. (WCN) for the Nurse Educator Certificate at UW-Madison School of Nursing.

We believe this Certificate to help prepare future and current nursing faculty exemplifies and supports current recommendations for educational advancement from the 2011 IOM Report, The Future of Nursing: Leading Change, Advancing Health.

Additionally, the Certificate directly addresses a specific action to increase the number of nursing educators in our state, as recommended in the WCN 2013 report, The Nursing Workforce in Wisconsin: Status & Recommendations. Increasing the number of educators is a clearly identified and critical need to ensure nursing education capacity for the future nursing workforce in Wisconsin.

As the Co-lead for the Wisconsin Action Coalition, we will be both excited and proud to share this new offering at UW Madison School of Nursing at the national level as an exemplar of the great work going on in our state.

On behalf of the Wisconsin Center for Nursing Inc., we wish to thank you for your active role in assisting our organization in its mission to assure an adequate, competent and sufficient nursing workforce for the people of Wisconsin.

Sincerely,

Carolyn Krause
President

Judith Hansen
Executive Director
April 1, 2015

Dean Kathryn May
University of Wisconsin School of Nursing
K6/228 Clinical Sciences Center
600 Highland Ave
Madison, WI 53792-2455

Dear Dean May:

I am writing in support of the University of Wisconsin, Madison's School of Nursing offering a 9 credit Nursing Educator Certificate. I think this certificate will provide Nursing Faculty with a resource to develop their teaching role in the Science of Nursing Education.

I am pleased to acknowledge that this certificate assists faculty to move toward certification through NLN's Certified Nurse Educator exam. I think that the three courses; Nursing Education Foundations, Nursing Curriculum Development and Nurse Educator Practicum will enrich the Nurse Educator's role.

I am a graduate of UW Madison's, MSN program, and I think that it is an excellent program. I trust that this Nursing Educator Certificate will also offer an excellent education. If you have any questions, please feel free to contact me at (608) 266-7608, or at the email listed below.

Sincerely,

Kathy L. Loppnow, MSN, RN

Kathy Loppnow, MSN, RN
Health Sciences Education Director
Wisconsin Technical College System
4622 University Avenue
PO Box 7874
Madison, WI 53707-7874
ph. 608-266-7608
fax. 608-266-1690
kathy.loppnow@wtcsystem.edu
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