Graduate Faculty Executive Committee  
1:30 p.m. – 3:30 p.m., Room 52 Bascom Hall  
November 9, 2018  

AGENDA

1. (1:30) Automatic Consent approval of minutes from October 5, 2018

Approvals

2. (1:35) Request to rename the Social and Administrative Sciences in Pharmacy MS/PhD to Health Services Research and Policy MS/PhD effective Fall 2019  (Michelle Chui)

3. (1:45) Request to rename the Rehabilitation Counseling MS to Clinical Rehabilitation Counseling MS effective Spring 2019  (David Rosenthal)

4. (1:55) Notice of Intent to establish a Master of Science in Applied Biotechnology from the School of Medicine and Public Health  (Rick Moss, Bryan Husk, Andrea Poehling)

5. (2:10) Request for two approvals for the Graduate/Professional Certificate in Bioinformatics  (Mark Craven)
   - Request to suspend admissions effective Spring 2019
   - Request to discontinue effective Spring 2022

6. (2:20) Request to discontinue the Capstone Certificate in Bioinformatics effective Spring 2019  (Mark Craven)

7. (2:30) Request to suspend admissions to the Development PhD from the College of Agricultural and Life Sciences effective Spring 2019  (Karen Wassarman)

8. (2:40) Request to discontinue the Graduate/Professional Certificate in Material Culture Studies effective Summer 2020  (Steven Nadler, Ann Smart Martin)

9. (2:50) Request to suspend admissions for the Classical and Ancient Near Eastern MA/PhD Named Option “Hebrew Bible” effective Spring 2019  (Sue Zaeske)

10. (3:00) Request for two approvals for the Master of Social Work Named Option “Part Time MSW Eau Claire”  (Stephanie Robert, Angela Willits, William Heiss)
    - Request to suspend admissions effective Spring 2021
    - Request to discontinue effective Fall 2022

Program Review

11. (3:10) Civil and Environmental Engineering MS/PhD/Doctoral Minor Institutional 10-Year Program Review  (John Pfotenhauer)
University of Wisconsin-Madison  
Graduate Faculty Executive Committee Meeting  
1:30 pm – 3:30 pm, Room 52 Bascom Hall  
October 5, 2018  

MINUTES

Members Present: Lara Collier, Florence Hsia, Yu Hen Hu, William Karpus, Steffen Lempp, Lisa Martin, Christa Olson, Nicole Perna, John Pfotenhauer, Pamela Potter, Parmesh Ramanathan, Gail Robertson, John Sharpless, Steph Tai, Fernando Tejedo, Monica Turner, Chris Walker

Members Absent: Tracy Schroepfer, Bret Shaw, Shannon Stahl

Guests: Jake Blanchard, Elaine Klein, Nicole Wiessinger, Kelly Moran, Jeremy Foltz, Guanming Shi, Daniel Phaneuf, Karen Wassarman, Csanád Siklós, Tullia Dymarz, Andreas Seeger, Greg Downey, Lee deBaille, Caroline Alexander, Paul Campagnola

Staff: Amy Bergholz, Judy Bauman, Eileen Callahan, Meghan Chua, Alissa Ewer, Elena Hsu, Ruth McAfee, Joshua Morrill, Emily Reynolds

Dean William Karpus called the meeting to order.

1. The minutes of September 21, 2018 were approved as a matter of automatic consent.

Information Item:

2. Dean Karpus led a discussion regarding the 2017-2018 Graduate School Annual Report.

Approvals:

3. Dean Karpus introduced Professor Paul Campagnola from the Department of Biomedical Engineering, who presented a request to approve two new Named Options, “Accelerated Program” and “Biomedical Innovation, Design and Entrepreneurship” in the MS Biomedical Engineering from the Department of Biomedical Engineering effective Fall 2019.

The “Accelerated Program” option is a non-pooled, 12-month course based option to provide further training for students entering the workforce or pursuing advanced academic degrees. The approach allows for recruitment from a broader audience. Campagnola addressed questions regarding the targeted pool of students to feed into the program, faculty advising and support, and budget considerations.

Motion: Moved and seconded to approve new Named Option “Accelerated Program” in the MS Biomedical Engineering from the Department of Biomedical Engineering effective Fall 2019. The motion was passed unanimously.
The “Biomedical Innovation, Design and Entrepreneurship” option is a non-pooled, 12-month course based option with specific training in Innovation, Design and Entrepreneurship. The option complements the research-focused programs but has a more practical focus. The option allows for a broader recruitment audience. Campagnola addressed questions regarding the accelerated nature of the program and faculty support.

**Motion:** Moved and seconded to approve new Named Option “Biomedical Innovation, Design and Entrepreneurship” in the MS Biomedical Engineering from the Department of Biomedical Engineering effective Fall 2019. The motion was passed unanimously.

4. Dean Karpus introduced Professor Jeremy Foltz from the Department of Agricultural and Applied Economics, who presented a request to approve a new Named Option “Professional Option” in the MS Agricultural and Applied Economics from the Department of Agricultural and Applied Economics effective Fall 2019. The non-pooled 15-month program is designed to train and prepare students to fill the growing private sector demand for quantitatively-skilled analysts and managers. Foltz responded to questions regarding differentiation from other programs in the department, career opportunities for students, expected enrollment, domestic access to program, admissions, and language proficiency requirements.

**Motion:** Moved and seconded to approve a new Named Option “Professional Option” in the MS Agricultural and Applied Economics from the Department of Agricultural and Applied Economics effective Fall 2019. The motion was passed unanimously.

5. Dean Karpus introduced Assistant Director Csanád Siklós from the Institute for Regional and International Studies (IRIS) who presented a request to discontinue the Graduate/Professional Certificate in European Studies effective Spring 2019. There are currently no students enrolled in the program.

**Motion:** Moved and seconded to approve a request to discontinue the Graduate/Professional Certificate in European Studies effective Spring 2019. The motion was passed unanimously with one abstention.

6. Dean Karpus introduced Assistant Director Csanád Siklós from the Institute for Regional and International Studies (IRIS) who presented a request to discontinue the Graduate/Professional Certificate in Southeast Asian Studies effective Spring 2019. There are currently no students enrolled in the program.

**Motion:** Moved and seconded to approve a request to discontinue the Graduate/Professional Certificate in Southeast Asian Studies effective Spring 2019. The motion was passed unanimously.

7. Associate Dean Lisa Martin presented a request to discontinue the Capstone Certificate in French Studies at the Graduate Level effective Spring 2019. Admission into the program has been suspended since September 2016 and there are no students enrolled in the program.

**Motion:** Moved and seconded to approve a request to discontinue the Capstone Certificate in French Studies at the Graduate Level effective Spring 2019. The motion was passed unanimously.
Program Reviews and Updates:

8. Dean Karpus introduced Professors Tullia Dymarz and Andreas Seeger from the Mathematics Department to present an update from the Mathematics MA/PhD/Doctoral Minor Program Review. The program challenges previously identified were the exclusive recruitment and admission of international students in the named option and the disproportionate number of female PhD students failing their qualifying exams.

Seeger reported that the number of students departing the program has decreased. The department reviewed circumstances of students previously leaving the program to look for trends, but found the reasons to be individualized circumstances. The department worked to better coordinate exams and details of the corresponding syllabus so students are better prepared for exams. The department also enhanced the advising structure early in the program.

9. GFEC member Steph Tai presented the Institutional 10-Year Program Review of Public Affairs/International Public Affairs. Tai noted strengths of the program include excellent completion and placement rates and the range of procedures and data used to evaluate the program and assess student learning. Tai discussed review committee recommendations, including the need to prioritize filling open positions that have been vacated by strong leaders, outreach strategies to attract diverse students, pursuing funding support for graduate students, looking at curriculum overlap, and addressing inadequate space. The GFEC expressed some concern regarding the strength of diversity initiatives.

Motion: Moved and seconded to accept the Institutional 10-Year Review of the Public Affairs/International Public Affairs. The motion passed unanimously.

10. GFEC member Monica Turner presented the Institutional 10-Year Program Review of MS/PhD/Doctoral Minor in Statistics with MS/PhD Named Options in Biostatistics. Turner noted strengths of the program include recent strides in departmental climate, enhanced TA training and mentorship, and assessment procedures to guide departmental decisions. Turner discussed review committee recommendations, including the continuation of existing program strategies for improvement, reducing prerequisites, and exploring long-term vision. The GFEC expressed some concern that not enough effort is going into attracting diverse students.

Motion: Moved and seconded to accept the Institutional 10-Year Program Review of MS/PhD/Doctoral Minor in Statistics with MS/PhD Named Options in Biostatistics. The motion passed unanimously.

11. Due to time constraints, it was recommended that the presentation of the Institutional 10-Year Program Review of MS/PhD/Doctoral Minor Civil and Environmental Engineering be postponed until the November meeting.

Motion: Moved and seconded to postpone the presentation of the Institutional 10-Year Program Review of MS/PhD/Doctoral Minor Civil and Environmental Engineering until the November 9, 2018, GFEC meeting. The motion passed unanimously.

Adjournment
    Motion: Moved and seconded to adjourn. The motion passed unanimously.
DATE: September 24, 2018
TO: Provost Sarah Mangelsdorf and Dean William Karpus
FROM: Steven M. Swanson, Dean and Professor
RE: Renaming of MS and PhD major in Social and Administrative Sciences

I am writing to request a change in the name of the MS and PhD major in the Social and Administrative Sciences (SAS) Graduate Program from “Social and Administrative Sciences” to “Health Services Research and Policy.” We ask that this be implemented in Fall 2019 for all new and current students.

The MS and PhD major in the SAS Graduate Program, currently titled “Social and Administrative Sciences”, has always focused on the preparation of pharmacy researchers and educators. Their discipline, however, has expanded beyond the study of pharmacy and pharmacists, to emphasize broader economic and policy analysis of the relationship of pharmacy services and processes to the health care system and the impact of pharmacy services and processes on health care organizations. The current name for the major does not reflect the evolution of the discipline’s focus. Further, the name change will align the degree offered from the graduate program with like programs around the country.

The SAS Graduate Program faculty and current graduate students have voted unanimously to change the name of the major. All graduate students have agreed to the “turnkey” approach in which all current students will accept the new name immediately.

The School of Pharmacy APC approved the name change on September 12, 2018. The external review committee of our graduate program review have endorsed the name change on September 21, 2018. We now seek approval from the Graduate Faculty Executive Committee and the University APC.

If there are any questions or concerns regarding this request, I would be happy to answer them.

Cc: Jocelyn Milner, Vice Provost, Academic Affairs
    Joshua Morrill, Graduate School
    Parmesh Ramanathan, Graduate School
    Michelle Chui, Director, SAS Graduate Program
    Charles Lauhon, Associate Dean of Graduate Programs
    Mel DeVilliers, Vice Dean of the School of Pharmacy
The School of Pharmacy Social and Administrative Sciences Division is seeking approval from the Graduate Faculty Executive Committee (GFEC) and the University Academic Planning Council (APC) to change the title of the MS and PhD major in “Social and Administrative Sciences (SAS)” to “Health Services Research and Policy (HSRP)”.

Background of Program
Graduate programs in social and administrative sciences in pharmacy began in the early 1950s. The University of Wisconsin-Madison was one of the first universities, along with Purdue University and the University of Pittsburgh, to offer M.S. and Ph.D. programs in Pharmacy Administration. Later, UW-Madison became the first university to offer graduate programs in Social Studies in Pharmacy (1963) and Continuing Education in Pharmacy (1970). A graduate program in History of Pharmacy started in 1948.

The characteristics of these individual programs had similarities. The total credits for degrees were quite consistent and they required a thesis or research report (History) for awarding the M.S. degree (with a few exceptions). Due to limited numbers of faculty members, few graduate courses were taught in-house and the programs relied on courses within main discipline units available on campus, with emphasis on application of main discipline concepts and content via individual instruction by School of Pharmacy faculty members. The emphasis of each program was doctoral level degrees, but with the M.S. degree as an initial degree from which the Ph.D. degree would build. Each program afforded individual students considerable flexibility and individualization in the area of specialization for their degree. Enrollments in the individual degree programs were low and in some years no degrees were awarded.

In 1995, the University Academic Planning Council considered the issue of low enrollment majors and recommended that reviews of such programs be incorporated into the ongoing process of program review within schools/colleges on campus. In a similar vein, the Graduate School pursued the review and consolidation of low enrollment graduate programs. Consequently, in late 1997, the four former individual programs (Pharmacy Administration, History of Pharmacy, Social Studies in Pharmacy, and Continuing Education in Pharmacy) were integrated into a single graduate program. Because the two largest individual programs at that time were Social Studies in Pharmacy and Pharmacy Administration, the new name of Social and Administrative Sciences (SAS) was formed to combine both distinct areas. The proposal to integrate the majors was approved in March 1998 and the current major in the SAS graduate program was initiated. The consolidation of the four individual programs included redesign of some existing courses, the creation of additional, new core program courses, and unifying some redundant courses, such as seminars. The revised, combined program allowed students to pursue specialized coursework yet maintained uniform admission requirements, M.S. and Ph.D. course and credit requirements, and procedures for monitoring student progress and program quality. The basic structure of the combined program has continued since 1998, with very minor adjustments, specifically, slightly increased core seminar requirements.

From a program content focus point of view, since the SAS graduate program resulted from combining four separate programs with intent to allow specialization in content emphasis consistent with the foci of individual programs, the overall program "focus" has not changed. The content foci generally have revolved around faculty expertise, with traditional Pharmacy Administration (management, marketing, finance, economics, policy and regulation), Social/Behavioral Pharmacy (patient and pharmacist roles, behavior and communication),
Continuing Education (adult learning and program assessment), and History of Pharmacy. Although the overall program focus has not changed, there have not been any active students or supervision of students with specialty emphasis in history or continuing education since the SAS program started in 1998. A relevant factor in the lack of students with continuing education specialization is that the overall School of Pharmacy organization also changed in 1996 to include three divisions, Pharmaceutical Sciences, Pharmacy Practice, and SAS, with Extension Services in Pharmacy as a separate division; with this change, faculty who could supervise graduate students specializing in continuing education no longer had faculty appointments in the School of Pharmacy and thus could not serve officially as graduate student advisors. Historically, the numbers of students interested in Continuing Education and History of Pharmacy specialization have been low; that lack of interest continues to yield a state of dormancy in those foci areas of the SAS graduate program.

The SAS graduate program has good national recognition and reputation. The program reputation is based on its legacy and the historical strength and quality of the program and the former individual graduate programs, the breadth, depth, and rigor of student academic preparation, and the quality of students admitted, their research, and accomplishments. In addition, SAS graduate faculty members have proven track records of research, teaching, service, and scholarship that, along with considerable length of tenure with the program, contribute to the program’s reputation.

**Rationale for the Title Change for the MS and PhD Majors**

The PhD major, currently titled Social and Administrative Sciences, has always had a primary focus on the preparation of researchers and teachers, who will move into academic positions in schools of pharmacy around the country. Indeed, the majority of our graduates have historically accepted assistant professor positions in Schools of Pharmacy around the country.

However, our discipline has evolved in the last 20 years. The emphases of economic and policy evaluation, as well as pharmacist-patient communication still are present. But, the approach to addressing these issues is now broader and is in the context of the entire health care system and population. In the past, it was not atypical for pharmacy researchers to primarily collaborate with other pharmacy researchers in their own university or around the country. Research was disseminated principally to pharmacy journals, and to pharmacy conferences. Today, our research is much more interdisciplinary, with collaborations with medicine, population and public health, engineering, health communications, and economics and policy. The results of our research are now disseminated in a broad array of journals and conferences that encompass a variety of disciplines. This is reflected by the job placement of a few of our most recent graduates to non-pharmacy positions (Johns Hopkins Medicine – Armstrong Institute for Patient Safety and Quality, Dartmouth Institute for Health Policy and Clinical Practice, Mathematica Policy Research).

In response to this evolution, our peer institutions have changed their degree names to accurately reflect the focus and content of their PhD and MS degree programs. See table for a list of their degree names. Further, as our program has taken a wide scope in investigating economic and policy implications related to

<table>
<thead>
<tr>
<th>Peer Institutions</th>
<th>Degree Program Name</th>
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<tbody>
<tr>
<td>University of Houston</td>
<td>Pharmaceutical Health Outcomes &amp; Policy</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>Health Services Research</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Health Services Research</td>
</tr>
<tr>
<td>University of North Carolina</td>
<td>Pharmaceutical Outcomes and Policy</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>Health Outcomes and Pharmacy Practice</td>
</tr>
<tr>
<td>Purdue University</td>
<td>Health Services, Outcomes, and Policy</td>
</tr>
</tbody>
</table>
pharmacy and medication use within the context of the entire health care system, we have found that there are a number of graduate programs in Schools of Medicine and Public Health around the country that offer programs that sound similar to ours. In order to increase and improve the pool of qualified candidates to our program, we find that our name, which is not recognizable to those seeking the type of degree that we offer, puts us at a disadvantage. It may also put our graduates at a disadvantage as they seek positions outside of the pharmacy discipline.

Our program faculty voted unanimously to change our degree name to HSRP in Spring 2018. Our current graduate students also voted unanimously to change the name, and to accept the name immediately. In fact, our graduate students were disappointed that the name change could not be done instantly after they voted, but had to wait until it was approved through the proper university channels.

The SAS graduate program is currently conducting our 10-year program review. The background and rationale for the degree name change is described in the self-study document and the site visit with the external review committee took place on September 21, 2018. The name change was discussed with the external review committee and there was broad agreement that the name change made sense and was consistent with the focus and content of our program.

When the change in title of the majors are approved, we request that the change take place in the Fall 2019, following a turnkey approach in which current students will accept the name change prior to graduation. Prospective students applying to our graduate program this winter (2018) will be informed of the name change.

In summary, the change in title of our current Social and Administrative Sciences (SAS) major to Health Services Research and Policy (HSRP) will be much more consistent with the mission and content of our program. In addition, this change is important to recruit qualified applicants and to improve the hireability of our graduates.

Respectfully submitted,

Michelle A. Chui, PharmD, PhD
Associate Professor and Vice-Chair, Social & Administrative Sciences Division
Director, SAS Graduate Program
Director, Sonderegger Research Center
Program Change Request

Date Submitted: 10/24/18 12:27 pm

Viewing: MS 868EDU : Clinical Rehabilitation Counseling

Last approved: 09/20/18 10:42 am
Last edit: 10/25/18 9:21 am
Changes proposed by: meharris2

Catalog Pages Using this Program

Rehabilitation Counseling, M.S.

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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</thead>
<tbody>
<tr>
<td>Carolyn Kelley - EDU</td>
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</tbody>
</table>

Proposal Abstract/Summary:

We are changing the name of this Master’s Degree to comply with our accreditation agency, the Council for the Accreditation of Counseling and Related Programs. There will not be any changes to our curriculum.

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

Spring 2019 (1194)

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

No

Basic Information

Program State: Active
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: RP & SE
School/College: School of Education

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

No
Is this in the Graduate School? Yes

Award: Master of Science

SIS Code: MS 868EDU

SIS Description: Rehabilitation Counseling MS

Transcript Title: Clinical Rehabilitation Counseling

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Leko, Melinda M</td>
<td><a href="mailto:leko@wisc.edu">leko@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Waddick, Virginia</td>
<td><a href="mailto:vwaddick@wisc.edu">vwaddick@wisc.edu</a></td>
</tr>
</tbody>
</table>

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

Rehab Psych and Special Educ (RP & SE)

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

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

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

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

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

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

Will this program have outside accreditation? Yes

Accreditation

Council for the Accreditation of Counseling and Related Programs

Certification/Licensure

Commission on Rehabilitation Counselor Certification

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

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): 2023

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

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

The new name will be applied to all students in the program, both those who are newly
Rationale and Justifications

What is the rationale for this change?

The proposed M.S. degree title of Clinical Rehabilitation Counseling is clearly descriptive of the focus and content of the major. Throughout the more than 50-year history of the M.S. major, the focus has been on the preparation of practicing professionals in clinical rehabilitation counseling. M.S. degree graduates of our program meet the educational requirement for the national Certified Rehabilitation Counselor (CRC) credential, as well as the State of Wisconsin Licensed Professional Counselor (LPC) credential. Also, our graduate program at UW-Madison has always been ranked either first or second among all graduate programs in rehabilitation counseling by U.S. News & World Report, and is currently tied for the top ranking.

In addition, to clearly describing the focus of the major, there are two current changes in the profession that necessitate a change in the title of the major to Clinical Rehabilitation Counseling to be initiated at this time. First, our accrediting body, CORE, merged with the Council on Accreditation of Counseling and Related Educational Programs (CACREP), effective July 1, 2017, and the current title of our major is not acceptable for our accreditation renewal in 2018-19. Second, the State of Wisconsin Board, which licenses rehabilitation counselors through the Licensed Professional Counselor (LPC) credential, is implementing new curriculum standards for the educational requirement for the license which is effective September 1, 2018, and the current title of the major will no longer be acceptable.

In summary, the proposed title of Clinical Rehabilitation Counseling is clearly descriptive of the content and focus of the major at the M.S. degree level, and changes in program accreditation and certification and licensure of graduates to practice the profession necessitate this proposed change in title.

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

These changes are required for the accreditation of our program. If we make these changes, we will comply with the our accrediting body as well as the State of Wisconsin Board.

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

All of our current M.S. degree students are aware of our pursuit of the new title for the major, and they understand and accept the rationale for pursuing this change. In addition, we have publicized the likely change to potential applicants to the program, so that they will know of the likely change before deciding to enter the major.

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

There is no impact on faculty and staff, other than continuing our accreditation.

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.

School of Education Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program? No

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

What is the primary funding source? Program revenue

Given considerations associated with the proposed change, describe the academic unit’s fiscal capacity to support the instructional and curricular requirements, academic technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support serv
Curriculum and Requirements

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

Complete application information is available on the program website. Applicants are expected to meet general requirements for admission to the Graduate School. The fo committee: aptitude for graduate-level study, relevance of prior academic work and career goals, stated goals for graduate study, employment history, potential success in cultural differences, evidence of writing and research skill, and letters of recommendation.

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and 1 graduate program(s) you are interested in, apply online.

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

Minimum Graduate School Requirements

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

Major Requirements

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>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</table>

Mode of Instruction Definitions

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses an more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participat information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
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https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver#
Minimum Credit Requirement: 60 credits
Minimum Residence Credit Requirement: 16 credits
Minimum Graduate Coursework Requirement: 30 credits must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and selectable on the [Course Catalog](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). Probationary status requires higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed.
Assessments and Examinations: Master’s comprehensive exam successful completion of the Certified Rehabilitation Counselor (CRC) national certification exam.
Language Requirements: No language requirements.

**Required COURSES**

60 graduate degree credits to include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td><strong>Required Core Academic Coursework in Clinical Rehabilitation Counseling</strong></td>
<td></td>
</tr>
<tr>
<td>RP &amp; SE 540</td>
<td>Assessment of Adults with Disabilities</td>
</tr>
<tr>
<td>RP &amp; SE 550</td>
<td>Rehabilitation Psychology-Medical Aspects</td>
</tr>
<tr>
<td>RP &amp; SE 660</td>
<td>Special Topics (Foundations of Rehabilitation Counseling)</td>
</tr>
<tr>
<td>RP &amp; SE 660</td>
<td>Special Topics (Diagnosis and Treatment Planning)</td>
</tr>
<tr>
<td>RP &amp; SE 700</td>
<td>Research in Rehabilitation, Mental Health and Special Education</td>
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<tr>
<td>RP &amp; SE 721</td>
<td>Addictions Counseling</td>
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<tr>
<td>RP &amp; SE 725</td>
<td>Clinical Rehabilitation Counseling - Career Development</td>
</tr>
<tr>
<td>RP &amp; SE 810</td>
<td>Clinical Rehabilitation Counseling Psychology-Techniques</td>
</tr>
<tr>
<td>RP &amp; SE 820</td>
<td>Clinical Rehabilitation Counseling - Theories</td>
</tr>
<tr>
<td>RP &amp; SE 840</td>
<td>Clinical Rehabilitation Counseling - Group Procedures</td>
</tr>
<tr>
<td>COUN PSY/ED PSYCH 723</td>
<td>Developmental Processes Across the Life Span</td>
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<tr>
<td>COUN PSY/RP &amp; SE 730</td>
<td>Professional Counseling Orientation</td>
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<tr>
<td>COUN PSY 740</td>
<td>Abnormal Behavior and Psychopathology</td>
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<tr>
<td>COLN PSY 777</td>
<td>Crisis and Trauma Counseling</td>
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<tr>
<td>COUN PSY 825</td>
<td>Counseling Psychology Techniques With Families</td>
</tr>
<tr>
<td>COUN PSY 860</td>
<td>Social and Cultural Foundations of Counseling</td>
</tr>
<tr>
<td><strong>Required Clinical Instruction in Clinical Rehabilitation Counseling</strong></td>
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</tr>
<tr>
<td>RP &amp; SE 880</td>
<td>Clinical Rehabilitation Counseling – Supervised Practicum I</td>
</tr>
<tr>
<td>RP &amp; SE 890</td>
<td>Clinical Rehabilitation Counseling – Supervised Practicum II</td>
</tr>
<tr>
<td>RP &amp; SE 910</td>
<td>Rehabilitation Counseling Psychology-Internship</td>
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</table>

Total Credits:

**60**

Guide Graduate Policies tab

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

**Graduate School Policies**

The [Graduate School’s Academic Policies and Procedures](https://registrar.wisc.edu/course-guide/) provide essential information regarding general university policies. Program authority to set degree policies beyond the degree program faculty. Policies set by the academic degree program can be found below.

**Major-Specific Policies**

**Graduate Program Handbook**

The [Graduate Program Handbook](https://registrar.wisc.edu/course-guide/) is the repository for all of the program’s policies and requirements.

**Prior Coursework**

**Graduate Work from Other Institutions**

- Students are allowed to count graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master’s degree is not applicable.

**UW–Madison Undergraduate**

- With program approval, students are allowed to count 7 credits of coursework numbered 300 level or above from a UW–Madison undergraduate degree toward the master’s degree.
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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<tr>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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</table>

Summarize the assessment plan.

Approved Assessment Plan:

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.
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

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 (administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here: 

Approved School of Education APC October 17, 2018

Entered by and date: 

Maren Harris 10/25/2018

Enter any notes about the approval here: 

For Administrative Use

Admin Notes:

SIS effective date:

Career: GRAD

SIS Program Code: G868

SIS Short Description: RehabCoun

Other plan codes associated with this program:

Diploma Text: Master of Science

Diploma Text 2: REHABILITATION COUNSELING

Degree: 923

Field of Study: Social Science

Program Length: 2

National Student Clearing House Classification:

Plan Group: 868

Educational Level: Masters degrees

Award Category: Master's

Enrollment Category: Master's

CIP Code: 51.2310 - Vocational Rehabilitation
Counseling/Counselor.

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| Added to UW       | Yes             |
| System Crosswalk: |                 |

<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maren E Harris (meharris2) [10/24/18 12:41 pm]</td>
<td>Approved by School of Education APC 10/17/2018</td>
</tr>
<tr>
<td>Nicole Wiessinger (wiessinger) [10/24/18 4:25 pm]</td>
<td>Rollback: Rolling back proposal so effective date can be adjusted to Spring 2019.</td>
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</table>
October 17, 2018

Sarah C. Mangelsdorf, Ph.D.  
Provost and Vice Chancellor for Academic Affairs

William Karpus, Ph.D.  
Dean of the Graduate School

Sent electronically

Re: Notice of Intent to Plan for MS Program in Applied Biotechnology

Dear Provost Mangelsdorf and Dean Karpus:

On behalf of the School of Medicine and Public Health, I endorse the notice of intent to plan for a new MS Program in Applied Biotechnology. After discussion at the October 17, 2018 meeting of the SMPH Academic Planning Council, APC members unanimously approved the request. The request is attached.

Thank you for your consideration. If you require additional information, please do not hesitate to contact my office.

Sincerely,

[Signature]

Robert N. Golden, M.D.  
Robert Turell Professor in Medical Leadership  
Dean, School of Medicine and Public Health  
Vice Chancellor for Medical Affairs  
University of Wisconsin-Madison

Copies to:  
Richard Moss, School of Medicine and Public Health and MS in Applied Biotechnology Program  
Natalie Betz, MS in Applied Biotechnology Program  
Bryan Husk, MS in Applied Biotechnology Program  
Michele Smith, MS in Applied Biotechnology Program  
Kurt Zimmerman, MS in Applied Biotechnology Program  
Joe Kemnitz, Department of Cell and Regenerative Biology  
James Keck, School of Medicine and Public Health  
Andrea Poehling, School of Medicine and Public Health  
Parmesh Ramanathan, Graduate School  
Josh Morrill, Graduate School  
Emily Reynolds, Graduate School  
Jocelyn Milner, Academic Planning and Institutional Research
Nicole Wiessinger, Academic Planning and Institutional Research
Jeff Russell, Division of Continuing Studies
Marty Gustafson, Division of Continuing Studies

Attachment: Notice of Intent – MS in Applied Biotechnology
I. Pre-Authorization: Notice of Intent

COLLABORATIVE ONLINE
MASTER OF SCIENCE DEGREE
IN
APPLIED BIOTECHNOLOGY

University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater

With administrative and financial support from the University of Wisconsin System-Division of Continuing Education, Outreach and E-Learning (CEOEL)

A. Name of proposed degree, institutional setting, mode of delivery, and institutional contact information.
   
   Name of Proposed Degree: Master of Science in Applied Biotechnology
   
   Institutional Setting: Collaborative program across the UW System
   
   Mode of Delivery: Distance Education (100% Online)
   
   Institutional Contact Information: Dr. Jocelyn Milner
                                      Vice Provost of Academic Affairs, and Director of Academic Planning and Institutional Research
                                      University of Wisconsin-Madison
                                      Email: jocelyn.milner@wisc.edu
                                      Phone: 608-262-5246

B. Program description

   The M.S. in Applied Biotechnology responds to the recognized growth of the Biotechnology industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biotechnology field. The degree represents a fully online, asynchronous curriculum comprised of 31 credits to include six core courses, three concentration or track courses, a Capstone preparation course and a project-based Capstone course. Defined core courses provide students with a solid foundation in biotechnology, leadership, ethics, research, communications, product development, quality control, and regulatory and compliance practices. In addition, the program offers three unique tracks to assist students in tailoring their coursework to meet their career goals: quality assurance and compliance; business management; and research and development. Students will be able to complete more than one program track. UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater will offer the program jointly. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their concentration area.
C. Program Competencies.

Graduates of the M.S in Applied Biotechnology will gain the following core competencies and learning outcomes:

Competency A – *Demonstrate professional and scientific communication appropriate for biotechnology settings*

Upon completion of the program, students will be able to:
- Select the most appropriate modalities, methodologies, tools, and practices to communicate complex ideas effectively across diverse audiences
- Demonstrate effective listening, written, verbal, and nonverbal communication skills
- Construct and deliver effective professional presentations

Competency B – *Demonstrate comprehensive understanding of organizational processes and product development pipelines*

Upon completion of the program, students will be able to:
- Evaluate and describe systems of product research, development, and production
- Analyze the potential for commercialization for innovations within the biotechnology industry
- Critique and integrate changes to an existing product development pipeline
- Compare organizational processes employed by biotech firms

Competency C - *Distinguish among diverse methods and technologies and their applications in biotechnology*

Upon completion of the program, students will be able to:
- Compare and contrast emerging with existing technologies
- Exhibit strong technical knowledge to evaluate and choose appropriate technologies
- Demonstrate the ability to read, interpret and apply scientific literature
- Demonstrate competency in data analyses and statistics

Competency D – *Demonstrate strategic leadership and decision-making skills necessary in biotechnology.*

Upon completion of the program, students will be able to:
- Compare best practices in leadership required for executive action
- Demonstrate the skills and processes that maximize team performance to successfully meet goals both as an effective team member and leader
- Identify and provide evidence-based solutions to problems in compliance, development, personnel, and finance.

Competency E – *Appraise the current regulatory, quality control, and legal frameworks that impact biotechnology*

Upon completion of the program, students will be able to:
- Demonstrate understanding of relevant domestic and global regulatory agencies, laws, policies and guidances
- Assess intellectual property considerations in biotechnology
- Justify the importance of quality and risk management in biotechnology and explain current good practices

Competency F – *Demonstrate professional and ethical behaviors that foster positive and productive interactions in diverse biotechnology settings*

Upon completion of the program, students will be able to:
- Recognize, foster and apply principles of ethical and professional conduct
- Identify professional opportunities and personal success by acquiring knowledge, networking, and other career development strategies
- Understand cultural differences that exist in the global marketplace
D. Anticipated or Existing Resources Required to Deliver the Program

The M.S. in Applied Biotechnology is a collaborative degree program that benefits from the shared academic and administrative resources of all partnering institutions. Faculty and staff from eight academic partners (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) collectively developed and approved the program curriculum, program competencies, student learning outcomes, and admission requirements. These partner institutions will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review. Each partner institution will appoint an academic program director who will work with their respective academic units to implement the program. Collaboratively, these directors along with a designated campus continuing education representative or designate and the CEOEL program manager will comprise the program workgroup. This team will meet quarterly and will oversee the ongoing growth, development and performance of the M.S. in Applied Biotechnology degree program. In addition to initial funding and ongoing program management, CEOEL will provide state and national marketing, recruitment, instructional design, web development and management, student success coaching, fiscal management and other administrative supports required for program success.

E. Accreditation

The eight academic partners will be securing authorization to offer this program as a consortial online degree from the Higher Learning Commission.

F. Rationale and Relation to Mission

The online M.S. in Applied Biotechnology degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions. The degree addresses a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state and region. Students will develop advanced knowledge and skills that will enable them to serve an important function and role within the biotechnology workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor’s degree and thus broadens access for alumni and others to advanced study within the UW System. The M.S. in Applied Biotechnology also supports the institutional missions of the eight academic partner institutions by adding a viable offering to their graduate program array.

G. Need for program

The M.S. in Applied Biotechnology represents a need-based program designed to satisfy a recognized workforce gap within the state and broader five-state region. Based on a Feasibility Analysis commissioned by CEOEL and conducted by the University Professional and Continuing Education Association (UPCEA) Center for Research and Marketing Strategy, an industry focus group and interviews with biotechnology professionals, there is a significant need for a master’s in applied biotechnology that prepares working biotechnology professionals to succeed in leadership and management positions within the industry. Key specialization areas identified in the research included business and sales, product development, project management, and quality assurance and compliance. Nationally, biotechnology professionals are projected to experience an annual growth rate of 1.8% over the next 10 years. Forecasted growth rates for all biotech occupations are either equivalent to the national average or higher, ranging from 0.7% to 1.1% annually on the national scale. Additionally, biotech professionals have a low unemployment rate (3.1%), significantly lower than the national average of 4.3% for all occupations. Over the past five years, biotechnology professionals in Wisconsin have experienced an average annual growth rate of 0.8%. This demand is expected to continue to grow throughout 2018 and beyond.
UW-Madison, an academic partner and lead campus in this program, offers the only M.S. in Biotechnology within the UW-System which represents a 32-credit hands-on laboratory curriculum and is delivered evenings and weekends in a face-to-face format. The primary audience for this cohort-based program include working adults, many of whom are employed by local biotechnology companies. Unique features of the proposed collaborative online M.S. in Applied Biotechnology degree program include its fully asynchronous online delivery format, statewide focus consistent with the geographical locations of the eight academic partners, and unique primary target audience to include mid-level managers currently working in diverse regional and national biotechnology and related settings who require more flexibility as provided through a fully online academic program. The audience may also include those with a science background who reside in areas distant from Madison that want to expand their knowledge of the biotechnology industry so they can enter the field and expand their career options.
Memorandum of Understanding

Master of Science in Biotechnology
(Phase 1)

Effective Dates: July 1, 2018 – June 30, 2019

Overview
This Memorandum of Understanding (MOU) pertains to Phase 1 of the planning process in developing a collaborative online Master of Science in Biotechnology (MS-BT). This document represents the first of two (2) MOU’s and is focused on all program planning and development work prior to the formal implementation of the degree in September 2019 (projected). Phase 2 will address the formal implementation and ongoing management of the degree program.

In Phase 1 of the planning process, the academic partners (UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) will work closely with UW-Extension Continuing Education, Outreach and E-Learning (hereafter referred to as UW-Extension) to develop the curriculum; secure all course/degree approvals from their respective campuses, UW System and the Higher Learning Commission (HLC); initiate online course development/conversion; formalize the administrative processes and procedures required to support the degree and the students; and develop and implement a preliminary program marketing plan, to include program branding, once the degree is approved. To assist in this effort, each campus will appoint two members of its faculty to work with their counterparts from the other partner institutions to develop the curriculum including courses/course descriptions, syllabi, and associated materials. One of these two faculty will be designated by the campus to serve as the Academic Director. UW-Extension will provide leadership and support to the process.

By committing to Phase 1 of the planning process, it is assumed that campuses support the degree and intend to proceed to the final phase – Phase 2 – the formal offering and ongoing management of the degree. Because this is a new degree, however, the development process is proceeding cautiously, enabling campuses to evaluate their involvement along the way. Consistent with this approach, the term of this initial agreement is one (1) year, ending June 30, 2019. The final phase of the process – Phase 2 – will begin on July 1, 2019, immediately after the completion of Phase 1. Phase 2 will include the formal launch of the degree to include all required student supports and services. The first set of classes is tentatively scheduled to begin fall semester, 2019. Campuses that commit to Phase 2 will commit to offering classes toward the degree and will receive net revenues generated by the program once the program becomes self-supporting (i.e., program revenues exceed program expenditures). Net revenues will be split equally between all campus partners and UW-Extension.

Details of partner roles and responsibilities have been summarized as follows.

UW-Extension agrees to:
1. Compensate partner campuses through the Continuing Education units for the period defined, and in the amounts and for the uses as stipulated below. Once received by the campus CE office, it is expected that the funds will be used for their intended purpose and that the local approach used in the distribution of these funds will vary by campus.
• $20,000 plus fringe (up to 0.25 FTE) annually will be allocated over the term of this agreement to support salary for the campus-defined Academic Director and other program-related support expenses as deemed necessary and appropriate by each campus. It is expected that the campus outreach/continuing education unit will use these funds to support an Academic Director and no more than one additional staff member to administer the program and support campus involvement. Examples of possible approaches for dividing these funds between two people may include the assignment of co-Academic Directors, an Academic Director and Assistant Director or an Academic Director and CE Program Manager. It is understood that the Academic Director will work year-round (academic year and summer) to lead the continuation of the curriculum development and approval process on campus and oversee the faculty, curriculum and other components of the program. The role of the Academic Director is described in Attachment A.

• Up to $5,000 plus fringe (and 0.125 FTE) will be allocated to support up to one additional faculty member involved in the curriculum development process (summer 2018). It is expected that faculty (academic director and additional faculty) attend and participate in all curriculum planning and development meetings as scheduled for the campus to receive full compensation.

2. Provide leadership and administration to the curriculum development and degree approval process by organizing monthly planning meetings, engaging business and industry leaders, working with UW System Administration, and working with campus staff.

3. Support lodging, meals, and other site costs for all face-to-face meetings/workshops. Transportation costs will be the responsibility of the campuses.

4. Provide online course development support. UW-Extension instructional design and media staff will initiate work on fall 2019 courses following UW Board of Regents approval of the degree and will travel to partner campuses as needed to work with faculty to help them develop their courses. UW-Extension will also hold periodic online course development workshops to inform instructors about emerging technologies and to help them incorporate new technologies into their courses. In addition, UW-Extension will secure copyright for course materials it acquires/produces and, on a limited basis, assist faculty in securing copyright for additional materials as requested.

Campus Partners agree to:
1. Appoint a tenured or tenured-track member(s) of its faculty who is well respected by his/her peers to serve as the Academic Director for the Master of Science in Biotechnology degree program, and to work with the academic directors from partner campuses and UW-Extension to continue the degree development process through the term of this agreement. As part of that process the Academic Director will be the lead supporter of the degree on his/her campus, participate in the curriculum development process and will champion the curriculum approval process. That process will include approval of the curriculum through typical campus channels, the UW System Entitlement to Plan and Authorization to Implement, and Higher Learning Commission approval.

2. Identify up to one additional faculty member to participate as a member of the curriculum planning workgroup who is able to attend all planning meetings. Final compensation will be based on attendance.
3. Identify and formalize agreements with key faculty to develop courses and serve as lead faculty in the formal delivery of the degree.
4. Initiate work to develop and/or formalize all student support services and systems required to effectively and efficiently serve adult students through this program to include, but not limited to, scheduling and offering classes toward the degree; processing student applications; registering students; providing academic, career, and financial aid advising; performing credit audits/evaluations; administering credit for prior learning program (if available); and other administrative and student services as required.
5. Work with UW-Extension staff in the development and implementation of an initial comprehensive marketing plan for the degree program to include national, state, regional and local strategies and approaches.

It is mutually agreed that:
1. Academic Directors will meet by phone or in person at least monthly to discuss progress toward the degree and to identify and solve barriers. Coordination/scheduling of meetings will be the responsibility of UW-Extension.
2. The formal launch of the degree is scheduled for fall 2019 to include initial schedule of courses and all required systems and supports for serving adult students.
3. The online courses developed for the program will belong jointly to the campus, the faculty who produce them, and UW-Extension. Faculty and the participating campus may use the materials they produce in their on-campus face-to-face courses. However, they may not use the online version of the courses without the approval of UW-Extension. If a faculty member leaves the institution or chooses not to teach his/her course for any reason, ownership of the online courses will reside with the campus and UW-Extension. If the campus is unable to identify an instructor for one of the online courses, UW-Extension will work with all of the partner campuses to try to find replacement faculty. Approval of replacement faculty will be the purview of the campuses. All faculty will be required to sign a formal Joint Creation and Ownership Agreement prior to completion of course development (see Attachment B).
4. Campuses will have the opportunity to withdraw from this agreement at any time over the next year. By withdrawing, the campus surrenders its rights to UW-Extension to the online versions of courses that it may have developed up to that time for this program.
5. UW-Extension agrees to bear the financial risk for this degree in the start-up phase, although it is recognized and expected that campuses will invest significant local in-kind support to the program. It is estimated that this program will become self-supporting within 5 years.
Summary and Signatures
This Memorandum of Understanding pertains to UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, UW-Whitewater, and UW-Extension regarding the collaborative online Master of Science in Biotechnology degree program. By signing this MOU, the undersigned agree to proceed with Phase 1 of the degree development process as outlined above.

Approved by:

Aaron Brower, Provost and Vice Chancellor for Academic Affairs, UW-Extension

David Schejbal, Dean, Continuing Education, Outreach and E-Learning, UW-Extension

Greg Davis, Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

Joy Ruzek, Executive Director, Continuing Education and Community Engagement, UW-Green Bay

Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs, UW-Madison

Jeffrey Russell, Vice Provost for Lifelong Learning and Dean of the Division of Continuing Studies, UW-Madison

John Koker, Interim Provost and Vice Chancellor for Academic Affairs, UW-Oshkosh

Susan Adams, Director of Continuing Education, UW-Oshkosh

Robert Ducoffe, Provost and Vice Chancellor for Academic Affairs, UW-Parkside

Emmanuel Otu, Dean, College of Natural and Health Sciences, UW-Parkside

D. Joanne Wilson, Acting Provost and Vice Chancellor for Academic Affairs, UW-Platteville

Michael Gau, Assistant Executive Director, Continuing Education, UW-Platteville

Greg Summers, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point
Wayne Sorenson, Director of Continuing Education, UW-Stevens Point

Patrick Guilfoile, Provost and Vice Chancellor for Academic and Student Affairs, UW-Stout

Joni Geroux, Director, Professional Education Programs and Services, UW-Stout

Susan L. Elrod, Provost and Executive Vice Chancellor, UW-Whitewater

Seth Meisel, Interim Dean, School of Graduate Studies and Continuing Education, UW-Whitewater
Collaborative Online Master of Science in Biotechnology Degree
Academic Director Job Description

The Academic Director for the *Online Master of Science in Biotechnology (MS-BT)* degree program is the campus representative to the degree. He/she is the liaison between campus administration, faculty and the degree and works closely and collaboratively with the campus Program Manager assigned to the degree and UW-Extension Division of Continuing Education, Outreach and E-Learning on issues pertaining to the degree.

The Academic Director must be a tenured or tenure-track member of the faculty on campus and have disciplinary expertise in a related field. He/she must be in good standing with senior campus administrators, deans, department heads, and fellow faculty members. He/she should understand faculty governance procedures and be effective in moving curricular and administrative issues through campus channels expeditiously.

This is an annual administrative appointment similar to a shared department chair position. Specific responsibilities include:

- Campus representative to the degree, curriculum oversight, periodic meetings with program faculty and partners
- Oversight and responsibility for ensuring that the campus is adequately staffing courses for the MS-BT program for which it is responsible
- Oversight and monitoring of campus academic supports for program students to include, but not limited to, admissions, registration, financial aid and bursar functions
- Review student admissions decisions for the MS-BT degree as needed
- Provide and/or coordinate and oversee local staff in academic advising
- Review of course evaluations for MS-BT courses, working with instructors who are not performing well, etc.
- Review and approve, as appropriate, credit for prior learning for students requesting credit for the MS-BT degree
- Work with accreditation processes insofar as they pertain to the MS-BT degree as needed
- Review adjunct instructors for the MS-BT degree as needed
- Address students conduct issues in the MS-BT degree
- Develop local articulation agreements to support the growth of the degree program
- Assist with program assessment and UW-System program review
- Other duties as assigned or deemed necessary to support program success
Online Courses in the *Master of Science in Biotechnology degree program*

**Agreement Summary**

The undersigned author (the “Author”) has agreed to develop course content for a course(s) in the online *Master of Science in Biotechnology degree program*, as further described in Attachment A to this agreement. The content developed will be owned by the Author(s) of such content. The University may use course content as it wishes under a license from the Author to the Board of Regents of the University of Wisconsin System (the “University”), and the Author may also use the course content consistent with the terms of this agreement. The actual online courses that are developed and based on course content will be the exclusive property of the University.

**The Agreement**

The Author and the University agree that:

1. **Rights Granted**
   A. Contributions of original course content will be owned by the Author(s) of such content. The Author grants the University a perpetual, royalty-free, non-exclusive license to use course content for educational or research purposes. The online courses and any and all works based upon, derived from, or incorporating the online courses that are developed from this content for the Master of Science in Biotechnology degree are the exclusive property of the University.

2. **Completion of Author's Contribution to the Course(s); Other Obligations**
   A. The Author agrees to prepare the course content including collateral material such as syllabi, illustrations, charts, graphs, handouts, references lists, and other related items on the schedule and in the form agreed to in Attachment A.
   B. The Author will make a good faith effort to attend all training sessions relating to this online degree program.
   C. The University, in consultation with the Author, will make all decisions concerning course design.
   D. In the performance of work under this agreement, the Author will make a good faith effort to perform all work with a high degree of professionalism and consistent with prevailing academic standards.
   E. The Author agrees that the University may terminate this agreement if the Author fails to meet the obligations herein including those described in the Attachment A, in which case the University will be entitled recover any sums or other resources advanced to the Author in connection with this agreement.
   F. The University agrees that the Author may terminate this agreement if the University fails to meet any of its obligations herein, in which case the Author may keep any compensation already earned under this agreement.

3. **Quoted Material**
A. The Author and the University will use copyrighted material in compliance with State and Federal laws and Board of Regents’ Policies.

4. Publication of the Work
   A. The online course(s) will be distributed, transmitted or published by the University as soon as circumstances permit, at the University’s expense, in a manner deemed appropriate by the University.

5. Copyright
   A. The University will decide whether to register copyright for the online courses in the University’s name and at its expense.

6. Author’s Warranty
   A. The Author warrants that he or she is the owner of the course content or has cleared the necessary rights in the course content to enter into this agreement and fulfill its obligations. The Author acknowledges that he or she has made a good faith effort to follow applicable laws and the University of Wisconsin System Policy on Copyrightable Instructional Materials Ownership, Use and Control (GAPP27) and that the course content does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.
   B. The Author will defend, indemnify and hold harmless the University against all claims, suits, costs, damages, and expenses arising from any scandalous, libelous, or unlawful matter contained or alleged to be contained in the course content or any infringement or violation by the course content of any copyright or property right.

7. Consideration
   In consideration of this agreement, the University may contribute the following resources to the creation of the online courses for the Master of Science in Biotechnology degree program:
   a) graphics
   b) instructional design
   c) production assistance
   d) course maintenance and backup
   e) marketing to prospective students
   f) hardware
   g) technical assistance
   h) teaching load credit for the first semester of course
   i) funding

   The specific resources to be provided to the Author under this agreement are detailed in Attachment A.

8. Subsidiary Rights
   A. The Author will seek prior written consent of the University to publish any abridged or other version of the course content, any derivative work, or any content of similar character that might interfere with enrollment in the online courses covered by this Agreement. The University’s consent will not unreasonably be withheld. Nothing in this agreement shall prohibit the Author from using the course content or derivative works for non-commercial educational or research purposes.

9. Revisions
A. The Author will update and revise the course content at the University’s request during the term of this agreement. The Author agrees to update the content within one hundred twenty (120) days of receipt of a written request from the Dean of Continuing Education, Outreach and E-Learning or his/her designees. If the Author is unable or unwilling to make any requested revisions, the University may have revisions made by an author approved by the appropriate department.

10. Term and Termination
A. This agreement will remain in effect until further notice and can be terminated by either party with 120 days’ written notice. Upon termination, the rights granted to the University and Author relating to the course content will remain in effect. The rights to the online courses in the Master of Science in Biotechnology degree will remain the exclusive property of the University.

11. Amendments
A. The written provisions contained in this agreement are the entire agreement made between the author and the University concerning this course content, and any amendments to this agreement will not be valid unless made in writing and signed by all the parties.

12. Construction, Binding Effect, and Assignment
A. This agreement will be construed and interpreted according to the laws of the State of Wisconsin and will be binding upon the parties hereto.

In Witness Whereof, the parties have duly executed this agreement as of the date below

______________________________   _________________________
Author       Date

______________________________   _________________________
By Authorized Officer      Date
The University of Wisconsin Extension

Reviewed and approved by UW System Legal Affairs, June 2016.
Program Change Request

Date Submitted: 10/19/18 4:11 pm

Viewing: **GCRT106 : Certificate in Bioinformatics at the Graduate Level**

Last approved: 09/26/18 1:14 pm
Last edit: 10/19/18 4:32 pm
Changes proposed by: adpoehli

Catalog Pages Using this Program

Bioinformatics, Graduate/Professional Certificate

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Poehling - MED</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:
Proposal to suspend admissions effective Spring 2019 and be discontinued effective Spring 2022. The last term to complete the Graduate Certificate will be Fall 2021.

If approved, what term should the proposed change be effective?
Spring 2019 (1194)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.
No

Basic Information

Program State: Suspend, will be discontinued
Type of Program: Certificate
Who is the audience? Graduate or professional
Home Department: B M I
School/College: School of Medicine and Public Health

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

What is the last term that a student could declare this program?

Fall 2018 (1192)

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

Fall 2021 (1222)

What is the timeline and advance communication plan?

We have communicated with current students our plans to discontinue the Graduate Certificate, effective Fall 2022. We will continue to communicate with them each semester about the subsequent course offerings in our teach-out plan. We will continue to individually advise the students on their options for completion. We will update our website so that it is clear that we are no longer accepting applications and that the certificate will be discontinued by the effective term. We will also communicate our plans to discontinue the Graduate Certificate with the Departments of Statistics and of Computer Sciences.

Explain the precipitating circumstances or rationale for the proposal.

Bioinformatics is the application of computer science theory and methods to molecular biology. In the realm of biological and medical science, bioinformatics is becoming a central discipline and is placing a new demand on the training of graduate students in the biological and computer sciences. Currently, there are two certificate programs in Bioinformatics: The Graduate Certificate and the Capstone Certificate. Both were proposed and approved in 2000. Both programs involve the same admissions and course requirements. The main distinction between the two programs is the audience. The Graduate Certificate Program is geared towards current MS and PhD students who desire additional training in informatics. The Capstone Certificate program reaches a broader audience including people working in industry (e.g., Nimblegen) as well as UW post-doctoral fellows, Researchers, and Scientists. Both of these programs have had relatively low enrollment since they were approved in 2000 and implemented in 2001. The programs were reviewed during 2014 and it was clear that a plan needed to be put into place to bolster enrollment in the two programs. Initial efforts involved announcements in key courses and a greater web presence. As a result of these efforts, there was a rise in admissions for the both the Graduate Certificate Program (GCRT106) and the Capstone Certificate Program (UNCS106). However, additional measures will need to be taken to further increase enrollment. These measures will likely involve a greater expenditure of time and resources. Discussions within our Department have centered around how best to mete out these resources. Due to the costs and resources required for recruiting students to the Certificates, we have decided to discontinue both Certificates. We would like to focus our efforts towards our new graduate programs, the M.S. and Ph.D. in Biomedical Data Science. Admissions to the Capstone Certificate were suspended in Fall 2016, and we have submitted a separate proposal to discontinue the Capstone Certificate effective Spring 2019. This proposal seeks approval to suspend admissions to and discontinue the Graduate Certificate.

What is the potential impact on enrolled students?

Five students completed the program in Spring 2018. There is one student currently enrolled. We are in the process of admitting one student into the program. Only one or two students have indicated an interest in the Graduate Certificate since our decision to suspend it. These students will be encouraged to apply before admissions are suspended at the end of Fall 2018. All students who are admitted by the end of Fall 2018 will be allowed to progress through the program normally, as all courses required for the certificate will continue to be taught.

What is the potential impact on faculty and staff?

Faculty and staff will focus efforts on our new MS and PhD programs.

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

Discussions about the low-enrollment status of our certificate programs were initiated during the process of developing our MS Degree Program in Biomedical Informatics in 2012. At that time, we were encouraged to schedule a review of the certificate programs. The review was completed in 2014 and involved input from members of our department, student participants
and the review committee members. In addition, we have had extensive conversations with colleagues in Academic Planning and Institutional Research (Jocelyn Milner and Sarah Kuba) and former staff of the Graduate School (Kelly Haslam and Marty Gustafson) throughout the process. Thus, we have conferred with many parties as we worked towards the decision to suspend admissions to and discontinue the Graduate Certificate. We will also inform the Departments of Statistics and of Computer Sciences of this decision.

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

We have communicated with current students our plans to discontinue the Graduate Certificate, effective Fall 2022. We will continue to communicate with them each semester about the subsequent course offerings in our teach-out plan. We will continue to individually advise the students on their options for completion. We will update our website so that it is clear that we are no longer accepting applications and that the certificate will be discontinued by the effective term. We will also communicate our plans to discontinue the Graduate Certificate with the Departments of Statistics and of Computer Sciences.

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

There is a minimal number of alumni.

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

Quality will be maintained. Courses offered in the certificate are also offered in our graduate program.

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

We will continue to provide courses and services to certificate students, as we provide them to MS and PhD 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 no longer be offered?

Students who express interest in the certificate but who do not apply before admissions are suspended will be encouraged to consider our MS Degree Program in Biomedical Data Science. Students interested in a shorter commitment than the MS degree can take all of the courses in the certificate program; while they will earn course credit, they will not have the designation of a Graduate Certificate.

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?

We will comply with the university’s policy on stopped out students in certificate programs, which states: “If a student was enrolled in a certificate program and then stopped out, and the certificate program was discontinued while they were stopped out, the certificate program will not be available to them. Program faculty may make exceptions in the 2 years after a program is discontinued.”

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Newton, Michael A</td>
<td><a href="mailto:manewton@wisc.edu">manewton@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Craven, Mark W</td>
<td><a href="mailto:mwcraven@wisc.edu">mwcraven@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Sweeney, Whitney A</td>
<td><a href="mailto:wasweeney@wisc.edu">wasweeney@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Poehling, Andrea D</td>
<td><a href="mailto:adpoehli@wisc.edu">adpoehli@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Bierman, Beth A</td>
<td><a href="mailto:bbierman@wisc.edu">bbierman@wisc.edu</a></td>
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List the departments that have a vested interest in this proposal.

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<tr>
<td>Computer Sciences (COMP SCI)</td>
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<tr>
<td>Statistics (STATISTICS)</td>
</tr>
</tbody>
</table>

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

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

Curriculum and Requirements

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

Guide Admissions/How to Get In tab

The Department of Biostatistics and Medical Informatics is the administrative home of the bioinformatics certificate program. You must be currently enrolled in a graduate program at UW–Madison.

To apply for the certificate program you must provide the following:
A completed Graduate Certificate in Bioinformatics Application Form
A Statement of Purpose explaining how the certificate program will help your current and future research
A CV/resume
One letter of recommendation
Please submit the listed materials to Beth Bierman, graduate coordinator, bbierman@wisc.edu
For additional information about the certificate program, see Graduate Certificate in Bioinformatics

Applications are accepted on a rolling basis.

Guide Requirements tab

The Graduate/Professional Certificate in Bioinformatics consists of four courses for a total of 12 credits. Three of the courses are required; one is an elective. Depending on years to complete the program.

Prerequisites:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 222</td>
<td>Calculus and Analytic Geometry 2</td>
</tr>
<tr>
<td>COMP SCI 300</td>
<td>Programming II 1</td>
</tr>
</tbody>
</table>

Or COMP SCI 367 - Intro to Data Structures prior to fall 2018.

Basic Course Requirements:

Choose ONE Statistics Course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM/I/STAT 541</td>
<td>Introduction to Biostatistics</td>
</tr>
<tr>
<td>STAT/F&amp;W ECOL/HORT 571</td>
<td>Statistical Methods for Bioscience I</td>
</tr>
</tbody>
</table>

Complete BOTH of these courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BM/I/COMP SCI 576</td>
<td>Introduction to Bioinformatics</td>
</tr>
</tbody>
</table>
Program Change Request

Date Submitted: 10/19/18 3:57 pm

Viewing: UNCS106 : Capstone Certificate in Bioinformatics

Last approved: 09/26/18 8:49 am

Last edit: 10/19/18 4:33 pm

Changes proposed by: adpoehli

Catalog Pages Using this Program

Bioinformatics, Capstone Certificate

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

Proposal Abstract/Summary:

This proposal is to discontinue the capstone certificate, which is currently suspended. There are no students enrolled.

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

Spring 2019 (1194)

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

No

Basic Information

Program State: Discontinued Suspend Admissions

Type of Program: Capstone Certificate (Special only)

Who is the audience? Special

Home Department: B M I

School/College: School of Medicine and Public Health

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

No

Is this in the Graduate School? Yes
Suspension and Discontinuation

What is the last term that a student could declare this program?  
Fall 2016 (1172)

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

What is the timeline and advance communication plan?

Because there are currently no students enrolled in the Capstone Certificate, the program will be discontinued at the earliest possible term, Spring 2019. The governance process will inform necessary university entities. We will also inform the Departments of Statistics and of Computer Sciences of this decision.

Explain the precipitating circumstances or rationale for the proposal.

Bioinformatics is the application of computer science theory and methods to molecular biology. In the realm of biological and medical science, bioinformatics is becoming a central discipline and is placing a new demand on the training of graduate students in the biological and computer sciences. Currently, there are two certificate programs in Bioinformatics: The Graduate Certificate and the Capstone Certificate. Both were proposed and approved in 2000. Both programs involve the same admissions and course requirements. The main distinction between the two programs is the audience. The Graduate Certificate Program is geared towards current MS and PhD students who desire additional training in informatics. The Capstone Certificate program reaches a broader audience including people working in industry (e.g., Nimblegen) as well as UW post-doctoral fellows, Researchers, and Scientists. Both of these programs have had relatively low enrollment since they were approved in 2000 and implemented in 2001. The programs were reviewed during 2014 and it was clear that a plan needed to be put into place to bolster enrollment in the two programs. Initial efforts involved announcements in key courses and a greater web presence. As a result of these efforts, there was a rise in admissions for the both the Graduate Certificate Program (GCRT106) and the Capstone Certificate Program (UNCS106). However, additional measures will need to be taken to further increase enrollment. These measures will likely involve a greater expenditure of time and resources. Discussions within our Department have centered around how best to mete out these resources. Due to the costs and resources required for recruiting students to the Certificates, we propose to discontinue both Certificates. We would like to focus our efforts towards our new graduate programs, the M.S. and Ph.D. in Biomedical Data Science. Admissions to the Capstone Certificate were suspended in Fall 2016, and we now seek to discontinue the Capstone Certificate effective Spring 2019. A separate proposal will be submitted to suspend admissions to and discontinue the Graduate Certificate program.

What is the potential impact on enrolled students?

There are no enrolled students.

What is the potential impact on faculty and staff?

There are no enrolled students, so faculty and staff will not be impacted.

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

Discussions about the low-enrollment status of our certificate programs were initiated during the process of developing our MS Degree Program in Biomedical Informatics in 2012. At that time, we were encouraged to schedule a review of the certificate programs. The review was completed in 2014 and involved input from members of our department, student participants and the review committee members. In addition, we have had extensive conversations with colleagues in Academic Planning and Institutional Research (Jocelyn Milner and Sarah Kuba) and former staff of the Graduate School (Kelly Haslam and Marty Gustafson) throughout the process. Thus, we have conferred with many parties as we worked towards the decision to suspend the Capstone Certificate. As part of the governance process to suspend admissions to the Capstone Certificate, we also informed the Departments of Statistics and of Computer Sciences of this decision.

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
There are no current students.

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

There is a small number of alumni.

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

There are no current students, so no teach-out plan is needed.

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

N/A

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

N/A

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?

We will comply with the university's policy on stopped out students in certificate programs, which states: "If a student was enrolled in a certificate program and then stopped out, and the certificate program was discontinued while they were stopped out, the certificate program will not be available to them. Program faculty may make exceptions in the 2 years after a program is discontinued."

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

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

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

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

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

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

Will this program have outside accreditation? No

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

Faculty and Staff Resources

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

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

No change

Are international students permitted to enroll in this program?

No

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

Guide Requirements tab

Must have a minimum GPA of 2.000

Courses must have a grade of B or better to be accepted

<table>
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<tr>
<td>Bioinformatics Requirement</td>
<td>Introduction to Bioinformatics</td>
</tr>
<tr>
<td>B M I/COMP SCI 576</td>
<td>Advanced Bioinformatics</td>
</tr>
<tr>
<td>B M I/COMP SCI 776</td>
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</tbody>
</table>

Elective Requirement

Select one of the following:

- BIOCHEM 711
- B M I/STAT 542
- COMP SCI 540
- COMP SCI 545
- COMP SCI 564
- COMP SCI 577
- COMP SCI 731
- COMP SCI 760
- COMP SCI 766
- I SY E/B M I 617
- MATH 605
- MATH/B M I/BIOCHEM/BMOLCHEM 606
- MATH 608
- MATH/B M I/BIOCHEM/BMOLCHEM 609

Total Credits

Semesters to completion:

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

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

Courses in the curriculum are numbered 300 or higher.  
Yes

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

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

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

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When courses can 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 program. If the program 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.  
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, 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.  
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.  
Yes

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

### Supporting Information

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

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

Additional Information:
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 (administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in 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:

Enter any notes about the approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

SIS effective date:

Career:

USPC

SIS Program Code:

UNCS

SIS Short Description:

Bioinform

Other plan codes associated with this program:

Degree:

CRT

Field of Study:

Biological Science

Program Length:

1

National Student Clearing House Classification:

Post Baccalaureate certificate

Plan Group:

106

Award Category:

Capstone

Enrollment Category:

800

CIP Code:

26.1103 - Bioinformatics.

UWSTEM:

Yes

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Plan is

Special Plan Type:

CDR certificate category:

Postbaccalaureate certificate

Reviewer
Dear Karen,

Following the Development Studies Program’s (DSP’s) procedures for governance, between September 24 and September 28, I convened four one-hour meetings with DSP faculty and staff to discuss whether or not the program should enter into suspension. At these meetings, we discussed issues related to student funding, faculty involvement in the program, and governance. We then called the matter to a vote.

The DSP faculty voted to suspend the program. The final vote was 16 in favor of suspension, 1 against, and 3 abstentions.

The faculty also agreed to create an Executive Committee, which will be formed in October 2018 and will consist of all interested faculty. Once formed, the Executive Committee will be tasked with determining whether the DSP should be restructured or discontinued. The Executive Committee will submit its report and decision to your office no later than May 31, 2019. If the Executive Committee determines that the DSP should be restructured, then the report will include responses to all of the questions raised in the CALS/L&S/Graduate School memo (2017), as well as a clear delineation of the proposed new governance structure of the DSP.

Please let me know if I can provide any additional information at this point.

Thank you,

Nancy Kendall
Director, Development Studies Program
Professor and Chair, Department of Educational Policy Studies
Program Change Request

Date Submitted: 10/17/18 9:52 am

Viewing: PHD 250ALS : Development

Last approved: 09/19/18 9:48 am

Last edit: 10/22/18 2:20 pm

Changes proposed by: ncbollig

Catalog Pages Using this Program

Development, Ph.D.

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>Nikki Bollig - ALS</td>
</tr>
<tr>
<td>Karen Wassarman - ALS</td>
</tr>
</tbody>
</table>

Proposal Abstract/Summary:

Request to suspend admissions effective immediately to allow the faculty to determine whether to restructure or discontinue the program. See attached memo from faculty director, Nancy Kendall. Request is to allow suspension for three years, but a status update from program faculty to college deans is required by May 31, 2019.

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

Spring 2019 (1194)

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

No

Basic Information

Program State: Suspend Admissions
Type of Program: Degree/Major
Who is the audience? Graduate or professional
Home Department: CALS
School/College: College of Agricultural and Life Sciences
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School? Yes

Award: Doctor of Philosophy

SIS Code: PHD 250ALS

SIS Description: Development PHD

Transcript Title: Development

Named Options:

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

Will a doctoral minor be required? No

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

---

**Suspension and Discontinuation**

What is the date by which you will submit a plan to resolve the suspended status, if approved? Fall 2020

What is the last term that a student could declare this program? Spring 2019 (1194)

What is the timeline and advance communication plan?

Please see attached memo from Nancy Kendall. We are requesting that admissions be suspended effective immediately (fall 2018).

Explain the precipitating circumstances or rationale for the proposal.

Following the program review completed in June 2017, the faculty were asked to address several questions and concerns regarding the sustainability of the program. One of these concerns is lack of funding, which continues to be an issue. Suspension of admission is requested effective immediately to address these concerns and determine whether to restructure or discontinue the program. A newly formed Executive Committee will make a recommendation to the colleges and Graduate School by May 31, 2019.

What is the potential impact on enrolled students?

Enrolled students will be allowed to continue and complete the program.

What is the potential impact on faculty and staff?

Faculty will develop an Executive Committee to determine whether to restructure or discontinue the program.

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

Faculty participated in a series of meetings in Spring 2018 and Fall 2018 to discuss the status of the Program and to formulate their response to the questions posed by the Graduate School in the follow-up to the 10-year review report. In Fall 2018, faculty voted to request suspension of the program, to constitute an Executive Committee that would engage an in-depth study of whether or not the Program should continue, and to provide an update to CALS and the Graduate School about next steps no later than May 2019.

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

Students participated in meetings in Spring 2018 and Fall 2018, where they were asked about their own experiences in the Program, and asked for their advice about the current structuring of the program. Their advice will be considered in full by the Executive Committee. If program suspension is granted, they will be informed of this immediately and then asked to participate in the Program review process.

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

There are no other immediate stakeholders who have been notified, nor is there enough of an ongoing relationship with any other set of stakeholders to warrant such efforts.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
The Program has always relied on a distributed teaching model, where students take courses from a broad range of departments, and many courses can be substituted for others offered in other departments (the Program requires a major and two minor disciplinary areas of study). There is no plan to change the regular teaching cycles for the courses most often taken by Development Studies Program students, as these courses are regularly offered for other target student audiences in the host departments (e.g., Agricultural and Applied Economics, Sociology, Geography, Educational Policy Studies).

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided? All advising has historically been provided by the members of the student’s committee, and most particularly by their advisor. Each student currently in the program has support from their advisor and their committees, and faculty have indicated this support will continue in its current forms and at its current levels. Other student services are provided by Linda Davis, part of whose administrative appointment is designated for the Development PhD Program. As this funding has been stable for many years, we expect to be able to rely on her continued administrative support of students during this period of suspension.

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will no longer be offered? None have been made.

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? Because we are only requesting suspension of admissions at this time, stopped-out students will re-enter the program and be allowed to complete their planned 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>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Director</td>
<td>Kendall, Nancy</td>
<td><a href="mailto:kendall2@wisc.edu">kendall2@wisc.edu</a></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>Agricultural and Applied Econ (A A E)</td>
</tr>
<tr>
<td>College of Letters &amp; Science (L&amp;S)</td>
</tr>
<tr>
<td>School of Education (EDUCATION)</td>
</tr>
<tr>
<td>Educational Policy Studies (ED POL 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
Will this program have outside accreditation? No
Will graduates of this program seek licensure or certification after graduation? No

**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.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Curriculum and Requirements

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

Guide Admissions/How to Get In tab

ADMISSION REQUIREMENTS

Students seeking admission to the program must already hold a master’s degree in a social science, preferably with a thesis requiring original research. Previous experience capacity (Peace Corps, non-government organizations, individual initiatives, etc.) is an important aspect of a successful applicant’s background. A student’s application is just recommendation, a personal statement, and a research proposal. This proposal will form the cornerstone of the student’s program. It will provide the admissions committee intends to take with the research. In their statement of purpose, students should clearly outline their reasons for choosing the Ph.D. in development.

The online application must contain the following:

Personal statement
The research proposal
Official transcripts for all post-secondary institutions attended
Three letters of recommendation
A curriculum vitae
Test Scores. General Graduate Record Exam (GRE) scores for all applicants and TOEFL or IELTS scores for international applicants are required.

Details on the requirements can be found on the program website.

FACULTY ADVISOR

Applicants will not be admitted unless a member of the program faculty agrees to serve as advisor. If the Admissions Committee judges your application favorably, you will more potential advisors from the list of faculty and include that information in your Reason for Graduate Study. The Admissions Committee will contact potential advisors i initial advisor; others find a more compatible match during the first semester.

DEADLINE

The Development Studies Program will only consider applications for fall semester admission. The deadline is January 15.

Graduate School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and t graduate program(s) you are interested in, apply online.

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

Guide Requirements tab

Minimum Graduate School Requirements

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

Major Requirements

MODE OF INSTRUCTION

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>51 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 (26 credits out of 51 total credits) must be completed graduate-level coursework; courses with the searchability in the university's Course Guide.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.2 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>No other grade requirements.</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Students must complete a written preliminary examination after the student's program coursework has been completed. For <a href="http://devstudies.wisc.edu/about_prelim.html">hp://devstudies.wisc.edu/about_prelim.html</a>.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Language requirements ranging from minimal competency to fluency in a non-native language will vary for each student depending on acquisition of language competency to complete their dissertation fieldwork</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>Development doctoral students are not required to complete a doctoral minor.</td>
</tr>
</tbody>
</table>

### Required COURSES

Students work with their advisors to design an individualized program of study. All students must complete the Program of Study form by the end of their second semester. The minimum number of total required credits for the Ph.D. program is 51. Up to 12 credits may be transferred from the student's master's degree provided the committee approves. Ordinarily courses taken elsewhere may not be used to meet the development studies course requirement. Each program of study will differ, yet coursework requirements will be similar.

**Interdisciplinary seminar:** minimum of 3 credits

**Major discipline:** minimum of 24 credits that include:
- 3 credits minimum of theory
- 9 credits minimum of methods (must be taken from the department(s) of the major discipline or from course offerings in the Department of Statistics)
- 12 credits minimum of other relevant courses in the major discipline (6 must be from development studies courses)

**Secondary discipline:** minimum of 9 credits (3 must be from development studies courses)

**Tertiary areas:** minimum of 9 credits

**Dissertation research:** minimum of 6 credits

Both the major discipline and the secondary discipline are expected to be in the social sciences. In most instances, students will select from among sociology, economics, science, education, or urban and regional planning as their primary and secondary disciplines. Secondary disciplines may also include areas such as law, history, and public policy. At least one development studies course in the discipline of economics and one development studies course in the discipline of sociology must be completed by all students. Agricultural and Applied Economics, and Consumer Science, and economics courses in the School of Business fulfill the economics discipline, while courses in the department of Sociology fulfill the sociology discipline. Development studies courses are social science graduate-level courses in which the majority of course content pertains specifically to the study of social phenomena. Instructional Committee will revise this list annually and make appropriate additions and deletions. All development studies courses must have been taken on an A–F basis. "Topics" courses may be taken as development studies core courses by permission of the student's committee and the Instructional Committee. Some examples of such highly provisional. In particular, there are likely to be some 400-, 500-, and 600-level courses with largely undergraduate clientele that would not be appropriate for development studies course requirement. Developers of courses unknown to us that should be added to the list. At this time we do not see a need to identify development studies core courses for the tertiary areas, or be taken in the tertiary areas.

**Courses in the tertiary areas** may be in a social science discipline, a coherent set of area studies courses, or a coherent set of courses outside of the social sciences. Natural ecology, tropical agriculture) or interdisciplinary social science areas/disciplines (technology assessment, urban studies) are permitted and encouraged. Tertiary areas/disciplines programs of study are permitted if they are coherent and well justified.

Total credits required:

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

### Major-Specific Policies

#### Graduate Program Handbook

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

#### Prior Coursework

- **Graduate Work from Other Institutions**
  - With program approval, students are allowed to count no more than 12 credits of graduate coursework from other institutions. Coursework earned ten years or allowed to satisfy requirements.

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

- **UW–Madison University Special**
  - With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Speci admission to a doctoral degree is not allowed to satisfy requirements.

#### Probation

If students fall below the satisfactory progress requirements, including the 3.2 GPA, the program will launch an assessment exercise analyzing the student’s fit in the

### ADVISOR / COMMITTEE

All students must have an advisor. Admission into the development studies program is contingent on the Admissions Committee obtaining an advisor for the student member faculty committee. At the time of defense, a five-member interdisciplinary committee must be established. At least 3 members of the dissertation committee

### CREDITS PER TERM ALLOWED

15 credits

### Time Constraints

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination and to be admitted to candidacy a second time.

Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs m absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

### Other

If you need financial support, indicate this on the application form. Prospective students are encouraged to seek support through university departments, private sch you in university-wide fellowship competitions for which you are eligible. We will advise you about funding opportunities, when possible.

Guide Four Year Plan tab

Provide detail on how breadth will be achieved.

### 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>
Communicates complex ideas in a clear and understandable manner, both orally and in written form.

Fosters ethical and professional conduct in their research, teaching, and policy work.

Summarize the assessment plan.

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.

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.


**Approvals**

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 (or administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in and program review, and otherwise attend to all responsibilities related to offering this program.


Entered by and date: Nikki Bollig 10/17/18

Enter any notes about the approval here: 

Entered by: 

Date entered: 

**For Administrative Use**

Admin Notes: 

SIS effective date: 

Career: GRAD 

SIS Program Code: G250A 

SIS Short Description: Development 

Other plan codes associated with this program: 

Diploma Text: Doctor of Philosophy
18 June 2018

TO: Sarah Mangelsdorf, Provost

FROM: John Karl Scholz, Dean

RE: Discontinuation of Low-Award Program: Graduate Certificate in Material Culture

CC: Anna Andrzejewski, Professor and Chair, Art History
Constance Flanagan, Associate Dean, School of Human Ecology
Elaine Klein, Associate Dean for Academic Planning, L&S
Sarah Kuba, Academic Planner, Academic Planning and Institutional Research
Lisa Martin, Associate Dean, Graduate School
Jocelyn Milner, Associate Provost and Director, Academic Planning and Institutional Research
Soyeón Shim, Dean, School of Human Ecology
Roberto Rengel, Professor and Chair, Design Studies
Ann Smart Martin, Professor and Director, Material Cultures Graduate Certificate Program
Susan Zaeske, Associate Dean for the Arts and Humanities, L&S

As you will recall, admissions to the Graduate Certificate in Material Culture were suspended during the last academic year (L&S APC 3/7/2017, GFEC 6/9/2018, UAPC 6/15/2017). The University Academic Planning Council action noted that the L&S APC required the program to submit a plan to reopen or discontinue by May 28, 2018. If the program were to continue, the leaders were asked to provide all information essential to administering it by completing a certificate implementation form. In addition, the Council asked the program to address two questions they identified as essential to the long-term health and sustainability of the program: first, whether a two-department, two-school/college structure makes best sense for program administration and serves students well; and second, whether program governance procedures include committee recruitment, leadership development, and succession planning. Per the L&S motion, in the event that the college did not receive a response, or if the response received did not address the Council’s questions or include the certificate form and attachments, L&S was instructed to regard that as an indication that the suspended program should be discontinued.

I am writing to confirm that L&S did not receive the requested materials, and as such, must address matters related to program discontinuation. In doing so, however, we are aware that members of the Art History and Design Studies (and, perhaps, other) faculties maintain an avid interest in this area of study; new hires and renewed efforts to support SoHE’s Center for Design and Material Culture indicate that a new academic program may be proposed in time.
There are currently 9 students declared in the certificate program:
- 5 PhD students. (3 in L&S, 2 in Human Ecology)
- 2 MFA students (both in Human Ecology)
- 2 MA students (1 in L&S, 1 in Human Ecology)

We have consulted with the Graduate School, which recommends that the program be discontinued effective the final day of Summer term 2020. Because certificates can be awarded as soon as the coursework is completed, we need not continue this program until these students have completed their graduate careers; two years should be adequate for the participating departments and faculty to offer required and elective courses to allow these student to meet program requirements. We will seek the counsel of the Graduate School and of program faculty to reach out to these students to inform them that they will may complete this program within the defined time period. We will also inform students that if they take a break from their graduate studies (“stop out”), they will not be readmitted to the program if they return.

During the teach-out period, the Departments of Art History and Design Studies will continue to offer courses that may be used to complete program requirements, and faculty will continue to advise and mentor these graduate students. The Department of Art History will continue to be the administrative locus for this program (and, by default, L&S will continue to take the lead on coordinating matters related to it). That said, in deference to the original governing documents, we will continue to involve both departments and both colleges in decisions and discussions about the program.

We anticipate that this ongoing stewardship of the current graduate certificate program as it winds down will be possible, in part, because of the two departments’ ongoing commitment to the Undergraduate Certificate in Material Cultures. The undergraduate program was found in a recent review to have a record of sufficient student enrollment and completion rates; we do not expect that it will be negatively affected by the discontinuation of the Graduate Certificate.

If you have any questions or concerns, please contact Associate Dean Zaeske or Klein.
Date: June 30, 2017

To: J. Karl Scholz, Dean, College of Letters and Science

From: Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs

RE: June 2017 Academic Program Change

Suspend admissions to the graduate-level Certificate in Material Cultures

I am writing with formal notice that the University Academic Planning Council has approved the proposal to suspend admissions to the graduate-level Certificate in Material Cultures, Department of Art History, College of Letters and Science.

This action is effective Fall 2017. The program must submit a plan to reopen or discontinue the named option by May 28, 2018.

Supporting materials are posted here: http://apir.wisc.edu/UAPC201617June.htm. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) if you have any questions.

Copies:
Anna Andrezejewski, Art History
Ann Smart Martin, Art History
Gene Phillips, Art History
Roberto Rengel, Design Studies
Susan Zaeske, L&S
Elaine M. Klein, L&S
William Karpus, Graduate School
Marty Gustafson, Graduate School
Emily Reynolds, Graduate School
Steve Hahn, Vice Provost for Enrollment Management
Scott Owczarek, Registrar
Beth Warner, Office of the Registrar
Phil Hull, Office of the Registrar
Suzanne Broadberry, Office of the Registrar
Jeff Armstrong, Office of the Registrar

Derek Kindle, Office of Student Financial Aid
Carla Perez, Bursar
Teresa Adams, Facilities Planning and Management
Brent Lloyd, Space Management
Elizabeth Fredricks, Space Management
John Lucas, University Communications
Tricia Nolan, University Marketing
Toni Good, University Communications
Steve Smith, Office of the Secretary of the Faculty
Tim Norris, Madison Budget Office
Ann Bourque, Madison Budget Office
Clare Huhn, Academic Planning and Institutional Research
Sarah Kuba, Academic Planning and Institutional Research
Sara Lazenby, Academic Planning and Institutional Research
Jocelyn Milner, Academic Planning and Institutional Research
18 May, 2017

TO: Anna Andrzejewski, Chair (incoming) Art History
Ann Smart Martin, Professor and Director, Material Cultures Graduate Certificate Program
Gene Phillips, Chair, Art History
Roberto Rengel, Chair, Design Studies

FROM: John Karl Scholz, Dean

RE: Low-Award Program Review of the Graduate Certificate in Material Culture

CC: Constance Flanagan, Associate Dean, School of Human Ecology
Marty Gustafson, Assistant Dean, Graduate School
Elaine Klein, Associate Dean for Academic Planning, L&S
Sarah Kuba, Academic Planner, Academic Planning and Institutional Research
Lisa Martin, Associate Dean, Graduate School
Jocelyn Milner, Associate Provost and Director, Academic Planning and Institutional Research
Soyeon Shim, Dean, School of Human Ecology
Susan Zaeske, Associate Dean for the Arts and Humanities and for Advancement, L&S

On March 7, 2017, the L&S APC considered the materials your departments and program submitted in response to our request for information about, and justification to continue, the low-enrollment Graduate Certificate in Material Cultures. We appreciate your efforts to provide this information.

Council members were sympathetic to the suggestion that new faculty, new resources, and renewed interest in the certificate from Design Studies and the School of Human Ecology may help regenerate this program; however, the overarching concern expressed was that the resources available to it are not aligned with student interest or the number of credentials awarded.

In discussion, council members asked several questions that have informed the actions requested at the end of this memorandum:

- “Given the costs and benefits of offering academic credentials, what is the compelling need for the Material Cultures program to award a graduate certificate? Can this area of study persist if students do not earn a formal credential?”

Across the university, many faculty members pursue scholarship and mentor students in focused areas of study that do not lead to academic credentials. They pursue these studies as variations on broader or more general academic disciplines, and rely on various centers of scholarship and research that bring together interdisciplinary scholarship, in much the way Material Cultures Focus Group seems to do. Except in cases of professional or technical certification, the reason for having a separate credential is unclear. This seems to be even less important at the graduate level, where focused
studies are evident to future employers who carefully review applicants’ records of publication and professional activity. The benefit to students for having a graduate certificate program must therefore be very clear and very compelling – particularly since graduate program oversight requires a substantial investment of faculty time and attention; departments must commit to offering courses on schedules that afford students opportunities to complete requirements; and staff in departments, deans offices, the Graduate School and the Provost’s office must ensure that student learning is assessed, policies are followed, and programs are reviewed. The APC questions the wisdom of investing these resources (and maintaining an obligation to continue to invest these resources in this way) in programs that serve very few or no students, and notes that if this program were proposed today, with the expectation that it would serve so few students, it would not be approved.

The council urges the Departments of Design Studies and Art History to consider the opportunity cost in investing their limited resources in this way. Investing resources in a program with few or no students means that those resources are not available for investment elsewhere, and the L&S APC bears in mind decisions to maintain a low/no award program when they are asked to consider approval of new programs submitted by units that maintain low award programs.

- “Would students interested in this field of study be better served by existing graduate programs?”

Although the materials submitted discussed interdisciplinary study and synergies linking programs, centers, departments, and degree programs across campus, APC members and observers were surprised that there was no list of actively engaged program faculty supporting these synergies. Indeed, there appeared to be few faculty discussed beyond Design Studies and Art History, and those discussions seemed to signal aspirational involvement rather than commitments they have made to the program. APC members wonder whether the program could be strengthened significantly by including faculty from the Information School, Anthropology, and Engineering, or by engaging with campus-wide initiatives that support the Public Humanities, or projects like the “History of Wisconsin in 100 Objects.” Conversely, if this program is really intended to provide focused study within Design Studies and Art History, would it not be better presented as an informal track within the Design Studies or Art History graduate programs?

- “What information could justify continuation of this program?”

Members noted that the introduction of new faculty and new interest forecast by Design Studies is indeed promising; however, no detailed information was provided about how the program is administered or how the program committee has arranged its governance structure. It is unclear how current and future faculty will be engaged as active participants in governing the program or cultivated as future program leaders. Council members observed that as new faculty members are brought into programs, so, too, are their courses and new opportunities for students. A reinvigorated program committee should revisit program requirements, articulate current policies for program governance, clarify administrative roles and relations with the School of Human Ecology and with L&S, develop strategies for recruiting students, etc. Council members considered that while the future of Material Cultures may be promising, there is still considerable work to be done to make this program viable. As such, the council is unwilling to allow it to go along for another five years without a clear path forward for revising and rejuvenating it.

The L&S APC approved a motion to suspend admission to this program. Members expressed the expectation that suspension of admissions would allow a reinvigorated faculty both the opportunity and the motivation to do the work needed to reopen the program.
To reopen admission, the APC requires, by May 28, 2018, the Material Cultures program committee to submit a completed graduate certificate proposal form with all relevant attachments. The form may be found online at [http://apir.wisc.edu/uapc/grad_cert_proposal_form_8-6-15.docx](http://apir.wisc.edu/uapc/grad_cert_proposal_form_8-6-15.docx). The form and its attachments will convey to the council all necessary information related to program requirements, learning outcomes and assessment; the list of participating faculty and their departments’ assent for their participation; program committee composition, governance procedures, and responsibilities; student recruitment, advising, and other support, including support provided by sponsoring departments and colleges. This information is consistent with what we ask of all academic programs, since it covers everything needed to ensure that students are served well.

Members ask that as you and your program committee colleagues develop answers to these questions, you consider two additional questions:

1. Whether a two-department, two-college structure is serving your students well, when location in one department and college might be more efficient and effective. There are many UW-Madison academic programs housed in or administered by one department and unit that nevertheless involve faculty and staff from all over the university, and that serve students across colleges.

2. With respect to program governance and planning for the future, the council asks that you answer one, additional question, which seems important to the future of this program: how will the program committee and departments engage in succession planning? That is, how will future program leaders be identified and elected?

We look forward to receiving your response by May 28, 2018. In the event we do not receive a response, or if the response received does not address the two questions above or include the completed certificate form and attachments, we will regard that as an indication that the suspended program may be discontinued.
25 May 2017

TO: William Karpus, Dean, Graduate School
    Marty Gustafson, Assistant Dean, Graduate School

FROM: Elaine Klein, Associate Dean
      Susan Zaeske, Associate Dean, Arts & Humanities

RE: Clarification of Program Request, Graduate Certificate in Material Cultures

CC: Anna Andrzejewski, Chair (incoming) Art History
    Constance Flanagan, Associate Dean, School of Human Ecology
    Ann Smart Martin, Professor and Director, Material Cultures Graduate Certificate Program
    Gene Phillips, Chair, Art History
    Roberto Rengel, Chair, Design Studies
    Soyeon Shim, Dean, School of Human Ecology

We are following up on a question raised concerning Dean Scholz’s recent memo regarding L&S APC action on the Graduate Certificate in Material Cultures. Per University Academic Planning Council (UAPC) policy mandating review of certificate programs that award fewer than ten certificates in a five year period, the L&S Academic Planning Council (APC) reviewed the Graduate Certificate in Material Cultures. The council approved a motion to suspend admission to the program; such actions are ordinarily referred to the GFEC and UAPC.

The UAPC policy affords programs the option to make a case for program discontinuation or reorganization. With respect to this program, the L&S APC suspects there may be capacity for program continuation, in part because the School of Human Ecology and Department of Art History expressed strong support for it. Unfortunately, materials submitted by the program did not satisfy the APC’s questions about the program, including describing how the program would be reorganized to be sustainable, how faculty would participate and future leaders be selected, what program requirements would be, etc. The APC chose to give the faculty another opportunity to provide clear information by asking them to complete the proposal form currently used to create new certificate programs. Not only will that form of response answer all of the L&S APC’s questions, it will also bring the certificate into compliance with current expectations for these programs.

The council expects to see this response by the end of the 2017-18 academic year; if a response is not submitted, a “compelling case” for continuing the program would not be in evidence, and this low award program could be discontinued according to UAPC policy.

If you have any further questions or comments, please feel free to contact us.
Program Change Request

Date Submitted: 10/11/18 10:01 am

Viewing: GCRT432 : Certificate in Material Culture Studies

Last approved: 09/26/18 1:17 pm
Last edit: 10/17/18 12:51 pm
Changes proposed by: emklein

Catalog Pages Using this Program: Material Culture Studies, Graduate/Professional Certificate

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:
This proposal follows through on previous L&S APC action taken to discontinue a low-enrollment program for which admissions were suspended effective Fall 2017. The APC did not receive a proposal to revise and reopen the program by the stated deadline; therefore, this program is lapsing. We anticipate that students enrolled in the program will be able to complete it, and have the credential awarded on transcript, by the end of Summer 2020.

If approved, what term should the proposed change be effective?
Summer 2020 (1206)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.
No

Basic Information

Program State: Discontinued
Type of Program: Certificate
Who is the audience? Graduate or professional
Home Department: ART HIST
School/College: College of Letters and Science
The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Is this in the Graduate School?

Yes

SIS Code:

GCRT432

SIS Description:

Material Culture Studies GCrt

Transcript Title:

Certificate in Material Culture Studies

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 2020 (1206)

What is the timeline and advance communication plan?

Per documentation provided, the process of program suspension leading to discontinuation has been under way for several years. The Department of Art History, which provides administrative support for this program, has worked with the faculty director to communicate with enrolled students about deadlines for program completion.

Explain the precipitating circumstances or rationale for the proposal.

This program was reviewed under the UAPC low-award program policy, since the program had awarded no certificates in the preceding 5 years. The L&S APC evaluated materials submitted in response to the requirement to conduct a self study to assess the need for and efficacy of the program, and did not find a compelling case to retain the program which, at the time, had no students enrolled in it. The APC’s recommendation to suspend admission to the program was endorsed by the Graduate Faculty Executive Committee and the University Academic Planning Council, to be effective at the earliest opportunity.

What is the potential impact on enrolled students?

Several students were allowed to declare the program in its final term. In June 2018, there were 9 students enrolled: 5 PhD students, 2 MFA students, and 2 MA students. These students have been advised of the plan to discontinue the program and will be afforded the opportunity to complete it within the next two years. Art History and Design Studies will continue to offer courses that will support the program.

What is the potential impact on faculty and staff?

The discontinuation of this program will (eventually) reduce the administrative burden on faculty and staff directly responsible for providing oversight.

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

Formal documentation of these decisions is attached to this proposal.

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

The Director of the Material Culture Program contacted students who had already taken courses, and/or who had expressed interest in taking courses, in pursuit of the Material Culture Certificate to inform them that the program was being discontinued but they could still earn the credential if they were interested in doing so.

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

This program has been a low-award program for a number of years. As such, there are few alumni who would have a concern about this program. The department has informed the donor who supports a faculty position in this area, so the donor is aware; the donor’s support is not contingent on the existence of a program, and that courses on Material Culture Studies will continue to be offered, and efforts to organize programming and outreach on this topic will also persist.

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

The program committee associated with Material Culture Studies will continue to operate, given that there is an undergraduate program in this area as well. This program will continue to monitor program quality, in concert with the administrative support provided by Art History and collaboration with Design Studies. We anticipate that the School of Human Ecology’s new faculty hires and new center for Material Culture Studies will enhance the program faculty’s ability to ensure student progress and success.

Teach-out plan: A1 For currently enrolled students: how will required courses, curricular elements, advising and other student services be provided?
During the teach-out period, the Departments of Art History and Design Studies will continue to offer courses that may be used to complete program requirements, and faculty will continue to advise and mentor these graduate students. The Department of Art History will continue to be the administrative locus for this program (and, by default, L&S will continue to take the lead on coordinating matters related to it).

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

Admission to this program was suspended effective Summer 2017; there are no students in the admission pipeline and no students may petition to be admitted to this program.

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

Given the generally low number of students who have enrolled in this program, it is unlikely that any "stopped out" students will re-enter. At this time, there is no alternative graduate certificate program into which they might be re-admitted.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Nadler, Steven M</td>
<td><a href="mailto:smnadler@wisc.edu">smnadler@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Kaul, Edward J</td>
<td><a href="mailto:ejkaul@wisc.edu">ejkaul@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine M</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></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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</thead>
<tbody>
<tr>
<td>Design Studies (DESIGN ST)</td>
</tr>
<tr>
<td>School of Human Ecology (HUM ECOL)</td>
</tr>
</tbody>
</table>

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

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

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

Faculty and Staff Resources

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

Curriculum and Requirements

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART HIST/ANTHRO/DS/HISTORY/LAND ARC 764</td>
<td>Dimensions of Material Culture</td>
</tr>
<tr>
<td>ART HIST 563</td>
<td>Proseminar in Material Culture</td>
</tr>
</tbody>
</table>

Electives 1
Internship 2
Total Credits

1 Students may take only one course in any department. Choices should be clustered around a focus. For example, one strategy is to take a range of courses related to a specific field of study, such as North American cultural material. Students may choose to pursue a cluster of courses that emphasizes nationally emerging specializations within the field of material culture including courses related to material culture or product design. Students should work with a material culture faculty member to develop this focus. Other courses can be selected as electives from traditional programs approved by the chair of the Material Culture Advisory Committee. Students must work closely with their advisor within their home major and an advisor among majors in the program.

2 Graduate students must complete a 1-3 credit internship/practicum/field experience. This is developed with a faculty member and an outside institution. Credits are determined as elective credits. We have established internship opportunities with the State Historical Society of Wisconsin, Chipstone Foundation, and the John Michael Kohler Arts Center with institutions such as the Pecatonica Foundation.

### Electives Course list

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ANTHRO 309</td>
<td>Prehistoric Europe</td>
</tr>
<tr>
<td>ANTHRO 310</td>
<td>Topics in Archaeology (Topic: Archaeology of South Asia OR Archaeology of Technology and Trade)</td>
</tr>
<tr>
<td>ANTHRO/AMER IND 354</td>
<td>Archaeology of Wisconsin</td>
</tr>
<tr>
<td>ANTHRO/AMER IND 355</td>
<td>Archaeology of Eastern North America</td>
</tr>
<tr>
<td>ANTHRO 370</td>
<td>Field Course in Archaeology</td>
</tr>
<tr>
<td>ANTHRO 490</td>
<td>Undergraduate Seminar (Topic: Archaeology of Migration OR Ancient Cities)</td>
</tr>
<tr>
<td>ANTHRO/FOLKLORE 520</td>
<td>Ethnic Representations in Wisconsin</td>
</tr>
<tr>
<td>ANTHRO/FOLKLORE/MUSIC/THEATRE 539</td>
<td>The Folklore of Festivals and Celebrations</td>
</tr>
<tr>
<td>ANTHRO 696</td>
<td>Archaeological Methods of Curation</td>
</tr>
<tr>
<td>ANTHRO 942</td>
<td>Seminar-Archaeological Problems</td>
</tr>
<tr>
<td>ART HIST/CLASSICS 300</td>
<td>The Art and Archaeology of Ancient Greece</td>
</tr>
<tr>
<td>ART HIST/CLASSICS 304</td>
<td>The Art and Archaeology of Ancient Rome</td>
</tr>
<tr>
<td>ART HIST/DS 363</td>
<td>American Decorative Arts and Interiors: 1620-1840</td>
</tr>
<tr>
<td>ART HIST 364</td>
<td>History of American Art: Art, Material Culture, and Constructions of Identity, 1607-present</td>
</tr>
<tr>
<td>ART HIST 463</td>
<td>Topics in American Material Culture</td>
</tr>
<tr>
<td>ART HIST 468</td>
<td>Frank Lloyd Wright</td>
</tr>
<tr>
<td>ART HIST/RELIG ST 478</td>
<td>Art and Religious Practice in Medieval Japan</td>
</tr>
<tr>
<td>ART HIST 479</td>
<td>Art and History in Africa</td>
</tr>
<tr>
<td>ART HIST 525</td>
<td>Proseminar in Italian Renaissance Art</td>
</tr>
<tr>
<td>ART HIST 579</td>
<td>Proseminar in African Art</td>
</tr>
<tr>
<td>ART HIST/AFROAMER 802</td>
<td>Visual Cultures: Topics in Visual Cultures (Topic: Taste)</td>
</tr>
<tr>
<td>ART HIST 601</td>
<td>Introduction to Museum Studies I</td>
</tr>
<tr>
<td>ART HIST 602</td>
<td>Introduction to Museum Studies II</td>
</tr>
<tr>
<td>ART HIST 865</td>
<td>Seminar-American Art</td>
</tr>
<tr>
<td>ART HIST 875</td>
<td>Seminar in Japanese Art</td>
</tr>
<tr>
<td>CLASSICS/ART HIST 300</td>
<td>The Art and Archaeology of Ancient Greece</td>
</tr>
<tr>
<td>CLASSICS/ART HIST 304</td>
<td>The Art and Archaeology of Ancient Rome</td>
</tr>
<tr>
<td>CLASSICS 372</td>
<td>Topics in Roman Culture</td>
</tr>
<tr>
<td>CNSR SCI 470</td>
<td>History of Consumer Movements in the United States</td>
</tr>
<tr>
<td>DS 355</td>
<td>History of Fashion, 1400-Present</td>
</tr>
<tr>
<td>DS/BSE/LAND ARC 356</td>
<td>Sustainable Residential Construction</td>
</tr>
<tr>
<td>DS 360</td>
<td>Global Perspectives on Design and Culture</td>
</tr>
<tr>
<td>DS 420</td>
<td>Twentieth Century Design</td>
</tr>
<tr>
<td>DS 421</td>
<td>History of Architecture and Interiors I: Antiquity through 18th Century</td>
</tr>
</tbody>
</table>
Program Learning Outcomes and Assessment

List the program learning outcomes.

Summarize the assessment plan.

Approved Assessment Plan:

Commitments

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

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

Courses have enrollment capacity.
Yes

Courses in the curriculum are numbered 300 or higher.
Yes

Courses in which a student elects the pass/fail option will not count toward completion of requirements.
Yes
October 25, 2018

Teach-out plan for graduate material culture certificate

Dean Zaeske,

The final student in the material culture graduate program has responded to my multiple emails. The faculty has also met several times and considered the future of the graduate student certificate program. Below is the teach-out plan.

Six graduate student certificates will be awarded as the students reach graduation and before your teaching deadline. Two L & S doctoral students have also switched to the minor field of material culture in Art History and already have completed those requirements. We are holding a cross-campus graduate student conference in mid-spring so will perhaps find others who would like to be involved if we are re-instated.

Certificate completed: awaiting graduation

, Design Studies Ph.D

, Design Studies Ph.D.

, Design Studies Ph.D

Switched to minor Art History/material culture field from certificate

Comparative literature and Folklore, Ph.D

: hopes to complete certificate, but has switched to minor field in art history, Ph.D

Remaining single courses Spring 2019

, German, Nordic, and Slavic studies, final class, spring 2019 M.A.

, Design studies, final class, spring 2019 M.S.

, Art History final class, spring 2019, Ph.D
Dropped certificate:

, History, M.A..

, Textiles and Fashion Design
MEMO

To: John Karl Scholz, Dean, College of Letters & Science
From: William Aylward, Chair, Department of Classical and Ancient Near Eastern Studies
Date: September 18, 2018

Re: Request to suspend admissions to the Hebrew Bible graduate program

At a meeting of the Executive Committee in the Department of Classical and Ancient Near Eastern Studies (CANES) today, September 18, 2018, the committee voted in favor of a motion to suspend admissions to the Hebrew Bible graduate program effective immediately, with the expectation that the program will be discontinued when the last student leaves the program (7 yes, 0 no, 1 abstention; one voting member of the committee was absent and did not vote). A teach-out plan for graduate students currently in the program will be approved by the CANES Executive Committee and sent to the College of L&S on or before October 10, 2018.
Program Change Request

Date Submitted: 10/11/18 11:12 am

Viewing: HEBR BIBL : Hebrew Bible
Parent Plan: MAJ: Classical & Ancient N East MA
Last approved: 09/25/18 5:01 pm
Last edit: 10/19/18 10:45 am
Changes proposed by: emklein

Catalog Pages Using this Program

Classical and Ancient Near Eastern Studies: Hebrew Bible, M.A.

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

Proposal Abstract/Summary:
Request to suspend admission to MA-CANES "Hebrew Bible." This proposal arises from departmental decisions concerning ability to staff sufficient graduate-level coursework and provide necessary advising in this area with a very limited number of faculty. This program will be discontinued when all currently enrolled students have completed the program.

If approved, what term should the proposed change be effective?
Spring 2019 (1194)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.
No

Basic Information

Program State: Suspend, will be discontinued
Type of Program: Named Option
Parent Program: MAJ: Classical & Ancient N East MA
Parent Audience: Graduate or professional
Parent Home Department: CANES
Parent School/College: College of Letters and Science

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

No

Parent is in the Graduate School:
Yes

School:

SIS Code: HEBR BIBL

SIS Description: Hebrew Bible

Transcript Title: Hebrew Bible

Named Options: CLASSIC: Classics
HEBR BIBL: Hebrew Bible

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

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**Suspension and Discontinuation**

What is the last term that a student could declare this program?
Fall 2018 (1192)

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

What is the timeline and advance communication plan?
The Department faculty and Associate Deans Susan Zaeske and Elaine Klein, with colleagues from the Graduate School, have discussed the program suspension and eventual discontinuation with currently enrolled students. Students were assured that they will be afforded the ability to complete their programs.

Explain the precipitating circumstances or rationale for the proposal.
Faculty retirements and departures have reduced the department's capacity to offer this program.

What is the potential impact on enrolled students?
The department will continue to offer coursework in this area; these courses will be available for students to complete requirements. Professor Hutton and others will be available to advise students in the program. Students enrolled in other CANES programs will also be able to take these courses, to complement their areas of study.

What is the potential impact on faculty and staff?
Suspension of this program, and eventual discontinuation, will reduce pressure on the department faculty and staff to administer a distinct academic program with limited resources.

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.
Faculty and staff in the department have been in close contact with L&S Administration; the department chair and Professor Hutton participated in the discussion with the Graduate students, and have met with Associate Dean Zaeske. Professor Aylward (chair) has discussed this with the CANES program advisor.

Explain and provide evidence of efforts made to confer with and to notify current students.
As noted above, representatives of the department, College, and Graduate School have met with currently enrolled students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.
The department has met with and is currently in discussions with the College of L&S Office of Advancement and Strategic Communications to address this need.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?
The faculty in CANES will continue to provide oversight for this program.

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?
CANES will continue to offer graduate-level courses that will meet requirements while students complete their progress through the program. Advising and faculty support will continue to be available to these students. Adjustments may be required to allow exceptions and alternatives to published requirements, the better to accommodate individual student needs.

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 in
This is a small-enrollment program, with few applications received each year. Applicants will be contacted and informed of the suspension in admissions.

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

Students may be readmitted to the MA-CANES. Accommodations to requirements will be allowed to complete the program.

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

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

How does the named option relate to the major and to other named options in the major, if relevant?
This program is one of two named options offered under the MA-CANES. When this program is discontinued, we anticipate that the MA-CANES "Classics" will also be discontinued, and students in that program can be moved to the parent program.

Faculty and Staff Resources

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

Curriculum and Requirements

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

Students apply to the Master of Arts in Classical and Ancient Near Eastern Studies through one of the named options:
Classics
Hebrew Bible

Guide Admissions/How to Get In tab

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Applicants for graduate study may enter the program with either a B.A. or M.A. (M.A., M.Div., Th.M.) degree. For the Classics option, candidates are expected to have covered Classics, which consists of at least three years of both Greek and Latin. For the option in Hebrew Bible program, candidates are expected to have taken at least two years of preparation falls short of the minimum requirements may be admitted with deficiencies at the discretion of the department, but will be required to do additional work with the guidance of an advisor.

Applications are evaluated on the basis of previous academic record, Graduate Record Exam (GRE) scores, letters of recommendation, the writing sample and a personal statement. All applicants to the program must apply online by January 5. ONLY select the M.A. application if you plan on a terminal M.A. at UW–Madison; all other applicants select an M.A. Please note: the $75 application fee must be paid at the time of application (international students will be charged an additional $6 for processing).

As part of the online application process, you will be asked supplemental questions regarding your level of language preparation and expected to upload the information listed below.

- Writing sample of scholarly work no more than 25 pages (optional).
- Transcripts or academic records from each institution attended. You may upload unofficial copies for department review. International academic records must be in the original language or English translation. Please note: official transcripts will only be requested by the Graduate School upon department recommendation for admission. Further information will be procured from the Educational Testing Service (ETS). Use institution code 1846 to route your results to the UW Grad School.
- TOEFL or MELAB for all international applicants.
- Statement of purpose (citing your reasons for graduate study).
- Curriculum vitae listing language experience, awards, honors, etc.

Three letters of reference. You must submit your requests to all three of your references as part of the online application. Recommenders will receive a notice via email and

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

Graduate School Admissions

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

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/

Minimum Graduate School Requirements

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

Major Requirements

Note: The major is currently non-admitting. Students are admitted through one of the named options (sub-majors) below.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

- **Evening/Weekend**: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses in a more intimate setting. For more information about the meeting schedule of a specific program, contact the program.
- **Online**: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50% online courses. Take advantage of the convenience of online learning while participating in the on-campus nature of a specific program, contact the program.
- **Hybrid**: These programs have creative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete schedule of a specific program, contact the program.
- **Accelerated**: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of a full-time career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

University General Education Requirements
Requirements

Minimum Credit Requirement: 36 credits
Minimum Residence Credit Requirement: 18 credits
Minimum Graduate Coursework Requirement: See either the M.A. named option in Classics ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext)) or Hebrew Bible ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext)) for the requirement information.

Overall Graduate GPA Requirement: See either the M.A. named option in Classics ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext)) or Hebrew Bible ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext)) for the requirement information.

Other Grade Requirements: The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits). Probationary status requires higher grades. Grades of Incomplete are considered unsatisfactory if they are not removed.

Assessments and Examinations: See either the M.A. named option in Classics ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext)) or Hebrew Bible ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext)) for the requirement information.

Language Requirements: See either the M.A. named option in Classics ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext)) or Hebrew Bible ([https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-ma/#requirementstext)) for the requirement information.

**Required Courses**

Select a [Named Option](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-ma/#requirementstext) for courses required.

**Named Options (Sub-Majors)**

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 Studies must select one of the following named options:

**Classical and Ancient Near Eastern Studies: Classics, M.A.**

**Classical and Ancient Near Eastern Studies: Hebrew Bible, M.A.**

**Minimum Graduate School Requirements**

Review the Graduate School minimum [academic progress and degree requirements](https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-classics-ma/#requirementstext), in addition to the program requirements listed below.

**Named Option Requirements**

**MODE OF INSTRUCTION**

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

**Mode of Instruction Definitions**

**Evening/Weekend**: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses an more information about the meeting schedule of a specific program, contact the program.

**Online**: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participat information about the online nature of a specific program, contact the program.

**Hybrid**: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete schedule of a specific program, contact the program.
**Accelerated:** These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of early career. For more information about the accelerated nature of a specific program, contact the program.

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### CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>18 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>MA named option in Hebrew Bible: 24 credits out of 36 total credits must be completed in graduate-level language courses with a Coursework attribute are identified and searchable in the university's Course Guide <a href="https://registrar.wisc.edu/course-guide/">here</a>.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
</tbody>
</table>

The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) and probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed within two years of their assignment.

**Assessments and Examinations**

M.A. exams are based on coursework and the M.A. Reading List. The exams are given at the end of the final semester of study. An exam can be taken no more than twice.

All M.A. Candidates

- Hebrew Texts and Grammar Exam
- Translation from Hebrew to English, including some sight passages
- Hebrew grammar and syntax (including parsing and producing forms)
- Translation from English to pointed Biblical Hebrew
- Oral Defense
- This exam will include oral reading, translation, and discussion of sight passages, as well as questions calling for synthesis of knowledge.

Terminal M.A. Candidates Only

- General Exam
- M.A. candidates should have a basic familiarity with the history and methodology of biblical studies, especially of the 19th–20th centuries. Pentateuchal sources, according to the classical source division. In text criticism, they should demonstrate a familiarity with textual criticism, and the history of the masoretic text and the Septuagint. They should be able to identify the masorahs and to explain how the text is formed. The exam includes questions on biblical literature and its interpretation; history and archaeology of Israel and the ancient Near East; the history of the canon, and the ancient versions.
- Exegetical Presentation
- The candidate will prepare an exegetical presentation on a selected passage from the Hebrew Bible in consultation with direc

### LANGUAGE REQUIREMENTS

In addition to coursework in Hebrew and Semitic languages (Aramaic, Ugaritic & Canaanite, Syriac, and Akkadian), M.A. students must complete a minimum of 12 credits of advanced Semitic language courses.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>HEBR-BIB 701</td>
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<td>Aramaic II</td>
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<td>Or</td>
<td>Ugaritic Texts</td>
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<tr>
<td>HEBR-BIB 705</td>
<td>Syriac II</td>
</tr>
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<td>Or</td>
<td>Advanced Near Eastern Languages (Akkadian I &amp; II)</td>
</tr>
<tr>
<td>HEBR-BIB 700</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>Pentateuchal Narratives</td>
</tr>
<tr>
<td>HEBR-BIB 743</td>
<td>Pentateuchal Legal Codes</td>
</tr>
<tr>
<td>Or</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>HEBR-BIB 751</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>Or</td>
<td>Wisdom Literature: Proverbs and Qohelet</td>
</tr>
<tr>
<td>HEBR-BIB 753</td>
<td></td>
</tr>
</tbody>
</table>
Total credits required:

- 3 credits in one of the following courses:
  - HEBR-BIB 723
  - Classical Hebrew Linguistics: Historical and Descriptive
  - Or
  - CLASSICS/JEWISH 451
  - Biblical Archaeology

Or

- 3 credits in one graduate level course in the department as approved by the Hebrew Bible director of graduate studies (this may be a 799 or, preferably, an approved course in Classics)
- 3 credits in a CANES Advanced Seminar:
  - CLASSICS 900
  - Advanced Seminar in Theory and Methodology
- 3 credits in one seminar in Hebrew Bible or in a second CANES Advanced Seminar with a different topic than the first

Total Credits

Parent Plan Graduate Policies

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

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 degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

Prior Coursework

Graduate Work from Other Institutions
  See either the M.A. named option in Classics or Hebrew Bible for the policy information.

UW–Madison Undergraduate
  See either the M.A. named option in Classics or Hebrew Bible for the policy information.

UW–Madison University Special
  See either the M.A. named option in Classics or Hebrew Bible for the policy information.

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 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 Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

ADVISOR / COMMITTEE

See either the M.A. named option in Classics or Hebrew Bible for the policy information.

CREDITS PER TERM ALLOWED

- 15 credits

Time Constraints

See either the M.A. named option in Classics or Hebrew Bible for the policy information.

Other

All applications received by January 5 are eligible for fellowship, scholarship, and graduate assistantship opportunities. For applications received after the deadline, a
scholarships, although you may be eligible for department funds such as teaching assistantships, project assistantships, research assistantships, or department fellowships.

Guide Graduate Policies tab

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

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 degree program faculty. Policies set by the academic degree program can be found below.

Named Option-Specific Policies
Program Change Request

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

Viewing: HEBRW BIBL : Hebrew Bible

Parent Plan: MAJ: Classical & Ancient N East PHD

Last approved: 09/25/18 5:02 pm

Last edit: 10/19/18 10:42 am

Changes proposed by: emklein

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

Name
Elaine M Klein - L&S

Proposal Abstract/Summary:

Request to suspend admission to doctoral program in Classical and Ancient Near Eastern Studies, option in "Hebrew Bible." This proposal arises from departmental decisions concerning ability to staff sufficient graduate-level coursework and provide necessary advising in this area with a very limited number of faculty. This program will be discontinued when all currently enrolled students have completed the program.

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

Spring 2019 (1194)

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

No

Basic Information

Program State: Suspend, will be discontinued Active

Type of Program: Named Option

Parent Program: MAJ: Classical & Ancient N East PHD

Parent Audience: Graduate or professional

Parent Home Department: CANES
Parent: College of Letters and Science

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

No

Parent is in the Graduate School: Yes

School:

SIS Code: HEBRW BIBL

SIS Description: Hebrew Bible

Transcript Title: Hebrew Bible

Named Options: CLASSICS: Classics

HEBRW BIBL: Hebrew Bible

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

Suspension and Discontinuation

What is the last term that a student could declare this program? Fall 2018 (1192)

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

What is the timeline and advance communication plan?

The Department faculty and Associate Deans Susan Zaeske and Elaine Klein, with colleagues from the Graduate School, have discussed the program suspension and eventual discontinuation with currently enrolled students. Students were assured that they will be afforded the ability to complete their programs.

Explain the precipitating circumstances or rationale for the proposal.

Faculty retirements and departures have reduced the department's capacity to offer this program.

What is the potential impact on enrolled students?

The department will continue to offer coursework in this area; these courses will be available for students to complete requirements. Professor Hutton and others will be available to advise students in the program. Students enrolled in other CANES programs will also be able to take these courses, to complement their areas of study.

What is the potential impact on faculty and staff?

Suspension of this program, and eventual discontinuation, will reduce pressure on the department faculty and staff to administer a distinct academic program with limited resources.

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

Faculty and staff in the department have been in close contact with L&S Administration; the department chair and Professor Hutton participated in the discussion with the Graduate students, and have met with Associate Dean Zaeske. Professor Aylward (chair) has discussed this with the CANES program advisor.

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

As noted above, representatives of the department, College, and Graduate School have met with currently enrolled students.

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

The department has met with and is currently in discussions with the College of L&S Office of Advancement and Strategic Communications to address this need.

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

The faculty in CANES will continue to provide oversight for this program.

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

CANES will continue to offer graduate-level courses that will meet requirements while students complete their progress through the program. Advising and faculty support will continue to be available to these students. Adjustments may be required to allow exceptions...
Approve Pages

11/1/2018

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

How does the named option relate to the major and to other named options in the major, if relevant?
This program is one of two named options offered under the MA-CANES. When this program is discontinued, we anticipate that the MA-CANES "Classics" will be discontinued as a procedural/technical change, and students in that program will be moved to the parent program.

Faculty and Staff Resources

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

Curriculum and Requirements

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

Parent Plan Admissions/How To Get In Requirements

This is a small-enrollment program, with few applications received each year. Applicants will be contacted and informed of the suspension in admissions.

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?
Students may be readmitted to the MA-CANES. Accommodations to requirements will be allowed to complete the program.

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Aylward, William</td>
<td><a href="mailto:aylward@wisc.edu">aylward@wisc.edu</a></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Hutton, Jeremy M</td>
<td><a href="mailto:jmhutton@wisc.edu">jmhutton@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Landis, Toni L</td>
<td><a href="mailto:tilandis@wisc.edu">tilandis@wisc.edu</a></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Klein, Elaine M</td>
<td><a href="mailto:emklein@wisc.edu">emklein@wisc.edu</a></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**

Applicants for graduate study may enter the program with either a B.A. or M.A. (M.A., M.Div., Th.M.) degree. For the Classics option, candidates are expected to have covered Classics, which consists of at least three years of both Greek and Latin. For the option in Hebrew Bible program, candidates are expected to have taken at least two years of preparation falls short of the minimum requirements may be admitted with deficiencies at the discretion of the department, but will be required to do additional work with.

Applications are evaluated on the basis of previous academic record, Graduate Record Exam (GRE) scores, letters of recommendation, the writing sample and a personal statement. All applicants to the program must apply on-line by January 5. ONLY select the M.A. application if you plan on a terminal M.A. at UW-Madison; all other applicants select an M.A. Please note: the $75 application fee must be paid at the time of application (international students will be charged an additional $6 for processing).

As part of the online application process, you will be asked supplemental questions regarding your level of language preparation and expected to upload the information listed below:

- Writing sample of scholarly work no more than 25 pages (optional).
- Transcripts or academic records from each institution attended. You may upload unofficial copies for department review. International academic records must be in the original translation. Please note: official transcripts will only be requested by the Graduate School upon department recommendation for admission. Further information will be provided Official Graduate Record Examination (GRE) score report sent from the Educational Testing Service (ETS). Use institution code 1846 to route your results to the UW Grad School online application.

TOEFL or MELAB for all international applicants.

Statement of purpose (citing your reasons for graduate study).

Curriculum vitae listing language experience, awards, honors, etc.

Three letters of reference. You must submit your requests to all three of your references as part of the online application. Recommenders will receive a notice via email and

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

**Graduate School Admissions**

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and Graduate School admissions.

- **Apply online.**

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

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

**Minimum Graduate School Requirements**

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

**Major Requirements**

Note: The major is currently non-admitting. Students are admitted through one of the named options (sub-majors) below.

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</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**

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

**Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses an more information about the meeting schedule of a specific program, contact the program.

**Online:** These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participant information about the online nature of a specific program, contact the program.

**Hybrid:** These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete schedule of a specific program, contact the program.

**Accelerated:** These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of accelerated nature of a specific program, contact the program.

**CURRICULAR REQUIREMENTS**

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
CURRICULAR REQUIREMENTS

University General Education Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>72 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See either the Ph.D. named option in Classics (<a href="https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-phd/#requirementstext">https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies/classics-phd/#requirementstext</a>) or Hebrew Bible (<a href="https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-phd/#requirementstext">https://next-guide.wisc.edu/graduate/classical-ancient-near-eastern-studies-hebrew-bible-phd/#requirementstext</a>) for the requirement information.</td>
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<tr>
<td>Other Grade Requirements</td>
<td>The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits). Probationary status requires higher grades. Grades of Incomplete are considered unsatisfactory if they are not removed.</td>
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</tr>
<tr>
<td>Doctoral Minor / Breadth Requirements</td>
<td>All doctoral students are required to complete a minor. Students may not complete a minor with the same name as their major.</td>
</tr>
</tbody>
</table>

**Required Courses**

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

**Named Options (Sub-Majors)**

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 a major must select one of the following named options:

- Classical and Ancient Near Eastern Studies: Classics, Ph.D.
- Classical and Ancient Near Eastern Studies: Hebrew Bible, Ph.D.

**MODE OF INSTRUCTION**

Mode of Instruction

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
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<td>Minimum Residence Credit Requirement</td>
<td>36 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Including requirements for the M.A., 54 credits out of 72 total credits must be completed in a combination of graduate semin graduate students. Courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Co</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
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</tr>
<tr>
<td>Assessments and Examinations</td>
<td>• Reading competency in German and French or Modern Hebrew (by exam)</td>
</tr>
<tr>
<td></td>
<td>• Proficiency in Biblical Hebrew by exam, to include:</td>
</tr>
<tr>
<td></td>
<td>Translation of passages, together with textual and philological notes, and consultation of the Septuagint, Targum, and Peshitt Grammatical parsing, pointing of unpointed texts, production of forms. Discussion of Biblical Hebrew in its Semitic context, translation of Hebrew epigraphic texts (in Paleo-Hebrew script), together</td>
</tr>
<tr>
<td></td>
<td>• Proficiency in Semitic languages by exam, to include:</td>
</tr>
<tr>
<td></td>
<td>Translation of texts written in Canaanite dialects, Ugaritic, Aramaic, Syriac, and Akkadian. Some of the texts will be read in Se independently.</td>
</tr>
<tr>
<td></td>
<td>• General Exam, based on reading list and coursework</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>Students must demonstrate reading competency in German and either French or Modern Hebrew. Students must demonstra</td>
</tr>
<tr>
<td>Doctoral Minor/Breadth Requirements</td>
<td>All doctoral students are required to complete a minor. Students may not complete a minor with the same name as their nan</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 credits of Semitic language not taken for M.A. or Upper-level Classical language, choose from:</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 701</td>
<td>Aramaic I</td>
</tr>
<tr>
<td>HEBR-BIB 702</td>
<td>Aramaic II</td>
</tr>
<tr>
<td>Or</td>
<td>Ugaritic Texts</td>
</tr>
<tr>
<td>HEBR-BIB 703</td>
<td>Canaanite Dialects</td>
</tr>
<tr>
<td>Or</td>
<td>Syriac I</td>
</tr>
<tr>
<td>HEBR-BIB 704</td>
<td>Syriac II</td>
</tr>
<tr>
<td>Or</td>
<td>Advanced Near Eastern Languages (Akkadian I &amp; II)</td>
</tr>
<tr>
<td>HEBR-BIB 705</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 706</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>A maximum of 6 credits of Greek at Intermediate level (300 and above) or higher. Other languages may be taken with approval. 6 credits of advanced text sequence not taken for M.A., choose from:</td>
</tr>
<tr>
<td>HEBR-BIB 743</td>
<td>Pentateuchal Narratives</td>
</tr>
<tr>
<td>HEBR-BIB 744</td>
<td>Pentateuchal Legal Codes</td>
</tr>
<tr>
<td>Or</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>HEBR-BIB 751</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>Or</td>
<td>Wisdom Literature: Job</td>
</tr>
<tr>
<td>HEBR-BIB 752</td>
<td>Psalms</td>
</tr>
<tr>
<td>Or</td>
<td>Independent Study (Samuel I &amp; II)</td>
</tr>
<tr>
<td>HEBR-BIB 754</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 755</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>HEBR-BIB 799</td>
<td></td>
</tr>
</tbody>
</table>
Total credits required:

Parent Plan Graduate Policies

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

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 degree program faculty. Policies set by the academic degree program can be found below.

Major-Specific Policies

Graduate Program Handbook

A Graduate Program Handbook containing all of the program's policies and requirements is forthcoming from the program.

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 9 credits of graduate course work from other institutions. Coursework earned five or more allowed to satisfy requirements.

UW–Madison Undergraduate

See either the Ph.D. named option in Classics or Hebrew Bible for the policy information.

UW–Madison University Special

With program approval, students are allowed to count no more than 9 credits of course work numbered 300 or above taken as a UW–Madison University Spec admission to a doctoral degree is not allowed to satisfy requirements. UW–Madison coursework taken as a University Special student would not be allowed to unless taken at the 700 level or above.

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 ir 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 t Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

ADVISOR / COMMITTEE

See either the Ph.D. named option in Classics or Hebrew Bible for the policy information.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within 5 years after passing the preliminary examination m and to be admitted to candidacy a second time.

Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs m absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Other

All applications received by Jan. 5 are eligible for fellowship, scholarship, and graduate assistantship opportunities. For applications received after the deadline, applicants may be awarded scholarships, although you may be eligible for department funds such as teaching assistantships, project assistantships, research assistantships, or department fellowships.

Guide Graduate Policies tab

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

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 degree program faculty. Policies set by the academic degree program can be found below.

Named Option-Specific Policies

Graduate Program Handbook

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.

Prior Coursework

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 9 credits of graduate course work from other institutions. Coursework earned five or more credits of graduate course work from other institutions are allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, no more than 6 credits from a UW–Madison undergraduate degree are allowed to count toward the degree by fulfilling the Intermediate Biblical Hebrew, I-HB-BIB 324 Intermediate Biblical Hebrew, II). UW–Madison University Special

With program approval, students are allowed to count no more than 9 credits of course work numbered 300 or above taken as a UW–Madison University Spec. admission to a doctoral degree is not allowed to satisfy requirements. UW–Madison coursework taken as a University Special student would not be allowed to unless taken at the 700 level or above.

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 probaton 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 Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

ADVISOR / COMMITTEE

Candidates for the Ph.D. should form a provisional dissertation committee the semester before they intend to complete their last preliminary exam and reach dissertaon and at least two addional faculty advisors.

During the first semester of dissertator status, candidates will schedule a dissertation proposal defense to discuss the proposal’s viability. Under the guidance of their members with a detailed abstract of the proposed dissertation, including a synopsis of each chapter and a timeline for scheduled compleon. After the provisional cc the advisor will set a date for the oral defense. Dissertaon defenses will be scheduled for the academic year only. Graduate students may not hold a dis during the first semester of their defense, regardless of whether or not they have filed their thesis for graduaon.

CREDITS PER TERM ALLOWED

15 credits

Time Constraints

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertaon within five years after passing the preliminary examination and to be admitted to candidacy a second time.

Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may not count toward Graduate School credit requirements.
**Other**

All applications received by January 5 are eligible for fellowship, scholarship, and graduate assistantship opportunities. For applications received after the deadline, a scholarship, although you may be eligible for department funds such as teaching assistantships, project assistantships, research assistantships, or department fellowships.

Guide Four Year Plan tab

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**Program Learning Outcomes and Assessment**

Parent Program Learning Outcomes

- Articulates research problems, potentials, and limits with respect to theory, knowledge, or practice in the field of Classics or Hebrew Bible.
- Formulates ideas, concepts, and approaches beyond the current boundaries of knowledge within Classics or Hebrew Bible.
- Creates research and scholarship that makes a substantive contribution.
- Demonstrates breadth within their learning experiences.
- Advances contributions of Classics or Hebrew Bible to society.
- Communicates complex ideas in a clear and understandable manner.
- Fosters ethical and professional conduct.

Summarize the assessment plan.

---

**Commitments**

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

**Yes**

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

**Yes**

Courses have enrollment capacity.

**Yes**

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

**Yes**
June 28, 2018

John Karl Scholz
Dean, College of Letters & Science
Nellie June Gray Professor of Economic Policy
UW-Madison

Dean Scholz:

At the May 9, 2018 meeting of the School of Social Work’s Executive Committee, the faculty voted unanimously (9-0) to phase out the Eau Claire site of our part-time MSW program. The enclosed document details the rationale for this request. We understand that this proposal will need to be reviewed by the L & S Academic Planning Council, the Graduate Faculty Executive Committee and the University Academic Planning Council. We are proud to have served the western part of the state by training professional social workers to serve in that area, and it appears we have fulfilled our mission there. As you will see, our partners have been supportive of this proposed change and we look forward to a few more years of providing strong training to our final four cohorts of social work students in Eau Claire.

Please do not hesitate to let me know if you have any questions about our proposal and plan.

Best regards,

Stephanie A. Robert, Ph.D., M.S.W.
Professor and Director

Cc: Greg Downey, Elaine Klein
Proposal to Discontinue the Master of Social Work
Part-Time Program – Eau Claire Site Option

Introduction:

The School of Social Work offers an MSW in a full-time residential program available only at UW-Madison, and a part-time weekend program available in two locations; Madison and Eau Claire (EC). Through an innovative and collaborative effort with the UW-Eau Claire Social Work Department, the Part-Time MSW Program at the EC site was launched in 2009 to meet the needs of nontraditional students in Wisconsin seeking to broaden their career opportunities. Our goals were to address a gap in graduate education in the northwest region of the state because there were no other MSW programs available, and respond to community and county unmet needs for skilled and advanced level social workers.

After nine years, the School of Social Work and our EC partners believe we have successfully met the regional demand for master’s level social workers in the northwest region of the state. Now that the immediate need has been met, applications have steadily declined such that the program is financially unsustainable.

The School of Social Work is submitting this request to suspend admission to, and eventually discontinue, the named option offered under the School of Social Work’s MSW program, offered off-campus at UW-Eau Claire (Plan Code MSW918L&S, Subplan Code PTMSW-E, “Part Time MSW, Eau Claire”). We will not suspend admissions yet, because we will admit “Advanced Standing” 3rd year students entering with a BSW, who can join the current 1st and 2nd year cohorts of in-progress students for the next 2 years. Admission will be suspended at the end of summer 2020. We expect that all students will complete the program by the end of summer 2022, at which time the program will be discontinued.

1. Rationale:

Success of the Program: The EC site program was designed to respond to community and county unmet needs for skilled and advanced level social workers. Since the program’s inception, we have graduated 266 MSWs at the EC site who are now giving back to their communities and our profession with their leadership and advanced-level skills. We believe that the program has successfully met the regional demand for master’s level social workers in the northwest region of the state. Attached in Appendix A are letters from Leah Olson-McBride, Chairperson of the Department of Social Work, Carmen Manning, Dean of the College of Education & Human Sciences at UW-EC, and Mechele Shipman, one of our Instructors, and Chief Executive Officer of Anu Family Services in EC attesting to the success of the program. Mechele shares her assessment that the program “has filled a tremendous gap in the EC community and surrounding areas” and Leah states that “Our community partners in this region are communicating to us that the gap in trained MSWs has been addressed.”

Gap in Graduate Education in Northwest Region has Diminished: The EC site set out to address a gap in graduate education in the northwest region of the state. In 2009, the existing MSW programs in Wisconsin were in the south-central and eastern parts of the state. Existing programs were at UW-Madison, UW-Milwaukee, a collaborative program between UW-
Oshkosh and UW-Green Bay offered in the Fox Valley, Loyola University offered at Carthage College in Kenosha and Aurora University George Williams College in the Lake Geneva area. As shown in Table 1, several new MSW programs have become available in the state and the north-west region. In addition, there are 44 additional online MSW programs that are open to WI residents (43 to MN). Out of the 44, 31 do not require a campus visit while completing the program.

<table>
<thead>
<tr>
<th>Competitor</th>
<th>Location or Online</th>
<th>Miles to Madison/EC</th>
<th>Program start date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Saint Scholastica</td>
<td>Duluth, MN</td>
<td>155 miles (EC)</td>
<td>2013</td>
</tr>
<tr>
<td>Walden University</td>
<td>Online</td>
<td>n/a</td>
<td>2013</td>
</tr>
<tr>
<td>Capella University</td>
<td>Minneapolis, MN</td>
<td>70 miles (EC)</td>
<td>2015</td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>Chicago, IL</td>
<td>150 miles (MSN)</td>
<td>2016</td>
</tr>
<tr>
<td>Concordia University WI</td>
<td>Mequon, WI</td>
<td>83 miles (MSN)</td>
<td>2017</td>
</tr>
<tr>
<td>UW-Green Bay</td>
<td>Green Bay, WI</td>
<td>135 miles (MSN)</td>
<td>2017* prior was a combined UWGB &amp; UWO program</td>
</tr>
<tr>
<td>UW-Oshkosh</td>
<td>Oshkosh, WI</td>
<td>85 miles (MSN)</td>
<td>2017* prior was a combined UWGB &amp; UWO program</td>
</tr>
<tr>
<td>UW-Whitewater</td>
<td>Whitewater, WI</td>
<td>45 miles (MSN)</td>
<td>2018</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>Online</td>
<td>n/a</td>
<td>Unknown</td>
</tr>
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</table>

Table 1. MSW programs that have been developed in recent years.

**Declining Admissions:** The Part-Time Program (PTP) admits students who have no prior training in Social Work (BS only, with substantive social science coursework and statistics) who complete a 4 year course of study, or students who have a BSW who complete a two-year course of study (years 3 and 4 of the program). The first two years of the program are considered the Generalist years, and the third and fourth year are considered the Advanced Specialization years.

We have annually monitored our application and admissions trends for Generalists and Advanced Specialization years. As show in Figure 1, the total number of Generalist applications reached their peak in 2012-13 but have steadily declined since that time.
Figure 1. Total number of Generalist Applications at the EC Site.

The Eau Claire site cohort sizes across all four years of the program are reported in Figure 2 reflecting a similar pattern of decreased enrollments after the 2012-13 peak enrollment.

Figure 2. Eau Claire Site Cohort Sizes since inception.
Financial Unsustainability: The Madison site is financially solvent and currently heavily subsidizes the EC site. Expenses outweigh revenue at the EC site by roughly $100-125K per year. For the EC site to break even requires an incoming generalist cohort of 14 or more students per year (which we haven’t met since 2014-15 academic year), while sustaining the size of incoming EC advanced standing cohorts at 18 or more students per year. In all, the EC site requires roughly 32 incoming students per year to break even. Current enrollment trends suggest this is unlikely to occur without dramatic increases in applications and/or changes to the program (tuition, model, offerings), the outcome of which is uncertain.

Rationale for Continuing to Admit “Advanced Standing” 3rd year students for two more Years: Given that our incoming and current first and second year students will need to complete the third and fourth year curriculum, we will be able to increase the size of those cohorts by allowing students who are eligible for Advanced Standing (i.e., those with a BSW from an accredited university) to join the current 1st and 2nd year cohorts of in-progress students for the next 2 years. Figure 3 illustrates how accepting Advanced Standing (AS) students are projected to increase cohort sizes.

<table>
<thead>
<tr>
<th>EC site current students teach out numbers</th>
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<tbody>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>TOTAL:</td>
</tr>
</tbody>
</table>

*Plan to accept Advanced Standing (applicants with a Bachelor’s of Social Work) to enter into year 3 in Fall 2019 and Fall 2020.

<table>
<thead>
<tr>
<th>Projected numbers with AS applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>TOTAL:</td>
</tr>
</tbody>
</table>

*Estimated incoming AS applications

Figure 3. Projected cohort sizes with Advanced Standing students entering in year 3.
2. Explanation and evidence of efforts made to confer with and to notify parties affected by this change.

Notification of all Part-Time Program (PTP) Staff: All PTP members of the Leadership Team at the Madison and EC sites were involved in monitoring admissions and considering strategies to address low-enrollment. All PTP staff were verbally informed of the proposed changes to the EC site in May 2018.

Notification of Instructors: The PTP Director met with HR Director Cheryl Adams Kadera on June 8 to talk about best practices for notifying all of our Long-Term Lecturers and planning ahead for their termination. Personal phone calls were made to all of the EC site instructors (both Long-Term and Short-term instructional staff). In these discussions instructors were informed about the origins of the program and the rationale for the proposed changes at the EC site. We also discussed the implications for their end dates.

Notification of Incoming and Currently Enrolled Students: On June 20, 2018 a letter was sent to all incoming and currently enrolled students to notify them of the proposed changes to the Eau Claire site. This letter is found in Appendix B.

Notification of Potential Applicants: We have taken two measures to inform potential applicants of pending changes at the EC site. First, there have been several applicants who have contacted our office manager and advisors who are still in the process of deciding whether to submit their application to meet our July 2, 2018 admission deadline for our Generalist year cohorts. These students have been verbally informed of the pending changes and have been encouraged to apply this year if they want to be secured a spot in our four-year program. Second, In June, 2018 we posted an announcement on our MSW PTP admissions website (https://socwork.wisc.edu/admissions/msw/parttime) stating the following:

Due to a pending reorganization of our program, we are adjusting admissions at the Eau Claire site effective fall 2018 for students planning to begin the Generalist year in fall 2019. We will still admit students, but admission to the Eau Claire site would be limited to those who qualify for Advanced Standing in our program; that is, to students who hold a BSW from a CSWE accredited institution and who are eligible for exemptions for all program prerequisites and the majority of "generalist year" courses. The Madison site will continue to admit students into both the Generalist and Advanced tracks.

Notification of all School Staff and Faculty: On June 21, 2018 an email was sent to all School of Social Work faculty and staff to notify them of the proposed changes to the Eau Claire site. This email is found in Appendix C.

Notification of alumni, donors, WI SW professionals and other stakeholders: As noted previously, in June 2018 we posted a message on our website about the pending reorganization of our program at the EC site on our Admissions page. This fall we will post a message on the Social Work website and Facebook site and in our Connections Newsletter that is sent to Alumni and friends of the School. We will notify field partners at the agency field supervisor meeting in September. We will also notify schools we have recruited from during the fall marketing efforts.
3. For programs that are being suspended or discontinued because of budgetary considerations, the proposal should address the following questions:

a. What is likely to be the impact of the change on current students?

Given our cohort model and the fact that we are making a commitment to teaching out our incoming and currently enrolled students, we do not anticipate any detrimental effects for our currently enrolled students. All incoming and currently enrolled students will be able to complete their course of study. We are currently reviewing all course needs for our students to determine if there are any students who are missing course work and will develop a plan to address their needs (i.e., offering additional courses as needed, arranging independent studies).

b. Is there a market demand for students with this education that will not be met in the absence of the program? Are there other UW-Madison programs that provide a related educational experience? Are there similar or related programs offered at other colleges or universities regionally or in the UW System?

As noted previously, there are many other MSW programs available in person and online to students in the northwest region of the state.

c. To what extent have there been efforts to resolve the budgetary situation to allow the program to continue? Has the potential for collaboration with other units been explored?

The Part-Time Program Leadership Team and the PTP Oversight Committee have considered a number of initiatives to resolve the budget concerns.

**Intensified Marketing Efforts:** Extensive and intensified marketing efforts have been directed at recruiting Generalist and Advanced Standing applicants to the EC site over the past several years. The email marketing system was improved and automated; there was a concerted effort to focus recruitment on the Eau Claire site; and school visits focused on schools that actively support the PTP. Data were used to better target communications to prospective students, redesign the website and develop marketing materials for prospective students. Examples of recruitment efforts include wide dissemination of program postcards targeting EC prospects, new ads in Volume One magazine, conference presentations, School visits and presentations, Billboards in the Eau Claire region, radio spots on WPR and MPR News Radio, Automated emails, Facebook boosts, and Google Ads. Appendix D details the most recent Marketing and Recruitment Plan update.

**Consider the Staffing Model Changes.** The current budget calls for a ½ time director during both semesters (who also serves the PTP at the Madison site), a UW-Eau Claire faculty liaison (15% during both semesters), a half-time Site Director at Eau Claire, a full-time program coordinator (also serving the Madison PTP site), a full-time field coordinator (also serving the Madison PTP site), two academic advisors (1 full time in Madison and 1 half-time in Eau Claire), a 60% payroll person (also serving the Madison PTP site), and two support staff (full-time in Madison, half-time in Eau Claire), some tech assistants, and some other small expenditures (student hourlys, etc.) **Assessment:** Given the ongoing staffing needs, we did not see substantial room for savings by making staffing model changes.
Advanced Standing only Model: We considered changing Eau Claire to an advanced-standing only model. We did not choose this option for three reasons: (1) because several of the costs are fixed, closing only the generalist program does not result in substantial savings (the part-time program as a whole would be projected to lose about $100-$120K/year); (2) even if the generalist cohorts are small, they make the advanced-standing cohorts larger, which has educational and financial advantages; (3) the total number of AS applications has also continued to decline after reaching a peak in 2011 as shown in Figure 3.

<table>
<thead>
<tr>
<th>Advanced Standing - Eau Claire Number of applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Figure 2. Advanced Standing applications at the EC site.

4. The “teach-out plan”
   a. Currently enrolled students: All currently enrolled students will be able to complete the program.

As noted previously, we are reviewing all student records to determine if students are missing any courses that may be discontinued in 2019-20. We will develop a plan to ensure that those students are able to take that course (e.g., we may decide to offer an additional course in the summer, students could take the Madison site course, or conduct an independent study).

   b. Prospective students in the admissions “pipeline”:

All prospective students in the admissions pipeline and who called for admissions information were informed of the following by the advisors and office managers:

*The Part-Time MSW program will pause application for admission of students without a BSW at the Eau Claire site effective fall 2018 (the final cohort enters fall 2018). Admission to the Eau Claire site would then be limited to those with a BSW from a CSWE accredited institution who qualify for Advanced Standing; that is, to students who hold a BSW from a CSWE accredited*
institution and who are eligible for exemptions for all program prerequisites and the majority of "generalist year" courses. We highly encourage students without a BSW to apply this summer to our Generalist track by July 2nd.

c. Stopped-out students:

Students who stop out and want to come back after the program closes, will be informed of the pending plans. Should they decide to return after the program closes, they will be informed that they would only be readmitted to the Madison site. We will develop plans to make this feasible for returning students (e.g., we could provide scholarships for students’ travel).

5. For proposals to suspend admissions, admissions may be suspended for up to three years. By no later than the end of three years the program faculty must submit to the provost a proposal to re-open admissions or to discontinue the program. Proposals to suspend admissions must include a timeline for submitting a report and proposal to the Office of the Provost on the final status of the program. (The Office of the Provost/director of Academic Planning will track and follow up on these actions.)

6. Timeline and advance communication plan.

The Proposed Timeline for Implementation is as follows:

2018-19:
- Begin final new cohort of 1st year students
- Admissions: Continue to accept EC students into the 3rd year (i.e., Advanced Standing-BSWs only).
- Run year 1, 2, 3, and 4

2019-20:
- No new generalist cohort
- Admissions: Continue to accept EC students into the 3rd year (i.e., Advanced Standing-BSWs only. (effective August 2020 no new admissions)
- Run year 2, 3, and 4

2020-21
- Run year 3 & 4 only
- No admissions

2021-22
- No admissions
- Run year 4 only

Advanced Communication Plan

May 2018
- Informed all PTP Staff of pending plans

June 2018:
- Informed all applicants and prospective applicants of pending plans for admission
- Notified all incoming and current enrolled students (see Appendix B)
Consulted with L&S HR Director
- Spoke privately with all EC site Long-Term and Short-Term Instructional Staff
- Notified all faculty and staff in the School of Social work (see Appendix C)
- Posted notification of pending plans on website admissions page

Fall 2018

- Develop brief notice in School of Social Work Connections newsletter for alumni and friends
- Notify Field partners at the fall Supervisors Training
- Post notice on School’s Facebook page
- Notify Recruiting partners and schools

7. **Suspension/Discontinuation of Related Programs.** Not applicable. There are no related program.
Appendix A: Testimonials Regarding Success of the Program
June 26, 2018

Sarah Mangelsdorf, Provost
150 Bascom Hall
500 Lincoln Drive
Madison WI 53706

Dear Provost Mangelsdorf,

As you know, the Part-Time MSW Program at the EC site was launched in 2009 to meet the needs of nontraditional students in Wisconsin seeking to broaden their career opportunities. The faculty and staff in the Department of Social Work at the University of Wisconsin—Eau Claire collaborated from the beginning with the faculty and staff in the School of Social Work at UW-Madison to develop the program to address a gap in graduate education in the northwest region of the state. At that time there were no other MSW programs available and we were aware of substantial community and county unmet needs for skilled and advanced level social workers. Through this innovative and collaborative effort, the Part-Time Program has been able to meet the needs. The program has graduated 266 MSWs at the EC site who are now giving back to their communities and our profession with their leadership and advanced-level skills.

I have served as the Faculty Liaison to the Eau Claire site and as a member of the Oversight Committee that is responsible for monitoring the Part-Time MSW program. After nine years, I believe that the program has successfully met the regional demand for master's level social workers in the northwest region of the state. Our community partners in this region are communicating to us that the gap in trained MSWs has been addressed. Additionally, there are now a variety of other graduate program options in the state and online. We are supportive of this proposal to pause admissions next year (Fall 2018) for the Generalist year only, and eventually discontinue the Part-Time MSW program at the EC site after all newly admitted and currently enrolled students graduate (Spring 2022).

We have been pleased to engage in this collaborative effort and believe that many of our students have benefited from having the Part-Time Program option available to them.

Sincerely,

Leah Olson-McBride, PhD, MSW
Chairperson, Department of Social Work

cc: Jocelyn Milner, Vice Provost of Academic Affairs & Director, UW-Madison
Patricia A. Klein, Provost and Vice Chancellor for Academic Affairs, UW-Eau Claire
June 27, 2018

Sarah Mangelsdorf, Provost
150 Bascom Hall
500 Lincoln Drive
Madison WI 53706
608-262-1304
provost@provost.wisc.edu

Dear Provost Mangelsdorf:

As you know, the Part-Time MSW Program at the Eau Claire site was launched in 2009 to meet the needs of nontraditional students in Wisconsin seeking to broaden their career opportunities. The faculty and staff in the Department of Social Work at the University of Wisconsin—Eau Claire collaborated from the beginning with the faculty and staff in the School of Social Work at UW-Madison to develop the program in order to address a gap in graduate education in the northwest region of the state. At that time there were no other MSW programs available and we were aware of substantial community and county unmet needs for skilled and advanced level social workers.

Through this innovative and collaborative effort, the Part-Time Program has been able to meet the regional demand for master’s level social workers in the northwest region of the state. The program has graduated 266 MSWs at the Eau Claire site who are now giving back to their communities and the profession with their leadership and advanced-level skills. We have been pleased to engage in this collaborative effort and believe that many of our students have benefited from having the Part-Time Program option available to them.

As Dean of the College of Education & Human Sciences, I am supportive of the proposal to pause admissions next year (Fall 2018) for the Generalist year only, and eventually discontinue the Part-Time MSW program at the Eau Claire site after all newly admitted and currently enrolled students graduate (Spring 2022). We understand that this proposal will require approval from the L & S Academic Planning Council, the Graduate Faculty Executive Committee and the University Academic Planning Council. I look forward to learning the outcome of these discussions.

Sincerely,

Carmen Manning
Dean, College of Education & Human Sciences

Cc: Jocelyn Milner, Vice Provost of Academic Affairs & Director, Academic Planning and Institutional research, UW-Madison
Patricia A. Kleine, Provost and Vice Chancellor for Academic Affairs, UW-Eau Claire
Betty,

Thank you for your phone call. I am sad to hear that the Part-Time MSW Program housed at UW-EC will be closing. However, as a leader in the social work profession, I believe whole-heartedly that this decision is one that is honorable, thoughtful and the right thing to do. I would also like to take the time to thank you and others who have made the program possible. I truly believe that the program has filled a tremendous gap that existed in the Eau Claire community and surrounding areas. I am even more impressed that the program leaders have been proactive in recognizing that they have closed the gap and that it is time to use that energy to address other areas of need.

As the CEO of Anu Family Services, I can say without hesitation that Anu has directly benefited from the program. Anu has grown from 23 employees in 2013 to 50 employees to date. Anu has had three staff graduate from the program (2 in Madison and one in Eau Claire), and 2 of 3 of those individuals have advanced into leadership positions at Anu. Those individuals would not have been able to do so without the accessibility and flexibility of this program.

As a professional, I have also witnessed the advancement of several social workers that I have mentored. This program has changed the lives of the professionals that surround me as well as the clients that are served by these professionals. The impact is larger than you could ever calculate.

At the end of the day, I hope that everyone involved in creating, maintaining, and closing this program knows and understand what an impact they have made. Please do not hesitate to reach out to me in this process and I hope others will be able to see this as a success and not a loss.

Best,
Mchele

Mchele (Pitt) Shipman
Chief Executive Officer
Anu Family Services, Inc.
4319 Jefferson Road Ste 100
Eau Claire, WI 54703
877.287.2441 referrals
715.407.4592 direct & fax

We Create Permanent Connections to Loving and Stable Families
Appendix B: Letter sent to students on June 20, 2018

June 20, 2018

Dear Students,

I have two important announcements to make. First, I have been granted a one year sabbatical beginning August 1st and at that time we will welcome Angela Willits, Assistant Clinical Professor, as the new Director of the Part-Time program. I have greatly enjoyed being the Director and having the opportunity to hire and mentor instructors and implement several student suggestions for improving the program (e.g., eliminating 440, going to a 7 and 14 week term to allow more time off for holiday weekends and breaks, developing a few online options to minimize travel). Angela has taught in the Part- and Full-Time programs and is one of our most beloved instructors who challenges students and cares deeply about their learning. I know that she will be an exceptional Director. I wish you all the very best in the completion of your degree and thank you for all you will do in the future to alleviate the suffering of those you will serve.

Second, we want you to know about some important changes that are pending at the Eau-Claire (EC) site. The Part-Time MSW Program at the EC site was launched in 2009 to meet the needs of nontraditional students in Wisconsin seeking to broaden their career opportunities. Part of our focus was to address a gap in graduate education in the northwest region of the state because there were no other MSW programs available, and respond to community and county unmet needs for skilled and advanced level social workers. Through an innovative and collaborative effort with the UW-Eau Claire Social Work Department, the Part-Time Program has been able to do just that! We have graduated 266 MSWs at the EC site who are now giving back to their communities and our profession with their leadership and advanced-level skills.

After nine years, the School of Social Work believes we have successfully met the regional demand for master’s level social workers in the northwest region of the state. Our community partners in this region are communicating to us that the gap in trained MSWs has been addressed. Additionally, there are now a variety of other graduate program options in the state and online. Having met this need, we are now moving forward with a proposal to pause admissions next year (Fall 2018) for the Generalist year only, and eventually discontinue the Part-Time MSW program at the EC site after all newly admitted and currently enrolled students graduate (Spring 2022).

For the coming two years, we will still admit students, but admission to the Eau Claire site would be limited to those who qualify for Advanced Standing in our program; that is, entering students with BSWs from a CSWE accredited institution who are eligible for exemptions for all program prerequisites and the majority of the "generalist year" courses. These incoming students will join the current first and second year students in the next two years as they move forward into Year 3 of the program. The Madison site will continue to admit students into both the Generalist and Advanced tracks.

We want to ensure all EC site students beginning the program this Summer/Fall and all other currently enrolled students that these proposed changes will not affect your ability to complete your course of study with the same academic rigor as always. We are fully committed to
working with you through the completion of your degree to make this a rich and meaningful educational experience. Jeanne Nutter, the EC site advisor, is currently reviewing all EC site student academic records to determine your course work needs.

If you have questions or concerns about the proposed changes to the program, please feel free to contact me prior to August 1st at ejkramer@wisc.edu (608-263-3830). You may also direct questions or concerns to Dr. Stephanie Robert (Director of the School) at srobert@wisc.edu (608-263-3671), Dr. Greg Downey (Associate Dean for Social Sciences) at greg.downey@wisc.edu (608-263-7221), or Elaine Klein (Associate Dean for Academic Planning) at elaine.klein@wisc.edu (608-265-8484). Specific questions about your course of study may be directed to your advisor Jeanne Nutter at jeanne.nutter@wisc.edu (1-715-836-3603).

Best wishes,

Betty J. Kramer

Professor, Associate Director, School of Social Work
Director, Part-Time MSW Program
Appendix C: Notification Sent to all School Faculty and Staff

From: Betty J KRAHER
To: "sw_facstaff@lists.wisc.edu"
Subject: News - Pending changes in our Part-Time MSW Program
Date: Thursday, June 21, 2018 9:24:00 AM

Dear Colleagues:

I have two important announcements to make. First, I have been granted a one year sabbatical beginning August 1st and at that time we will welcome Angela Willits, Assistant Clinical Professor, as the new Director of the Part-Time program. I have greatly enjoyed being the Director and having the opportunity to hire and mentor instructors and implement several student suggestions for improving the program (e.g., eliminating 440, going to a 7 and 14 week term to allow more time off for holiday weekends and breaks, developing additional online options to minimize travel). Angela has taught in the Part- and Full-Time programs and is one of our most beloved instructors who challenges students and cares deeply about their learning. I know that she will be an exceptional Director.

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After nine years, the School of Social Work believes we have successfully met the regional demand for master's level social workers in the northwest region of the state. Our community partners in this region are communicating to us that the gap in trained MSWs has been addressed. Additionally, there are now a variety of other graduate program options in the state and online. Having met this need, we are now moving forward with a proposal to pause admissions next year (Fall 2018) for the Generalist year only, and eventually discontinue the Part-Time MSW program at the EC site after all newly admitted and currently enrolled students graduate (Spring 2022).

For the coming two years, we will still admit students, but admission to the EC site would be limited to those who qualify for Advanced Standing in our program; that is, entering students with BSWs from a CSWE accredited institution who are eligible for exemptions for all program prerequisites and the majority of the "generalist year" courses. These incoming students will join the current first and second year students in the next two years as they move forward into Year 3 of the program. The Madison site will continue to admit students into both the Generalist and Advanced tracks.

We are ensuring all EC site students beginning the program this Summer/Fall and all other currently enrolled students that these proposed changes will not affect their ability to complete their course of study with the same academic rigor as always.

In sum, although change can be challenging, this is a true success story and we can be very proud of what we have accomplished!

Please let me know if you have any questions.

Betty
Appendix D: Marketing and Recruitment Plan update

PTP Marketing and Recruitment update – June 2018

➢ Update useable media
  • Photos of students for marketing (Madison site): completed July 2017
  • Photos of classes for website (Eau Claire site): completed December 2017

➢ Refine email marketing system
  • Continue automated email series “Get Response”
    o Reduced the number of automated emails and evaluated messages based on priority goals
    o Evaluated lists used and updated
    o Updated messages to reflect priorities for 2017-18
    o Continued to use the website “Request for Advisor Contact” form to automatically sign a student up for emails
    o Added an “Applications are open!” email to recruiters
    o Added Rosenbaum scholarship email (March)
  • Worked with Continuing Education to set up automatic email series “Eloqua” to begin Spring 2018

➢ Increase focus on Eau Claire site
  • Billboard “Earn your MSW from UW- Madison in Eau Claire” ($2650)
    o 1-29-18 through 4-29-18
    o Hwy 29 West (Between Chippewa Falls and Menomonee)
  • Exhibited at MN conference: ($1000.00)
    o St. Louis County Health and Human Services conference (Duluth, MN):
      October 2017
    o MSSA (MN Social Services Association) conference: March 2018
  • Ad in MSSA conference booklet: March 2018 ($300.00)
  • Advertised in Volume One (by-weekly free newspaper focused on culture and entertainment in the Chippewa Valley) ($1087.50)
    o Running ads: Nov. 1, Feb 7th, March 7th and April 4
    o Print and website/mobile ads
  • Advertised in UWEC student newspaper “The Spectator” ($825)
    o 6 issues: March 1 – May 10th
  • Radio ads
    o MPR’s News & Talk Network and The Current (streaming) ($5400)
      ▪ Duluth area: February 5 – April 15
      ▪ Twin Cities area: March 26 – April 15
  • 2nd postcard to EC area addresses (100 miles from EC) – 6300 sent Feb 8th

➢ Expand use of paid social media ($5000)
  o Consulted with UW resources to more effectively utilize Google Search Network and Display ad options
- Increased the number of paid Google ads throughout Spring
- Increased the number of Facebook boosts throughout Spring
- Added 5 ads on Facebook throughout spring

➤ Prioritize school visits and conferences that maximize PTP recruitment

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<tr>
<th>Date</th>
<th>Location</th>
<th>Attendance (estimate)</th>
</tr>
</thead>
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</tr>
<tr>
<td>10/11/2017</td>
<td>UW Whitewater</td>
<td>25</td>
</tr>
<tr>
<td>10/12/2017</td>
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<tr>
<td>10/12/2017</td>
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<td>11/14/2017</td>
<td>UW Superior</td>
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<tr>
<td>11/15/2017</td>
<td>UW Stevens Point</td>
<td>6</td>
</tr>
<tr>
<td>3/14/2018</td>
<td>Winona State University</td>
<td>25</td>
</tr>
<tr>
<td>3/22/2018</td>
<td>Twin Cities conference</td>
<td>3500</td>
</tr>
</tbody>
</table>

➤ General marketing
- Continue print mailings
  - Updated brochure with our student photos
  - 1st Postcard -11,000 sent early December
  - Packet to agencies, supervisors and schools –8300 sent end of January (added 15 to IL and IA schools)
- Ad in NASW WI conference booklet October 2017 ($440.00)
- Ad in “Our Lives” Madison area LGBTQ magazine (Feb/March issue $409.55)
- Ad in NAMI conference booklet April 2018 ($250.00)
- Radio ads:
  - WPR WI Ideas Network ($4950)
Program Change Request

Date Submitted: 10/11/18 10:27 am

Viewing: PTMSW-E: Part Time MSW, Eau Claire

Parent Plan: MAJ: Social Work MSW

Last approved: 09/25/18 6:59 pm

Last edit: 10/19/18 2:49 pm

Changes proposed by: emklein

Catalog Pages Using this Program

Social Work: Part Time MSW Eau Claire, MSW

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

Name

Elaine M Klein - L&S

Proposal Abstract/Summary:

Due to declining enrollments and the determination that regional needs for this program have been met, the School of Social work seeks to discontinue delivery of programming for UW-Eau Claire site for the part time MSW program. This program has traditionally admitted two groups of students (with and without the BSW) to highly sequenced two- and four-year programs of study. In Fall 2019 and Fall 2020, the school will admit only advanced students (who will join students in progress) and all admissions will be suspended effective Spring 2021 (that is, no new students will be admitted for Fall 2021). All students in progress will complete the program by Summer 2022; instruction at the Eau Claire site (and the program itself) be discontinued effective Fall 2022. The part-time and the full time, face-to-face MSW programs delivered at UW-Madison will continue to be offered.

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

Spring 2021 (1214)

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

No

Basic Information

Program State: Suspend, will be discontinued

Type of Program: Named Option
Parent Program: MAJ: Social Work MSW
Parent Audience: Graduate or professional
Parent Home Department: SOC WORK
Parent School/College: College of Letters and Science

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

Parent in the Graduate School: Yes

SIS Code: PTMSW-E
SIS Description: Part Time MSW, Eau Claire
Transcript Title: Part Time MSW, Eau Claire
Named Options: PTMSW-E: Part Time MSW, Eau Claire

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

Suspension and Discontinuation

What is the last term that a student could declare this program?

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

What is the timeline and advance communication plan?

Detailed discussion is provided in the attached documentation.
The implementation plan for this change was developed in Spring and Summer, 2018. The plan includes notification and communication that started in Summer 2018 and which is ongoing, in light of the long horizon for phasing out admissions and teaching out students who were admitted to the four-year program in Fall 2018.

Fall 2018 - normal new enrollment in two- and four-year plans
Fall 2019 - new enrollment in two-year plan only (no first-year students; year 2, 3 and 4 only)
*admissions suspended Spring 2021*
Fall 2020 - new enrollment in two year plan only (no first or second-year students; years 3 and 4 only)
Fall 2021 - no new enrollment (year 4 only)
*all students complete program by Summer 2022*
*discontinue program Fall 2022*

Explain the precipitating circumstances or rationale for the proposal.

Faculty and staff involved in this program at UW-Madison and at UW-Eau Claire have noted declining enrollments at the UW-EC site, which has not met its enrollment target for 4 years. Because this program operates on a cost-recovery model, it cannot support itself with low-enrollment.

What is the potential impact on enrolled students?

Currently enrolled students will be able to complete their programs of study, per the teach-out plan provided. All courses will be offered as scheduled. Students may need to be accommodated by coursework offered at UW-Madison or using distance technologies; in these cases, the faculty will work to mitigate the impact on students (e.g., by providing travel scholarships).

What is the potential impact on faculty and staff?

Long-term and short-term Instructional Staff who teach at this location have been notified of the impending program discontinuation so they can plan for reduced or eliminated positions. UW-Madison faculty and staff will no longer be responsible for delivering a program every weekend at a site located nearly 200 miles away (a significant reduction in administrative responsibilities).
Explain and provide evidence of efforts made to confer with and notify faculty and staff.

A formal governance vote to phase out delivery of the part-time MSW at UW-EC site was taken by the faculty of the School of Social Work on May 9, 2018. The director of the School of Social Work consulted the L&S Dean’s office and the Graduate School in Summer 2018 to discuss plans. All faculty and staff were informed of these plans by email on June 21, 2018. Instructional Staff were also informed of pending plans in May, and (following consultation with L&S Human Resources), individually, by telephone. Letters of support from the UW-EC chair of the Department of Social Work, and from the Dean of the College of Education and Human Sciences, indicate knowledge of this plan as well as support of the UW-EC program faculty and leadership.

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

Currently enrolled students were notified by email on June 20, 2018. (This message is included in the attachments to this proposal.) In the message, the plan is explained in detail; students were assured of the commitment to ensuring that they would be able to complete their program of study, and they were provided with contact information for the program advisor, the program director, the director of the School of Social Work, and Associate Deans Downey and Klein in L&S Administration.

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

The communication plan provided includes a variety of strategies to reach stakeholders, including placing a notice in the alumni newsletter, notifying field partners at the scheduled supervisors training, placing notices on social media and on the school’s website, and notifying recruiting partners and schools.

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

The School of Social Work will continue to administer this program throughout the teach-out period, relying on the established program committee, faculty, and staff to monitor program quality.

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

All student records will be monitored to determine if students are missing any courses that will be discontinued in 2019-20. The program committee will ensure that those students are able to take any courses needed to complete the program; if a specific course is not available at the UW-EC site, students will be afforded opportunities to take the course at the Madison site, on an alternative schedule (Summer session), online, or in an independent study tutorial. Because the Madison-based site will continue to operate, students will continue to have access to the part-time program director, and to advising and student services.

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

In Summer 2018, prospective students in the admissions pipeline who requested information about the program were informed that the last time students would be admitted to the four-year part-time program (for students who do not have a BSW) delivered at UW-EC would be Fall 2018; admission to the two-year “advanced standing” program would continue for another two years prior to suspension of all admissions. Prospective students without a BSW were encouraged to apply for Fall 2018 admission. The following statement is posted on the SSW website (https://socwork.wisc.edu/admissions/msw/parttime):

"Due to a pending reorganization of our program, admission to the Eau Claire site will be limited to those who qualify for Advanced Standing in our program; that is, to applicants who are currently pursuing or hold a BSW from a CSWE accredited institution and who are eligible for exemptions for all program prerequisites and the majority of generalist courses. The Madison site will continue to admit applicants into both the Generalist and Advanced tracks."

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

Students who have stopped out will be informed of program suspension and discontinuation; should they request readmission, they can be readmitted to the Madison site. The School of Social work will work with students to make this feasible for returning students (e.g., by providing scholarships to cover students’ travel to Madison).

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.
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? Yes
Upload proposal: Parent has outside accreditation: Yes
Parent Guide
Accreditation tab
Council on Social Work Education
Certification/Licensure
Association of Social Work Boards
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?

**Faculty and Staff Resources**

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

**Curriculum and Requirements**

If you are proposing a change to the curriculum, what percentage of the curriculum is changing? No change
Parent Plan Admissions/How To Get In Requirements

Online applications are available through the [School of Social Work website](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver). Applicants apply online through the Graduate School's application site: [Graduate School Electronic Application](https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver). A complete application includes both the Graduate School application forms.
In addition to their application forms prospective MSW students submit: reasons for graduate study essay, official transcripts from each university or college attended, the submit letters of recommendation on the applicant’s behalf, criminal background check information, and Test of English as a Foreign Language (TOEFL), or International En...
Approved School Admissions

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the graduate program(s) they are interested in, apply online.

Online applications are available through the School of Social Work website.

Effective September 1, 2018, admission to the Part-Time MSW Program-Eau Claire site is limited to those who qualify for Advanced Standing in our program; that is, we are accredited institution and who, are eligible for exemptions for all program prerequisites and the majority of "generalist year" courses. The Madison site will continue to admit Advanced (2 Year Program) tracks.

Admission into the master’s degree program includes the Graduate School requirement that applicants hold a minimum undergraduate GPA of 3.0 (on a 4.0 scale) on the equivalent of two years of work) from an accredited university or college.

Applicants apply online through the Graduate School’s application site: Graduate School Electronic Application. A complete application includes both the Graduate School application forms.

In addition to their application forms prospective MSW students submit: reasons for graduate study essay, official transcripts from each university or college attended, the submit letters of recommendation on the applicant’s behalf, criminal background check information, and Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS). The Graduate Record Exam (GRE) is optional. A School of Social Work admissions committee acceptance recommendation to the Graduate School is required for unconditional program admission.

Completion of 30 semester credits of social science courses at the point the application is submitted; and

Completion of an approved statistics course with a grade of C or better, taken within seven years prior to entrance into the program.

Minimum Graduate School Requirements

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

Major Requirements

Mode of Instruction

<table>
<thead>
<tr>
<th>Mode of Instruction Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Approved School Admissions from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most require programs are completed on-campus with a partial or complete schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages career. For more information about the accelerated nature of a specific program, contact the program.

**CURRICULAR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>30 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>16 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Half of degree coursework must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are i <a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle</a>.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>Grades of C are accepted only if they are offset by an equal number of credits of A. Candidates who receive more than two gr or a grade of D or F while in the program will be dropped from the MSW Program. Candidates who receive a grade of C in the with permission of the faculty and may not offset the grade with a grade of A. (This policy does not apply to grades received f the program).</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>None.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>None.</td>
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</tbody>
</table>

**Required Courses**

### Generalist Practice

First-year MSW students complete generalist/foundation practice courses unless granted an exemption:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOC WORK 400</td>
<td>Field Practice and Integrative Seminar I</td>
</tr>
<tr>
<td>SOC WORK 401</td>
<td>Field Practice and Integrative Seminar II</td>
</tr>
<tr>
<td>SOC WORK 441</td>
<td>Generalist Practice with Individuals, Families and Groups</td>
</tr>
<tr>
<td>SOC WORK 442</td>
<td>Generalist Practice with Communities and Organizations</td>
</tr>
<tr>
<td>SOC WORK 605</td>
<td>The Field of Social Work</td>
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<td>SOC WORK 612</td>
<td>Social Policy</td>
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<tr>
<td>SOC WORK 640</td>
<td>Psychopathology in Generalist Social Work Practice</td>
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<tr>
<td>SOC WORK 650</td>
<td>Social Work with Ethnic and Racial Groups</td>
</tr>
<tr>
<td>SOC WORK 660</td>
<td>Methods of Social Work Research</td>
</tr>
<tr>
<td>SOC WORK 711</td>
<td>Human Behavior and the Environment</td>
</tr>
</tbody>
</table>

In general, generalist practice/ foundation courses must be completed before beginning advanced practice courses.

In a broad social justice framework, advanced practice or advanced standing MSW students complete a generalist advanced practice specialization in one of four social pro (3) Health; and (4) Mental Health. In addition to their focus area courses, students complete a Macro Practice Elective and two “free electives.”

**Advanced Generalist Specialization Focus in Aging1**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOC WORK 821</td>
<td>Social Work Practice in Aging and Mental Health</td>
</tr>
<tr>
<td>SOC WORK 875</td>
<td>Health, Aging, and Disability Policy and Services</td>
</tr>
<tr>
<td>SOC WORK 840</td>
<td>Advanced Macro Practice</td>
</tr>
</tbody>
</table>

Other courses chosen in consultation with advisor.

1These 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 ad transcript.

**Advanced Generalist Specialization Focus in Children, Youth and Families1**

<table>
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<td>SOC WORK 741</td>
<td>Interventions with Children, Youth, and Families</td>
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<tr>
<td>SOC WORK 920</td>
<td>Child, Youth, and Family Policies and Services</td>
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<tr>
<td>or soc work 921</td>
<td>Course soc work 921 Not Found</td>
</tr>
<tr>
<td>SOC WORK 840</td>
<td>Advanced Macro Practice</td>
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</table>

Other courses chosen in consultation with advisor.

1These 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 ad transcript.

**Advanced Generalist Specialization Focus in Health1**

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https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
Course List

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<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC WORK 873</td>
<td>Social Work Practice in Health Care</td>
</tr>
<tr>
<td>SOC WORK 875</td>
<td>Health, Aging, and Disability Policy and Services</td>
</tr>
<tr>
<td>SOC WORK 840</td>
<td>Advanced Macro Practice</td>
</tr>
</tbody>
</table>

Other courses chosen in consultation with advisor.

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 transcript.

Advanced Generalist Specialization Focus in Mental Health

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>SOC WORK 835</td>
<td>Advanced Soc Work Practice in Mental Health</td>
</tr>
<tr>
<td>SOC WORK 836</td>
<td>Mental Health Policies and Services</td>
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<tr>
<td>SOC WORK 840</td>
<td>Advanced Macro Practice</td>
</tr>
</tbody>
</table>

Other courses chosen in consultation with advisor.

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 transcript.

Named Options (Sub-Majors)

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral.

Social Work: Part Time MSW Eau Claire, MSW

Social Work: Part Time MSW Madison, MSW

Guide Requirements tab

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>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
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<td>No</td>
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</tbody>
</table>

Mode of Instruction Definitions

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

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses in addition to the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or complete schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of career. For more information about the accelerated nature of a specific program, contact the program.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
May 17, 2018

TO: William Karpus, Dean, Graduate School
Sarah Mangelsdorf, Provost

FROM: James P. Blanchard, Executive Associate Dean

RE: 10-year Review of the Graduate Program in Civil and Environmental Engineering

At its May 16, 2018 meeting, the College of Engineering Academic Planning Council (APC) unanimously recommended for approval the attached program review for the Civil and Environmental Graduate Program.

The review committee noted the strong relationships between faculty, staff and graduate students in the department. The committee also commented on the long-standing interaction with industry and suggest that these activities could be beneficial to other departments in the College. The review also points out areas for improvement including lab renovations, improving graduate student recruitment and better communication between the six research areas.

In view of the positive report from the review committee and on behalf of the College of Engineering, I accept the APC’s recommendation to approve this certificate review.

We now ask for approval from the Graduate Faculty Executive Committee.

cc: Jocelyn Milner, APIR
Emily Reynolds, APIR
Sarah Kuba, APIR
David Noyce, Chair, Dept. of Civil and Environmental Engineering
Laura Albert, Assistant Dean for Graduate Affairs, College of Engineering
April 20, 2018

To: Ian Robinson, Dean of the College of Engineering
Laura Albert, Assistant Dean for Graduate Affairs, College of Engineering

From: Bernard Lesieutre, Professor, Electrical and Computer Engineering, Chair of CEE Graduate Program Review Committee

RE: Program Review for the Civil and Environmental Graduate Program

On behalf of the Program Review Committee, I would like to submit our report for the program review of the Civil and Environmental Engineering Graduate Program. In our report we explain the process we used to conduct our study, and we list program strengths, concerns and challenges, and make recommendations that are intended to be helpful for continuing improvement.

The committee would like to draw your attention to a few particular features of the Civil and Environmental Engineering program that we found impressive, and that could be adopted by other departments in the college to their benefit. These features include:

- A formal structure of adjunct professors from related industries serving as professors of practice, bringing extensive practical experience to the classroom, and expanding the teaching capacity of the department.
- A committee of student representatives that meets with the chair monthly.
- Long-term practices that have resulted in particularly strong alumni relations.

Attachment:
Report of the Program Review Committee

Copies:
Riccardo Bonnaza, Professor, Engineering Physics
John Lee, Professor, Industrial and Systems Engineering
John Pfotenhauer, Professor, Mechanical Engineering
David Noyce, Professor and Chair, Civil and Environmental Engineering
Gustavo Parra-Montesinos, Professor, Civil and Environmental Engineering
Report for the 10-Year Review of the Civil and Environmental Engineering Graduate Program

Review Committee Members:

- Riccardo Bonazza, Professor, Engineering Physics
- John Lee, Professor, Industrial and Systems Engineering
- Bernard Lesieutre, Professor, Electrical and Computer Engineering (Chair)
- John Pfotenhauer, Professor, Mechanical Engineering (Graduate Faculty Executive Committee Representative)

Review Process

The committee met in person on January 19 for an initial discussion of the Civil and Environmental Engineering (CEE) Graduate Program Self-Study. The committee decided to gather more information by

- Performing one-on-one interviews with all faculty in the department (distributed among committee members).
- Visiting the CEE laboratories,
- Meeting as a committee with Administrative Staff,
- Meeting as a committee with CEE students,
- Meeting as a committee with CEE Chair, Prof. David Noyce,
- Meeting as a committee with CEE Graduate Program Chair, Prof. Gustavo Parra-Montesinos, and
- Reviewing program statistics collected and retained by the graduate school.

The committee prepared a set of questions to guide the one-on-one faculty interviews.

The one-on-one faculty interviews were conducted over the course of the review period based on the schedules of the committee members and the CEE faculty. In total the committee secured interviews with 23 faculty members.

Professors Bonazza and Lesieutre toured the CEE laboratory facilities in Engineering Hall on Monday, March 5th, guided by CEE Chair Professor David Noyce. These facilities included the Environmental Engineering Laboratories, Environmental Fluid Mechanics Laboratories, Geoengineering Laboratories including the Rock Mechanics Lab, and Structures and Materials Testing Laboratories. Professor Lesieutre toured the Water Science and Engineering Laboratory, guided by Christopher Worley.

The entire committee met with CEE Administrative Staff on March 14th, including Cheryl Loschko, and Elizabeth Funk-Smith, Department Administrator.

The entire committee met with the CEE Graduate Student Committee on March 14th. This committee of graduate students serves to advise the department, and they
meet monthly with the chair. The committee comprises a student representative from each of the six areas of the department.

The committee met in person on March 19\textsuperscript{th} to review the information we had gathered to date, and to discuss questions for the remaining interviews with the department chair, and graduate program chair.

The entire committee met with CEE Chair, Prof. David Noyce, on April 4\textsuperscript{th}.

The entire committee met with CEE Graduate Program Chair, Prof. Gustavo Parra-Montesinos on April 4\textsuperscript{th}.

The committee met in person on April 12\textsuperscript{th} to prepare this report.

**Data and Interviews**

The Civil and Environmental Engineering department’s graduate program offers Master’s and Ph.D. degrees. In addition to a traditional master’s degree, the department offers an on-line M.Eng degree in environmental engineering. The department started administering this degree in Fall 2015; previously it was offered through the COE Engineering and Professional Development program (EPD). Starting in Fall 2017, the department now offers accelerated M.S. degrees in each of the six areas of the department:

- Construction Engineering and Management
- Environmental Science and Engineering
- Geological Engineering
- Structural Engineering
- Transportation Engineering
- Water Resource Engineering

The first M.Eng degrees through the on-line program will be awarded in Spring 2018. The accelerated programs are new and have not awarded any degrees to date.

Enrollment in the M.S. programs has varied over the past ten years, from a low of 62 students (2014) to a high of 99 students (2011). The Ph.D. enrollment has been relatively constant in a range of 65 to 72 students. The number of students graduating with the M.S. degree mirrors the enrollment data, with a peak of 48 students in 2011, and declining to 29 students in 2015 and 2016. The Ph.D. degrees awarded per year range from 7 to 14 without an obvious trend. Over the past five years, applications have been decreasing for both programs. An examination of the data suggests that the time to completion for the M.S. degree is typically 2 years. The median time completion for the Ph.D. degree is approximately 5 year. The overall 10 year completion rate for Ph.D. students admitted in 2006-2007 is reported to be 60.5%. Post-graduation job placement appears strong. The self-study reports that 73% of MS graduates pursue positions in industry and 20% continue to
a Ph.D. program. (The remaining are unknown.) For the Ph.D. graduates, 72% are reported to take on academic/research positions as tenure track faculty or postdocs, and the remaining 28% take positions in industry.

As of the writing of the self study, the department had 29 faculty (24.8 FTE as some have partial appointments). The total FTE equivalent appears fairly steady over the past 5 years, however there is a notable change in distribution of rank. In 2013 the FTE distribution of Professor/Associate Professor/Assistant Professor was 17.3/5/3 respectively. In 2017 it was 11.5/4.3/9. The department is also planning to hire more new faculty this year. Although the graduate student population displays a relatively low diversity population (less than 4% targeted minorities), the department has made significant progress over the past 10 years increasing the diversity of the faculty, anticipating that the increased diversity of role models will have a positive influence on the graduate student diversity. The present faculty include 7 female and 3 Hispanic members.

Overall the CEE graduate programs have a strong reputation among peer institutions. It is appropriate to note that the commonly quoted US News and World Report rankings consistently place both the Civil Engineering and Environmental Engineering programs in the top 20 in the country. A review of faculty CVs including recent publications and awards shows productivity consistent with a vibrant research program.

A productive program spanning the six concentration areas listed above relies on adequate laboratory and office space. The department hosts numerous laboratories and, as noted in the self-study, all would benefit from maintenance, remodeling, and updating in various forms. A tour of the laboratory facilities confirmed that this is the case. What was not apparent in the self-study, but evident in the visit to the facilities, is the tremendous efforts the department has already made to maintain and upgrade the laboratories. Through some internal funds, and much externally raised funds, nearly every laboratory has been making improvements. It is a challenging task to upgrade these laboratories, and there is considerable planned work to be completed. The department appears dedicated to maintaining these facilities that are needed for graduate education and research. Concerning space, the faculty and staff we met during the tour indicated that the current space meets present needs, but they did express some concerns that space could become tight with an expansion of the graduate program.

The one-on-faculty interviews, meetings with the student representatives, and meetings with the administrative staff were useful for gathering information and opinions beyond the data and assessment in the self-study. We note foremost that the collegial atmosphere in the department is very positive. All of the faculty expressed satisfaction with the department and its leadership. Several did offer opinions for improvement, but they were never presented as an immediate critical need to address a major flaw. Likewise the students expressed satisfaction with the program and all indicated that they would recommend the program to others. While
it is sometimes the nature of these reviews to highlight critical comments and opinions, in this case we would make clear that issues raised by interviewees that informed our examination of program concerns were expressed in the context of being happy with the department and departmental administration.

**Program Strengths**

- The department is in a period of growth with many new faculty hires. This recent push in hiring brings fresh ideas and energy to the department.
- The diversity among department faculty is improving. Twenty years ago there was a single female professor. Now there are 7 female professors and 3 Hispanic professors, with both groups represented in department leadership positions.
- The department has very strong relations with industry and alumi. The department even has industry members bringing their practical experience to the classroom through regular visiting lectures (professional practitioners) and adjunct faculty appointments. This highly successful arrangement has been ongoing for the past 20 years.
- The department has a strong record for student job placement.
- The relationships between grad students and faculty within each area are very strong.
- There are good relations between faculty and staff, and between faculty.
- David Noyce is doing a very good job as the department chair. This message was consistent in all the faculty interviews.

**Program Concerns and Challenges**

- As noted in the self-study, the laboratory facilities used for graduate education and research would benefit from upgrades. The department has been very active in pursuing these needs, with success. The on-going maintenance and continuing upgrades will likely remain a persistent challenge.
- The placement of the Graduate Student Coordinator, Cheryl Loschko, in the Mechanical Engineering building has reduced the ease and effectiveness of communications with students, staff, and faculty. This situation has given rise to ambiguities regarding various responsibilities.
The department does not have graduate student fellowships to offer prospective students. This places the department at a disadvantage for recruiting stellar candidates compared to peer institutions.

Graduate student recruitment is not organized at the departmental level. While travel support is available to bring prospective graduate students to visit the university, the recruitment is a one-on-one process with each faculty member seeking their own students. Nevertheless, this method appears to be working well. Students report favorably on these visits for helping them make their decision.

The department self-study notes that the low number of students from targeted minorities is consistent with national statistics. However, we were not made aware of any specific efforts or plan to increase the grad student population in these areas.

The department is acutely aware of and concerned about the recent steady decrease in grad student applications and is studying the possible steps to reverse the trend.

The Teaching Assistant appointment process and subsequent workload is not uniform. The faculty member teaching a course determines the TA appointment and workload. The students report that inequity in TA workload is common and is a problem.

A regular program addressing the mental health of graduate students would be welcome. Concern was expressed that the campus does not have enough Engineering counselors, and also that the students were generally unaware of the counseling options that are available to them.

Failing the qualifying exam is reported as the primary reason for students not completing the Ph.D. degree. Some faculty members report that the exam serves its purpose, while some students are discouraged by the lack of clarity in expectations. The committee was unable to find a description of the qualifying exam procedures and expectations by area. The descriptions supplied by faculty and students were not entirely illuminating. Without knowledge of the procedures and evaluations, the committee is unable to comment specifically on the qualifying exam and how it relates to the CEE graduate program objectives. It is not clear that the department administration certifies or maintains accurate records of qualifying exam results.

Some faculty felt the vision and strategic plan of the department needed updating. Previously this strategic plan focused on hiring, but the department might be well-served by expanding the focus beyond hiring plans when it next updates the its vision and strategic plan.

The six groups help accommodate the diversity of the department, but coordination across these groups might be useful to harmonize mentoring advice to young faculty, qualifying exams, and faculty hiring. Harmonization
across groups need not mean uniformity, but awareness of each group’s practices and perspectives might lead each to make positive adjustments.

**Recommendations**

1. We recognize the department has made substantial efforts to seek internal funds and raise external funds for necessary upgrades to the many department laboratories. These laboratories are essential to the department’s graduate program for both education and research. The department has realized the need for and has plans for continuing upgrades of these facilities, however significant financial support is required. We recommend that the department continue its earnest endeavors to procure funds for this essential activity, *advocating this as a priority for the department, college, and university.*

2. The Graduate Student Coordinator should maintain a presence at a location in or near the department headquarters. If her presence at the ME building location is also necessary, then an arrangement for splitting her time in the two locations should be considered.

3. The department should consider prioritizing fund-raising to support graduate fellowships.

4. The department should review the uniformity of TA assignments and address inequities in the TA assignment workloads.

5. As the department chooses to require a Ph.D. qualifying exam, the specific procedures and expectations need to be made clear, especially since these procedures and expectations vary by area. It would be appropriate to include this information in the CEE Graduate Program Handbook. Furthermore, the department administration should officially certify and record the results of qualifying exams.

6. The department needs to identify and carry out steps to increase the diversity of the grad student population with regard to targeted minorities.

7. The diversity of research areas, particularly with the Granger initiative, can make recruiting outstanding graduate students a challenge. The department should consider working together to pool experiences with non-traditional recruiting strategies. This could be particularly useful for new faculty who might not have a large network of peers that more senior faculty often use to identify graduate students.