: LEARNING ANALYTICS

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In Workflow

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Approval Path

1. Thu, 19 Mar 2020 21:05:03 GMT
   James Wollack (jwollack): Approved for ED PSYCH Dept. Approver
2. Wed, 15 Apr 2020 16:20:16 GMT
   Elizabeth Jach (ejach): Approved for EDU School Admin Reviewer
3. Wed, 15 Apr 2020 16:24:57 GMT
   Elizabeth Jach (ejach): Approved for EDU School Approver

New Program Proposal

Date Submitted: Thu, 19 Mar 2020 18:31:07 GMT

Viewing: : Learning Analytics

Last edit: Wed, 15 Apr 2020 16:22:53 GMT

Changes proposed by: ejach

Final Catalog

Rationale for Inactivation

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

Name
Carolyn Kelley - EDU

Proposal Abstract/Summary:

The world of education produces vast amounts of data that impacts teaching, learning, and policy. This named option is intended to help students break down this 'big data' into dynamic analyses that will help guide decisions and improvements in education. Coursework equips students with the foundational knowledge and skills necessary to successfully navigate the educational data mining landscape: a focus on both quantitative and qualitative courses provides balance and trains students to make calculated analyses and have meaningful conversations. Students will learn the theoretical perspectives on learning, cognition, and ethical decision-making, as well as practice applying and adapting analytic methodologies and tools. This 2-year program includes a capstone project that partners students with an educational organization, providing the opportunity to practice and present real-world data.

Graduates will be prepared to enter jobs working both within the education sector, such as independent education research organizations, education think-tanks and start-ups, textbook publishers, and education non-profits, and individual schools, districts, and state-level departments of education, as well as fields external to public education, such as online program management, international development organizations, the Department of Defense, corporate training, and assessment organizations.

Type of Approval
Governance Approval Needed

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

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

Basic Information

Program State:

Type of Program:
Named Option

Parent Program:
MAJ: Educational Psychology MS

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

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:
Graduate or professional

Who is the audience?

Parent Home Department:
Educational Psychology (ED PSYCH)

Home Department:

Parent School/College:
School of Education

School/College:

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

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

Parent is in the Graduate School:
Yes

Is this in the Graduate School?

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:
Learning Analytics

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

Named Options:
PROF ED: Professional Educator (MSPE)
283MSESSP: Edu Specialist in School Psych

283MSRSRCH: Research
Sub Plan 1152: No Title Found

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

Will this be offered as an additional major as well?

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

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

Is this a non-admitting master's degree?

Suspension and Discontinuation

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

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?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

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

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

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

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

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

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

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?

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.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Wollack, James	jwollack@wisc.edu		
Faculty Director	Shaffer, David	davidshaffer@wisc.ed	608/890-3443	Curriculum Advisor
Primary Contact	Rutledge, Julia	jrutledge@wisc.edu	414/227-3220	Program Developer
Primary Dean's Office Contact	Kelley, Carolyn	ckelley@wisc.edu	608/263-5733	

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

Departments
Statistics (STATISTICS)
Computer Sciences (COMP SCI)
Psychology (PSYCH)
School of Business (BUSINESS)
Information School (I SCHOOL)

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

Please explain.

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

Please explain.

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

Please explain.

Mode of Delivery:
Distance Education (100% online)

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

There are no lab courses required for the degree.

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

Upload proposal:

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

Upload proposal:

Parent has outside accreditation:
No

Will this program have outside accreditation?

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

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

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:
Summer 2021 (1216)

When will the application for the first term of enrollment open?

Fall 2020 (1212)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Start Term	Application Deadline MM/DD
Summer	04/30

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

2024

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

2026

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

Full development of course content will begin Summer 2020, including the filming of weekly lecture videos. Between 1 and 2 courses will be filmed each semester at least 9 months in advance of being offered in order to allow time for creative production steps. Marketing plans will be created and queued for implementation as soon as the governance process approves the plan.

Rationale and Justifications

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

This new named option in Learning Analytics (MLA) program is a direct reflection of the department's unique balance and skill in both quantitative and qualitative methods. The faculty have a strong background in learning analytics practices and this new program provides an opportunity to channel that into a targeted specialization. Other named options within the major, the M.S. named option in Professional Educator (MSPE) and the Educational Specialist in School Psychology, complement the MLA program to expand the

network of prospective students who are interested in pursuing a graduate degree in educational psychology. MSPE targets current working teachers, and the Educational Specialist targets future school psychologists. MLA targets students interested in analyzing learning, from the classroom level to the institutional level, who aspire to be future instructional designers, district or state-level analysts, educational assessment nonprofits, educational technology, etc.

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

The Department of Educational Psychology at UW-Madison is a leader in its field and on the forefront of new innovations and practices. Learning analytics is a growing domain that is garnering attention and resources at all levels of education (school, district, colleges and universities, state and federal Departments of Education), learning technologies and publishers, etc. And while the practice of learning analytics is getting widespread, the number of institutions offering training in learning analytics is still small. There is a niche, especially in the Midwest region, that can be filled by the leader in the field. Further, the specializations of the Department of Educational Psychology faculty directly transfer to a named option in Learning Analytics. Their expertise has already been established and the program will corral the department's strengths into a timely and strategic named option in Learning Analytics program.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

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

This program caters to new audiences not served by the department's current programming. Current masters students will most likely remain within their current program and not transfer into this new 131 program. However, it is a program into which UW-Madison undergraduates can transition and a program for which there is growing interest. The established enrollment goals are reasonable, and all courses are designed to be scalable, should there be a higher number of qualified applicants.

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

The Division of Continuing Studies performed a labor analysis in summer 2019 and determined that there is indeed a strong need for this program. From their report:
Bachelor's degrees are most commonly required for entry into jobs that are looking for candidates that have studied Learning Analytics. However, there are four times as many jobs than average looking for candidates with a master's degree, making this a good fit for a graduate program. Of the jobs that specify they are interested in candidates with a master's degree, most expect those candidates to have 0-5 years of experience. With the biggest buckets of job postings looking for 0-2 (33%) or 3-5 (48%) years of experience, a Learning Analytics master's program would be poised to accept the early professional audience. There are 20 times more job postings if instructional design skills are added to the search and the program ranks much more favorably among the existing portfolio of analytics and education programs. The most common occupations looking for candidates that match the report filter are all expected to grow about 10%. Jobs posted in 2017: 1,733. Jobs posted in 2018: 2,950.

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

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

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

The number of careers in data analytics is growing, and there are a plethora of institutions offering degrees that focus in business analytics. Careers in data analytics applied to learning and education are increasing, and there are only a small number of universities offering graduate programs to support this growth. As of 2019, only Georgetown and Columbia Universities offer an in-person, and Northeastern and American Universities offer an online, masters degree in learning analytics. and Brandeis, Northcentral, and University of North Dakota offer some sort of online certificate in learning analytics. There is a clear need for the program and a clear niche in the Midwest.
There are offerings at UW-Madison related to analytics, but outside the education domain. For example, the School of Business offers an MS in Business Analytics; the College of Engineering offers an online Masters in Engineering Data Analytics; the iSchool offers a capstone certificate in Analytics for Decision Making; MBA in Marketing Analytics and Insight. No current offering addresses analytics in education.

What is the rationale for this change?

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

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

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

Faculty and Staff Resources

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

Name (Last, First)	Department	Title
Shaffer, David	Educational Psychology (ED PSYCH)	Professor
Rau, Martina	Educational Psychology (ED PSYCH)	Associate Professor
Puntambekar, Sadhana	Educational Psychology (ED PSYCH)	Professor
Bolt, Daniel	Educational Psychology (ED PSYCH)	Professor
Rutledge, Julia	Educational Psychology (ED PSYCH)	Director

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

The Educational Psychology Department is committed to supporting faculty and staff with the appropriate time and tools needed. The department's Graduate Student Services Coordinator, Department Administrator, and Technical Support Specialist all have appointment percentages with the program and will be in touch with both faculty and students. The program's director will be the point of contact for students, faculty, instructors, and TAs. Because this is an online program, there will be instructional design support from DoIT AT throughout course development and program implementation.

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

Name (Last, First)	Department	Title
Lienau, Barbara	Educational Psychology (ED PSYCH)	Graduate Student Services Coordinator
Rutledge, Julia	Educational Psychology (ED PSYCH)	Director

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

The department's Graduate Student Services Coordinator is on staff to support students throughout the application and enrollment process. The program's director will work with students and be their touch point as they navigate through the curriculum. Formal faculty advisors will not be assigned, but students will be encouraged to discuss career planning, concerns, etc. with the program's director who may connect them to other staff or faculty, when appropriate.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

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.

Resources, Budget, and Finance

Is this a revenue program?
Yes

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

$1,000/credit

What is the rationale for selecting this tuition increment?

The School of Education typically charges $800-1,000 per credit for online programs. This program is in line with the limited number of other competitive programs; the closest competitor, American University, offers a 30-credit online MS in Instructional Design and Learning Analytics and charges $1,345 credit. The two in-person masters in learning analytics programs at Columbia University (32 credits) and Georgetown University (30 credits) charge $1,700 and $2,200 per credit, respectively. The two online graduate certificate programs at Brandeis University (15 credits) and Northeastern University (16 credits) charge $1179 and $600 per credit, respectively.

Will segregated fees be charged?
No

If segregated fees will not be charged, please explain.

This is an online program that will not utilize services supported by segregated fees.

Upload the proposal for market based tuition:

Provide a summary business plan.

The named option in Learning Analytics will have a tuition rate of $1000/credit, for a total of 30 credits per student. The program selected $1000/credit based on market analysis of peer institutions and expected program costs and revenue (see attached Online Tuition Request Form for a detailed explanation and competitive analysis).

The program projects long-term enrollment beginning at 15 students per cohort and increasing to over 50 students per cohort by year 8. As enrollment targets are met, projected revenue will be over $1 million annually after year 6.

The costs for this program are primarily for 1. course development (includes faculty and media production) 2. instructional staff (includes academic staff, external lecturers, and teaching assistants) 3. director role (full time) 4. administrative support of marketing and student advising. All instruction for this new named option will be funded through 131 funds. Research faculty will be paid for their MLA teaching through 131 funds but will otherwise be funded as previously through 101 funds.

All surplus revenue will initially be used to support new faculty lines, student scholarships, and professional development (see attached budget worksheet for how the department plans to invest the margin).The Educational Psychology Department Chair James Wollack and Administrator Jennifer Krug will manage funds and support budget planning and projections with support from the program's Director Julia Rutledge.

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

The program will be funded by tuition dollars. See attached budget spreadsheet. The budget spreadsheet demonstrates program support through Julia Rutledge serving as full-time Program Director. The planning document reflects a commitment of the department to designing the program with sufficient student support. In the event of enrollment increases, TAs would have to be added for managing higher enrollment in courses and additional program support would also be added via staffing.

What is the marketing plan?

Because this is a fully online named option for a worldwide industry, there is opportunity for a global audience. Targeted social media advertising will be paramount, as will Google Pay-Per-Click advertisements. This named option can also take advantage of Google Search ads (in-person programs normally do not). Key words will be determined with the support of the DCS labor analysis and deeper industry investigations into strategic terms. The marketing plan will also include utilizing search engine optimization (SEO) on a variety of web pages, capturing key word terms that will bring people to the program's pages.

Further, the plan includes pinpointing professional organizations and obtaining member lists for targeted email blasting, as well as having a physical presence at strategic conferences. There are a small number of conferences applicable to this named option, specifically the Learning Analytics and Knowledge annual conference, the Distance Teaching and Learning Conference held each year in Madison, and the Educational Data Mining annual conference.

The School of Education's marketing team is poised to begin working on developing the named option's campaign in summer 2020, with the goal to begin the campaign's implementation early in the fall 2020 semester.

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

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

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

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

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

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

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

This program will require resources (media production) to create and convert the courses to online format. These resources have been included in the 131 Budget Worksheet, which has been approved by the Dept, SoE, and DCS, with the Dean's commitment.

Are new Library resources needed to support this program?
No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

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

Students will be expected to pay their own tuition. 5% of the budget is allotted to scholarships or waivers for under-represented students or exceptionally strong students. There will also be some teaching assistant options available for students (2/semester have been budgeted). We intend to increase scholarship funds to MLA students with any revenue that is generated beyond expenses (first priority).

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

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

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

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

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

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

Curriculum and Requirements

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

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

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

- Educational Specialist in School Psychology (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/)
- Professional Educator (MSPE) (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-professional-educator-mspe-ms/)
- Research (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-research-ms/)

Guide Admissions/How to Get In tab

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

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

Requirements	Detail
Fall Deadline	The program does not admit in the fall.
Spring Deadline	The program does not admit in the spring.
Summer Deadline	April 30
GRE (Graduate Record Examinations)	Required

English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Admission's criteria for the MS Educational Specialist in Learning Analytics Named Option include:

1. A bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution is required. International applicants must have a degree comparable to a regionally-accredited U.S. bachelor's degree.

2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00 is required. Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master's degree.

3. Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score.

4. Reasons for graduate study/statement of purpose.

5. Curriculum vitae or resume.

6. GRE scores from within the previous 5 years.

7. Transcripts from previous institutions.

8. Letters of Recommendation

Describe plans for recruiting students to this program.

In looking at the next step beyond the marketing campaign (referenced above), student recruitment will focus on driving conversations with the Graduate School enrollment staff and creating a lead-nurturing campaign. A targeted campaign will also look on campus and within the UW system to pinpoint students in feeder programs, and graduates of feeder programs, and obtain as many lists of applicable students as possible for a targeted alumnae campaign.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	15
Year 2	35
Year 3	46
Year 4	57
Year 5	68

Maximum enrollment that can be supported with existing instructional and student services resources:

250

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

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

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/ #policiesandrequirementstext), in addition to the program requirements listed below.

Major Requirements

CURRICULAR REQUIREMENTS

Requirements	Detail
Minimum Credit Requirement	See Named Options for policy information.
Minimum Residence Credit Requirement	See Named Options for policy information.
Minimum Graduate Coursework Requirement	See Named Options for policy information.
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	Requirements The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	See Named Options for policy information.
Language Requirements	No language requirements.

Required COURSES

Select a Named Option (http://guide.wisc.edu/#namedoptions) for courses required.

Named Options

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

View as listView as grid

- Educational Psychology: Educational Specialist in School Psychology, M.S. **(**http://guide.wisc.edu/graduate/ educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/**)**
- Educational Psychology: Professional Educator (MSPE), M.S. **(**http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-professional-educator-mspe-ms/**)**
- Educational Psychology: Research, M.S. **(**http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-research-ms/**)**

Guide Requirements tab

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/ #policiesandrequirementstext), in addition to the program requirements listed below.

Named option requirements

Mode of instruction

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
No	No	Yes	No	No

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 and personal connections, while keeping your day job. 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 percent or more of the program work online. Some online 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 a rich, interactive learning environment. For more 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 completely online semester. For more information about the hybrid 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 on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

curricular requirements

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	30 credits
Minimum Graduate Coursework Requirement	30 credits
Overall Graduate GPA Requirement	3.00 GPA required
Other Grade Requirements	The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	No formal examinations are required. However, students complete an in-depth capstone project.
Language Requirements	No language requirements.

required courses

Code	Title	Credits
Summer I		
ED PSYCH 501	Thinking and Learning	3
Fall I		
ED PSYCH 525	Learning Analytics Theory and Practice	6
Spring I		
ED PSYCH/COUN PSY/CURRIC/ ED POL/ELPA/RP & SE 719	Introduction to Qualitative Research	3
ED PSYCH 761	Statistical Methods Applied to Education II	3
Summer II		
ED PSYCH 551	Quantitative Ethnography	3
Fall II		
ED PSYCH 575	Instructional Design for Learning Analytics	3
ED PSYCH 615	Conversations and Visualizations	3
Spring II		
ED PSYCH 695	Capstone in Learning Analytics	6

Total credits required:

30

Semesters to completion:

Parent Plan Graduate Policies

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

- Educational Specialist in School Psychology (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/)
- Professional Educator (MSPE) (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-professional-educator-mspe-ms/)
- Research (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-research-ms/)

Guide Graduate Policies tab

Graduate School Policies

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

NAMED OPTION-SPECIFIC POLICIES

PRIOR COURSEWORK

Graduate Work from Other Institutions

No credits from other institutions are allowed to count toward the degree.

UW–Madison Undergraduate

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

UW–Madison University Special

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

PROBATION

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

ADVISOR / COMMITTEE

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

The advisor for the MLA program is Dr. Julia Rutledge.

CREDITS PER TERM ALLOWED

12 credits

TIME CONSTRAINTS

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

GRIEVANCES AND POLICIES

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (https://doso.students.wisc.edu/bias-or-hate-reporting/)
- Graduate Assistantship Policies and Procedures (https://hr.wisc.edu/policies/gapp/#grievance-procedure)
- Hostile and Intimidating Behavior Policies and Procedures (https://hr.wisc.edu/hib/)
    - Office of the Provost for Faculty and Staff Affairs (https://facstaff.provost.wisc.edu/)
- Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
- Employee Assistance (http://www.eao.wisc.edu/) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (https://employeedisabilities.wisc.edu/) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (https://grad.wisc.edu/) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (https://conduct.students.wisc.edu/) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (http://www.ombuds.wisc.edu/) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (https://compliance.wisc.edu/titleix/) (for concerns about discrimination)

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

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

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

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

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

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

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

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

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

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

OTHER

Students in the MLA program are not permitted to hold assistantships with tuition remission.

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

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

Students are expected to complete the degree within 6 semesters (including summers) or two full years.

Provide detail on how breadth will be achieved.

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

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

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
Become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for research and practice in their chosen field of study.
Learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).

Identify key features of high-quality research or program implementation/evaluation in their chosen field.
Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
Learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

List the program learning outcomes.

Summarize the assessment plan.

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

This named option is specifically included in the overall assessment plan for the major by adhering to that plan's focus on knowledge, research and evaluation, communication, and ethical conduct and conducting assessments in-line with those described by the parent plan.

Approved Assessment Plan:

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

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.

Courses in the curriculum are numbered 699 or lower.

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

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

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

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

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

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

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

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

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

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

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

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

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

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

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

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

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

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

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

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.

Supporting Information

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

Name (Last, First)	Date of contact/ support letter received	School,College, or Department	Comment by contact person	On behalf of
Zhu, Jun	March 1, 2020	Statistics (STATISTICS)	Thank you for sharing our initial feedback with your steering committee. Your explanation makes good sense to me. I shared it with our faculty and there is no further comment/feedback for your March 9 faculty meeting.	

Berridge, Craig	February 20, 2020	Psychology (PSYCH)	I'd be happy to support this. I see little overlap in both the mission of our two programs and the instructional content.	
Siemsen, Enno	February 20, 2020	School of Business (BUSINESS)	Thanks! Looks exciting – me (or Ella Mae Matsumura, who is our Senior Associate Dean) will work on the letter of support.	Ella Mae Matsumura
Arpaci-Dusseau, Remzi	March 8, 2020	Computer Sciences (COMP SCI)	I would say that the program looks great, and good luck with it!	
Kim, Kyung-Sun		Information School (I SCHOOL)	As a general concept, it seems like it would be useful for UW-Madison to offer a distance-delivered program focused on learning analytics to serve working professionals in the education sector.	

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

stat-letter-educational-psych.pdf

Additional Information:

1152 MLA OnlineDistanceProgramTuitionRequestForm.docx
1152 MLA 131 Budget Worksheet - Seitz edits.xlsx

Approvals

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

Enter any notes about approval here:
Approved at the March 9, 2020 meeting of the Educational Psychology Department.

Entered by:
Elizabeth Jach
Date entered:
4/15/20

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

Enter any notes about approval here:
Approved at the 4/3/20 meeting of the SoE Programs Committee and the 4/15/20 meeting of the SoE Academic Planning Council.

Entered by and date:
Elizabeth Jach
Date entered:
4/15/20

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

Enter any notes about the approval here:

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

Effective Guide Edition:

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Reviewer Comments

Key: 1152