

January 28, 2014

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

10:45 a.m. Education Committee

Thursday, February 6, 2014
Union South, Varsity Hall II
UW-Madison

a. Consent Agenda:

1. Approval of the Minutes of the December 5, 2013, Meeting of the Education Committee.
 2. UW-Parkside, Approval of a B.S. in Marketing; and
[Resolution I.1.a.(2)]
 3. UW-Stout, Approval of a B.S. in Criminal Justice and Rehabilitation.
[Resolution I.1.a.(3)]
- b. Dissolution of the UW-Green Bay and UW-Oshkosh Collaborative Master of Social Work and approval of an independent Master of Social Work at UW-Green Bay and an independent Master of Social Work at UW-Oshkosh.
- c. UW-Madison, "Educational Innovations and Updates from UW-Madison" - Provost Paul M. DeLuca, Jr.
- d. Report of the Senior Vice President.

Program Authorization (Implementation)
B.S. in Marketing at
UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.a.(2)

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside, as well as the Interim President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Marketing.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN MARKETING
UNIVERSITY OF WISCONSIN-PARKSIDE**

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Science in Marketing at the University of Wisconsin-Parkside is presented to the Board of Regents for consideration. UW-Parkside has submitted the authorization document and a letter of institutional commitment from the university's Provost.

REQUESTED ACTION

Approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Science in Marketing degree program at the University of Wisconsin-Parkside.

DISCUSSION

The University of Wisconsin-Parkside proposes to establish a Bachelor of Science (B.S.) degree in Marketing. This 120-credit program will elevate the existing concentration in Marketing within the B.S. in Business currently offered by the Department of Business in the College of Business, Economics, and Computing. The proposed degree program will serve employer demand in the area and help UW-Parkside to fulfill its distinct mission. The student pipeline for a stand-alone program in Marketing is strong and likely to grow further in the future. Graduates will fill positions in high-growth occupations such as Wholesale and Manufacturing Sales Representatives, Market Research Analysts and Marketing Specialists, and Financial Sales Agents.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Science in Marketing degree program at the University of Wisconsin-Parkside.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN MARKETING
AT THE UNIVERSITY OF WISCONSIN-PARKSIDE
PREPARED BY UW-PARKSIDE**

ABSTRACT

The University of Wisconsin-Parkside proposes to establish a Bachelor of Science (B.S.) degree in Marketing. This 120-credit program will build upon the successful concentration in Marketing within the B.S. in Business Management (Business), currently offered by the Department of Business. The program will provide students with a solid knowledge base and the strong quantitative skills necessary for a successful career in the Marketing profession. Students will be prepared to assess buyer behavior; prepare promotional plans; execute market research projects; and manage business products by integrating principles of research and development, pricing and propositions, forecasting and production, and financial management. Graduates will fill positions in high growth occupations such as Wholesale and Manufacturing Sales Representatives, Market Research Analysts and Marketing Specialists, and Financial Sales Agents.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Parkside

Title of Proposed Program

Marketing

Degree/major Designation

Bachelor of Science in Marketing

Mode of Delivery

Residential, on-campus program consisting primarily of classroom instruction.

Single Institution or Collaboration

Single institution

Projected Enrollment by Year Five

It is expected that the program will enroll approximately 100 students by the end of the fifth year.

Tuition Structure

Standard tuition structure will apply. The tuition rate for Academic Year (AY) 2013-2014 is \$262.43 per credit (in-state), or \$3,149.16 per semester, if enrolled full-time for 12-18 credits. Segregated fees are \$42.40 per credit, or \$508.80 per semester, full-time. For additional information, please see, <http://www.uwp.edu/departments/cashiers.office/fallfees.cfm>.

Department or Functional Equivalent

Department of Business (DoB)

College, School, or Functional Equivalent

College of Business, Economics, and Computing (CBEC)

Proposed Date of Implementation

Fall Semester, 2014

INTRODUCTION**Rationale and Relation to Mission and Strategic Plan**

The University of Wisconsin-Parkside proposes to establish a B.S. in Marketing designed for students studying in the field of business to learn how to market products and services for private and public sector organizations. The program will also prepare students to undertake graduate studies, such as a Master's of Business Administration.

The current concentration in Marketing offered by the Department of Business is prominent within the UW-Parkside program array. The curriculum for the new Marketing major will include the required coursework that the department currently offers through the concentration in the Business Management major. As an academic program within the Business Management major, the Marketing concentration has evolved from a minimal 15-credit hour concentration, with electives outsourced to other departments, to an 18 to 21-credit-hour program with robust required and elective course offerings. The academic offerings now number twelve classroom courses, several special topics courses, independent studies courses, and internships.

The current Marketing concentration operates on the same scale as other non-Business majors within the University, and other majors within the Department of Business, such as Management Information Systems. Further, the current Marketing concentration is functionally equivalent to a Marketing major at many other institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB). Furthermore, establishment of the Marketing degree program will not require the immediate creation of new courses or the hiring of additional faculty. Staffing resources for the B.S. in Marketing program include two tenured Marketing and one tenured Business faculty (teaching Retail Management courses), and two part-time adjunct faculty (teaching Sales courses), sufficient to support current robust course offerings. The Marketing faculty also teach required and elective courses in the M.B.A Program.

Sustained student demand is indicated by the Fall 2013 enrollment figures. It is expected that ninety-five students currently pursuing the concentration will migrate and enroll in the B.S. in Marketing major, if approved. Elevating the concentration in Marketing to a major will also make the degree program more attractive to prospective students and to their parents. The current classification of Marketing – as a concentration rather than a major – is often confusing or misleading to local stakeholders, including potential students and prospective employers. Regional employers may place greater confidence in graduates with Marketing degrees, identified as majors rather than as concentrations. Furthermore, the terms “concentration” or

“sub-major” are interpreted often as being less than a major. This misperception may cause students not to enroll in the current Marketing concentration, even though the concentration already offers the breadth of course offerings of comparable degree programs.

The proposed B.S. in Marketing will contribute to the UW System *Growth Agenda for Wisconsin*, which is central to the Vision of the Department of Business. At the same time, the program will advance the select Mission of the University of Wisconsin-Parkside to provide high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, regional, national, and global communities. The proposed major aligns with the Mission of the Department of Business to provide high-quality business education and management expertise, and continuously to advance business knowledge through scholarly research and community service. The proposed program will produce graduates with skills required by regional business and industry.

Over the past decade, according to UW-Parkside advising and career center sources, the placement rate for the Marketing students has exceeded 90 percent, and approximately 80 percent of Department of Business graduates continue to work, live and pay taxes in Wisconsin. Therefore, the Department of Business and its Marketing program, collectively, serve as an engine of growth for Wisconsin’s Southeastern regional economy. Furthermore, the UW-Parkside business program holds accreditation by the AACSB. Such accreditation indicates an assurance of quality and credentialed faculty and relevant and challenging curriculum.

The proposed program will support Department of Business objectives to support student success, community engagement, and faculty involvement. For example, the proposed B.S. in Marketing features student-centered learning experiences inside and outside the classroom. The Parkside American Marketing Association (PAMA), the University’s collegiate chapter of the national marketing flagship organization, is among the largest and most active student organizations in the Department of Business. Open to all campus students, and led by Marketing undergraduates, the PAMA engages in service activities and events throughout the year and represents the University at the AMA national meetings each spring. The PAMA won first place in the Marketing Strategy competition at a regional intercollegiate conference in 2013, and was voted the Outstanding Student Organization on campus for the 2012-13 academic year.

The Department of Business’s Strategic Plan includes priority action items that emphasize converting “[...] targeted concentrations (e.g., accounting and marketing) to majors.” Implementation of this action item is important to making the high quality Marketing program at the University more visible and better recognized by important constituencies such as prospective students, parents, high school guidance counselors, and potential employers. This effort will also support institutional enrollment management goals. Vice Chancellor of Enrollment Management DeAnn Possehl commented on this proposal to convert Marketing from a concentration to a major: “I am very pleased that this change is moving forward. From my perspective, it is the right thing to do for a number of reasons including work force demand and student demand. In terms of recruitment and marketing, this change will have a significant impact. One key to recruitment will be making sure that Marketing appears as a major choice in the UW HELP office majors search and on the admissions application. I also think that

marketing as a major, rather than a concentration, is an easier concept for prospective students and their parents to understand.”

Need as Suggested by Current Student Demand

The undergraduate enrollment in the Department of Business at UW-Parkside has increased by over 3 percent per year over the past decade to 736 distinct Department of Business students (including Business, MIS, and Accounting majors) in Fall 2013.¹ The Department of Business is expected to graduate over 180 distinct business students during academic year 2013-14. The Marketing concentration has comprised 13 percent of the total business enrollment and 16 percent of the total business graduates, on average, over the past decade. For purposes of CBEC enrollment projections, the total number of undergraduate students in the Department of Business is estimated to grow by an average of about 1 percent per year over the next five to ten years. The number of undergraduates who declare Marketing as their major is expected to increase by an average of at least 1 percent per year from 95 in 2013 to 100 to 105 students during the next five to ten years.

Table 1 represents the past enrollment trends in the current B.S. in Business with a Concentration in Marketing and the anticipated enrollment trajectory for the proposed B.S. in Marketing. The number of Business undergraduates in the General Business (GB) concentration within the B.S. in Business Management is also relevant because many GB students take up to two courses each in the Marketing concentration, and Sales or Retail Management certificates, toward completion of their minimum five-course GB concentration requirement. The number of undergraduate students in the popular and rapidly growing General Business concentration currently comprises almost half of the Department of Business’ enrollment and is projected to grow by at least one percent per year over the next five to ten years. Graduation projections* are based on the historical rates of approximately 25 percent of the students enrolled in 4-year concentrations, and an estimated 80 percent of the students enrolled in mature one-year certificates, will graduate each year.

Table 1: Marketing Program Enrollment History and Goals

	Year	Number of Enrolled Students					Number of Graduates				
		DoB	MKT	GB	SELL	RMGT	DoB	MKT	GB	SELL	RMGT
B.S. in Business Concentration in Marketing	2003-04	543	80	90	0	0	146	22	29	0	0
	2008-09	669	73	187	0	0	162	27	41	0	0
	2013-14	736	95	326	17	5	184*	24*	82*	14*	4*
B.S. in Marketing	2018-19	770	100	340	25	15	192*	25*	85*	20*	12*
	2023-24	810	105	355	35	25	202*	27*	89*	28*	20*

*Graduate projections by CBEC, 12/6/13.

Two newly created certificates will complement the proposed B.S. in Marketing. The innovative, signature Sales Certificate (SELL) attracts students in Marketing, as well as in General Business, which is the Department’s largest and most rapidly growing concentration.

¹ Official Fall 2013 ten-day enrollment data was provided by the UW-Parkside Office of Institutional Effectiveness on 11/5/13.)

Undergraduate students enrolled in the Sales Certificate program, participating in intercollegiate competitions, have won over 20 individual and team awards (including a recent national team selling championship), and have earned distinction as individuals and acclaim for the University. More recently, the Business faculty originated a Retail Management (RMGT) Certificate program, which serves students in Marketing, General Business, Human Resources, and other Business disciplines. The RMGT prepares certificate holders for management positions in the service sector, the largest segment of the U. S. economy. In the current concentration in Marketing and the proposed B.S. in Marketing, students may apply Sales and Retail Management courses as Marketing electives. Therefore, the number of undergraduates who declare a Sales Certificate is expected to increase to 35 during the next five to ten years. The number of undergraduates who declare the new Retail Management Certificate is expected to increase to 15 within five years and 25 within ten years, based on demonstrated demand for the current RMGT courses offered.

The College of Business, Economics, and Computing (CBEC) publishes an enrollment report each semester. The Fall 2013 semester report, indicates that of the 706 distinct Department of Business majors, 109 (or 15.4 percent) declared a Marketing concentration and 330 (or 46.7 percent) declared a general business concentration. (Note that Department of Business students may declare more than one major or concentration, and at least 25 percent declare two or more). The CBEC student head count trend for Marketing is up almost 20 percent, to 109 from 91 students in Fall 2011. Total Department of Business declared majors are reported at 786, up over eight percent from 725 in Fall 2011. The recent growth in declared Department of Business majors is driven in large part by General Business declared majors, which are up by 14 percent to 330 from 290 in Fall 2011.²

Need as Indicated by Market Demand

The University of Wisconsin-Parkside serves the business community in Wisconsin's Southeast Region by providing Marketing graduates who are well-qualified to fulfill roles as marketing professionals. Approximately 25 Marketing graduates each year fill marketing and sales positions in the regional economy. UW-Parkside Marketing alumni are currently employed by leading companies, such as SC Johnson & Sons, Snap-on Tools, Johnson Controls, Modine Manufacturing, Jockey International, GE HealthCare, Federated Insurance, Johnson & Johnson, and Microsoft, as well as many smaller businesses and not-for-profit organizations. The reputation of the University is upheld by the outstanding performance of our Marketing graduates and their contributions to the regional economy.

As the recent economic recession approaches its end, there is an expectation of a growing demand for Marketing graduates in the U.S. workplace, including in Wisconsin and its Southeast Region. The national occupational growth between 2010 and 2020 is projected at 12 percent to 41 percent, according to the *Occupational Outlook Handbook* published by the United States Bureau of Labor Statistics (2013a, b, c, d, e, and f). Consequently, UW-Parkside will witness an increase in the demand for its Marketing graduates. Occupational data relevant to entry level and career management positions in Marketing are provided in Table 2.

² Numbers published in CBEC Advisory Board Fall 2013 Report issued 9/24/13.

The entry-level job opportunities in the U.S. for Marketing graduates include Wholesale and Manufacturing Sales Representatives, Market Research Analysts and Marketing Specialists, and Financial Sales Agents. Wholesale and Manufacturing Sales Representatives are often employed by merchant wholesalers, electronic brokers, and manufacturing firms.

Table 2: Occupational Data for Entry Level and Career Management Positions in Marketing

Selected Marketing Occupations	2010 Median Annual Salary	Number of U.S. Jobs in 2010	Projected Growth by 2020
Wholesale and Manufacturing Sales Representatives (<i>Entry</i>)	\$56,620	1,830,000	16 percent
Market Research Analysts and Marketing Specialists (<i>Entry</i>)	\$60,570	282,700	41 percent
Securities, Commodities & Financial Services Sales Agents (<i>Entry</i>)	\$70,190	312,200	15 percent
Advertising & Promotions Managers (<i>Experienced</i>)	\$83,890	38,700	13 percent
Sales Managers (<i>Experienced</i>)	\$98,530	342,100	12 percent
Marketing Managers (<i>Experienced</i>)	\$112,800	178,200	14 percent

Wisconsin's *Worknet* website identifies Wholesale and Manufacturing Sales Representatives as one of the 20 occupations that will realize the most job openings and projects, 1,130 positions per year through 2020. Market Research Analysts and Marketing Specialists are often employed in services, financial, and technology firms. Wisconsin's *Worknet* site also identifies Market Research Analysts and Marketing Specialists as among the Top 10 "High-Growth Occupations" and projects 8,520 such positions in the State by 2020, equating to about 400 new openings per year.

Entry level marketing jobs often lead to career managerial positions, such as Advertising and Promotions Managers, Sales Managers, and Marketing Managers. Advertising and Promotions Managers, with five years or more of related experience are often employed in public relations, wholesale trade, and not-for-profit organizations. Greater growth is projected in Business-to-business sales than in Business-to-consumer sales organizations. Marketing Managers are often employed by services, manufacturing, and financial firms.

The number of Marketing professionals needed specifically in the local three-county area (i.e., Racine, Kenosha, and Walworth) is projected to increase by about 7 percent between 2008 and 2018, for at least 30 new open positions per year. This estimate is based on the Department of Workforce Development Office of Economic Advisors' (OEA) *Southeast Workforce Development Area Occupational Projections, 2008-2018* (2013).

Emerging Knowledge and Advancing New Directions

The Marketing concentration has expanded during the past five years in two high-growth directions, which will favorably impact the growth of the program as a major during the next five to ten years. The addition of a multi-course signature Sales Certificate fulfills the increased demand for Sales professionals by local, regional, and national employers. The addition of a multi-course Retail Management Certificate provides business and marketing students with

preparation for opportunities in the vast Retail and Services sectors of the U.S. economy. Business faculty conduct award-winning research in the dynamic field of Sales Education, and apply this research in the classroom. Marketing faculty are published in the distinguished *Journal of Marketing Education*. Faculty have earned teaching awards and published evocative research in the Community-based Learning domain, which apply in Retail and Services projects.

DESCRIPTION OF PROGRAM

General Structure:

Institutional Program Array

The current Marketing concentration is already a prominent part of the institutional program array and academic plan. The academic plan, created by the Committee on Academic Planning and approved by the Faculty Senate in April 2012, clearly points to the expansion of UW-Parkside's professional programs, such as in Business, Accounting, MIS, and Marketing. Goal 2.3 of the academic plan states that the University will "Identify and respond to the current and future demands for professions and occupations in the region." As demonstrated, OEA occupational projection data supports the inclusion of this academic program in the institutional array. The University is committed, through the necessary resource allocations, to support the Marketing major to address employment needs.

UW System and Other Programs in Southeastern Wisconsin

UW-Parkside is uniquely located in far Southeastern Wisconsin, near Lake Michigan and the Illinois border. The proposed B.S. in Marketing will serve a student population, which is ethnically diverse, largely self-supporting, and primarily first-generation. Many students are place-bound due to employment and family obligations. Within the southeast region of Wisconsin, the nearest AACSB-International accredited business programs offering Marketing majors are at Marquette University (35 miles north), at UW-Milwaukee (40 miles northeast), and at UW-Whitewater (64 miles northwest). These universities are not an option for most place-bound college students, who are unable to commute such distances, due to work and family commitments. Carthage College is located three miles east, on the shore of Lake Michigan. Carthage, like Marquette, is a private institution with tuition levels beyond the means of most of our students. Carthage is also smaller and its Business program is not AACSB-accredited, and offers fewer business and marketing courses. There are no nearby AACSB-accredited business programs to the south, in Lake County, Illinois, which explains the substantial number and steady growth of business students transferring in from College of Lake County. Most of these Illinois transfers graduate and many chose to reside in the state and become Wisconsin taxpayers, thus contributing to the state's economy.

Collaboration

The Marketing major is to be a single-institution program of the University of Wisconsin-Parkside.

Diversity

Every Marketing student is required to take a University-approved ethnic/racial diversity course as preparation for a career in an integrated and multicultural society. Many Marketing students take the Multi-Cultural Marketing (MKT 357) course, which fulfills this requirement and applies diversity concepts directly to the Marketing profession. Marketing students also may fulfill the diversity requirement through completion of one of a variety of General Education diversity courses, which are offered by non-Business departments.

The Department of Business, the academic home for the proposed B.S. in Marketing, assesses all students' level of competency regarding diversity issues (see Program Level Learning Goal 5 below). Content and activities designed to build skills and knowledge related to integrated and multicultural society are incorporated in required business courses, such as Legal Environment of Business (BUS 272), Organizational Behavior (MGT 349), and Marketing Principles (MKT 350).

Furthermore, global issues are emphasized in the Marketing program and are addressed in International Marketing (MKT 356). Marketing students are also able to pursue the Department's new Global Management Minor. The Department has a high concentration of International students in its classrooms, due to a growing number of agreements signed with selected foreign institutions. The Department of Business also provides international travel-study opportunities, such as to China, India, and Italy, supervised by faculty.

Marketing students also are required to complete the foreign language skills requirement for graduation. They are encouraged to learn to speak and understand Spanish. This reflects that Spanish is among the most commonly spoken second language in Wisconsin's Southeastern region, and Hispanics/Latinos are among the largest and fastest growing minority groups in the national and regional marketplace. The growing number of Hispanic/Latino students choosing Marketing course work reflects this demographic reality and adds to the diverse nature of our Business program.

Community service issues also are addressed through Marketing courses, which involve community-based learning projects, in particular Promotions Management (MKT 358) and Marketing Research (MKT 354). Marketing students benefit from community projects, conducted under the auspices of CBEC's Ralph Jaeschke Solutions for Economic Growth (SEG) Center, by developing analytic, creative, and teamwork skills, which they apply in their careers. The Marketing faculty and staff have published in the research discipline of community-engaged project learning.

Finally, the demographics of the Marketing program's student population give students a unique opportunity to interact and learn with other students in an integrated and multicultural environment. Based on Fall 2013 enrollment data, provided by the Office for Institutional Effectiveness on 11/5/13, over 40 percent of students enrolled in Business department disciplines are women, and almost 20 percent are either international students, or from underrepresented racial minority groups.

Student Learning Outcomes and Objectives

Program Level Learning Goals

All students in the business program, including students within the Marketing major, must demonstrate the following Program Level Learning Goals (PLLGs). These PLLGs are assessed regularly.

- PLLG1: Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.
- PLLG2: Students can write effectively about a business problem or issue.
- PLLG3: Students can make an effective oral presentation on a business problem or issue.
- PLLG4: Students are knowledgeable in project management principles and is able to apply these principles to a practical situation.
- PLLG5: Students will be able to articulate important diversity issues – including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status and political/religious/sexual orientation – in business management.
- PLLG6: Students will be able to effectively use computer technology to support a business decision.

In addition to these PLLGs, students in the Marketing major will be assessed for the following:

1. Students will write a senior marketing capstone paper, applying theory from marketing subjects, including buyer behavior, market research, product management, and promotions management, to a product and market situation that is relevant to their intended careers.
2. Students will be able to understand, apply, and communicate theory, methodology, and solutions in buyer behavior, as a core Marketing discipline.
3. Students will be able to prepare a promotions plan, applying theory to a real world client situation.
4. Students will be able to develop and execute a market research project in a community-based learning environment.
5. Students will be able to manage business products in a real world competitive situation, while integrating research and development, pricing and promotions, forecasting and production, and financial management concepts, using an online business simulation.
6. Students will be able to analyze business cases and develop solutions that require applying principles from marketing management courses, including buyer behavior, market research, product management, and promotions management.

Assessment

The above-stated learning objectives will be continuously evaluated utilizing an assessment plan developed by the Marketing faculty. As well, the learning objectives will be assessed through carefully designed AACSB International assessment plans. AACSB standards of assessment may be found at <http://www.aacsb.edu/resources/assessment/relatedstandards.asp>. The standards include assurances of learning outcomes, learning goals, content, and time and coverage of curriculum to ensure students have acquired and can demonstrate knowledge and

capacity to perform general and discipline-specific functions that will enable the student to operate within a complex business environment. These assessment plans and outcomes were reviewed positively by AACSB during the five-year maintenance visit that occurred in Fall 2010. The assessment plans in use by the Department of Business can be found at <http://www.uwp.edu/departments/business/accreditation/assurance.of.learning/index.cfm>.

Curriculum

Curriculum Structure

The proposed B.S. in Marketing is designed for students studying in the field of business to learn how to market products and services for private and public sector organizations. The Marketing-specific courses provide students with a solid knowledge base, and the strong qualitative and quantitative skills, necessary for a successful career in the Marketing profession. Sometimes described as "the face of business," the field of Marketing involves the effective management of the customer relationships of a business entity.

There are several fundamental fields within the Marketing discipline, including Buyer Behavior, Market Research, Promotions Management, and Product Management. Each of these fields, which comprise the core of the new Marketing major, requires that the student acquire an array of skills in order to meet successfully the work requirements of a Marketing career. These courses are currently offered by the Department and are cited in the list of courses presented below. Marketing students learn the necessary theory and skills in each field through traditional classroom teaching methods. The Marketing student learning experience is enriched further by an effective array of innovative methods, including inter-collegiate sales competitions, case analyses and debates, competitive business simulation, community-engaged project learning, and a final individual thesis.

Students enrolled in the proposed B.S. in Marketing will be required to complete the minimum degree requirements, consisting of 120 credit hours. Degree requirements will include completion of fundamental and business preparation courses (31 credits), upper-level business foundation courses (18 credits), and Marketing-required and elective courses (18 credits). In addition to these 67 credits, the B.S. in Marketing degree will require 36 credits in general education, fulfillment of the foreign language requirement, and fulfillment of the ethnic diversity requirement described above. Full-time students will be able to complete the minimum degree requirement of the new Marketing major within eight 15-credit semesters.

Fundamental Business Preparation courses (31 credits):

ACCT 201: Financial Accounting
ACCT202: Managerial Cost Accounting
BUS 272: Legal Environment of
Business
ECON 120: Microeconomics
ECON 121: Macroeconomics
MATH112: College Algebra (4 credits)
QM 210: Business Statistics I

QM 310: Business Statistics II
SPCH 105: Public Speaking
ENGL 201, 202, or 204: Written Business
Communication

Upper-level Business Foundation courses (18 credits):

BUS 495: Strategic Management
FIN 330: Managerial Finance
MGT 349: Organizational Behavior

MIS 320: Management Information Systems
MKT 350: Marketing Principles
QM 319: Operations Management

MKT 455: Marketing Management (S/SU)

Marketing courses (18 credits):

Five Required Marketing Courses, offered annually (S=Spring, F=Fall, SU=Summer):

MKT 354: Marketing Research (S)
MKT 355: Buyer Behavior (F)
MKT 358: Promotions Management (S)
MKT 452: Product Management (F)

Plus One Marketing Elective from (offered annually):

MKT 356: International Marketing (S)
MKT 357: Multi-Cultural Marketing (S)
MKT 458: Personal Selling (F)
RMGT 453: Retail Management (F)
RMGT 454: Services Management (S)
MKT/(SELL) 467: Selling Financial Services (S)
MKT/(SELL) 469: Advanced Personal Selling (S)

Marketing and Business students are encouraged to take courses in Retail Management (RMGT) or Sales (SELL) in order to earn a professionally-relevant certificate, which will appear on their diplomas. The 2013-15 University Catalog officially designates RMGT courses, which were formerly designated BUS. The next Catalog will designate SELL courses, which were formerly designated MKT. The Marketing faculty will also apply for Special Topic (490), Internship (494), and Independent Study (499) courses in all three disciplines, Marketing (MKT), Retail Management (RMGT, formerly BUS), or Sales (SELL, currently MKT). The Marketing and Business faculty has developed these course offerings in order to provide unique learning experiences to Marketing, General Business, and other Business students, and to recognize the unique character of the certificate programs, just as the program in Business recognizes Entrepreneurship (ENTR) and Project Management (PMGT) certificates.

The proposed Marketing major curriculum is based on the current Marketing concentration curriculum. Additional current information about the Marketing program may be found at: <http://www.uwp.edu/departments/business/Marketing/index.cfm>. Course descriptions and Catalog copy is located at: <http://www.uwp.edu/catalog/pdfs/bus.pdf>.

Program Review

Like all majors at the University, the B.S. in Marketing, if approved, will undergo a program review every seven years. The program review will be conducted by the Committee on Academic Planning (CAP), comprised of six elected faculty members, the Vice Chancellor or designee, one elected academic staff, and one student. CAP reviews all proposed programs with respect to demand and need, resources required, and implementation plans. The Committee also ensures academic programs are in compliance with the University's academic plan. The program review process utilizes data obtained from the Office of Institutional Effectiveness, a comprehensive report written by the faculty teaching in the major, and an external review. Equity and inclusive excellence outcomes will be reviewed as part of the major review.

Accreditation

The AACSB International accredits the Department of Business, including its majors. The proposed Marketing major will be reviewed as part of AACSB maintenance of accreditation

every five years. Maintenance of accreditation by AACSB-International is critically important to demonstrating the quality of the Marketing major. No additional external accreditation is needed. AACSB-International positively evaluated the Department of Business' educational programs, including its strategic plan, and assessed the business program to be of high quality.

References

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University of Wisconsin-Parkside
Cost and Revenue Projections For the B.S. in Marketing
Conversion of Marketing Concentration to Major

	Items <i>(See notes below in bold italics)</i>	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (a)	1	2	3	4	5
	Enrollment (Continuing Student) Headcount (a)	95	95	95	95	95
	Enrollment (New Student) FTE (b)	1	2	3	4	5
	Enrollment (Continuing Student) FTE (b)	95	95	95	95	95
II	Total New Credit Hours (# new sections x credits per section)	0	0	0	0	0
	Existing Credit Hours (<i>New Major = Concentration credit hours</i>)	18	18	18	18	18
II	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS (c)	2	2	2	2	2
	FTE of New Admin Staff (d)	0	0	0	0	0
	FTE Current Admin Staff (d)	0	0	0	0	0
		Mean Tuition Rate per credit:		\$262.43	Seg. Fees:	
V	New Revenues (e)					
	From Tuition (<i>tuition/credit X 18 credits/yr X new headcount</i>)	\$4,724	\$9,447	\$14,171	\$18,894	\$23,618
	From Fees (<i>fees/credit X 18 credits/yr X new headcount</i>)	\$763	\$1,526	\$2,289	\$3,052	\$3,816
	Program Revenue - Grants	0	0	0	0	0
	Program Revenue - Other	0	0	0	0	0
	Reallocation	0	0	0	0	0
	Total New Revenue	\$5,487	\$10,973	\$16,460	\$21,946	\$24,434
VI	New Expenses					
	New Salaries plus Fringes					
	Faculty/Instructional Staff (d)	0	0	0	0	0
	Other Staff (d)	0	0	0	0	0
	Other New Expenses					
	Facilities	0	0	0	0	0
	Equipment	0	0	0	0	0
	Other:\$1,200 S&E support per <u>new</u> FTE	0	0	0	0	0
	Total New Expenses	0	0	0	0	0
VII	Net <u>New</u> Revenue	\$5,487	\$10,973	\$16,460	\$21,946	\$24,434
Other Ongoing Commitments that will Benefit the Proposed Program						
Commitments to Business Major and Sales and Retail Certificates. Continued in-state scholarships for CLC students.						

- a - Number of students enrolled -- See Request for Approval of Implementation, 11/25/13, p.4. The RFAI identifies current MKT enrollment of 95, which is assumed to continue and to grow by 1 new student per year (that is, ~1% per year) during the 5-year period to a total enrollment of 100 MKT majors.
- b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level--Assume ~12 credits/sem per major => headcount = ~1 student FTE
- c - Number of faculty/instructional staff providing significant teaching and advising for the program--Two FT faculty, minus 1/3 FTE for MBA, plus 1/3 FTE adjuncts
- d - Number of other staff providing significant services for the program--2/20 P.A. and senior advisor; Assume ~0 staff FTE and No New FTE.
- e - Assume each additional MKT major takes 18 required MKT credits during 2 sems of one year. (All reqd courses offered annually.)
- 1 - Existing faculty and staff positions--Assume no FTE change .
- 2 - Segregated fees--AY 2013-14 tuition and seg fees rates for 12-18 hours/sem



Office of the Provost
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Kenosha, WI 53141-2000
Phone: 262-595-2261
Fax: 262-595-2630
www.uwp.edu Keyword: Provost

December 2, 2013

Dr. Kevin Reilly, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison WI 53706

Dear President Reilly,

UW-Parkside proposes a new Bachelor of Science degree in Marketing, and I am writing now to communicate the full commitment of the Provost Office and the campus to this program, if approved.

This degree would create a major based on the courses and program currently offered as a Marketing Concentration, within the B.S. in Business Management degree. The design and staffing of the Marketing Concentration is already equivalent to a marketing major at comparable AACSB-accredited institutions. Upgrading this program to a major would make the program more visible and it would clearly communicate to potential students that they can become fully prepared to begin a career in Marketing at UW-Parkside. We do not plan any changes to our current Marketing curriculum at this time. However, based on inquiries we have received from prospective students, we believe that the existence of a major in Marketing would increase our enrollment.

The program, as a concentration within the Business Management degree, has undergone review as a part of our periodic internal program review and AACSB accreditation review. To prepare for this proposal, the program was reviewed by two external reviewers. In addition, the UW-Parkside Committee on Academic Planning, and the Faculty Senate have reviewed and approved the design and staffing of the program.

The U.S. Bureau of Labor Statistics (2013a, b, c, d, e, and f) projects a growing demand for Marketing graduates in the U.S. workplace, a projection of 12% to 41% nationally between 2010 and 2020, and Southeast Wisconsin is expected to mirror the national trend (Wisconsin Department of Workforce Development, Office of Economic Advisors 2013). This program would contribute to filling this demand, and thus would help to strengthen the economic health of the region. Some of our graduates would also go on to obtain graduate degrees, fulfilling the need for more specialized education.

The new Bachelor of Science in Marketing would be consistent with UW-Parkside's Academic Plan; it would give UW-Parkside students a high quality educational program with strong career potential; and it would help fill a regional need.

Sincerely,

A handwritten signature in black ink that reads "Fred Ebeid".

Fred Ebeid, Ph.D.

Interim Provost and Vice Chancellor for Academic Affairs, University of Wisconsin-Parkside

Program Authorization (Implementation)
B.S. in Criminal Justice and Rehabilitation at
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.a.(3)

That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout, as well as the Interim President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Criminal Justice and Rehabilitation.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE AND REHABILITATION
UNIVERSITY OF WISCONSIN-STOUT**

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Science in Criminal Justice and Rehabilitation at the University of Wisconsin-Stout is presented to the Board of Regents for consideration. UW-Stout has submitted the authorization document and a letter of institutional commitment from the university's Provost.

REQUESTED ACTION

Approval of Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Science in Criminal Justice and Rehabilitation degree program at the University of Wisconsin-Stout.

DISCUSSION

The University of Wisconsin-Stout proposes to establish a Bachelor of Science (B.S.) degree program in Criminal Justice and Rehabilitation. This 120-credit program will elevate the existing concentration in Criminal Justice within the B.S. in Vocational Rehabilitation currently offered by the Department of Rehabilitation and Counseling in the College of College of Education, Health and Human Sciences. The proposed major will prepare graduates to work in criminal justice positions such as probation and parole agents and correctional treatment specialists, as well as specialists in juvenile services and diversion court programs. The curriculum will develop students' oral and written communication skills, critical thinking skills, ability to apply ethical and legal standards in decision making, interpersonal and social skills, understanding of diversity in criminal justice, organizational skills, and ability to examine and analyze individual needs.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Science in Criminal Justice and Rehabilitation degree program at the University of Wisconsin-Stout.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN
CRIMINAL JUSTICE AND REHABILITATION
AT UW-STOUT**

ABSTRACT

The proposal is to elevate the current 22-credit concentration in Criminal Justice in the existing 120-credit Bachelor of Science (B.S.) in Vocational Rehabilitation to an interdisciplinary B.S. degree program in Criminal Justice and Rehabilitation. Graduates will utilize a positive change model in focusing on rehabilitation and in understanding the impact of disability, mental illness, and substance abuse on the criminal justice population.

PROGRAM IDENTIFICATION:

Institution Name:

University of Wisconsin-Stout

Title of Proposed Program

Criminal Justice and Rehabilitation

Degree/Program Designation:

Bachelor of Science

Mode of Delivery:

Primarily face-to-face with no more than 50% of courses offered via distance education.

Single Institution or Collaboration:

Single institution

Projected Enrollment by Year Five

150 students, with approximately 35 students graduating in Year Four and Five after implementation.

Tuition Structure

Undergraduate UW-Stout differential tuition rate, currently at \$298 per credit.

Department of Functional Equivalent

Department of Rehabilitation and Counseling

College, School or functional equivalent:

College of Education, Health and Human Sciences

Proposed Date of Implementation:

Fall, 2014

INTRODUCTION

Rationale and Relation to Mission

UW-Stout seeks to convert one of the ten concentrations in the existing 120-credit B.S. in Vocational Rehabilitation, the 22-credit concentration in Criminal Justice, into a new 120-credit B.S. in Criminal Justice and Rehabilitation. The proposed major will prepare graduates to work in criminal justice positions such as probation and parole agents, correctional treatment specialists, juvenile services, and diversion court programs.

The curriculum of the proposed program will develop students' oral and written communication skills, critical thinking skills, ability to apply ethical and legal standards in decision making, interpersonal and social skills, understanding of diversity in criminal justice, organizational skills, and ability to examine and analyze individual needs.

In alignment with UW-Stout's designation as Wisconsin's Polytechnic University, this program will support its mission and central tenets by 1) offering a curriculum that prepares students for professional careers, 2) blending research and theory with practice to produce innovative solutions to real world problems, and 3) working closely with business, industry, and other educational institutions to benefit students and grow the economy.

Relation to Strategic Plan

UW-Stout's strategic plan includes several goals of the UW System Growth Agenda for Wisconsin, the UW-Stout Enduring Goals, and the UW-Stout Focus 2015 Goals that will be directly supported by the proposed B.S. in Criminal Justice and Rehabilitation. The program will enhance (refer to underlined areas of emphasis):

- The UW System Growth Agenda for Wisconsin goals: Increasing enrollments and graduation rates of undergraduate students through the addition of new undergraduate programs, adding capacity to high demand programs, and increased marketing and recruitment activities.
- Enduring Goal 1: Offering high quality, challenging programs that influence and respond to society.
- Enduring Goal 2: Preserving and enhancing our educational processes through the application of active learning principles.
- Enduring Goal 3: Promoting excellence in teaching, research, scholarship and service.
- Focus 2015 Goal 2: Expanding early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship by requiring progressive applied experiences and a capstone experience.

The proposed B.S. in Criminal Justice and Rehabilitation will complement UW-Stout's existing program array due to its focus on developing students for careers specifically in areas of documented need in the State of Wisconsin and in the region that UW-Stout serves and in the applied nature of the curriculum that can be seen in pre-practicum, practicum, and laboratory-focused courses. Given the program will be developed from an existing concentration within the B.S. in Vocational Rehabilitation, the program will rely on existing areas of expertise within the College of Education, Health, and Human Sciences. Currently, courses for the concentration are

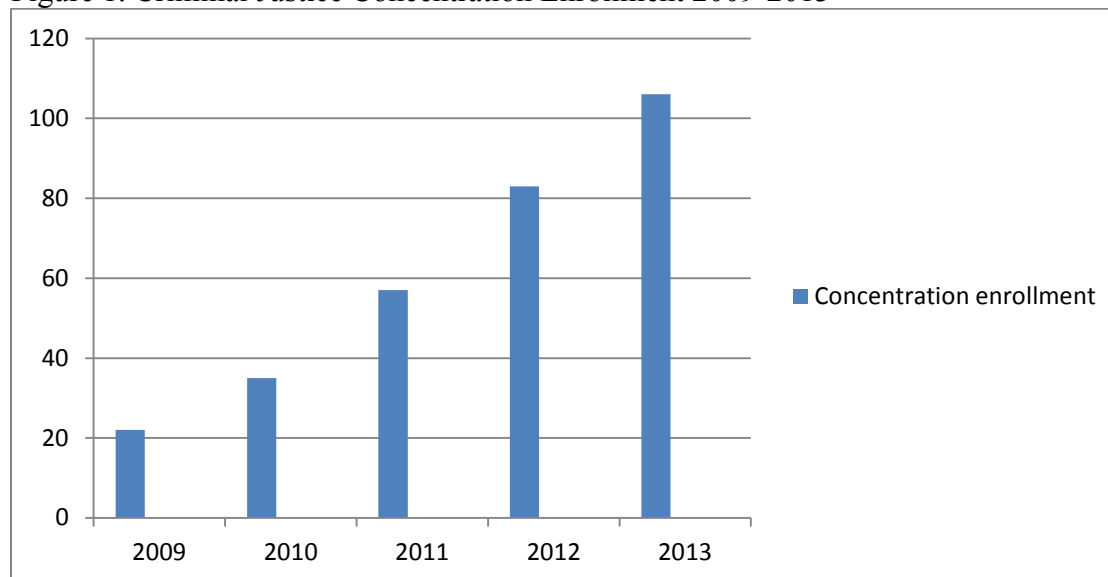
drawn from Social Sciences, Psychology, Special Education, Human Development and Family Studies, with the majority of courses housed in the Department of Rehabilitation and Counseling.

Need as Suggested by Current Student Demand

According to the Executive Director of Enrollment at UW-Stout, many prospective regional and place-bound students whom UW-Stout would like to recruit are seeking a degree in the field of criminal justice. Students currently enrolled in the Criminal Justice concentration within the B.S. in Vocational Rehabilitation will benefit from a standalone program because of its increased visibility to employers. The program title will be more descriptive of the program of study, and the curriculum will be more specifically tailored to the rehabilitation of offenders. Whereas students generally recognize that the program is unique in addressing and identifying the needs of offenders in the criminal justice system and the role of the rehabilitation model, students also report their perception that a degree in Criminal Justice rather than in Vocational Rehabilitation will likely be more attractive to employers and possibly enhance employment opportunities. Based on an informal survey of current students, 90% of those enrolled in the Criminal Justice concentration within the B.S. in Vocational Rehabilitation have indicated that they will switch to the new major, if it is approved.

The need for the proposed program is also supported by the enrollment growth in the existing concentration in Criminal Justice. Over the past five years, enrollment in that concentration has steadily increased from 22 students in 2009, to the current total enrollment of 106 students. Based on this enrollment growth, it is anticipated the proposed Criminal Justice and Rehabilitation major will enroll 100 students in the first year, and increase to approximately 150 within five years. Figure 1 below shows the enrollment history from 2009-2013.

Figure 1. Criminal Justice Concentration Enrollment 2009-2013



Need as Suggested by Market Research

According to the U.S. Bureau of Labor Statistics, employment of probation officers and correctional treatment specialists is expected to grow nationally by 18% from 2010 to 2020, about as fast as average for all occupations (bls.gov/ooh/). Continued growth in the demand for

probation and parole services will lead to new openings for officers and related career tracks. In Wisconsin and Minnesota, the employment of correctional treatment specialists is expected to grow by 10%-14% until 2018 (careerinfonet.org). As alternatives to incarceration, such as probation and restorative justice, become more widely used, the demand for correctional treatment specialists will grow in the region. According to the Wisconsin West Central Workforce Development Area Occupational Projections for 2008-2018, correctional treatment specialists will grow 10%, while the average increase across all occupations will be 3.3% (worknet.wisconsin.gov).

Graduates of UW-Stout's current B.S. in Vocational Rehabilitation with a Criminal Justice concentration are employed in a number of related jobs, such as law enforcement, juvenile and adult probation and parole, juvenile and adult residential and non-residential treatment programming, diversion court programs, transitional living programs, and the correctional system in Wisconsin and Minnesota. In the past five years, approximately 98% of graduates from the B.S. in Vocational Rehabilitation with a concentration in Criminal Justice have obtained employment in the criminal justice field following graduation.

Need as Suggested by Emerging Knowledge/New Direction in the Profession

The proposed B.S. in Criminal Justice and Rehabilitation offers a unique approach as compared to other Criminal Justice programs at universities in the region. The rehabilitation model emphasizes education and training to promote positive behavioral change as well as recognition of the underlying factors that commonly lead to unlawful behavior. The focus of the current Criminal Justice concentration has stressed rehabilitation of the offender, rather than punishment and incarceration. The proposed B.S. in Criminal Justice and Rehabilitation will be distinct from other programs in the region which are based in Sociology and Political Science disciplines. In addition, the proposed major will promote interdisciplinary training with an emphasis on applied practice in developing techniques to affect positive behavioral change.

DESCRIPTION OF PROGRAM

General Structure

The program comprises a core of 68 credits in required courses, and 12 credits in Major Studies Selectives (electives). Students are required to complete a sequence of three core courses, REHAB-101, REHAB-102, and REHAB-230, and obtain a grade of C or better prior to enrolling in other required courses in rehabilitation within the major. Students will be required to maintain a 2.5 G.P.A., following their junior year (90 credits).

Institutional Program Array

In keeping with its interdisciplinary nature, the proposed program draws from a number of different academic disciplines at UW-Stout, including Vocational Rehabilitation, Psychology, Sociology, Special Education, Political Science, and Human Development and Family Studies. These areas have indicated support for the development of the new major and will continue to offer courses that are currently used within the Criminal Justice concentration.

The program will be housed in the Department of Rehabilitation and Counseling, which is part of the College of Education, Health and Human Sciences. Once the program is implemented, a program director will be assigned who will maintain oversight of the program.

Other Programs in the University of Wisconsin System

This proposed Criminal Justice and Rehabilitation major will be unique compared to other Criminal Justice and Criminology majors offered within the UW System (at UW-Eau Claire, UW-Parkside, UW-Platteville, UW-Whitewater, UW-Milwaukee and at UW-Oshkosh). The emphasis on rehabilitation and restorative justice in the proposed UW-Stout degree is distinctive and is presently not being offered at peer institutions. UW-La Crosse, UW-Parkside, and UW-Superior offer pre-professional programs and minors in Criminal Justice. Several universities within the UW System offer interdisciplinary related emphases and concentrations within majors such as sociology, legal studies/law, police studies, and forensic science. UW Stevens Point offers an emphasis in Deviance and Social Control and UW Madison offers a certificate in Criminal Justice. Psychology, Family Studies, Social Work, and Counseling baccalaureate programs offered in the UW System also graduate students who can potentially meet the demand in prevention, treatment, education, and rehabilitation programs for public offenders. UW-Oshkosh and UW-Platteville offer criminal justice degree programs online for place-bound students.

Collaborative Nature of the Program

During the development of this program, UW-Stout and UW-River Falls met to discuss potential collaborations, as UW-River Falls will also be seeking authorization from the Board of Regents to elevate a minor in Criminology to a major. There is the potential to develop an articulation agreement identifying 12-18 credits that would apply toward either program, allowing for a seamless transfer between the two programs. These would include a small number of common core courses in the sociology of juvenile delinquency, and coursework that could apply toward a “related electives” component that would be built into both programs.

Currently, the B.S. in Vocational Rehabilitation has articulation agreements with several community and technical colleges offering two-year criminal justice programs, such as Chippewa Valley Technical College, Wisconsin Indianhead Technical College, and North Central Technical College. The program director for the proposed major will work with the Admissions Office to update existing agreements and work to develop articulation agreements with other community and technical colleges that offer criminal justice programs.

Diversity

In both the general education and required program courses, students are exposed to learning that prepares them to work with persons from different races, ethnicity, gender, socioeconomic status, and individuals with disabilities. As part of the general education requirements, students take courses in Social and Behavioral Sciences, Contemporary Issues, and Social Responsibility and Ethical Reasoning. The majority of the courses offered in these categories cover topics related to diversity and multiculturalism. Students must also take two courses that are specifically designated as a Racial/Ethnic Study course.

Diversity, multiculturalism, and individual differences are infused throughout the program major, including diversity-specific courses such as Sociology of Minority Groups, Psychosocial Aspects of Disability, Lifespan Human Development, and Critical Cultural Competence. Students will also be required to complete two experiential learning courses in which they will work with agencies that provide services to persons from diverse backgrounds interacting with the criminal justice system. The latter includes both adult and juvenile offender programs and services, law enforcement agencies, probation and parole, domestic abuse shelters, transitional housing programs, treatment programs, and a variety of court programs.

Student Learning Outcomes and Program Objectives

Upon the completion of the program, the student will (a) understand terms, operations, trends, and theories of criminal justice; (b) analyze the nature and causes of crime; (c) apply treatment techniques used within probation, parole, or prisons used to rehabilitate (i.e. alter attitudes, values, behavior) adjudicated persons; (d) apply theory and practice through an approved field placement. The graduate will be able to:

1. Analyze the nature and causes of crime.
2. Describe theories, types, and incidence of criminal behaviors.
3. Describe the judicial process as it pertains to adults, juveniles, and persons with disabilities, in regards to civil commitments.
4. Describe prevention, treatment, education, and rehabilitation programs for public offenders.
5. Integrate and apply introductory knowledge of human relations skills, and counseling to the rehabilitation of public offenders.
6. Apply case management and interviewing skills to preparing and monitoring case plans for offenders and preparing accurate reports and investigations.
7. Refer offenders for community based counseling treatment, employment, and independent living support as needed.
8. Participate in community outreach and liaisons with related support service providers and offenders' families.
9. Demonstrate cultural sensitivity and examine criminal justice issues associated with racism and oppression.

Development of the program objectives has been informed by stakeholder groups, employers, the Program Advisory Committee, and has been guided by the Academy of Criminal Justice Sciences Certification Standards for Academic Programs.

Assessment of Objectives and Student Learning Outcomes

Direct measures of assessment will be extracted from multiple inputs and levels to examine both individual student learning and outcomes. The following matrix (Figure 2) has been developed which cross-references required courses and student learning outcomes to aid in these assessment efforts.

Figure 2. Required Courses and Program Objectives Matrix

Objective:	1	2	3	4	5	6	7	8	9
REHAB 101		X	X	X		X			X
REHAB 102				X			X	X	
REHAB 205				X	X	X	X	X	X
REHAB 2XX				X				X	
REHAB 230					X				X
REHAB 3XX	X	X	X	X					
REHAB 315	X	X	X	X					X
REHAB 320		X		X	X		X		X
REHAB 321	X	X	X	X	X		X		X
REHAB 327		X		X	X	X	X		
REHAB 333		X	X	X	X				X
REHAB 3XY				X	X	X	X	X	
REHAB 401				X		X		X	
REHAB 410							X		
REHAB 452				X	X				
REHAB 470				X			X		
REHAB 480				X	X	X	X	X	X
REHAB 488				X					
COUN 405					X	X	X		
HDFS 255				X				X	X
HDFS 335				X				X	X
PSYC 361					X		X		
SOC 315	X	X	X	X					
SOC 375		X		X					X

Quantitative measures of student evaluation will include G.P.A. and evidence of meeting minimum competencies in core courses (a grade of C or better). Qualitative evaluation of experiential learning courses will be measured by both faculty and site supervisors to gain multiple perspectives of learning outcomes. In addition, the UW-Stout *Annual Assessment in the Major Report* highlights student enrollment, retention, and graduation rates.

Indirect measures of assessment are obtained through one-year and five-year post-graduate surveys and feedback provided by employers and members of the Program Advisory Committee.

Program Curricular Structure

The courses required to complete the 120 credit program, including 40 credits in general education, are as follows:

I. General Education Requirements* (40 credits)

A. Communications Skills (9 cr.)

- ENG-101 Freshmen English Composition
- ENG-102 Freshmen English Reading
- SPCOM-100 Fundamentals of Speech

A. Analytic Reasoning and Natural Sciences (12 cr.)

B. Arts and Humanities (6 cr.)

C. Social and Behavioral Sciences (6 cr.)

- PSYC-110 General Psychology
- SOC-110 Introduction to Sociology

D. Contemporary Issues (3cr.)

E. Social Responsibility and Ethical Reasoning (3 cr.)

F. Selectives (Course may be selected from any GE categories) (3 cr.)

- POLS-210 American Government
-

*The Racial and Ethnic Studies (RES) 6-credit requirement and Global Perspective (GLP) 6-credit requirement can be met through course selection within the 40-credit General Education requirements.

II. Required Program Courses (68 credits)

- REHAB-101 Introduction to Rehabilitation (3 cr.)
- REHAB 102 Community Resources (3 cr.)
- REHAB-201 Pre-Practicum in Rehabilitation (1 cr.)
- REHAB-205 Rehabilitation Practicum (4 cr.)
- REHAB-230 Psycho/Social Aspects of Disability (3 cr.)
- REHAB-310 Vocational Assessment Applications in Rehabilitation (3 cr.)
- REHAB-315 Rehabilitation & Criminal Justice (3 cr.)
- REHAB-320 Rehabilitation & Chemical Dependency (3 cr.)
- REHAB-321 Rehabilitation of the Public Offender (3 cr.)
- REHAB-317 Law Enforcement Policies and Procedures (2 cr.)
- REHAB-327 Psychiatric Rehabilitation (3 cr.)
- REHAB-333 Adolescent Substance Use/Abuse (2 cr.)
- REHAB-401 Principles/Caseload Management (2 cr.)
- REHAB-410 Job Placement Processes (3 cr.)
- REHAB-452 Group Process in Rehabilitation (2 cr.)
- REHAB-470 Work Adjustment Services (3 cr.)
- REHAB-480 Advanced Rehabilitation Practicum (4 cr.)

- REHAB-488 Collaborative Partnerships (3 cr.)
- COUN-405 Introduction to Counseling Skills (3 cr.)
- HDFS-255 Lifespan Human Development (3 cr.)
- HDFS-355 Critical Cultural Competence (3 cr.)
- PSYC-361 Abnormal Psychology (3 cr.)
- SOC-315 Criminology (3 cr.)
- SOC-375 Sociology of Minority Groups (3 cr.)

III. Major Studies Selectives (12 credits)

- ECON-XXX Economics of Crime (3 cr.) (course to be developed)
- HDFS-420 Family Research and Methodology (3 cr.)
- HDFS-456 Abuse and the Family (3 cr.)
- HDFS-310 Family, Stress, Coping & Adaptation (1 cr.)
- PSYC-280 Forensic Psychology, Law & Ethics (3 cr.)
- PSYC-333 Drugs and the Brain (3 cr.)
- PSYC-370 Interpersonal Effectiveness (3 cr.)
- SOC-360 Sociology Juvenile Delinquency (3 cr.)
- SPED-300 Intro to Cognitive Disability (3 cr.)
- SPED-301 Learning Disability (3 cr.)

Prior to enrolling in other required REHAB courses within the major, students will be required to complete: REHAB-101, REHAB-102, and REHAB-230, and obtain a grade of C or better.

Projected Time to Degree

Full-time students averaging 15 credits per semester will be able to complete the degree in four years. Students will also be provided a four-year program plan sheet to assist in class selection and will be assigned an academic advisor who will provide individualized support and guidance.

Program Review Process and Institutional Review

Program directors at UW-Stout submit an *Annual Assessment in the Major Report* in which indirect and direct assessment data are reported to determine whether students acquire needed competencies and skills as they progress toward degree completion. The program director of the B.S. in Criminal Justice and Rehabilitation will use the assessments outlined above to form the basis of this report. As students graduate from the program, the program director will survey alumni and employers in conjunction with UW-Stout's Budget, Planning, and Analysis Office, as is protocol for most UW-Stout programs, for inclusion in the report. The program director, key faculty, and the Program Advisory Committee will monitor retention, time-to-graduation, graduation rates, and placement rates to further assess the overall effectiveness of the program. Questions related to the program objectives will be included as a supplement to the standard survey. Results from the *Annual Assessment in the Major Report* will be examined to determine the need for future curricular and program revisions and to help assess

and maintain the quality of the program.

UW-Stout's Planning and Review Committee (PRC) also conducts formal reviews of degree programs on a seven-year cycle. As part of this review, present and past students, faculty, and program advisory committee members are surveyed. The program director develops a self-study report which is reviewed in a formal hearing conducted by the PRC, with final results presented to the Faculty Senate and the Provost. Five years after implementation, UW-Stout will submit evidence of a formal program review to UW-System Administration in Academic and Student Affairs.

Quality

UW-Stout ensures program quality through systematic continuous improvement procedures in which student learning outcomes are assessed regularly to determine the need for curricular or programmatic revisions. Faculty within the Department of Rehabilitation and Counseling will also provide a continuous review of courses, curriculum, applied learning, and employment outcomes to determine if the program is meeting expected standards. In addition, the program will be reviewed on a biannual basis by the Program Advisory Committee, which includes local employers, alumni, and relevant student service programs.

Equity and Inclusive Excellence

The Department of Rehabilitation and Counseling makes a concerted effort to be inclusive of individuals from diverse populations and works in partnership with student service programs such as Disability Services, Aspire, and Multicultural Student Services to provide outreach and support as needed.

Accreditation

At this time the proposed major is not seeking external accreditation from the Academy of Criminal Justice Sciences Certification Standards for Academic Programs. However, the program may pursue accreditation from this body in the future.

INSTITUTIONAL COMMITMENT:

The attached letter of commitment is submitted by Provost Joseph Bessie.

University of Wisconsin-Stout
Cost and Revenue Projections For Newly Proposed BS in Criminal Justice & Rehabilitation

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment	90	110	130	150	150
II	Enrollment SCH	1080	1320	1560	1800	1800
III	Number of Faculty/Instructional Staff <i>c</i>	6	6	6.5	6.5	6.5
IV	Number of other Staff <i>d</i>	0.25	0.25	0.5	0.5	0.5
V	Revenue					
	From Tuition	\$648,000	\$792,000	\$936,000	\$1,080,000	\$1,080,000
	From Fees					
	Other (including reallocation): _____					
	Total Revenue	\$648,000	\$792,000	\$936,000	\$1,080,000	\$1,080,000
VI	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$518,426	\$528,795	\$576,342	\$587,869	\$599,628
	Other Staff	\$24,554	\$25,045	\$37,568	\$38,320	\$39,087
	Other Expenses					
	FNA	NA	NA	NA	NA	NA
	Other: Travel, industry part, supplies, prof. dev.	\$53,125	\$53,125	\$59,500	\$59,500	\$59,500
	Total Expenses	\$596,105	\$606,965	\$673,410	\$685,689	\$698,215
VII	Net Revenue	\$51,895	\$185,035	\$262,590	\$394,311	\$381,785
Other Ongoing Commitments that will Benefit the Proposed Program						

b - To be based on 12 credits at the undergraduate level

c - Number of NEW faculty/instructional staff providing significant teaching and advising for the program

d - Number of NEW other staff providing significant services for the program





Office of the Provost & Vice Chancellor
Academic & Student Affairs

University of Wisconsin-Stout
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e-mail: provost@uwstout.edu

December 10, 2013

Dr. Kevin Reilly, President, University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Reilly:

I am writing to provide you with this Letter of Commitment in support of the University of Wisconsin-Stout's proposed B.S. degree Criminal Justice and Rehabilitation. This represents the elevation of our present criminal justice concentration in Vocational Rehabilitation to a degree program.

The proposed program enhances and complements UW-Stout's current program array, uses an applied curriculum, and prepares students for successful careers. Because the program is being developed from an existing concentration, the addition relies on existing expertise within the College of Education, Health, and Human Sciences and draws significantly on existing curriculum from the Department of Rehabilitation and Counseling.

The proposed degree has been thoroughly vetted through our on-campus curriculum approval procedures, and formal system-coordinated discussion has addressed any perceived overlap with the Criminal Justice program at UW-River Falls. The program is unique in the UW system and thus distinct from other UW Criminal Justice programs. The Stout program emphasizes rehabilitation and restorative justice.

UW-Stout will rely on existing faculty to launch the program. The university is committed to the program and to appropriately allocating internal resources to its success.

Finally, the new program will participate in the annual Assessment in the Major. UW-Stout's assessment mechanisms will be brought to bear on the program and its outcomes. Retention will be monitored, including time-to-graduation, graduation rates, and placement rates, to build a robust picture of the program and its effectiveness. These results, in turn, are used in planning and curricular adjustments as needed. Additional assessment instruments are noted in the proposal itself.

Thank you for consideration of this new program.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Bessie".

Joseph Bessie, Ph.D.

Provost and Vice Chancellor for Academic and Student Affairs



Dissolution of the Collaborative Master of Social Work
at UW-Green Bay and UW-Oshkosh

Independent Program Authorization (Implementation)
of the Master of Social Work at UW-Green Bay

Independent Program Authorization (Implementation)
of the Master of Social Work at UW-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.b.

That, upon the recommendations of the Chancellor of the University of Wisconsin-Green Bay and the Chancellor of the University of Wisconsin-Oshkosh, as well as the Interim President of the University of Wisconsin System, the Chancellors of each institution be authorized to dissolve the Collaborative Master of Social Work; and

That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay, as well as the Interim President of the University of Wisconsin System, the Chancellor be authorized to implement the independent Master of Social Work; and

That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh, as well as the Interim President of the University of Wisconsin System, the Chancellor be authorized to implement the independent Master of Social Work.

REQUEST FOR DISSOLUTION OF THE COLLABORATIVE MASTER OF SOCIAL WORK AND AUTHORIZATION TO IMPLEMENT AN INDEPENDENT MASTER OF SOCIAL WORK AT UW-GREEN BAY AND AN INDEPENDENT MASTER OF SOCIAL WORK AT UW-OSHKOSH

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The request for dissolution of the Collaborative Master of Social Work Program at UW-Green Bay and UW-Oshkosh, and, simultaneously, the requests for authorization to implement an independent Master of Social Work Program at UW-Green Bay and an independent Master of Social Work Program at UW-Oshkosh, are presented to the Board of Regents for consideration. UW-Green Bay and UW-Oshkosh have submitted a joint dissolution and requests for authorization document, a letter of institutional commitment from each university's Provost, and financial statements for the proposed independent programs.

REQUESTED ACTION

Approval of Resolution I.1.b., authorizing the dissolution of the Collaborative Master of Social Work Program at UW-Green Bay and UW-Oshkosh and the implementation of an independent Master of Social Work degree program at UW-Green Bay and an independent Master of Social Work degree program at UW-Oshkosh.

DISCUSSION

There are three primary reasons for the request to dissolve the Collaborative Master of Social Work (M.S.W.) program: First, the increasing number of applicants for the M.S.W. degree suggests that there is sufficient student demand to support two independent M.S.W. Programs. Second, as the program has continued to evolve, faculty at each institution have identified distinct curricular foci, program goals, advanced concentrations, and student outcomes. Third, the Collaborative M.S.W. Program has grown to the point that a joint administrative structure has led to suboptimal practices and ineffective processes.

The Collaborative M.S.W. program faculty members and leadership at each of the universities involved in the collaborative degree program concluded that the dissolution of the collaborative program, as well as the authorization of independent M.S.W. Programs at UW-Oshkosh and UW-Green Bay, will improve each of the institution's abilities to operate administratively efficient programs, will serve student demand across distinct program specialties, and will increase constituent satisfaction.

Evidence of market and student demand for the M.S.W. degree supports the authorization of independent programs. The United States Department of Labor, in its *2012 Bureau of Labor Statistics* report, predicts that the demand for social workers is expected to grow by 25 percent

between 2010 and 2020, faster than the average for all occupations.¹ Primary areas of need include mental health and substance abuse, behavioral health, health care and public health, children and families, and geriatric social work. The Council on Social Work Education notes a strong demand for social workers in aging-related careers to meet the needs of the booming aging population.²

At the state level, the Wisconsin Department of Workforce Development estimates that four of the top ten industries with the greatest number of new jobs in Wisconsin lie in the health care and social assistance sectors, with estimates of over 20,000 new jobs created in each of these sectors between 2006 and 2016.³ According to the *2013 Wisconsin Outlook*, the education and health services sector, dominated by health care and social assistance subsectors, was the only private sector job area in Wisconsin that did not experience a decline in the recent economic recession.⁴ The employment outlook for M.S.W. students in the northeastern Wisconsin region, the primary region in which students remain upon graduation, has also been strong.⁵

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b., authorizing the dissolution of the Collaborative Master of Social Work program at UW-Green Bay and UW-Oshkosh and the implementation of an independent Master of Social Work degree program at UW-Green Bay and an independent Master of Social Work degree program at UW-Oshkosh.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

¹ <http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm>

² www.cswe.org/File.aspx?id=39052. Retrieved August 2013.

³ www.ssc.wisc.edu/~bhansen/390/WiscJobOutlook.pdf

⁴ www.revenue.wi.gov/ra/econ/2013/Summer/fullrpt.pdf

⁵ <http://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occpri>

**REQUEST FOR DISSOLUTION OF THE COLLABORATIVE
MASTER OF SOCIAL WORK
AND
AUTHORIZATION TO IMPLEMENT AN INDEPENDENT MASTER OF SOCIAL
WORK AT UW-GREEN BAY AND AN INDEPENDENT MASTER OF SOCIAL WORK
AT UW-OSHKOSH**

PREPARED BY UW-GREEN BAY AND UW-OSHKOSH

BACKGROUND

The Board of Regents jointly authorized the Collaborative Master of Social Work (M.S.W.) degree program at UW-Green Bay and UW-Oshkosh in October 2002. This collaborative effort reflected a commitment to establish a unified graduate program in the discipline of Social Work that would expand opportunities for graduate professional education in northeastern Wisconsin; share resources and expertise required to implement a new program; and create an efficient system to allow students to move quickly and smoothly through the program. The primary program mission of this joint collaborative degree is to prepare social workers for advanced-level social work practice as facilitators, partners, and leaders in planned-change activities with service users and community service providers in the region. The program educates professionals to assume administrative and direct practice leadership roles within the region's increasingly diverse and changing rural environments.

Since its initial approval, the Collaborative M.S.W. program has experienced steady and sustained growth in response to the demand for the degree. The Collaborative M.S.W. program has a maximum capacity of 106 (72 F.T.E.) students, based on required faculty-to-student ratios set by the Council on Social Work Education (CSWE). Initially, the Collaborative M.S.W. program was only offered on a full-time enrollment basis. In 2007, a part-time enrollment option was created and implemented at both UW-Green Bay and UW-Oshkosh. This action significantly increased interest in the M.S.W. program. Between 2007 and 2013, the program received an average number of annual applications of 103, with a record high number of 136 applications received in 2013.

Currently students are admitted to a "Foundation" cohort consisting of those with an undergraduate degree in a field other than social work, or to an "Advanced" cohort comprised of students who hold an undergraduate degree in social work. Within each cohort, there are three sub-cohorts: Full-time, Part-time Year 1, and Part-time Year 2. For the Academic Year (AY) 2013-14, the Collaborative M.S.W. program admitted 62 new students who commenced their studies respectively at UW-Green Bay or UW-Oshkosh. This resulted in a combined total enrollment of 102 (69 F.T.E.) students for AY 2013-14. Table 1 below illustrates the Collaborative M.S.W program enrollment data for the past eleven academic years. Typically, the Collaborative M.S.W. program experiences an eight to ten percent attrition rate in enrollments between the time admissions decisions are made and the beginning of the academic year. Program admission data from academic years 2010-13 shows that, on average, 54 percent of students who applied to the Collaborative M.S.W. program were offered admission.

Table 1: Historic Collaborative M.S.W. Program Enrollment 2003-13

Academic Year	Foundation Full-Time	Foundation Part-Time	Advanced Full-Time	Advanced Part-Time	Total Student Body
2003-04	12				12
2004-05	15		30		45
2005-06	15		27		42
2006-07	15		29		44
2007-08	15	14	21	12	62
2008-09	13	25	25	22	85
2009-10	14	20	23	26	83
2010-11	14	23	19	30	86
2011-12	18	22	24	33	97
2012-13	18	20	23	36	97
2013-14	14	23	27	35	99

RATIONALE FOR THE REQUEST TO DISSOLVE THE COLLABORATIVE PROGRAM

The decision to request approval from the Board of Regents to dissolve the Collaborative M.S.W. program was reached as a result of thoughtful and sustained dialogue among the Collaborative M.S.W. program faculty members and relevant administrative officials at UW-Green Bay and UW-Oshkosh, beginning in 2012. The Collaborative M.S.W. program Oversight Committee and the faculty governance groups at both institutions voted in 2013, to pursue dissolution of the Collaborative M.S.W. program as of September 1, 2015, in order to better serve the needs of students and social service agencies in the northeastern region of Wisconsin.

There are three primary reasons that the dissolution of the Collaborative M.S.W. program is warranted. First, the increasing number of applicants for the M.S.W. degree suggests that there is sufficient student demand to support two independent M.S.W. programs. Second, as the program has evolved, the faculty groups identified distinct curricular foci, program goals, advanced concentrations, and student outcomes. Third, the Collaborative M.S.W. program has grown to the point that a joint administrative structure has led to suboptimal practices and ineffective processes. The Collaborative M.S.W. program faculty members concluded that the dissolution, as well as the authorization of independent M.S.W. programs at UW-Oshkosh and UW-Green Bay, will improve the institutions' abilities to operate administratively efficient programs, serve student demand across distinct program specialties, and increase constituent satisfaction.

Optimal timing also factors in the request to dissolve the Collaborative M.S.W. program. The CSWE consistently accredited the Collaborative M.S.W. program since its inception, with its most recent accreditation continuing through 2018. The Collaborative M.S.W. program was accredited under the 2001 Educational Policy and Accreditation Standards (EPAS). These standards changed significantly in 2008, and will require significant curricular and assessment revisions prior to the next application for reaffirmation of accreditation. Accreditation of either the Collaborative M.S.W. program or independent M.S.W. programs will require several years of data collection, analysis, and responsive curricular changes. By dissolving the collaboration as of September 1, 2015, unnecessary duplication of curricular and assessment revisions in both the

Collaborative M.S.W. program and the independent M.S.W. programs can be avoided, allowing the most judicious use of human capital and state resources.

Challenges Encountered in the Collaborative M.S.W. Program

In the context of growth in demand for the M.S.W. degree and increasing student enrollments, the Collaborative M.S.W. program has experienced numerous challenges that have strained the available resources of the collaborative faculty and staff and have rendered the current collaborative efforts inefficient. Select areas that best illustrate these inefficiencies are discussed below. Overall, it is critical to understand that these areas require resource-intensive coordinated efforts on the part of administrative leaders, faculty, and staff within and across each of the Collaborative institutions, as well as the respective constituent groups.

Admissions and Student Enrollment

Admissions and student enrollment are two primary areas that reflect challenges and inefficiencies in the Collaborative M.S.W. program. As noted earlier, for AY 2013-14, the program received a record high of 136 admission applications. Of these, 54 percent of applicants were denied admission to the program, largely due to limited resources that constrain the number of credits the program can be offered. Table 2 illustrates admission rates for the most recent four academic years. Furthermore, the recent policy change to accept “pass-through” students (i.e., students who apply to enter the M.S.W. program directly after obtaining their Bachelor of Social Work degree) is already impacting enrollment. In the academic year 2012-13, despite the fact that the policy change and subsequent announcement were made only one month prior to the admissions deadline, the impact was significant. Sixteen (16), or 42 percent of students applying for Advanced standing, were pass-through students.

Table 2: Collaborative M.S.W. Program Admissions by Academic Year

Academic Year	Number of Applicants	Accepted for Admission	Denied Admission
2010-11	106	63 (59%)	43 (41%)
2011-12	110	61 (55%)	49 (45%)
2012-13	110	62 (56%)	48 (44%)
2013-14	136	62 (46%)	74 (54%)

The current program structure does not support enrollment growth. Resource limitations, in addition to accreditation standards that cap faculty-to-student ratios, have resulted in substantially lower enrollments of qualified applicants than might otherwise be possible, if additional resources were available. Moreover, although waiting lists are established, available admission opportunities often arise too late for applicants to make arrangements to enroll in a graduate program. The timeliness of admissions decisions is also impacted by student campus preference and preference for receipt of the Title IV-E Child Welfare Stipend. Finally, the current administrative admissions process is too cumbersome to efficiently handle a large number of applicants and admissions. The current process requires extensive administrative coordination efforts that affect prospective students, collaborative faculty and staff, and the respective institutional graduate studies offices. Development of two independent M.S.W. programs will create conditions to support increased enrollment opportunities for students to complete an M.S.W. degree in the region.

Financial Aid and Access to Student Records

Financial aid is an additional source of frustration for students, providing another example of program inefficiency. Due to the complexity of the budgeting process, students who enroll in summer courses in the Collaborative M.S.W. program must enroll at the institution of the faculty member who is teaching the course, irrespective of the students' home institution. This is confusing for students and creates challenges with the respective financial aid offices that must make accommodations for these differences. Moreover, differences in tuition structures by institution, including regular and online course fees and added facility fees assessed of students each semester by UW-Fox Valley, create additional administrative burdens, as does the inability of each Collaborative institution to access the other institution's online student records.

Limited Student Access to Faculty

Students and faculty often travel long distances to the remote site location at UW-Fox Valley for class meetings and advising sessions, which can result in students having limited access to faculty because of travel constraints and the timing of course delivery. Furthermore, not all courses are offered during evenings and weekends; consequently, students may find that they must choose courses that fit their schedules rather than their professional growth needs. The Collaborative M.S.W. program leadership has explored a number of options for student advising, but continues to find this a challenge for students.

Administration of the Program and Field Internships

Currently, the Collaborative M.S.W. program administration and management of the field internship alternate between the two institutions every four years. While an agreeably equitable approach, it has proven to be a very inefficient practice. Accompanying staff turnover is also costly in terms of training. Furthermore, the Collaborative M.S.W. program presents very complex management challenges due to the variety of funding streams that support the program. These policies were put in place to ensure equity, but have, in fact, resulted in programmatic inefficiencies. Independent M.S.W. programs at UW-Green Bay and UW-Oshkosh will be able to maintain consistent leadership and clerical support staff and improve the efficiency of administrative processes necessary to maintain quality and meet students' needs.

Market and Student Demand at the National and State Levels

Evidence of market and student demand for the M.S.W. degree is strong. The United States Department of Labor, in its 2012 Bureau of Labor Statistics report, predicts that the demand for social workers is expected to grow by 25 percent between 2010 and 2020, faster than the average for all occupations.¹ Primary areas of need include mental health and substance abuse, behavioral health, health care and public health, children and families, and geriatric social work. The CSWE notes a strong demand for social workers in aging-related careers to meet the needs of the booming aging population.² At the state level, the Wisconsin Department of Workforce Development estimates that four of the top ten industries with the greatest number of new jobs in Wisconsin lie in the health care and social assistance sectors, with estimates of over 20,000 new jobs created in each of these sectors between 2006 and 2016.³ According to the *2013 Wisconsin Outlook*, the education and health services sector, dominated by health care and

¹ <http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm>

² www.cswe.org/File.aspx?id=39052. Retrieved August 2013.

³ www.ssc.wisc.edu/~bhansen/390/WiscJobOutlook.pdf

social assistance subsectors, was the only private sector job area in Wisconsin that did not experience a decline in the recent economic recession.⁴ The employment outlook for M.S.W. students in the northeastern Wisconsin region, the primary region in which students remain upon graduation, has also been strong.⁵

Discussions with county administrators and county child welfare supervisors indicate that Wisconsin social service agencies in the NEW Partnership⁶ region will continue to provide a range of employment opportunities for M.S.W.-trained social workers. A recent estimate proposed by a northeastern Wisconsin county social service agency administrator suggests that up to 20 percent of child welfare positions remain unfilled for an untenable period of time. At the Fall NEW Partnership Administrator's Conference (held on November 21, 2013), representatives shared that none of the counties represented were currently facing hiring freezes or layoffs. Rather, they were all actively hiring and would welcome M.S.W.-degreed applicants. Furthermore, it was predicted that county agencies will continue to see record retirements over the course of the next five years and therefore will need to increase their hiring efforts.

County human and social service departments will continue to remain valuable partners in M.S.W. education, providing field placements and jobs for students in both programs. UW-Oshkosh and UW-Green Bay currently work with over 200 agencies. A table illustrating current field placements may be found in Appendix A.

As noted earlier, student demand for the M.S.W. program is consistently strong, as evidenced by the increasing numbers of applicants for admission to the program. Collaborative program admissions for academic year 2013-14 show a 26 percent increase over the previous academic year. A significant proportion (40%) of applicants to the Collaborative M.S.W. program are current employees of counties or Indian nations in the North-East Wisconsin (NEW) Partnership region or the State of Wisconsin. Twenty percent of these applicants hold degrees other than a B.S.W. Applicants and employers look to the advanced-level M.S.W. program to provide graduates who can fill current and anticipated skill gaps.

Program Array and Avoidance of Unnecessary Duplication

Two other UW institutions currently offer an M.S.W. degree: UW-Madison and UW-Milwaukee. UW-Milwaukee offers a concentration in Children and Families; Physical, Mental, and Behavioral Health; and Gerontology. UW-Milwaukee also offers several certificates within its M.S.W. program, including Applied Gerontology, Nonprofit Management, Substance Abuse, and Public Health. UW-Madison offers specializations in Child, Youth, and Family Welfare; Health, Aging, and Disability; and Mental Health and Substance Abuse. Finally, UW-Madison offers a part-time M.S.W. Advanced Generalist Concentration in Child, Youth, and Family Welfare or Mental Health. UW-Madison's part-time M.S.W. program is also offered remotely at UW-Eau Claire. In the states surrounding Wisconsin, there are 17 M.S.W. programs that offer a Clinical/Mental Health concentration and five M.S.W. programs that offer a Health Care Practice concentration.

⁴ www.revenue.wi.gov/ra/econ/2013/Summer/fullrpt.pdf

⁵ <http://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occpri>

⁶ The NEW Partnership is a training project funded by Title IVE funds for child welfare workers. The County Administrators in the NE WI region meet two times per year to review training efforts. The Title IVE grant facilitated the M.S.W. link to this meeting and this group of leaders. Participants are Directors of County Human/Social Service agencies in the 26-county region.

Upon dissolution of the Collaborative M.S.W. program and the authorization of independent M.S.W. programs, each institution will offer a unique program, thus minimizing risk for duplication. UW-Oshkosh proposes to offer an M.S.W. program with concentrations in Health Care Practice and Clinical/Mental Health. UW-Green Bay proposes to offer a single Advanced Generalist Practice concentration that will require students to complete coursework in both micro- and macro-practice methodologies, as well as program evaluation. Each curriculum will be responsive to the unique needs of the northeastern region of Wisconsin which is comprised of both urban and rural communities. The demographics of each community demand differently prepared graduates. For example, urban communities seek social workers with skills within specific concentrations, whereas some rural communities require county workers to be generalists who are proficient in multiple professional roles and who can work with multiple populations.

Accreditation and Student Notification

The Collaborative M.S.W. program will maintain CSWE accreditation until it is formally dissolved, upon which time each institution will seek independent accreditation from CSWE and its accreditation board, the Commission on Accreditation (COA). According to the CSWE, “Accreditation is awarded to the collaborative program as a whole, not to the member institutions.”⁷ Consequently, the dissolution of the Collaborative M.S.W. program and launching of independent programs will end the accreditation status of the Collaborative M.S.W. program. The faculty members at both institutions have been working closely with the appropriate Accreditation Specialist at the CSWE on the development of a dissolution plan that best meets the needs of current students in the Collaborative M.S.W. program. UW-Green Bay and UW-Oshkosh have received confirmation that all students graduating at the conclusion of the 2014-15 academic year (which concludes in August 2015) will be guaranteed to graduate from an accredited M.S.W. program.

The process of obtaining initial accreditation for the independent M.S.W. programs will take approximately one year. The application for accreditation will be due to the CSWE on July 1, 2015 and it will place the programs in candidacy for accreditation. A site visit will take place in winter of 2015-16, and the COA will vote on the programs’ independent accreditation status in June 2016. Until the COA grants initial accreditation, any student graduating from either of the independent M.S.W. programs will graduate from a program in candidacy for accreditation. However, once initial accreditation is granted in June 2016, all May 2016 graduates’ degrees will be retroactively recognized as having been obtained from an accredited program. As with all such initial accreditation efforts, there is a risk that accreditation will not be granted. However, both institutions are extremely confident that this is a very minimal risk for their programs.

UW-Oshkosh and UW-Green Bay will take care to ensure that the transition to independent M.S.W. programs will be efficient and responsive to student needs. Students will be informed in writing regarding the program transition and academic advising resources to ease their transition.

⁷ Council on Social Work Education (2013). *2008 EPAS handbook* (p. 23). Retrieved from <http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>

AUTHORIZATION OF THE M.S.W. DEGREE AT UW-GREEN BAY

Program Description

The proposed M.S.W. program at UW-Green Bay will be housed within the Social Work Professional programs, which is situated within the College of Professional Studies. The curriculum offerings will comply with accreditation standards of the CSWE and will be taught by faculty and academic staff within the Social Work Professional programs. Courses in the proposed M.S.W. program will be offered using face-to-face and hybrid formats, although face-to-face delivery will be the primary method. The Advanced curriculum will require 28 credits, and the Foundation curriculum will require 32 credits; both may be completed in three to five semesters, depending upon full-time or part-time status. Students in the Advanced curriculum are those who enter the program within eight years of completion of a B.S.W. degree from an accredited CSWE program.

Tuition

Tuition for the M.S.W. program will follow UW-Green Bay's established Graduate Fee Schedule of \$499.47 per credit hour, which includes segregated fees. Students will be assessed full-time tuition in the fall and spring for nine or more credits (\$4495.23 per semester, including segregated fees); there is no tuition plateau for graduate students in the summer.

Mission Congruence

The proposed M.S.W. program at UW-Green Bay is consistent with the university's mission, which seeks to promote an interdisciplinary experience that focuses on problem solving and critical thinking in a multi-cultural and changing world. The UW-Green Bay M.S.W. program will seek to promote inclusivity and diversity among its students, faculty, and the broader community that it serves, which is also consistent with the university mission.

Program Enrollment

It is anticipated that initial student cohorts will be admitted to the independent M.S.W. program at UW-Green Bay in the fall of 2015. Whereas the maximum capacity of the Collaborative M.S.W. program is 106 (72 F.T.E.) students, it is anticipated that the UW-Green Bay M.S.W. program will initially accommodate up to 80 (59 F.T.E.) students in the first year of an independent program (see Table 3). The program aims to increase enrollment over the first four years and anticipates serving 98 students (68 F.T.E.) by 2018-19 (see Table 4). The M.S.W. program is a logical extension of the current B.S.W., and program faculty anticipate that the 2013-14 application rate of 32 percent of B.S.W. program graduates to the M.S.W. Program will hold steady or increase.

The recruitment plan will be reevaluated after four years to determine the need to increase capacity. As in the current Collaborative M.S.W. program, the proposed UW-Green Bay M.S.W. program will involve a variety of methods to recruit and retain students from diverse backgrounds. During the transition process, students who are in various stages of completion in the full-time and part-time programs in the Collaborative M.S.W. will be distributed between the UW-Green Bay and UW-Oshkosh institutions in accordance with the students' university preferences and principles of equity between the respective institutions. The primary focus of the dissolution plan will be the well-being and timely progression of students

affected by the transition. It is anticipated that the number of students carried over from the M.S.W. Collaborative program to the independent M.S.W. program at UW-Green Bay will be approximately 27 (18 F.T.E.), which would represent UW-Green Bay's half of students remaining in the Collaborative after graduation.

Table 3: UW-Green Bay Initial Student Enrollment Projection for 2015-16

M.S.W. Cohort	Continuing from Collaborative #(F.T.E.)*	New Students #(F.T.E.)	Total in Cohort #(F.T.E.)
Foundation Full-Time	0	14(14)	14(14)
Foundation Part-Time Year 1	0	12(6)	12(6)
Foundation Part-Time Year 2	6(3)	0	6(3)
Advanced Full-Time	9(9)	15(15)	24(24)
Advanced Part-Time Year 1	6(3)	12(6)	18(9)
Advanced Part-Time Year 2	6(3)	0	6(3)
Total	27(18)	53(41)	80(59)

*Admissions data for 2013-14 used to estimate continuing students.

Table 4: UW-Green Bay Five-Year Enrollment and Graduation Projections

M.S.W. Cohort	2015-16 #(F.T.E.)	2016-17 #(F.T.E.)	2017-18 #(FTE)	2018-19 #(F.T.E.)	2019-20 #(FTE)
Foundation Full-Time	14(14)	12(12)	14(14)	14(14)	14(14)
Foundation Part-Time Year 1	12(6)	12(6)	12(6)	12(6)	12(6)
Foundation Part-Time Year 2	6(3)	12(6)	12(6)	12(6)	12(6)
Advanced Full-Time	24(24)	20(20)	22(22)	24(24)	24(24)
Advanced Part-Time Year 1	18(9)	12(6)	18(9)	18(9)	18(9)
Advanced Part-Time Year 2	6(3)	18(9)	12(6)	18(9)	18(9)
Total	80(59)	86(59)	90(63)	98 (68)	98 (68)
Total Graduating	30(27)	38(29)	34(28)	42(33)	42(33)

Regional Market Demand

Recent data reported on the website *worknet.wisconsin.gov* of 10-year occupation projections (2008-18) for the Bay area and the Fox Valley provides a compelling basis of support for the proposed UW-Green Bay M.S.W. program.⁸ In the Bay area counties of Brown, Door, Florence, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Shawano, and Sheboygan, employment projections for community and social services occupations estimate an overall increase of 14 percent in social services jobs. Exclusive to master's-prepared professionals, estimates range from 6.1-20 percent growth in jobs across various areas of social service practice. These include anticipated growth of 20 percent for marriage and family therapists; 16.1 percent in mental health and substance abuse social workers, and medical and public health social workers; and 6.1 percent growth in child, family, and school social workers.

⁷ <http://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occprj>

For the Fox Valley area, overall employment growth in community and social service occupations across Calumet, Fond du Lac, Green Lake, Outagamie, Waupaca, Waushara, and Winnebago counties is estimated at 14.9 percent with a range of 6.5-23.4 percent growth anticipated in various fields of practice. These include an anticipated growth of 22.2 percent in medical and public health social workers; 16.1 percent in mental health and substance abuse social workers; 11.1 percent growth in community and social service specialists; and 6.7 percent growth in medical and public health social workers. Each of these greatly exceeds the estimated growth of 2.1 percent and 2.2 percent for the Bay area and Fox Valley, respectively, across all occupations. The proposed UW-Green Bay M.S.W. program concentration of Advanced Generalist Practice will also allow students to develop individualized learning emphases specific to their own areas of interest. This model lends itself well to addressing the job growth demands across a wide range of practice areas as evidenced in the Bay area and Fox Valley area reports.⁹

Members of the M.S.W. program Advisory Committee, indicated that the newly developed programs should maintain a broad geographical base so as to serve the cross-cutting needs of agencies and individuals residing in both the Bay and Fox Valley areas. Committee members felt strongly that these areas of service should not be limited by geography because they would likely serve the needs of both independent M.S.W. programs in placing M.S.W. practicum students.

Student Demand

In addition to the regional market demand data provided above, UW-Green Bay conducted several studies to identify factors supporting student pursuit of the M.S.W. degree. Good salary projections for social workers in northeastern Wisconsin, combined with consistently available jobs, hold strong promise for the proposed M.S.W. program at UW-Green Bay. Further support comes from findings obtained from a 2013 survey of UW-Green Bay M.S.W. students conducted by the Social Work Professional programs, which sought information from currently enrolled UW-Green Bay M.S.W. students on various factors involved in the students' pursuit of the M.S.W. degree. A 60 percent response rate was achieved. Eighty percent of respondents identified opportunities for career growth as the primary reason for their pursuit of the M.S.W. degree; 47 percent indicated that professional standing and status were primary; and 43 percent reported that a salary increase was primary (respondents could select more than one reason). These findings were consistent among respondents holding a B.S.W. degree, as well as among those holding other undergraduate degrees.

Student current employment status was also examined in this study. Findings show that, of those holding a B.S.W. degree, 93% were already employed in a social work-related position, with nearly half of those working full-time. Approximately half of those employed full-time also indicated that they intended to remain with their current employer once they received their M.S.W. degree, thus reinforcing the notion that students seek the M.S.W. degree for career growth opportunities, and that organizations benefit from advanced level practitioners who can grow in the workplace and further develop their skills, ultimately benefiting the worker, the agency, and the communities they serve. Importantly, findings from this survey show that the majority of M.S.W. students with B.S.W. and non-B.S.W. degrees have similar expectations for salary increases. These expectations run parallel to the salary information provided in the

⁹ <http://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occprj>

National Association of Social Workers (NASW) survey summary, which shows an average of a \$15,000 annual pay differential with the M.S.W. degree.¹⁰ Salary expectations of students in the current UW-Green Bay survey are also consistent with information shared by county social service agency administrators, who recently reported salary increases of \$2,000 to \$5,000 for those with an M.S.W. degree.

The UW-Green Bay Title IV-E Training Program will continue to benefit UW-Green Bay students by providing tuition assistance and the on-the-job training necessary to secure the best jobs possible and fill the employment gaps noted by county administrators. The proposed UW-Green Bay M.S.W. program is also committed to retaining its Title IV-E training grant for M.S.W. students. While UW-Madison and UW-Milwaukee's M.S.W. programs also have M.S.W. training programs, UW-Green Bay's program is uniquely designed to train and improve retention of child welfare workers in the region.

Diversity

One of the student learning outcomes (i.e., competencies) mandated by the CSWE for all social work programs is related to diversity and requires that students demonstrate their mastery in "engag[ing] diversity and difference in practice."¹¹ Diversity concepts will therefore be interspersed throughout the curriculum. Application of social work knowledge, values, and skills across a range of diverse identities, as well as practice areas, is crucial for future effective generalist practice. A focus on understanding the implications of diversity on poverty, oppression, power, privilege, and marginalization will be applied across the practice continuum. As most students in the M.S.W. program will likely be members of the dominant cultural group, it is important to emphasize the impact of diversity experiences on the formation of identity as it shapes the human experience both locally and throughout the broader society.

There are numerous ways in which the proposed program's learning environment will model affirmation and respect for diversity and difference. First, faculty model their own commitment to life-long learning about diversity; a prime example is the fact that several faculty have been involved in the First Nations Fusion Project for the past seven years, where they learn from Tribal members and elders and infuse what they learn into their social work courses. Second, faculty support broader UW-Green Bay efforts at advancing inclusive excellence. For example, faculty help organize the annual UW-Green Bay Ally Conference, are trainers for the Safe Ally program, assist with the organization of the UW System Multicultural Student Leadership Conference (which UW-Green Bay is hosting in 2014), and helped launch the LGBTQ Center. Third, faculty scholarly efforts address equity issues. Recent faculty publications and presentations include the topics of low-income older adults, Medicaid Estate recovery, community re-entry of older adult offenders, adoption, Korean immigrants, stigma, trans-racial adoption, trauma experienced by minority populations, cultural competency, homelessness, racial disproportionality in the child welfare system, and food insecurity. Finally, faculty model respect for diversity and inclusive excellence through their service work within the broader social services community, volunteering for organizations serving elders, youth in the

¹⁰ National Association of Social Workers (2010). *Summary of key compensation findings*. Author: Washington, DC.

¹¹ Council on Social Work Education (2013). *2008 EPAS handbook*. Retrieved from <http://www.cswe.org/Accreditation/2008EPASHandbook.aspx>

juvenile justice system, English Language Learners, food insecurity, international adoption, persons with developmental disabilities, local resource centers, and community cultural celebrations, to name a few. Faculty efforts in these areas further inform the curriculum.

Program Curriculum

The UW-Green Bay M.S.W. program will be a competency-based, CSWE-accredited program that will graduate highly qualified advanced-level social work practitioners prepared to assume roles of direct practice and leadership positions in northeastern Wisconsin. The program will strive to prepare knowledgeable, competent, and ethical advanced-level social workers who will work to strengthen families and communities through programs, service, and policies that support family and community well-being. The M.S.W. program will continue its promotion of interdisciplinary learning, enhancing inter-professional practice, and the inclusion and representation of diverse groups and cultures in the region. All graduates are expected to uphold the standards and principles outlined in the NASW Code of Ethics.¹²

UW-Green Bay is committed to retaining an Advanced Generalist curriculum, and its faculty approved a single concentration for the M.S.W. program: Advanced Generalist Practice. The program will offer a range of electives underneath this concentration derived, topically, from survey data collected July through August of 2013, from 157 local practitioners and 128 alumni. These constituent groups identified the need for course offerings in the following areas: Child Welfare, Children and Families, Gerontology, Substance Abuse, Trauma, Community Organizing, and Behavioral Health. Additionally, the program intends to continue pursuing partnerships with the Veterans Administration, with which the Collaborative M.S.W. program currently holds a stipend-based field practicum. This approach to M.S.W. education will allow students to individualize their learning opportunities to meet their career goals.

The proposed program is also committed to retaining its federal Title IV-E Child Welfare Training Grant and preparing students for practice in public and tribal child welfare. The program has contracted with the State of Wisconsin Department of Children and Families for this grant since its inception in the early 1980s. UW-Green Bay has been the lead contractor on the Title IV-E Grant that has been awarded to the Collaborative M.S.W. program since 2003. This competitive, and highly sought-after stipend program has the endorsement of county administrators across the region's 27 counties, who consistently hire graduates with an M.S.W. degree.

The M.S.W. program at UW-Green Bay will base its curriculum on the ten practice competencies (listed below) established by the CSWE as outcome performance indicators for social workers. Students work toward mastery of the competencies throughout their tenure in the program and must demonstrate their acquisition of the requisite knowledge, values, and skills operationalized in the practice behaviors corresponding to each competency by graduation time:

Competency 1: Professional Self. Identify as a professional social worker and conduct oneself accordingly.

Competency 2: Standards and Ethics. Apply social work ethical principles to guide professional practice.

¹² NASW (2008) Code of Ethics. <http://www.socialworkers.org/pubs/code/code.asp>

Competency 3: Critical Thinking. Apply critical thinking to inform and communicate professional judgments.

Competency 4: Diversity. Engage diversity and difference in practice.

Competency 5: Social Justice. Advance human rights and social and economic justice.

Competency 6: Research. Engage in research-informed practice and practice-informed research.

Competency 7: Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.

Competency 8: Social Policy. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Competency 9: Service Delivery. Respond to contexts that shape practice.

Competency 10: Change Process. Engage with, assess, intervene in, and evaluate individuals, families, groups, organizations, and communities.

Staffing the Program

The proposed UW-Green Bay M.S.W. program will continue to recruit and retain faculty across a variety of professional backgrounds, who show evidence of excellence in teaching, scholarship, and service; specific attention will be given to recruitment of faculty of diverse backgrounds. Additional resources in the form of personnel will be required. CSWE accreditation standards set the requirements for the minimum number of faculty needed to operate an M.S.W. program.¹³ The standards indicate that M.S.W. programs minimally require: six full-time faculty with primary assignment to the master's program; that the majority of such faculty possess both an M.S.W. degree and a doctoral degree; and a full-time equivalent faculty-to-student ratio of 1:12. The Collaborative M.S.W. program achieved compliance with these minimum standards by combining faculty resources, with each institution providing three of the six required faculty members. Two faculty members from each institution, minimally, possessed both an M.S.W. and a doctorate.

In order to continue to maintain compliance with these standards, UW-Green Bay will need three additional faculty positions, two of which must require both an M.S.W. and a doctorate. Faculty F.T.E. will therefore increase by three F.T.E. Additionally, supplemental support staff time may be required to manage the increase in workload accompanied by an increase in students. Currently, UW-Green Bay supports one classified position at 60 percent time. That support may need to increase to one F.T.E..

While the salary and fringe for the required additional instructional and support staff would cost almost \$267,000, that amount will be drastically offset by the match generated as part of the Social Work program's Title IV-E Child Welfare Training Grant, reducing the total cost to just over \$178,000. Using the enrollment projections above, it is estimated that UW-Green Bay's M.S.W. program will generate an additional \$266,000 to \$340,000 in tuition revenue. Revenues from the increase in students will therefore be sufficient to meet the additional costs of delivering the program. Support for the three instructional positions is assured by the UW-Green Bay Provost's Office.

¹³ Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Washington, DC: Author.

Program Review

Rigorous and comprehensive evaluation measures will be used to examine various components of the program. A program evaluation plan will be established to include the following: student evaluations of the M.S.W. program competencies; student evaluations of the M.S.W. program; M.S.W. program evaluations by agency field educators, administrators, and supervisors; alumni surveys, and evaluation of student mastery of the program competencies. In addition, data collection and evaluation standards will be maintained in accordance with CSWE accreditation standards.

The program will utilize multiple measures to evaluate its success in helping students master the ten competencies established by the CSWE as outcome performance indicators for social workers:

1. Embedded assessment assignments: a range of graded assignments embedded in specific courses across the curriculum that will be used as outcome measures.
2. End-of-year field evaluations of student achievement of the competencies: field evaluations will include students' self-assessments, Field Instructors' assessments of students, and Faculty Field Liaisons' assessments of students.
3. End-of-semester course evaluations: students rate how well each course achieved its objectives.
4. Student evaluation of the M.S.W. program: includes assessments of curriculum, course delivery; advising and orientation, relationships with faculty and peers, and working with the Program Coordinator, Field Coordinator, and Child Welfare Coordinator.
5. Evaluations of the field program: both students and Field Instructors will evaluate their experiences in the Field program.

AUTHORIZATION OF THE M.S.W. DEGREE AT UW-OSHKOSH

Program Description

The proposed M.S.W. program at UW-Oshkosh, with two concentrations in Advanced Curriculum (Clinical/Mental Health Practice and Health Care Practice), will become part of the existing Department of Social Work in the College of Letters and Science (Social Science Division). The curriculum offerings will comply with accreditation standards of the CSWE and will be taught by tenured and non-tenured faculty and academic staff. The UW-Oshkosh M.S.W. program will employ a mix of traditional in-class and on-line learning opportunities. Efforts will be made to ensure that recent graduates of the B.S.W. program are eligible for admission as Advanced Standing students to the M.S.W. program. Students entering with Advanced Standing status will complete 28 credits in three semesters, including one summer, if full-time, or five semesters, including one summer, if part-time. Students entering without a B.S.W. will complete 55 credits in five semesters, including one summer, if full-time, or nine semesters, including two summers, if part-time. The M.S.W. program will also include 900 hours of a field practicum (distributed over four semesters) in which students will work directly in social service agencies. Students will be charged the standard UW-Oshkosh graduate tuition and fees (\$478.86/credit), a facilities fee of \$100, and a \$20/semester fee to support CSWE accreditation costs for the M.S.W. program.

The mission of UW-Oshkosh is to foster an inclusive learning environment that prepares graduates to meet the challenges of an increasingly global society. This program will attend to the institutional mission and the priorities of the College of Letters and Science by optimizing students' learning experiences in order to produce graduates and leaders who foster sustainable and inclusive communities. The program will advance the mission of the Department of Social Work to offer a strengths-based educational program that guides and prepares Social Work students to be caring professionals with a commitment to knowledge, critical thinking, social justice values and effective practice skills. This mission compliments and supports the university mission and priorities by graduating highly qualified professionals who will meet the local and global social service needs of a wide range of individuals. Graduates of the UW-Oshkosh M.S.W. program will possess the necessary knowledge and skills to effectively work anywhere in the world to promote and facilitate a high quality of mental and physical health.

Program Enrollment

The initial student cohorts will be admitted to the M.S.W. program in the fall of 2015. During this initial offering of the M.S.W. degree, the primary focus of the program will be to support the graduation of students who began the M.S.W. degree within the Collaborative M.S.W. program and who selected to complete the program at UW-Oshkosh. It is anticipated that UW-Oshkosh will carry forward 26 (17 F.T.E.) students from the M.S.W. Collaborative program to the independent M.S.W. program at UW-Oshkosh. Based on this estimate, the UW-Oshkosh M.S.W. program plans to admit an additional ten new Foundation M.S.W. students and three to five students who meet the qualifications for Advanced Standing. The M.S.W. program expects to enroll 42-45 (30 F.T.E.) students annually across six cohorts (18-20 full-time and 24-25 part-time). Table 5 illustrates anticipated enrollment over the first four academic years of the program. The recruitment plan will be reevaluated after four years to determine the need to increase capacity.

Table 5: UW-Oshkosh Four-Year Enrollment and Graduation Projections

Cohorts	2015-16	2016-17	2017-18	2018-19
Foundation FT	8	8	8	8
Foundation PT1	11	8	8	8
Foundation PT2	4	7	8	8
Advanced FT	22	14	14	14
Advanced PT1	8	13	8	8
Advanced PT2	4	8	12	12
Total Students	57	58	58	58

Student and Regional Market Demand

Between May and November 2013, UW-Oshkosh faculty responded to 30 individuals who expressed an interest in the Collaborative M.S.W. program via email. UW-Oshkosh received applications for admission to the Collaborative M.S.W. program between November 1, 2013, and January 17, 2014. Based on previous years, it is expected that 40-50 applications will be received at UW-Oshkosh for the 2014-15 academic year. UW-Oshkosh expects to enroll 28 new students for the fall of 2014. Moving forward, the institution will develop a marketing plan to reach potential students within the service region. Marketing activities will include enhanced outreach activities to recent B.S.W. graduates, recruitment at career fairs, targeted marketing, and enhanced contact with professionals in the field. UW-Oshkosh plans to employ a combination of traditional and social network media to market the M.S.W. program.

The demand for professional social workers remains high, particularly in specializations relating to practice in Mental Health and Health Care. Table 6 details job announcements posted between August 1, 2013, and October 7, 2013.

Table 6: NASW¹⁴ Job Postings for WI East of the I-39 Corridor.

Date	Generalist	Mental Health	Health Care Practice
8/1	31	21	34
8/6	13	27	35
8/19	13	28	37
8/27	23	17	24
9/3	12	14	23
9/9	8	18	28
9/16	7	11	34
9/23	13	17	35
9/26	3	5	0
10/1	18	20	34
10/7	10	13	22
Total	151	191	306
Average	13.73	17.36	27.82

The Wisconsin Chapter of the National Association of Social Workers distributes, via email, weekly job announcements to chapter members. Job announcements are organized by community and cover Wisconsin, as well as national employment opportunities.

The UW-Oshkosh M.S.W. program will offer two concentrations in the Advanced Curriculum: Clinical/Mental Health Practice and Health Care Practice. These concentrations will serve to meet occupation demand described in section II and illustrated above. Moreover, the emphases offered in the UW-Oshkosh M.S.W. program are distinct from those offered by UW-Green Bay. Both of these areas offer strong future employment opportunities, according to the 2012 U.S. Bureau of Labor Statistics and the U.S. Department of Labor Health Guide U.S.A.¹⁵

Diversity

The UW-Oshkosh M.S.W. program is dedicated to promoting diversity and will foster inclusive excellence in four distinct ways: curriculum, field practicum, student recruitment and retention, and faculty recruitment and retention. Diversity content will be included in all courses, and students will complete a specific course on diversity in the Foundation curriculum. Students will complete two Field Practicum placements, and through these placements, they will engage with diverse communities, clients, and staff members. M.S.W. students will reflect on these experiences and develop competency in working in diverse contexts.

The Collaborative M.S.W. program has attracted students from the Hmong community, First Nations people, and immigrants from South America and Africa. UW-Oshkosh expects to continue in these efforts. Additionally, the UW-Oshkosh M.S.W. program will work closely with the Center for Academic Support and Diversity (CASD) to encourage students of color to apply to the M.S.W. program, as well as to reach out to communities of color who may be interested in attracting M.S.W.-educated professionals. The M.S.W. program will use the services of CASD, as well as the Center for Academic Resources, to retain students of color.

The Department of Social Work actively seeks a diverse pool of faculty candidates. It is anticipated that having a diverse faculty will be important to potential M.S.W. students. UW-Oshkosh is currently seeking to hire two faculty members to fill vacant positions, and faculty of color are strongly encouraged to apply. The Department of Social Work is partnering with the Office of Affirmative Action and Human Resources to recruit faculty from underserved groups.

Program Curriculum

The UW-Oshkosh M.S.W. program will offer two concentrations in the Advanced Curriculum: Clinical/Mental Health Practice and Health Care Practice. These concentrations will serve to meet market demand described in the section II of this proposal. Current UW-Oshkosh faculty members possess particular expertise in these practice areas, and regional service providers have expressed commitment to providing appropriate internships in these practice areas. Advanced coursework will be interdisciplinary and allow students to take relevant elective courses in Public Administration and Counseling and Nursing. Graduates will be competent in the ten CSWE Practice Competencies (listed above in the UW-Green Bay program curriculum section) and will have practice expertise specifically in mental health or health care practice.

¹⁵ <http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm>
http://www.healthguideusa.org/careers/social_worker_job_outlook.html

The curriculum plans for the graduate program will be submitted to the UW-Oshkosh faculty governance process following approval for dissolution of the Collaborative M.S.W. program. Once approved by UW-Oshkosh, the curriculum plan will be submitted to CSWE in the application for Accreditation Candidacy. It is anticipated that this plan will be submitted to the CSWE in the fall of 2015.

The UW-Oshkosh M.S.W. will have four program goals:

1. Prepare advanced degree social workers to assume leadership roles in clinical/mental health care and health care settings in order to meet the growing needs of the Fox Valley and beyond.
2. Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and health care services.
3. Engage in collaborative partnerships with other academic units and degree programs at UW-Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well-being.
4. Engage in teaching, research, and evaluation activities that promote best practices in mental health and health care practice and encourage innovation and discovery to improve the well-being of those in need.

M.S.W. students in the Foundation Curriculum will become competent in the ten practice competencies and 42 practice behaviors mandated by the CSWE. These are detailed in Standard 2: Explicit Curriculum of the Educational Policy and Accreditation Standards of CSWE and may be found at <http://www.cswe.org/File.aspx?id=13780>.

The Advanced curriculum will build on the ten CSWE practice competencies and specifically ensure that students develop competence in health care and mental health practice. UW-Oshkosh faculty have drafted 23 practice behaviors and will refine these as the curriculum is further developed. All of these practice behaviors will be evaluated by faculty in the classroom, by internship supervisors in the field, and by the students themselves.

The UW-Oshkosh M.S.W. program will evaluate student outcomes as follows:

Measurement Tool	Benchmark	Time Frame
Student self-assessment of Foundation competency	87% of all Foundation students will rate themselves at competent in all 42 Foundation Practice Behaviors.	After students have completed 3 semesters (Summer)
Field Agency assessment of student competency in the Foundation Field Practicum	87% of all Foundation students will be rated as competent in all 42 Foundation Practice Behaviors.	After 450 hours of Foundation Field Practicum have been completed (Summer)
Field Faculty assessment of student competency in the Foundation Field Practicum	87% of all Foundation students will be rated as competent in all 42 Foundation Practice Behaviors	After 450 hours of Foundation Field Practicum have been completed (Summer)
Faculty assessment of student competency in Foundation Level Courses	87% of all Foundation students will be rated as competent in all 42 Foundation Practice Behaviors.	At the completion of each Foundation level course; data will be aggregated when students have completed the Foundation Curriculum (Summer)

Measurement Tool	Benchmark	Time Frame
Social Work Education Assessment Project (SWEAP) Exit Survey: Evaluation of preparation by the Foundation SW Program in the knowledge, skills, values and ethics of social work (35 questions evaluated on an 11-point scale.)	87% of all Foundation students will rate themselves 10 or better on all 35 questions.	At the completion of the Foundation Curriculum (Summer)
Student self-assessment of Advanced level competency	87% of all Advanced students will rate themselves as competent in all 23 Advanced Practice Behaviors.	At the completion of the Advanced Curriculum (Spring)
Field Agency assessment of student competency in the Advanced Field Practicum	87% of all Advanced students will be rated as competent in all 23 Advanced Practice Behaviors.	After 450 hours of Advanced Field Practicum have been completed (Spring)
Faculty assessment of student competency in Advanced Level required courses	87% of all Advanced students will be rated as competent in all 23 Advanced Practice Behaviors.	At the completion of each Advanced level course; data will be aggregated when students have completed the Advanced Curriculum (Spring)
Field Faculty assessment of student competency in the Advanced Field Practicum	87% of all Advanced students will be rated as competent in all 23 Advanced Practice Behaviors	After 450 hours of Advanced Field Practicum have been completed (Spring)

Staffing the Program

The Department of Social Work currently employs 10.3 instructional F.T.E., of which 8 F.T.E. are tenure or tenure-track. In order to meet the requirements for CSWE accreditation, it is proposed that this resource be increased to 12.5 F.T.E. (6 F.T.E. tenure/tenure-track faculty holding a Ph.D.). The revenue generated by the M.S.W. students will cover the costs of these resources. The proposed UW-Oshkosh M.S.W. program will require fewer credits for graduation (55 versus 60) and will resolve some of the challenges noted above regarding curriculum.

Current Allocations	Proposed Allocations
Chair Admin: 15 credits	Chair Admin: 12 credits
M.S.W. Admin: 0 credits	M.S.W. Admin: 12 credits (Includes advising)
B.S.W./M.S.W. Field Coord: 21 credits	B.S.W./M.S.W. Field Coordination: 18 credits
M.S.W. teaching (including advising): 58 credits	M.S.W. teaching: 93 credits
M.S.W. Faculty: 3 F.T.E.	M.S.W. Faculty: 6 F.T.E.

Program Review

As outlined in UW-Oshkosh's *Procedures for Academic Program Review and Student Outcomes Assessment* document, all academic programs complete the same institutional program review process. This assessment process is on a seven-year cycle. The program completes a self-study, which includes identification of: the program's mission and description; changes since the last review; student learning outcomes and assessment plan; program and student accomplishments; program enrollment trends and analysis; and conclusions, including a vision for future development. External evaluators provide additional feedback related to the curriculum and organization of the program as it relates to the professional field of study. The program review is then conducted by the Graduate Studies Council.

Each program is required to have an assessment plan approved by the appropriated dean as part of its seven-year program review process. Annually, each program must submit an “update on assessment” related to that plan; in year four of the cycle, the program must submit a “status report.” These reports are first reviewed by the dean and then are submitted to the University Assessment Council. The annual update includes identifying: outcomes assessed by the program; findings from the assessment activities; action(s) taken on the findings; and any plans for changes or follow-up. The status report includes identification of: findings from the assessment data; conclusions drawn from the findings that evidence students’ achievement of the outcomes or the need for change to produce achievement; plans for changes; and any gaps in the data.

The UW-Oshkosh Department of Social Work has drafted assessment measurement tools using both direct and indirect assessments and will have these tools ready for implementation in the fall of 2015. This assessment plan and the CSWE expectations will provide the basis for the Institutional Review. Additionally, UW-Oshkosh will develop tools to measure student satisfaction with the program. The accreditation self-study will outline how the curriculum attends to diversity, faculty and student development, administrative structure and program resources, and thereby supports the student learning outcomes and provides an effective learning environment. The proposed UW-Oshkosh M.S.W. program will initially be accredited for five years. If successful at the end of that period, an eight-year accreditation will be granted. The procedures for achieving CSWE accreditation result in a detailed description of the program and its outcomes. This self-study document aligns well with the requirements for Institutional Review.

University of Wisconsin-Green Bay
Cost and Revenue Projections For Newly Proposed Solo MSW Program for UW-Green Bay

	Items	Projections				
		Year 1 - AY16	Year 2 - AY 17	Year 3 - AY18	Year 4 - AY19	Year 5 - AY20
I	Enrollment (Cumulative Headcount) <i>a</i>	80	86	90	98	98
II	Enrollment (Cumulative FTE) <i>b</i>	59	59	63	68	68
III	Number of Faculty/Instructional Staff <i>c</i>	6.5	6.5	6.5	6.5	6.5
IV	Number of other Support Staff <i>d</i>	1.1	1.1	1.1	1.1	1.1
V	Revenue					
	From Tuition (excludes segregated fees) <i>e</i>	\$654,532.74	\$657,079.56	\$692,735.04	\$764,046.00	\$764,046.00
	From Fees					
	Other (including reallocation): Title IV-E Grant	\$225,000.00	\$225,000.00	\$225,000.00	\$225,000.00	\$225,000.00
	Total Revenue	\$879,532.74	\$882,079.56	\$917,735.04	\$989,046.00	\$989,046.00
VI	Expenses					
	Salaries plus Fringes (assumes annual 1% increase)					
	Faculty/Instructional Staff	\$562,826.82	\$568,455.09	\$574,139.64	\$579,881.04	\$585,679.85
	Other Staff	\$76,502.62	\$77,267.65	\$78,040.32	\$78,820.73	\$79,608.93
	Other Expenses					
	Facilities					
	Equipment					
	Other: Supplies & travel	\$44,936.00	\$45,385.36	\$45,839.21	\$46,297.61	\$46,760.58
	Total Expenses	\$684,265.44	\$691,108.09	\$698,019.18	\$704,999.37	\$712,049.36
VII	Net Revenue	\$195,267.30	\$190,971.47	\$219,715.86	\$284,046.63	\$276,996.64
Other Ongoing Commitments that will Benefit the Proposed Program						
Classes will be conducted at the UW Green Bay campus. Available instructional technology services will be employed with the MSW Program.						

- a* - Number of students enrolled
b - To be based on full-time equivalency
c - Number of faculty/instructional staff providing significant teaching and advising for the program
d - Number of other staff providing significant services for the program
e - Holding 2013-14 tuition rate constant; would increase if tuition increases

Signature by the Provost: _____
Date: _____ 7-Jan-14

University of Wisconsin System
Cost and Revenue Projections For Newly Proposed Program
University of Wisconsin Oshkosh: Master of Social Work

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (Cumulative Headcount) <i>a</i>	52	58	57	58	58
II	Enrollment (Cumulative FTE) <i>b</i>	52	58	57	58	58
III	Number of Faculty/Instructional Staff <i>c</i>	6	6	6	6	6
IV	Number of other Staff <i>d</i>	0.8	0.8	0.8	0.8	0.8
V	Revenue					
	From Tuition (includes segregated fees)	\$672,321.00	\$688,955.04	\$702,734.14	\$716,788.82	\$731,124.60
	From Fees (Accreditation)	\$3,120.00	\$3,480.00	\$3,420.00	\$3,480.00	\$3,480.00
	Other (including reallocation): _____					
	Total Revenue	\$675,441.00	\$692,435.04	\$706,154.14	\$720,268.82	\$734,604.60
VI	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$571,620.00	\$577,336.20	\$583,109.56	\$588,940.66	\$594,830.06
	Other Staff	\$42,000.00	\$42,420.00	\$42,844.20	\$43,272.64	\$43,705.37
	Other Expenses					
	Facilities					
	Equipment	\$6,000.00			\$6,200.00	
	Other: Supplies & travel	\$41,800.00	\$42,218.00	\$42,640.18	\$43,066.58	\$43,497.25
	Total Expenses	\$661,420.00	\$661,974.20	\$668,593.94	\$681,479.88	\$682,032.68
VII	Net Revenue	\$14,021.00	\$30,460.84	\$37,560.20	\$38,788.94	\$52,571.92
Other Ongoing Commitments that will Benefit the Proposed Program						
Classes will be conducted at the UW Oshkosh campus.						
Available instructional technology services will be employed with the MSW Program.						

a - Number of students enrolled

b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level

c - Number of faculty/instructional staff providing significant teaching and advising for the program

d - Number of other staff providing significant services for the program



Signature by the Provost: _____
Lane R. Earns

Date: January 28, 2014



UNIVERSITY of WISCONSIN
GREEN BAY

December 10, 2013

President Kevin P. Reilly
University of Wisconsin System
1534 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1525

Dear President Reilly:

I am writing to provide UW Green Bay's commitment to Master of Social Work as an independent campus program. The campus, including faculty governance, supports the dissolution of the Collaborative MSW program as well as the establishment of our own independent program. As we have an outstanding social work faculty, we fully expect the UW Green Bay MSW to continue to be highly successful and to grow. The current collaborative program has met all our standards of quality as well as the standards of the Council on Social Work Education (CSWE). We have the financial resources and personnel in place to sustain the program. The program will continue to engage in its rigorous assessment of student learning outcomes.

With this letter, let me provide some of the reasons for my commitment:

1. Initially, the idea of a Collaborative MSW rested on the fact that two campuses needed to work together to deliver a degree that each could not do separately. Over time, as enrollments and student demand have grown, the Collaborative MSW has become increasingly cumbersome. Simply put, the inefficiencies of the current structure now outweigh the efficiencies once imagined.
2. We have followed a very open, deliberative, and cooperative path—routed firmly in faculty-shared governance—toward dissolution and toward the establishment of an independent MSW program. The faculty on the UW Green Bay campus has been very supportive.
3. Timing is critical for the dissolution and establishment of an independent MSW program at UW Green Bay. The Collaborative MSW is currently accredited by the Council on Social Work Education (CSWE) and it will soon be up for re-accreditation. Dissolving the collaborative now and creating an independent program situates us best for gaining CSWE accreditation once again. As indicated in the attached document, we have a detailed plan to work with CSWE in order to have our independent program accredited at the soonest possible moment.
4. The social work faculty members have worked to ensure that no student who is currently in the Collaborative MSW program will be disadvantaged by the dissolution in any way. They have been in constant contact with current and

Connecting learning to life

prospective students about the possible changes so that all students are prepared for the dissolution of the Collaborative program. In fact, many will be able to take advantage of the new independent program as soon as it is launched.

5. Finally, institutional support for the independent MSW program at UW Green Bay is based on the student demand and enrollment figures that we provided to UW System. The social work faculty members have conducted an amazing amount of research, and I fully support their analysis of the need and importance of the new independent program to Northeastern Wisconsin.

Thank you for your continuing support of this program at UW Green Bay.

Sincerely,



Julia Wallace, Ph.D.
Provost and Vice Chancellor for Academic Affairs



December 12, 2013

Dr. Kevin Reilly, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Reilly,

UW Oshkosh, in collaboration with UW Green Bay, proposes to dissolve the Collaborative Master of Science degree program in Social Work (MSW). UW Oshkosh also seeks an independent authorization to offer a separate MSW degree at its own campus. I am writing to confirm the full commitment of the College of Letters and Science, the Faculty Senate and the Office of the Provost to support this dissolution of the collaborative program and the authorization of an independent MSW program at UW Oshkosh. The addition of an independent MSW program is reinforced by the accompanying documentation related to enrollment and market need. The proposed concentrations in the independent MSW, Clinical/Mental Health Practice and Health Care Practice, were created in response to professional needs in the region for social workers to assume leadership roles in clinical/mental health care settings. Additionally professional social workers will engage in activities that will contribute to the development and improvement of social policy at all levels as it pertains to culturally relevant mental health and health care services. The faculty created these distinct program concentrations in response to market demands necessary for the health and vitality of the region. The Bureau of Labor Statistics, as well as the Wisconsin Chapter of the National Association of Social Workers, indicates that demand for these positions will be high in the future.

After much discussion on campus among program faculty and administration, the College of Letters and Science Curriculum Committee, the Academic Policies Committee and the Faculty Senate have all approved of the dissolution of the collaborative MSW program and the authorization of an independent MSW program at UW Oshkosh. The rationale for the independent program authorization is based on the goal of increasing the program's effectiveness to serve students and to serve the people of the region with graduates prepared in two new areas of specialization in the program. Ongoing consultation with the Council on Social Work Education will assist the program faculty in their efforts to ensure quality in the new program as it is implemented and accredited. The program will be integrated into the University assessment and program review procedures, as well as the accreditation review by CWSE. The University has the resources, faculty [we are now conducting a search for our newest member] and courses to offer these programs as indicated by the financial information submitted with the Authorization documents.



December 12, 2013
Page 2

Lastly, the independent MSW program supports the Academic Plan and the Strategic Plan of the UW Oshkosh. The program promotes students' abilities to look at the impact of health care solutions in the local, regional, and global contexts, which, in turn align with our community engagement learning priorities. Students and faculty will engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the region to improve community well being. This is related to our efforts to increase partnerships and to build stronger communities. This program support engages learning and high impact practices such as internships, community engagement and active learning strategies, as reflected in our Academic Plan. The independent MSW program will promote teaching and research that support the campus' strategic priority and its commitment to promote innovation and discovery to improve the well being of the region.

If you have additional questions, I would be happy to discuss them with you.

Sincerely,

Lane R. Earns
Provost and Vice Chancellor

LRE/ihl