: CERTIFICATE IN GRAPHIC DESIGN

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IN WORKFLOW

1. ART Dept. Approver (drosenb1@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; ganser@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu)
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7. Registrar (sjgolueke@wisc.edu; wclipske@wisc.edu)

APPROVAL PATH

1. Fri, 08 Mar 2019 17:14:51 GMT
   Julie M Ganser (ganser): Approved for ART Dept. Approver
2. Mon, 06 May 2019 20:45:10 GMT
   Elizabeth A Jach (ejach): Approved for EDU School Admin Reviewer

NEW PROGRAM PROPOSAL

Date Submitted: Fri, 08 Mar 2019 17:10:02 GMT

VIEWING: : CERTIFICATE IN GRAPHIC DESIGN
LAST EDIT: MON, 06 MAY 2019 20:44:52 GMT

Changes proposed by: ganser

Final Catalog

Rationale for Inactivation

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

Name
Barb Gerloff - EDU

Proposal Abstract/Summary:

The Art Department has approved a second undergraduate certificate that focuses solely on Graphic Design. Graphic Design was previously one of five available focus areas within the general Certificate in Studio Art. However, the unexpectedly high demand for this particular focus area, particularly from students with little or no art/design background, has revealed several challenges that will be met by creating a separate certificate.
1. Given its association with the work world, the more specific transcript title will be more descriptive and meaningful to potential employers.
2. We will be able to place a grade requirement on preparatory courses.
3. As a stand-alone certificate, its requirements will be easier for students to understand.

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:

Certificate

Parent Program:

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:

Who is the audience?

Undergraduate

Parent Home Department:

Home Department:

Art (ART)

Parent School/College:

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

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:

Is this in the Graduate School?

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Certificate in Graphic Design

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

Named Options:

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

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	Rosenberg, Douglas P	drosenb1@wisc.edu	608/262-3380	
Faculty Director	Miller, Dennis A	dmiller3@wisc.edu	608/234-1720	Professor of Graphic Design and Typography
Primary Contact	Ganser, Julie M	ganser@wisc.edu	608/262-8831	Senior Admin Programs Specialist

Primary Dean's Office Contact	Gerloff, Barbara K	bgerloff@wisc.edu	608/262-4544	Assistant Dean/ Education Academic Services

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

Departments
Art History (ART HIST)
College of Letters & Science (L&S)
Communication Arts (COMM ARTS)
Design Studies (DESIGN ST)
Journalism & Mass Comm (J 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:

Face-to-Face (majority face-to-face courses)

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

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

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

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Fall 2020 (1212)

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

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

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.

The Art Department will work with Education Academic Services to include this program in School of Education information, and to develop a declaration process which must include a meeting with an advisor in the Art Department. Declaration forms will be submitted to Education Academic Services, who will then submit to Registrar's Office. The Art Department will send email notifications to students and other advisors.

RATIONALE AND JUSTIFICATIONS

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

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

Since 2013, Graphic Design has been included in the general Studio Art Certificate program. While this inclusion caused a welcome increase in enrollment, the label – Studio Art – seems to be confusing for some students because graphic design is not generally defined or recognized as a form of studio art. As a partial result, some students seem to have trouble locating graphic design within both the Art Department and the Studio Art certificate program. The purpose of a separate, stand-alone certificate program in graphic design would be to provide undergraduate students outside of the Art Department with a larger, more visible, more easily accessed opportunity to gain unique knowledge and skill sets specific to graphic design and typography. Students that successfully complete this program will graduate with a working knowledge of this key communications field that can be applied to their studies elsewhere in the university and to their careers after graduation.

One of the most important factors in requesting this new certificate: Given that graphic design is a specific skill valued by employers, students completing the graphic design focus often communicate a preference for "Certificate of Graphic Design" to appear on their transcript, rather than the more generic "Certificate in Studio Art." We believe this is a valid concern – one we can easily address with this new certificate proposal.

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

Graphic design is not simply manipulating software as a means of making things like fliers and posters. Graphic design is the practice of planning and projecting ideas and experiences with visual and textual content. The form of the communication can be physical or virtual, and may include images, words, or graphic forms. The experience can take place in an instant or over a long period. It can also be for any purpose, whether commercial, educational, cultural, or political. Based on that description, it's safe to say that every discipline on this campus utilizes some form of graphic design to disseminate its ideas and research. However, awkward, software-driven attempts at visual communication end up forming a barrier to working, teaching and learning. Greater access to graphic design courses, as delivered through a more visible, clearly defined graphic design certificate program, would be one small way to improve our collective ability to communicate with one another on this campus and with world outside it.

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.

Graphic design is already one of the most popular focus areas within the original Certificate of Studio Art. Out of 315+ students currently declared in the Studio Art certificate, 75-85 are completing the design focus. Many of these students express the desire for "Graphic Design" to appear on their transcripts.

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

Numerous journals now proclaim graphic design as one of the most sought-after careers by the millennial generation. Graphic design plays an important role at every level of contemporary culture. It is an inherently interdisciplinary practice. Both professionals and students in the field must operate in two, three, and four dimensions, often simultaneously. In current and future iterations of the field, graphic designers must function as the "fusion" between art, business, engineering, research, and science. Their abilities to think critically while working seamlessly across disciplines is what makes graphic design a relevant component in undergraduate study on this campus. Graphic design courses deliver skills and expertise that are in demand in the current marketplace for the practice of graphic design and related communications-oriented fields. Graduates of the certificate program will have experienced a range of forms and media that provide professional preparation, as well as the development of unique intellectual and visual voice. Graduating students will also possess the flexibility to adapt to a changing, unpredictable world and its communication needs where the methods of communication can be expected to evolve and expand. Skills related to graphic design and typography impact every other discipline on this campus and beyond. Students who gain these skills see positive results other areas of their studies. After leaving the university, young professionals have skill sets that help them to perform more effectively when asked to explain and/or disseminate their work.

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?

Rather than filling a gap, this highly successful focus area will benefit students and staff by becoming more visible to students, and more descriptive to potential employers. It will enable students to more easily locate graphic design as a certificate program, and will clarify the requirements of the program. This will also reduce the current workload for certificate advisors.

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
Miller, Dennis A	Art (ART)	Professor of Graphic Design and Typography
Ahn, Yeohyun	Art (ART)	Professor of Graphic Design
Nardi De Azevedo, Henrique	Art (ART)	Faculty Associate
Ganser, Julie M	Art (ART)	Senior Admin Programs Specialist
Jones, Shannon Rose	Art (ART)	Assoc Student Services Coordinator

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

Given that the Art Department has been offering and supporting a graphic design focus within its existing certificate, an increased need for financial support isn't anticipated. However, should this stand-alone certificate result in greater demand, the department will consider the feasibility of rearranging/reallocating 101 funds to support additional graphic design lecturer salaries. If this is deemed unfeasible, entrance to the certificate will be limited with additional eligibility requirements and/or a cap on enrollment. Facilities will be adequate, especially with the recent addition of new digital labs.

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

Name (Last, First)	Department	Title
Miller, Dennis A	Art (ART)	Professor of Graphic Design and Typography
Ahn, Yeohyun	Art (ART)	Professor of Graphic Design
Nardi De Azevedo, Henrique	Art (ART)	Faculty Associate
Ganser, Julie M	Art (ART)	Senior Admin Programs Specialist
Jones, Shannon Rose	Art (ART)	Assoc Students Services Coordinator

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

The Art Department currently advises students participating in the graphic design focus of the existing certificate. Although there may be some increase in participation, the addition of two graphic design faculty members as advisors will balance the workload.

Describe how student services and advising will be supported.

The Art Department recently added an academic staff member dedicated to advising students participating in the Certificate in Art Studio and Certificate in Graphic Design programs. Graphic Design faculty will hold office hours to advise their students.

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?

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:

Provide a summary business plan.

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

What is the marketing plan?

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

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.

Art has been supporting a graphic design focus within its existing certificate, therefore an increased need for financial support isn't immediately anticipated. Dean Diana Hess has long supported the expansion of Art's graphic design programs.

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.

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?

Undergraduates in all schools and colleges

List the specific schools and colleges.

Provide justification for the limits.

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

Yes

Which University Special students are eligible for the certificate?

Started as an undergraduate at UW-Madison, and graduated before completing the requirements.

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.

Art staff member screens lists of graduating students for completion of certificate. Students who graduate without completing the certificate will be notified by an academic advisor that finishing as a Special Student is an option. They are also asked to notify an advisor in the Art Department when they have completed all requirements. This information is communicated to the Student Status Examiner in Education Academic Services, who then notifies the Registrar's Office.

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.

Per Martin Rouse in ACSSS, we'll send an email to advising@dcs.wisc.edu with information about special student's certificate declaration.

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.)

Students are directed to notify an advisor in the Art Department when they have completed all requirements. This information is communicated to the Student Status Examiner in Education Academic Services, who then notifies the Registrar's Office.

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

DECLARATION PROCESS

Students intending to declare the Graphic Design Certificate must meet with the certificate advisor in the Art department. Students may declare this certificate program at any time during the academic year.

ELIGIBILITY

Undergraduate students in good academic standing, with a cumulative GPA of 2.50 or higher, and who have completed either ART 102 Two-Dimensional Design or ART 107 Introduction to Digital Forms with a grade of B or higher, may declare this certificate. University Special students are also eligible to complete this certificate, if they started at UW-Madison and graduated before completing the requirements. Auditors are not eligible.

Describe plans for recruiting students to this program.

The graphic design focus of the current art certificate is already very popular. When this new option appears on the list of certificates, within three years we expect to see a 25-30% increase in participation. This program will be added to the department's undergraduate programs webpage, to Education Academic Services sites, and to all university sites where lists of certificate programs are found. Information about this new program will be shared with all advisors and admissions counselors on campus. Marketing materials will include announcements about all new art programs, including this one.

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	50 (switching)
Year 2	70
	90

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

100

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

It is unlikely that enrollment will be much lower than anticipated, but much higher participation is very possible. The graphic design area is supported by an endowment, and the Art Department is committed to hiring additional lecturers and/or faculty, if necessary. Dean Diana Hess in the School of Education is highly supportive of growth in graphic design.

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.

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

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

The Graphic Design Certificate requires a minimum of 18 credits as distributed below. At least 12 credits must be completed in residence in the Art Department. Study abroad credits do not count toward the residency requirement.

Completion of the certificate requires a 2.75 grade point average across all certificate coursework.

Code	Title	Credits
To declare the certificate, complete either course with a grade of B or better		
ART 102	Two-Dimensional Design (preferred)	3
ART 107	Introduction to Digital Forms	3
After certificate declaration, complete both courses		
ART 346	Basic Graphic Design	4
ART 438	History of Graphic Design and Typography	3
After completing 346 and 438, complete at least 8 additional credits from the following		8
ART 458	Graphic Design for Branding and Identity	
ART 463	Information Graphics	
ART 465	Graphic Design for Packaging	
ART 467	Graphic Design for Posters	
ART 525	Advanced Typography	
ART 546	Graphic Design for Publications	
ART 556	Graphic Design for Interactive Media	
ART 558	Product and Service Development for Graphic Design	
ART 563	Graphic Design for Games	
ART 565	Typeface Design	
ART 568	Motion Typography	
ART 575	User Experience for Graphic Design	
ART 663	Graphic Design Practicum	

Total credits required:

18

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

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.

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

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Correctly recognize and identify important eras, developments, movements, and theories in historical and contemporary design practice.
2	Recognize, develop and consistently employ the elements and principles of effective graphic design and typography in their own studio work, and will recognize it in the work of other artists.
3	Demonstrate technical and conceptual proficiency and will apply critical thinking skills in order to contextualize their practice in the contemporary design arena.
4	Understand the steps, tools, and skills necessary for participating in professional activities pertaining to graphic design and typography.
5	Develop a strong work ethic driven by both logical and inventive working process.

Summarize the assessment plan.

Art 102 and Art 107 are foundation courses for the entire Art Department. Therefore, we intend to focus our assessment efforts on Art 346 and the 400- and 500- and 600-level courses. Our assessment plan will include one direct measure and two indirect measures. These measures will be collected and analyzed annually. Our approach to direct measure will be based on instructor permission to enroll, which is required for all of the 400- and 500-level courses except for art 438. Students will submit abbreviated portfolios of work, which will be reviewed by faculty. The purpose of these reviews is to assess individual student's grasp of basic concepts and technical expertise. For indirect measures, all advanced graphic design students, including the certificate students, will participate in an end-of-year exhibition of undergraduate student graphic design and typography. The purpose of the exhibition is to assess the overall state of the program, and to identify trends of success and failure within the program as demonstrated by the work. In addition, all advanced graphic design students, including the certificate students, will be required to participate in an annual portfolio review, during which they will have the opportunity to show their work to and receive direct feedback from professional graphic designers and illustrator who are working in this region. After the portfolio review, faculty will interview the professionals who participated in the portfolio review. The purpose of these interviews will be to determine how well (or not) students are performing from the perspective of the industry.

Approved Assessment Plan:

Assessment Plan for Undergraduate Certificate in Graphic Design_2019.pdf

RELATED PROGRAMS

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

Select Majors and Certificates, enter one per box. Use the green + to create additional boxes.
Art
Art Education

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.

Select Majors, enter one per box. Use the green + to create additional boxes.	Evidence
Communication Arts	Graphic design is chosen as a certificate focus for many Comm Arts majors. Credits from certificate apply toward L&S general electives.

Journalism	Graphic design is chosen as a certificate focus for many Journalism majors. Credits from certificate apply toward L&S general electives.
Business	Graphic design is chosen as a certificate focus for many Business majors. Credits from certificate apply toward general electives.
Biology	Graphic design is chosen as a certificate focus for many Biology majors. Credits from certificate apply toward L&S general electives.

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.

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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.

Yes

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

Yes

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.

Yes

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.)

Yes

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

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

Yes

Students must earn a minimum 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.

Yes

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

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.

Yes

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

Yes

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

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

Yes

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

Yes

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

Yes

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

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
Nadler, Steven M	03/22/19	Art History (ART HIST)		
Rengel, Roberto J	04/05/19			

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.

Memo of support for Art program proposals from Art History Chair.pdf
Art Department Graphic Design Support from DS.pdf

Additional Information:

APPROVALS

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

Enter any notes about approval here:

The department approved this certificate at their 2/27/19 meeting.

Entered by:

Elizabeth Jach

Date entered:

3/21/19

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

Enter any notes about approval here:

Entered by and date:

Date entered:

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

Enter any notes about the approval here:

Entered by:

Date entered:

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

Enter any notes about approval here:

Entered by:

Date entered:

FOR ADMINISTRATIVE USE

Admin Notes:

Guide URL:

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

Julie M Ganser (ganser) (Fri, 08 Mar 2019 17:14:37 GMT): On February 27, 2019, Art Department faculty and staff unanimously approved a Certificate in Graphic Design. Note: Noting individuals who support this proposal wasn't possible. The information was repeatedly deleted after entering and saving.
Maureen A N Bischof (mabischof) (Tue, 07 May 2019 00:01:22 GMT): Program learning outcomes and assessment plan reviewed and accepted.

Key: 1049