

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, March 5, 1998
1820 Van Hise Hall
Madison, Wisconsin
1:15 p.m.

Administrative items:

- a. Approval of the minutes of the February 5, 1998, meeting of the Education Committee.
- b. Report of the Senior Vice President for Academic Affairs.
 - (1) Presentation: *Teacher Preparation Issues*.
 - (2) Diversity Presentation:
 - (a) Business Panel;
 - (b) Update.
- c. Authorizations to recruit:
 - (1) Provost and Vice Chancellor for Academic Affairs, UW-Stout;
[Resolution I.1.c.(1)]
 - (2) Program Director, Center for Neuroscience, Medical School, UW-Madison.
[Resolution I.1.c.(2)]

Policy discussion items:

- d. New program authorizations:
 - (1) Master of Engineering, UW-Madison
(implementation);
[Resolution I.1.d.(1)]
 - (2) B.A., German Studies, UW-La Crosse
(implementation);
[Resolution I.1.d.(2)]

(Over)

- (3) M.S., Applied Leadership for Teaching and Learning, UW-Green Bay (implementation); [Resolution I.l.d.(3)]
- (4) B.S., Health Promotion, UW-Stevens Point (initial reading).
- e. UW-Extension Presentation: *Economic Impact of Extension Small Business Development Center Activities.*
- f. UW-Colleges Presentation.
- g. Information Technology Training.
- h. Update report
 - (1) 21st Century: Market Research.

Additional items:

- i. Additional items that may be presented to the Education Committee with its approval.

Closed session items:

- j. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. (Possible agenda items: Named Professor appointments, UW-Madison; base salary adjustment resulting in a salary above the Executive Salary Group six maximum, UW-Madison; authorization to hire at a salary above the Executive Salary Group Six maximum, UW-Madison.)

Authorization to recruit:
Provost/Vice Chancellor for Academic Affairs
University of Wisconsin-Stout

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for a Provost/Vice Chancellor for Academic Affairs.

Format A: REQUEST FOR AUTHORIZATION TO RECRUIT

Institution: University of Wisconsin-Stout

For Board of Regents Consideration on: March 1998

If proposed salary is above Group 6 maximum*, Regents' approval is required and this form must be received by the Chancellor's Office three weeks before the date of the Regents' meeting at which the request is to be considered; It should be filed with the Office of the Senior Vice President for Academic Affairs fourteen working days prior to such meeting.

Type of Request: [Check appropriate box(es)]

☒ 1. Tenure Involved

☐ 2. Proposed salary between 75% and 100% of the Group 6 maximum*

☒ 3. Proposed salary above Group 6 maximum*

1. Official University Title of Position: Provost and Vice Chancellor for Academic and Student Affairs

2. Division/College/School - Department/Project: _____

3. Description of Duties (attach page if necessary):

(see attached)

4. Intended length of appointment: _____

5. Recommended Salary Range: 100,000 - 112,000

6. Source of Funds: GPR

7. New Position Replacement ☒. If replacement, indicate name and salary of previous person:

- George DePuy

100,900

(name)

(salary)

8. Brief justification of Salary Range (attach comparable salary information from other institutions and comparable current salary information from the department or unit affected):

Salary range is commensurate with comparable provost salaries in the UW System.

9. Approved by:

(Dean/Director)

(date)

[Signature]
(Chancellor/Vice Chancellor)

2/16/98
(date)

10. Authorization to Recruit (Approved)(Denied) by the Regents/Vice President's Office:

(signature)

(title)

(date)

*The Executive Salary Group 6 Maximum is identified each year in the Annual Budget Instructions.

**PROVOST AND VICE CHANCELLOR FOR
ACADEMIC AND STUDENT AFFAIRS**

UNIVERSITY OF WISCONSIN-STOUT

RESPONSIBILITIES: The Provost and Vice Chancellor is the chief academic officer of the university and provides the leadership required to achieve the highest standards in teaching, scholarship, creative activities, and student services. The Provost and Vice Chancellor provides intellectual and ethical leadership and serves as an educational catalyst; is a key participant in all major university policy-recommending bodies and is responsible for working with diverse constituencies in establishing, coordinating, and implementing academic goals, educational policy, curriculum planning and development, program review, funding support, resource allocation; administers areas of student services involving recruitment, admissions, registrations, advisement, counseling; maintains liaison in academic affairs with other institutions in higher education; and assists in developing and maintaining relationships with business, industry, and the local community. Reporting directly to the Provost and Vice Chancellor shall be the Associate Vice Chancellor, Academic Deans, Dean of Students, and Director of Continuing Education and Summer Session. As deputy, the Provost and Vice Chancellor is the ranking executive officer of the university in the Chancellor's absence.

QUALIFICATIONS: Candidates must possess an earned doctorate from an accredited institution, should have at least four years of university administrative experience at the level of dean or above, should have held a tenured faculty appointment, and should have excelled in teaching and scholarship. A qualified candidate should have demonstrated leadership skills in fostering outstanding teaching, scholarship, creative activity, service, and faculty development. The record should document appreciation of collegiality and the role of faculty, staff, and students in university governance. Must have a demonstrated commitment to diversity and principles of affirmative action and equal opportunity. Candidates should have demonstrated leadership in academic planning, the formulation and articulation of university goals, and the importance of outreach activities. Experience is essential in the development, formulation, and allocation of resources and in the preparation of budgets. Understanding of the mission of a specialized institution, and administrative experience in a multi-campus system are also desired.

Senior Executive Salaries for 1997-98

(Includes October 1, 1997 Pay Plan Adjustments and January 1, 1998 Performance Recognition Awards and Market Adjustments)

<u>Senior Executive</u>	<u>Peer Median 1996-97</u>	<u>Peer Median 1997-98 (96-7+4%)</u>	<u>1997-98 Regent Salary Range</u>			<u>ESG 10 Maximum</u>	<u>Current Salary</u>	<u>Market Need (Regent Midpoint)</u>
			<u>Minimum</u>	<u>Midpoint</u>	<u>Maximum</u>			
Vice Chanc (MSN) John Wiley	\$ 172,550	\$ 179,452	\$ 153,431	\$ 170,479	\$ 187,527	\$ 140,323	\$ 139,000 ³	\$ 31,479 (22.6%)
Vice Chanc (MIL) Ken Watters	\$ 144,200	\$ 149,968	\$ 128,223	\$ 142,470	\$ 156,717	\$ 140,323	\$ 121,300	\$ 21,170 (17.5%)
Vice Chancellors	\$ 106,056	\$ 110,298	\$ 94,305	\$ 104,783	\$ 115,261	\$ 140,323		
Miller (EAU) [Interim 1-8-98]							\$ 100,500 ⁴	\$ 4,283 (4.3%)
Cohen (GBY)							\$ 104,000	\$ 783 (0.8%)
Lambert (LAC) [6-1-97]							\$ 103,500	\$ 1,283 (1.2%)
Larson (OSH)							\$ 105,000	\$ 0
Ostheimer (PKS)							\$ 102,000	\$ 2,783 (2.7%)
Curtis (PLT) [Interim 1-14-95]							\$ 104,000	\$ 783 (0.8%)
Milam (RVF)							\$ 105,000	\$ 0
Meyer (STP) [5-15-97]							\$ 102,000	\$ 2,783 (2.7%)
DePuy (STO)							\$ 100,900	\$ 3,883 (3.8%)
Schelin (SUP) [8-1-97]							\$ 100,500	\$ 4,283 (4.3%)
Davis (WTW) [Interim 8-1-97]							\$ 100,500	\$ 4,283 (4.3%)
Wunsch (COL)							\$ 99,300	\$ 5,483 (5.5%)
Rielly (EXT)							\$ 107,000	\$ 0

January 14, 1998
Senior Executive Salary Adjustments

³ Vice Chancellor Wiley's salary rate is effective November 1, 1997.

⁴ Former Vice Chancellor Smelstor's salary for the period January 1 - 7, 1998 was \$104,000.

Authorization to recruit:
Academic Program Director
Center for Neuroscience, Medical School
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to recruit for an Academic Program Director, with faculty back-up, Center for Neuroscience, Medical School, at a salary that may exceed the Executive Salary Group Six maximum.

Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: March 6, 1998

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: Check ☒ appropriate box(es).

- ☒ 1. Proposed salary above Group 6 maximum*
- ☐ 2. Provost/Vice Chancellor/Dean recruitment
- ☐ 3. New modified Chancellor title

1. Official University Title of Position: Academic Program Director, with faculty back up

2. Division/College/School - Department/Project: Medical School - Center for Neuroscience

3. Description of Duties:

See attached description.

4. Recommended Salary Range & Basis: A \$80,000-150,000 + UWMF

5. Source of Funds: 101, 133, 144

6. New Position X Replacement _____. If replacement, indicate name and salary of former incumbent:

(name)

(salary)

7. Brief justification of Salary Range:

The salary range will enable recruitment of an established leader in Neurosciences, with vision and scientific strength to develop a campus-wide center.

8. Approved by:

P. Farrell
(Dean/Director)

2/20/98
(date)

[Signature]
(Chancellor/Vice Chancellor)

2/20/98
(date)

9. Authorization to Recruit (Approved / Denied) by the Regents/Vice President's Office on _____

(signature)

(title)

QUALIFICATIONS: Ph.D. and/or M.D.

RELEVANT WORK EXPERIENCE:

They will have made nationally recognized contributions to neuroscience and be directing an ongoing research program. Administrative skills will play an important part in the director's role.

DESCRIPTION OF VACANT POSITION:

The University of Wisconsin-Madison has developed a new structure for an interdepartmental, campus-wide Center for Neuroscience and invites applications and nominations for the position of Director of the Center. The Center will include neuroscientists working in 30 (plus) departments in several schools and colleges of the Madison Campus. The Director will report to the Medical School Dean and through him/her to all of the Campus deans concerned with the Biological Sciences. The Director, working with a Steering Committee that is broadly representative of neuroscientists on the Madison Campus, and with the relevant Deans, will be responsible for: developing and coordinating graduate and undergraduate teaching programs on the Madison Campus; defining, on a continuing basis, the medium to long term strategy for development of neuroscience on the Madison Campus; ensuring that faculty recruitment generally accords with this strategic plan; and developing interdepartmental research programs that will attract external funds. **The role in recruiting faculty will evolve to allow the Director to facilitate and coordinate recruitment in relation to Campus needs.** It will be the Director's responsibility to see that appropriate committee structures are in place and that lines of communication between departments, deans and the Center are open for the necessary discussion of curricular, strategic and research planning. The University wishes to see links between the clinical sciences and the basic sciences strengthened in research and in graduate and undergraduate teaching programs. Emphasis is placed on an integrative, facilitative role in achieving comprehensive excellence. **The tenure home will be in a department of the Medical School appropriate to the candidate's background and interests with a possibility of a joint/affiliate appointment in another school or college.**

100014

MEDICAL SCHOOL – Center for Neuroscience
ACADEMIC PROGRAM DIRECTOR (also tenured faculty)

Necessary to attract candidates at this level. Peer group salaries are based on data from the Association of American Medical Colleges for CHAIRS WITH M.D. or Ph.D. DEGREES in PUBLIC U.S. MEDICAL SCHOOLS as of September 1996. The 20th to 80th percentile for Chairs in the basic sciences requiring a M.D. is \$135,000 to \$213,000 with a mean of \$174,300 and requiring a Ph.D. is \$108,000 to \$150,000 with a mean of \$128,800. Using an inflation rate of 4% for 1997-98, the ranges would be \$140,400 to \$221,520 with a mean of \$181,272 for M.D. and \$112,320 to \$156,000 with a mean of \$133,120 for Ph.D.

New Program Authorization
Master of Engineering
University of Wisconsin-Madison

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master of Engineering program.

March 6, 1998

Agenda item I.1.d.(1)

**NEW PROGRAM AUTHORIZATION
MASTER OF ENGINEERING PROGRAM (MEngr)
UW-MADISON
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program review (ACIS-1.revised), the new program proposal for a Master of Engineering (MEngr) is presented to the Board of Regents for implementation. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

The proposed program will add a Master of Engineering degree to each existing major in the College, including the newly renamed Engineering major (formerly Engineering without designation). Hence this program will involve all departments in the College, either acting on their own or in conjunction with other departments in the case of interdisciplinary degrees. In some instances, other Colleges will also participate.

The College of Engineering has offered Master of Science degrees for decades. These have historically been research-oriented degrees, typically requiring a thesis. Increasingly, though, the Master of Engineering is becoming an entry-level degree for students interested in preserving the widest possible options throughout their engineering careers. Employers desire students with focused study in specialized areas. It is difficult to supply students with those skills at the Bachelor's level, given other important needs, such as maintaining breadth in the Liberal Arts and thoroughly covering the fundamentals in math, computer science, chemistry, and physics. Hence, the College of Engineering would serve both students and employers well by providing specific programs focused on practice-oriented Master's degrees. In addition, "high tech" companies are finding that their employees require continuing education to keep up with the latest technology and maintain their competitiveness. To serve these needs, it is proposed to implement a series of Master of Engineering degrees, which will be specialized terminal degrees, following a Bachelor's degree in one of our traditional majors. The topics emphasized by these programs are expected to shift fairly rapidly as the relevant industrial practices evolve.

This proposed degree program fits well with UW-Madison's plans for the future. In his recently published "A Vision for the Future," Chancellor David Ward states that the *Wisconsin Idea* must be updated by viewing the university as a partner with industry.

REQUESTED ACTION

Approval of Resolution I.1.d.(1), implementing the Master of Engineering Program, UW-Madison.

DISCUSSION AND RECOMMENDATIONS

Program Need

Planning for this program began as a result of desires expressed by Wisconsin industries and is an attempt to offer programs consistent with their needs and with the university's goals for academic excellence. In particular, technical industries within Wisconsin and in neighboring states have expressed a need for more advanced, practice-oriented training for engineers in order to maintain the technical competence of their work force. It is proposed to meet this need by creating a terminal graduate degree in engineering with a series of options available for advanced specialization that will prepare students to work in this challenging environment. This degree is designed to meet the needs of this changing environment with options focused on specific areas and with the ability to shift focus as industrial needs change. Three proposals are currently in hand for options under this program and faculty in the College have expressed an interest in approximately six other areas.

Demand for these programs will vary. Each option under the Master of Engineering program will have a different audience and, thus, the class sizes will differ. Typical programs will likely have somewhere between 10-30 students in a graduating class, but this does not preclude the creation of larger programs. Some programs will consist largely of students who begin graduate study immediately after completing their undergraduate work, while others will consist largely of practicing engineers who study part-time and work full-time as practicing engineers. The focus of the various programs is expected to shift fairly rapidly as technologies and engineering practices evolve.

Comparable Programs

There are no comparable programs elsewhere in Wisconsin. There are Master of Science programs in Engineering at UW-Milwaukee (UWM) and Marquette University. There are Bachelor of Science programs at UW-Platteville, UWM and UW-Stout. No Wisconsin university or college offers a Master of Engineering degree.

Outside of Wisconsin, there are practice-oriented Master of Engineering programs at the University of Michigan, Massachusetts Institute of Technology (MIT), the University of Minnesota, Rensselaer Polytechnic Institute (RPI), North Carolina State University, and elsewhere. These are all terminal degrees leading to professional practice of the discipline. The programs at RPI and NC State are given both on campus and at a distance. The others are strictly on-campus degrees.

For comparison, the parallel program at the University of Michigan offers Master of Engineering degrees in 12 areas and these programs had an enrollment of 142 students in 1997. At that time, the largest program (Manufacturing) had 49 students and the smallest (Optical Engineering and

Ultrafast Technology) had none. The total enrollment in these programs has increased each year, with 85 students enrolled in 1995, 108 in 1996, and 142 in 1997.

Program Description and Evaluation

The College proposes to add a Master of Engineering degree to all of its majors, including Engineering (formerly Engineering without designation). Initial proposals already prepared are for Master of Engineering degrees in Professional Practice, Technical Japanese, and Polymer Engineering and Science. Each option designed for this program will be customized for the discipline, but they must conform to a template created by the College. The proposed guidelines for all Master of Engineering degrees are outlined below.

A Graduate Program Committee within the College will review proposals for new options and will administer the programs of the graduating students. The Graduate School will approve options as they are proposed by the College. The College will then be allowed to admit students directly to that program and students will not have to file individual programs with the Graduate School. Transcripts will reflect the degree designation, including the option. The diploma will reflect only the degree designation. These degrees should have a separate entry in the Graduate Catalog, alongside the other Engineering degrees.

The template for the Master of Engineering degrees is outlined below. This template establishes minimum requirements; individual programs may be more restrictive but not less restrictive.

- Degree requirements and admissions will be consistent with those in place for the MS degree.
- Students must take a minimum of 24 credits, with at least 12 taken in the College of Engineering.
- No more than 12 credits can be transferred from other universities or colleges.
- At least nine credits must be 500-level or above.
- Students lacking appropriate work experience in their chosen field must include at least six credits of engineering professional practice. The form of this requirement will vary from program to program, but will typically consist of projects carried out in conjunction with Wisconsin industry. The Graduate Program Committee will ensure the consistency of this requirement in collaboration with the program faculty.

Students typically will be expected to complete their course requirements within two semesters of equivalent full-time study. Professional practice requirements often will be completed during the summer months, so a typical degree program will be completed in approximately one calendar year.

Faculty will carry out ongoing assessment of student learning using a variety of written and performance measures. Regular feedback will be solicited from students, graduates and employers to assist the faculty in assessing the overall success of the program.

Below is a sample curriculum taken from the soon-to-be-proposed Master of Engineering in Polymer Engineering and Science:

- Twenty four credits of Approved Polymer Engineering and Science Courses are required beyond the BS degree.
- At least 18 credits must be Formal Lecture or Laboratory Courses.
- At least six credits must be Formal Lecture or Laboratory Courses numbered 600 or higher.
- At least three credits must be Formal Lecture or Laboratory Courses numbered 700 or higher.
- No more than six credits of Independent Study and no more than two credits of Seminar are allowed.
- No transfer credits are allowed.

Personnel

Many faculty members will be involved in each of these programs. No new faculty positions are being requested and few new courses would be developed. It is expected that courses will be modified to reflect current practices as different Master of Engineering degree programs are developed. The College will create a Graduate Program Committee to oversee the creation and management of each of the Master of Engineering programs. No new academic or classified positions will be necessary. An office already administering M.S. degrees in the College will administer each program.

Academic Support Services

In general, no additional load will be placed on the library, computing, laboratory or audio-visual infrastructures already in place in the College. In some cases, programs provided via distance education will require assistance with the delivery technologies and with funding the delivery mechanisms. Those programs will have to procure such funding before they will be approved.

Facilities and Equipment

Again, no significant equipment will be required for these courses. Proposed programs having such requirements must procure funding before the Graduate Program Committee will approve the program.

Finance

No funding is requested for these new programs. No new courses are planned for on-campus Master of Engineering degrees. Thus, there are no additional costs incurred as a result of the creation of the Master of Engineering degrees. These courses will have an increased enrollment, but the cost will be offset by the increased tuition.

For the options offered primarily at a distance, it is not expected that costs associated with course development and delivery will be incurred. In these cases, proposals for new programs will have to develop business plans

and show mechanisms for supporting these costs before the program will be approved by the College Graduate Program Committee.

RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-Madison be authorized to implement the Master of Engineering program.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

New Program Authorization
B.A., German Studies
University of Wisconsin-La Crosse

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.A. in German Studies.

03/06/98

Resolution I.1.d.(2)

**NEW PROGRAM AUTHORIZATION
B.A., GERMAN STUDIES
UW-LA CROSSE
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program review (ACIS-1.revised), the new program proposal for a Bachelor of Arts in German Studies is presented to the Board of Regents for implementation. The proposed program reflects major changes in the study of German over the past twenty years and is the result of the combined efforts of faculty from several disciplines. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

UW-La Crosse requests authorization to offer a major program in German Studies for a number of reasons: (1) to offer a multidisciplinary and interdisciplinary program of study in German area studies; (2) to offer a program of language study which meets the needs and interests of today's students; (3) to provide instruction in German which will result in the highest level of linguistic and cultural proficiency possible; (4) to allow UW-La Crosse students in German to complete their degrees at La Crosse; and (5) to create a German program that responds to the challenges of higher education in a time of fiscal constraints.

REQUESTED ACTION

Approval of Resolution I.1.d.(2), implementing the B.A., German Studies, UW-La Crosse.

DISCUSSION AND RECOMMENDATIONS

Program Goals and Objectives

The goal of the proposed program is to meet the needs of contemporary students who desire to gain proficiency in the German language, study the contemporary German-speaking world from cultural, historical, economic, literary and political perspectives, and who wish to experience life in a German-speaking country.

Upon completion of the Bachelor of Arts in German Studies, students will be able to communicate effectively with native speakers of German, and will be familiar with the educational, political, business and social structures in German-speaking countries as well as with the major historical events that have shaped these societies. Graduates will be equipped to do graduate work in German and/or in German Studies, to teach German in the public schools, and to work in areas such as international business, journalism or government. Graduates will have sufficient cultural proficiency to live and work successfully in a German-speaking environment.

Program Description

The proposed German Studies major at UW-La Crosse will be housed in the Department of Foreign Languages in the College of Liberal Studies. It will be a broad-based program designed to enhance the study of foreign languages and the international studies component of the curriculum. The multidisciplinary and interdisciplinary nature of the program is reflected in the fact that the instructional core of the proposed program will include two professors of German in the Department of Foreign Languages, one half-time teaching academic staff in Foreign Languages, and faculty from the departments of History, Geography and Earth Science, and Political Science. In addition to courses taken in these departments at UW-La Crosse, students are required to have either an approved work experience or an approved study experience in a German-speaking country and to meet well-defined levels of proficiency. Students will earn academic credit toward the major during their approved study or work experience abroad.

The major requires the completion of 36 credits, 27 in German language courses at the 300-400 level and nine in history, geography and political science. Students will be expected to demonstrate proficiency in German at the Intermediate High level, as defined by the guidelines of the American Council on the Teaching of Foreign Languages. Students must also complete a student portfolio and have a cumulative Grade Point Average of 2.75.

Students who begin their study of German at the university can complete degree requirements in eight semesters by taking two or three courses in the major each semester and by carefully planning their experience abroad. Students who study at UW-La Crosse's exchange university in Oldenburg, Germany will receive from 12 to 20 credits in German. Students electing to do an internship would also receive academic credit toward the major. The nine credits required outside the Department of Foreign Languages have no prerequisites.

Need

Interest in German at UW-La Crosse is strong, as reflected in enrollment data for the German minor. Participation in the German minor program has grown from 16 students in 1992 to 29 in 1997. German is strong enough to expand the program to a major.

Projected enrollments for the next five years are as follows:

	Majors	Minors	Graduates in GS major
Year 1:	15	15	1
Year 2:	17	15	3
Year 3:	20	18	8
Year 4:	20	20	10
Year 5:	22	20	12

Strengths And Unique Features

The German Studies major contributes to the curriculum through the development of German Across the Curriculum. To do this, the program requires three courses in departments outside the Department of Foreign Languages and requires students to do complementary readings in German in the disciplines of history, political science and geography while taking the courses outside the

Department of Foreign Languages. Also, where faculty in history, political science and geography have German language skills, students will have the option of writing papers and doing research in German. In addition, two courses in the German curriculum have interdisciplinary aspects. One course is a survey of German geography, history and political life, while the other focuses on the German business community. Students studying in Oldenburg have the opportunity to use their German skills to take courses in business, the liberal arts and the sciences.

The required work or study experience in a German-speaking country is essential to the program. Students will gain proficiency along with academic credits in German. The linguistic and cultural knowledge gained by this experience cannot be duplicated in the classroom. This requirement is in accord with the current requirement by the Department of Public Instruction for certification to teach a foreign language.

Internship experiences offered through the Office of Career Services, the Office of International Education and the Council on International Educational Exchange will provide students with opportunities to gain work experience in a German-speaking environment. The Council on International Education Exchange is a non-profit organization that enjoys the approval and the support of the German government. The program allows U.S. students with German skills to obtain work in Germany for a period of three to six months. German faculty and the Director of the Office of International Education must approve any work-study experience.

Students studying at the exchange university in Oldenburg, Germany will take courses in German for foreign students as well as general courses in the university. The exchange coordinator in the Center for U.S. and Canadian Higher Education oversees a number of support services for UW-La Crosse students while in Oldenburg. Innovations such as the Buddy Program ensure that UW-La Crosse students have support and immersion in the German culture. One of the unique features of Oldenburg is that American students share rooms or apartments with German university students. Other support programs in Oldenburg offer opportunities for international students to meet and talk with German students and to participate in clubs, sports, and religious and cultural activities.

Collaboration

Collaboration with the Departments of History, Political Science, and Geography and Earth Science is an integral part of the German Studies major. Collaboration with the university in Oldenburg is already underway and an official document outlining the responsibilities of both universities has been signed.

External Review

Two consultants have reviewed the proposal and discussed it with representatives of the program at UW-La Crosse. Both have fully endorsed the program as excellent.

One reviewer requested clarification of the interdisciplinary aspect of the proposed program. The institution's response pointed out that German Across the Curriculum involves the use of German in non-language courses. A second concern had to do with the absence of any Business courses in the program. The concern was satisfied by making clear the possibility for

students to minor in International Business and by indicating that a course on business German is currently available to students. One reviewer asked for and received assurance that everything needed to place students in internships abroad is already in place at UW-La Crosse.

Comparable Programs

The proposed program would be the only major in German available to students in west central Wisconsin. German programs at other UW System universities, including UW-Eau Claire, UW-Green Bay, UW-Milwaukee, and UW-Oshkosh, reflect in large part traditional programs of study, with emphasis on literature and survey courses in culture. The German major at UW-Madison offers three concentrations. The concentration in Cultural Studies comes closest to the UW-La Crosse proposal, since it offers three courses in German cultural history. UW-Parkside offers a German Studies program, with courses outside the Foreign Language Department available with permission of the student's advisor. The multidisciplinary nature of the program as well as the emphasis on German Across the Curriculum make the German Studies major at UW-La Crosse unique.

Resource Needs

Costs for the proposed program will be reallocated by UW-La Crosse. Estimated annual costs are as follows:

CATEGORY	ESTIMATED ANNUAL COST
Faculty	\$ 106,576
.50 FTE, New Ad Hoc Instructor	\$ 19,767
.33 FTE secretarial support	\$ 9,300
Supplies and Expenses	\$ 3,385
Total	\$ 139,028

RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-La Crosse be authorized to implement the B.A., German Studies.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review (November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

New Program Authorization
M.S., Applied Leadership for Teaching and Learning
University of Wisconsin-Green Bay

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Applied Leadership for Teaching and Learning.

**NEW PROGRAM AUTHORIZATION
M.S., APPLIED LEADERSHIP FOR TEACHING AND LEARNING
UW-GREEN BAY
(IMPLEMENTATION)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with Governor Thompson's expressed support for national certification for Wisconsin's teachers (1998 State-of-the-State-Address) and the procedures outlined in Academic Planning and Program Review (ACIS-1 revised), the new program for a Master of Science (M.S.) in Applied Leadership for Teaching and Learning is presented to the board for implementation. If approved, the program will be subject to regent-mandated review to begin five years after its implementation. The review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

UW-Green Bay requests authorization to offer a Master's degree in order to meet the growing demands in its region. While Northeastern Wisconsin is one of the fastest growing regions in Wisconsin, many area school administrators have expressed concern that there are no master's degree programs which provide a high-quality, cohesive graduate experience for the over 7,000 PK-12 educators.

According to the National Commission on Teaching and America's Future, a "blue-ribbon" group of 25 nationally recognized leaders funded by the Rockefeller Foundation and Carnegie Corporation, the key to improving and transforming schools is to improve and transform the preparation and ongoing development of teachers. In 1995, representatives from the University of Wisconsin-Green Bay entered into discussions with administrators from the Green Bay Area School District. These interactions evolved over the next year and resulted in the establishment of a formal partnership: Partnership for Learning. Membership in this Partnership expanded to include representatives from business and community groups as well as the 37 school districts in the CESA 7 region.

Other discussion groups evolved from the Partnership for Learning activities. One group, made up of local district administrators and UW-Green Bay faculty and administrators, began to discuss establishing a formal partnership between the university and local schools for the purpose of improving student learning through the restructuring of teacher preparation.

The proposed M.S. in Applied Leadership for Teaching and Learning is the result of work conducted during the summer and fall of 1997 by a core working group. This group was composed of two area teachers and three UW-Green Bay faculty and an advisory group of over 40 individuals, with representatives from business, area school districts, and the community.

REQUESTED ACTION

Approval of Resolution I.1.d.(3), implementing the M.S., Applied Leadership for Teaching and Learning, UW-Green Bay.

DISCUSSION AND RECOMMENDATIONS

Program Goals

The M.S. in Applied Leadership for Teaching and Learning is an innovative, competency-based program for teachers working in PK-16 educational settings. The courses and experiences offered within this program are designed to provide teachers with the critical knowledge, skills, and dispositions necessary to promote effective educational reforms that result in quality teaching and learning.

The National Board of Professional Teaching Standards (NBPTS) was established in 1987 as the first professional body to set standards for teachers. These standards, based on current research on effective teaching, have been explicitly supported by Governor Thompson and will be used as a foundation for the development of the program's curriculum and associated competencies. One external consultant stated: "The strengths of this design are its foundation in the National Board for Professional Teaching Standards and its vision of an individualized, competency-based program to meet the diverse requirements of the prospective teachers in the Green Bay region."

Program Description

The M.S. in Applied Leadership for Teaching and Learning is designed for individuals who are actively teaching within PK-16 educational settings. The degree will require a minimum of 30 credits. Twenty-one credits will be required within the "*Common Core*." In addition, teachers will select a nine-credit focused "*Area of Emphasis*."

This degree has a heavy emphasis on research-based practices. Each teacher participating in this program will design, implement, and evaluate a classroom- or school-based research project. The purpose of this systematic line of inquiry, commonly referred to as "action research," is to allow teachers to gain the knowledge and skills necessary to make data-based decisions about improving instructional practices. This research project will become the focus for the thesis that is required for the Master's degree.

Applicants to the program who have successfully completed relevant graduate course work elsewhere could transfer a maximum of nine credits into the UW-Green Bay program. Relevant courses would be those that parallel the competencies included in the required *Common Core* and/or within an approved *Area of Emphasis*. Successful completion would include official transcripts with a minimum GPA of 3.0.

To earn the Master's degree, learners will be expected to demonstrate their competence within all areas of the *Common Core*. Assessment will include

a variety of authentic, performance-based measures, as well as the summative requirements of a thesis and professional portfolio. The thesis will provide the scientific, written documentation of the classroom- or school-based action research study that was designed, implemented, and evaluated by the learner. The portfolio will contain representative work samples from program course offerings and related experiences that demonstrate the learner's ability to apply knowledge for the purpose of improving the learning of his/her students.

A variety of program assessment tools will be developed to evaluate the effectiveness of the program in facilitating the attainment of learner outcomes. For example, the use of exit interviews with graduates and students who may leave the program before completion will be conducted by representatives from the university placement office. Alumni survey instruments, employer surveys, grade analysis, pre-post tests, and other measures (such as the National Board of Professional Teaching Standards assessment) also will be employed in an effort to assess the effectiveness of the program. Throughout the program, formative assessment procedures will be used to provide feedback that will allow for continuous improvement of the program.

Need

The service area of the University of Wisconsin-Green Bay encompasses 20 percent of the population of Wisconsin. Characteristics of the region which promote the student demand for the M.S. in Applied Leadership in Teaching and Learning include:

- Northeastern Wisconsin, one of the fastest growing regions of the state, currently employs 7,000 PK-12 educators (CESA 7 region). All teachers in the area are required to engage in graduate studies and many wish to pursue a Master's degree to enhance their skills and move them ahead in their career. Teachers in the CESA 6 and 8 service areas may also be a likely audience for this program, since no other local programs serve their needs.
- School districts throughout the Northeast region expect significant retirements among classroom teachers within the next five years, with some districts calculating a loss of 20-30 percent of all teachers. Teachers hired as replacements will include many new baccalaureate graduates who will begin seeking advanced studies and graduate degrees shortly after their initial employment.
- Regional administrators have explicitly expressed their desire to have a quality Master's degree program in the region. It is their belief that many of the graduate offerings which have been "brought in" by various public and private institutions do not offer the rigor or the coherence consistent with a quality Master's degree level of professional development.

Uniqueness of Program

The UW-Green Bay program has a decidedly unique structure that includes:

- an emphasis on learner-centered competencies (grounded on the NBPTS standards);
- flexible scheduling;
- site-based learning;
- action research;
- a commitment to diversity manifest throughout the curriculum, and in the recruitment of students and faculty; and
- broadly conceived partnerships.

In its content and form, the proposed program adds the distinct aspect of examining organizational behavior for the purpose of changing the very structure of our educational institutions. An external evaluator concluded, "as more and more schools, districts, and states are embracing reform, the understanding and incorporation of change will become an intricate part of the teacher's role in the classroom and education community. The teachers who understand the fundamental needs for change, the professional development required, and the management of reform in the classroom will be the true educational leaders in the 21st Century."

Projected Enrollment

Year	Cohorts Admitted (20 students per cohort)	Total Students Enrolled
1 (1998-1999)	1	20
2 (1999-2000)	3	80
3 (2000-2001)	3 (Spring 2001)*	120
4 (2001-2002)	3 (Spring 2002)**	160

*first graduating class

**first semester offerings available; maximum enrollment 160 (8 cohorts)

Revenue Generated and Projected Direct Cost

No new funds are required since this program is supported through base-budget reallocation. The projected direct costs reflect only the cost of operating the graduate program, which is but one component of the Institute for Learning.

Projected Direct Cost

FTE	Salary	Clerical Salary	Faculty Fringe	Clerical Fringe	S&E Total	Student Help/LTE	TOTAL
1	\$45,000	\$10,000	\$15,850	\$3,300	\$5,000	\$5,000	\$83,150
2	\$90,000	\$10,000	\$29,700	\$3,300	\$10,000	\$10,000	\$153,00
3	\$135,000	\$10,000	\$45,550	\$3,300	\$15,000	\$10,000	\$217,850

Library and classroom facilities are adequate.

RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-Green Bay be authorized to implement the M.S., Applied Leadership for Teaching and Learning.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

**NEW PROGRAM AUTHORIZATION
B.A., HEALTH PROMOTION
UW-STEVENS POINT
(INITIAL READING)**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stevens Point holds national prominence in health promotion/wellness education. Twenty years ago, in 1978, UW-Stevens Point began offering courses in health enhancement. By 1982, the campus had developed the first full program in wellness/lifestyle development in the nation. This offering was authorized in 1985 by UW System as an option under the physical education major, retitled health promotion/wellness.

In 1989, the option's curriculum was extensively revised which resulted in the program's recognition as one of the premier health promotion/wellness undergraduate offerings in the country. Three times during the past seven years, the Association for Worksite Health Promotion honored the program as the top undergraduate professional preparation curriculum in the United States. Since 1991, the program has received grant support from the National Institute of Occupational Safety and Health (NIOSH) for its unique approach in cross-training professionals in health promotion (life risks) and health protection (work risks).

In 1996, the health promotion/wellness option was moved into a new school in the College of Professional Studies that combined disciplines of common interest: dietetics, human development, family and consumer education, and health promotion/wellness. The reorganization in the College placed physical education in a different school from health promotion/wellness. This separation from its umbrella major has precipitated the request for a stand-alone B.S. in the health promotion field. The "new" health promotion degree is essentially the continuation of the former option offered under physical education.

REQUESTED ACTION

This item is presented for initial review. No action is requested at this time.

DISCUSSION AND RECOMMENDATION

Program Description and Goals

The program is multi-disciplinary, including courses from health promotion/wellness, psychology, safety and health protection, physical education, nutritional science, biology, human development and natural resources. The curriculum is driven by competency-based objectives derived from ongoing internal and external program evaluations. Eight full-time faculty currently support 167 students. Students must maintain a minimum of a 2.75 overall grade point average to complete the program. Upon graduation,

students assume positions such as employee wellness directors, wellness education marketers, health and safety risk managers, health screening specialists and corporate health promotion specialists. Graduates are proficient in facilitating behavior change and promoting healthy lifestyle choices, delivering and promoting programs through:

- Conducting health screenings, ergonomic evaluations, work hazard screening and risk management, economic analysis and risk reduction.
- Implementing programs in fitness, nutrition, health education, stress management, smoking cessation, and back care.
- Developing incentive programs, marketing, public relations and fundraising campaigns.
- Managing fitness and wellness facilities and supervising staff.

The curriculum objectives are a result of 19 years of review, analysis and contact with worksites across the country. This effort has resulted in a series of defined competencies geared to produce a high-quality, entry-level worksite health promotion specialist.

Evaluation from External Consultants

Two consultants favorably reviewed UW-Stevens Point's health promotion curriculum. One praised the well-rounded course of study in the major, including three practicum experiences for students and the numerous scholarship opportunities available. He appraised UW-Stevens Point's program as unique in significant ways: receiving the AWHP award three times for "outstanding preparation" of undergraduate students entering the health promotion profession, an accomplishment unmatched by any other U.S. program; providing students the opportunity to become involved in UW-Stevens Point's Employee Wellness Program; incorporating competency-based objectives derived from bi-annual surveys of actual worksites; and fostering cross-training potential between health promotion and OSHA-based safety.

The second reviewer favored the reorganization in the College of Professional Studies that will house health promotion "in an area where there are more similarities in regards to the curriculum." She assessed coursework in the major as "exceeding state-of-the-art" and praised the program for motivating students to be actively involved in the profession, requiring excellent pre-internship practical experiences (e.g., participation in the National Wellness Conference), and including a meaningful senior project. Overall, this reviewer rated UW-Stevens Point's health promotion offering as "one of the best programs in the country."

Need

UW-Stevens Point's health promotion program traditionally graduates 25-30 students per year. As health care continues to be among the top three concerns of the nation and the state, the need for people skilled in prevention of disease and disability continues to be a high area of demand. Majors in health promotion are trained to intervene and to provide programs that reduce the incidence of chronic diseases. Graduates readily find

positions in government, hospitals, corporations, educational institutions and human service agencies. The demand for trained specialists remains steady and should increase as more emphasis is placed on prevention activities.

Placement

Placement has been very strong over the years. Ninety-four percent of the 1995 graduates have been placed and 100 percent of the 1996 graduates have found employment.

Projection of Student Enrollment in the program

1998	1999	2000	2001	2002	2003
170	170	170	170	170	170

Unique Features

With NIOSH funding, the health promotion faculty created a minor in safety and health protection to cross-train health promotion students in the area of health protection. Through this training, students learn to assist employers in preventing work-related injuries and disease by implementing engineering controls and complying with governmental regulations that call for a safe work environment and minimal job risk. A health promotion specialist with cross-training in occupational health and safety may bridge the gap between the technical profession of Occupational Health and Safety (OHS) and the broader discipline of health promotion. These cross-trained students can also be encouraged to continue their education in OHS graduate programs at UW-Whitewater and UW-Stout.

Relation to Institutional Mission

One of UW-Stevens Point's select mission programs is health promotion and wellness, and recent strategic planning results recommend that the program be maintained and enhanced. In 1995, plans were made to propose a graduate degree in health promotion in the near future. UW-Stevens Point's reputation for quality programming in the field and the request for a free-standing major are indicative of the campus commitment to the discipline.

Comparable Programs in Wisconsin

Three sister campuses in the UW System currently offer similar majors:

- UW-Eau Claire: Exercise Management
- UW-La Crosse: Fitness Management option of physical education major
Community Health
- UW-Oshkosh: Exercise and Fitness Management

UW-Stevens Point's program differs from these other programs in its use of the seven-dimensional wellness model in shaping its health promotion curriculum.

Comparable Programs Outside Wisconsin

As the first health promotion/wellness program of its kind in the nation, UW-Stevens Point's curriculum has served as a model for universities in other states. In the past five years, numerous universities have sought to add emphases, minors or majors to educate entry-level specialists in worksite health promotion. Many of these programs emphasize fitness management and are connected to physical education departments. It is estimated that over 200 universities have created such programs.

Resource Needs

UW-Stevens Point will continue to provide necessary funds to support the program. The current annual budget includes the following:

CATEGORY	ANNUAL BUDGET
Faculty/Staff	\$328,012
Support Staff	9,357
Travel	1,700
Work Study	1,000
Supplies and Expenses	7,392
TOTAL	\$347,461

Cost per credit for this major is \$110.04.

Current library resources are sufficient for the program. Over the past 12 years, journals, texts, teaching models, videos and computer software have been purchased and are available for health promotion study.

RECOMMENDATION

No action is requested at this time.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).