BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, April 7, 2016 10:45 a.m. – 12:15 p.m. University Union, Phoenix AB UW-Green Bay Green Bay, Wisconsin

- a. Approval of the Minutes of the February, 2016 meetings of the Education Committee;
- b. Report of the Vice President:
 - 1. Remedial/Developmental Education
 - 2. Other
- c. UW-Whitewater:
 - 1. Approval of the Master of Social Work; [Resolution I.1.c.(1)]
 - 2. Approval of the Master of Science in Computer Science; [Resolution I.1.c.(2)]
- d. UW-Eau Claire: Approval of the Bachelor of Science and the Bachelor of Arts in Geospatial Analysis and Technology; [Resolution I.1.d]
- e. UW-Parkside, UW-Green Bay, UW-River Falls, UW-Stevens Point, UW-Superior and with support from UW-Extension: Approval of the collaborative online Master of Science in Health and Wellness Management; [Resolution I.1.e]
- f. UW-Stevens Point: Approval of the Bachelor of Science in Data Analytics; [Resolution I.1.f]
- g. UW-Platteville: Approval of a Bachelor of Science in STEM Middle Childhood-Early Adolescence Education; [Resolution I.1.g]
- h. UW-Parkside:
 - 1. Approval of the Bachelor of Science in Secondary Education; [Resolution I.1.h.(1)]
 - 2. Approval of the Bachelor of Science in Early Childhood Education; [Resolution I.1.h.(2)]
 - 3. Approval of the Bachelor of Science in Special Education; [Resolution I.1.h.(3)]

- i. Approval of UW-Madison's and UW-Milwaukee's request to the Vilas Trust Fund; [Resolution I.1.i]
- j. UW-Superior: Approval of a School of Business and Economics; and [Resolution I.1.j]
- k. UW-Green Bay Host Presentation: "The Interdisciplinary Advantage of UW-Green Bay" presented by Provost Greg Davis.
- 1. Proposed new language for UW-Madison Faculty Policy and Procedures relating to faculty tenure and layoffs. [Resolution I.1.1]

Program Authorization (Implementation) Master of Social Work UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.c.(1):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Social Work at UW-Whitewater.

NEW PROGRAM AUTHORIZATION MASTER OF SOCIAL WORK UW-WHITEWATER

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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a Master of Social Work at the University of Wisconsin (UW)-Whitewater is presented to the Board of Regents for consideration. UW-Whitewater's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c.(1), approving the implementation of the Master of Social Work degree program at the University of Wisconsin-Whitewater.

DISCUSSION

UW-Whitewater proposes to establish a 32-credit Master of Social Work (M.S.W.) degree, which will reside within the Department of Social Work and will be housed in the College of Letters and Sciences. Anticipated enrollment is approximately 20 new students the first year, with new enrollments increasing to 24 students per year by year five (2021). Graduates will develop advanced generalist skills for clinical practice with individuals, families, groups, organizations, and communities within diverse systems and settings. The program offers three specializations: Physical Disabilities, Military Social Work, and Substance Use. Pending the completion of accreditation requirements, the implementation of the program is planned for June 2017.

This program will provide students with core knowledge in accordance with the recommendations of the Council on Social Work Education (CSWE), including: the ability to advocate for client access to services, practice personal self-reflection, attend to professional roles and boundaries, demonstrate professional behavior, engage in career-long learning, utilize supervision, recognize personal values, make ethical decisions, tolerate ambiguity in making decisions, and apply strategies of ethical decision making.

This proposed M.S.W. will help to meet the national demand for M.S.W. graduates. According to the *U.S. Bureau of Labor Statistics Job Outlook*, the need for social workers between the years of 2016-2024 is expected to grow by 12 percent, i.e., faster than the average for all occupations.

For the state, the need for substance abuse and behavioral disorder counselors is expected to grow by 19 percent; employment of therapists is expected to grow by 21.7 percent; and employment of all other counselors is expected to grow by 10.6 percent (*State Occupational Projections*, December 2015).

A majority of healthcare settings, in particular medical settings, hospice, and veteran's services, are now requiring social workers to have a master's degree to work in these fields. As of 2013, the federal government requires that social workers who provide primary treatment for individuals with addictions must have a master's degree to get reimbursed for services.

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 MASTER OF SOCIAL WORK AT UW-WHITEWATER PREPARED BY UW-WHITEWATER

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Master of Social Work (M.S.W.) degree. The existing undergraduate B.S. in social work program averages 450 majors, and the M.S.W. degree is one of the more frequently requested degrees at UW-Whitewater. Establishing the master's program will allow current students, recent graduates and working professionals to receive the education required to advance their skills in social work. The goal of the program will be to produce professional social workers who have advanced skills in social work practice, social work theory, and research. The program will provide students with core knowledge in accordance with the Council on Social Work Education (CSWE), including: the ability to advocate for client access to services, practice personal self-reflection, attend to professional roles and boundaries, demonstrate professional behavior, engage in career-long learning, utilize supervision, recognize personal values, make ethical decisions, tolerate ambiguity in making decisions, and apply strategies of ethical decision making. Graduates will develop advanced generalist skills for clinical practice with individuals, families, groups, organizations, and communities within diverse systems and settings. The program will allow students to enroll in one of three specializations: Physical Disabilities, Military Social Work, and Substance Use. The program will be comprised of 32 credits, including 23 credits of core courses and 9 credits of specialization/elective courses.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Whitewater

Title of Proposed Program Social Work

Degree/Major Designations Master of Social Work

Mode of Delivery Single institution, face-to-face

Projected Enrollments by Year Five

Anticipated enrollment is approximately 20 new students the first year, with new enrollments increasing to 24 students per year by year five (2021). The program is designed to be completed in 14 months with full-time students enrolling in the summer, fall, spring and summer semesters. UW-Whitewater does not anticipate any significant attrition impacting total enrollments.

Tuition Structure

For students enrolled in the M.S.W. program, the standard graduate tuition rate applies. For the current academic year, the tuition rate is \$486.07 per credit for resident students and \$1003.48 per credit for non-resident students. The tuition rate for full-time resident students who enroll in 9-12 credits is \$4374.63 per term (taking into account the current credit plateau). Of this amount, \$477.99 is attributable to student segregated fees. The rate for full-time non-resident students who enroll in 9-12 credits is \$9031.32 per term (also taking into account the current credit plateau). Of this amount, \$477.99 is attributable to student segregated fees. No other special fees or charges are anticipated.

Department or Functional Equivalent

The proposed program will reside within the Department of Social Work.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Letters and Sciences.

Proposed Date of Implementation

June 2017

INTRODUCTION

Rationale and Relation to Mission

The M.S.W. is being proposed to create a graduate degree in social work at the University of Wisconsin-Whitewater that will serve the needs of students and professionals within the region who wish to obtain a more advanced degree in social work. The purpose of the program will be to produce professional social workers who have advanced skills in social work practice, social work theory, and research. This training is important for those students who wish to advance their clinical skills, allowing them to be licensed in Wisconsin, or students who are considering pursuing a Ph.D. in social work.

The creation of a new M.S.W. degree supports key elements of the University of Wisconsin-Whitewater's mission. With more than 450 majors, UW-Whitewater currently has one of the largest undergraduate social work programs in the state of Wisconsin. The master's degree will build on the strengths of this program and address UW-Whitewater's mission to provide high-quality graduate degrees in the field of human services. The Department of Social Work already has an active undergraduate research program, and the master's degree will significantly expand opportunities for scholarly collaboration between faculty members and graduate students working on applied research projects. As a result, faculty members will be more successful in securing external research funding to support scholarly activity.

The Social Work major at UW-Whitewater is successful in enrolling a larger percentage of multicultural and non-traditional students than the overall campus average with 12 percent of the majors identifying as African American, 9 percent Hispanic/Latino, and 5 percent multi-racial; 17 percent of enrolled majors are over the age of 25. The proposed master's degree will allow these students to further their education and provide a wider range of job opportunities given increased state and federal requirements for practitioners. In addition, the proposed

M.S.W. prepares graduates in specializations that align with UW-Whitewater's mission and regional market demand to provide services for veterans/military families and people with disabilities.

The creation of an M.S.W. degree also directly addresses the missions of the College of Letters and Sciences and the Department of Social Work. A significant component of the proposed master's program includes students engaging in the campus and community through internships, community-based research projects, and service learning curriculum. These programs are already a key part of the current undergraduate program in social work, and they will expand given the professional orientation of the new master's program. The proposed M.S.W. program will require students to engage in professional field practicums in the community. These practicums allow students to provide a supportive role to community social work organizations that address identified community needs in concrete ways.

An M.S.W. degree aligns with the five strategic areas listed in UW-Whitewater's Strategic Plan. The proposed M.S.W. degree is expected to attract diverse students from southern Wisconsin, northern Illinois, and nearby regions. Admitted students will be required to complete a 500-hour internship at a social work agency. These different agencies offer diverse intellectual, cultural, creative, and service opportunities for the students. In addition, given the variations in their backgrounds and training, the faculty members within the department bring both a diverse and global set of social work perspectives to the curriculum they teach. Consequently, students will be exposed to a variety of different intellectual, cultural, and creative perspectives that will help to broaden their education. Moreover, as the reputation of the program grows over time, it is anticipated that future hires will further enhance the diversity of the faculty, which will add to the reputation of UW-Whitewater and directly address this strategic goal.

Need as Suggested by Current Student Demand

According to UW-Whitewater findings, there is strong demand among UW-Whitewater undergraduate social work students for the M.S.W. Currently, UW-Whitewater has one of the largest undergraduate social work programs in the state of Wisconsin with great potential to provide a deep and diverse pool of candidates for the proposed M.S.W. program. The undergraduate program is diverse with about 450 students representing a variety of racial and ethnic backgrounds, ages, genders, religions, physical disabilities, and sexual orientations.

In surveys of graduating social work students conducted by the College of Letters and Sciences, there is evidence of strong support for the proposed M.S.W. program. In a 2012 survey of 44 graduating students, all 44 stated they would consider attending UW-Whitewater if it had a master's program, and 34 reported it would be their first choice. In a fall 2013 survey of 87 graduating students, 91 percent indicated that they intended to enroll in a graduate program in social work, with 98 percent stating they would consider attending UW-Whitewater if a master's program were offered, and 79 percent reporting it would be their first choice. These survey results are confirmed by feedback from the College of Letters and Sciences Advisory Board. Alumni on the Board have consistently made establishing an M.S.W. degree program a priority for the College.

UW-Whitewater social work majors already pursue the M.S.W. degree in large numbers elsewhere; each faculty member reports writing five to ten letters of recommendation for students' graduate school applications in the field each semester. Moreover, when asked in advising sessions, it is common for students to express that they would have applied to a master's program in social work at UW-Whitewater if one were available.

Data from a 2014 survey conducted by the College of Letters and Sciences at UW-Whitewater support these observations. In this survey completed by 60 senior students, 30 students (50 percent) had been accepted into M.S.W. degree programs. Notably, over half of the students reported being accepted at M.S.W. programs offered by Illinois private colleges which are located in the region (George Williams College of Aurora University and Loyola University Chicago at Carthage College). This is just a small snapshot of the number of students being lost for UW-Whitewater recruiting to private, out-of-state programs. In the years 2008-2014, at least 296 UW-Whitewater alumni attended the M.S.W. program at George Williams College of Aurora University, a number that increases each year. Because students who attend these schools are following the Illinois requirements for licensure, it is often necessary for them to take additional classes in Wisconsin schools beyond graduation to become licensed in Wisconsin (especially in the field of School Social Work).

Need as Suggested by Market Demand

This program meets the significant growth in state and national demand for M.S.W. graduates. According to the United States Bureau of Labor Statistics (BLS) Job Outlook, the need for social workers between the years of 2016-2024 is expected to grow by 12 percent, faster than the average for all occupations; employment of child, family, and school social workers is expected to grow by 6 percent; employment of mental health and substance abuse social workers is expected to grow by 19 percent; and employment of healthcare social workers is expected to grow by 19 percent; and employment of healthcare social workers is expected to grow by 19 percent (BLS, *Occupational Outlook Handbook*, 2016-2017 edition).

For the State of Wisconsin, the need for substance abuse and behavioral disorder counselors is expected to grow by 19 percent; employment of therapists is expected to grow by 21.7 percent; all other counselors is expected to grow by 10.6 percent; healthcare social workers is expected to grow by 11.8 percent; marriage and family therapists are expected to grow by 8 percent; and child, family and school social workers is expected to grow by 4 percent (Projection Central: State Occupational Projections, December 2016). Graduates with M.S.W. degrees hold these job titles.

An important concern is that a significant sector of the social work labor force will age out at a time when baby boomers reach retirement, and the United States will experience an increased population of older Americans requiring social services. According to a salary survey conducted by the National Association of Social Workers Wisconsin (2013), approximately 23 percent of the respondents were over the age of 60. In addition, a majority of healthcare settings, particularly medical settings, hospice, and veteran's services, are now requiring social workers to have a master's degree to work in these fields. As of 2013, the federal government requires that social workers who provide primary treatment for individuals with addictions must have a master's degree to get reimbursed for services.

DESCRIPTION OF PROGRAM

Institutional Program Array

During the planning process for this master's program, the entire graduate program array at UW-Whitewater was reviewed to identify strengths, gaps, opportunities, overlap, and collaborations. UW-Whitewater does offer a Master of Science degree in Counseling; however, this program is a three-year program that allows students to become professional licensed counselors, not licensed social workers. An M.S.W. degree builds upon the strengths of UW-Whitewater's signature undergraduate program in social work, which emphasizes generalist social work skills, community involvement, critical thinking, and undergraduate research, highimpact educational practices associated with the UW System and UW-Whitewater's LEAP (Liberal Education & America's Promise) initiative. No other programs will be closed if this new program is approved. The Master's in Counseling program will be enhanced as students in the M.S.W. program will be allowed to take one of the courses offered by the Counseling program (Counseling and the Chemical Dependency Process) for one of their elective requirements.

Other Programs in the University of Wisconsin System

According to the Council on Social Work Education (CSWE), there are 227 accredited M.S.W. programs in the United States. Of these, three are identified as Wisconsin institutions of higher education: UW-Madison (which also has a collaborative weekend program with UW-Eau Claire), UW-Milwaukee, and a UW-Green Bay and UW-Oshkosh Collaborative (the UW-Green Bay and UW-Oshkosh programs are currently in the process of developing separate programs). There are two other M.S.W. satellite programs located in Wisconsin for schools based in Illinois.

In Wisconsin, the M.S.W. programs vary in their specialization offerings. UW-Madison offers Child, Youth and Family Welfare; Health, Aging and Disability; and Mental Health. The joint UW-Eau Claire-UW-Madison program offers only the Child, Youth and Family concentration, while UW-Milwaukee offers Physical Health; Behavioral, and Mental Health; Gerontology; Child and Family Welfare; and Community and Organizational Leadership. Finally, UW-Green Bay plans to offer five individualized areas of emphasis, which will include Child Welfare, Substance Use, End of Life, Older Adults, and Corrections. UW-Oshkosh hopes to offer two specialties: Clinical/Mental Health Practice and Health Care Practice. An M.S.W. degree at UW-Whitewater, with specializations in Physical Disabilities, Military Social Work, and Substance Use, is aimed at different social work populations than those being targeted at other University of Wisconsin schools.

Collaborative Nature of the Program

UW-Whitewater has worked with UW-Milwaukee to identify ways to collaborate. UW-Whitewater has identified three courses which students will be allowed to take at UW-Milwaukee to satisfy their elective requirements at UW-Whitewater.

Diversity

One of the core principles of a degree in social work is diversity. According to the National Association of Social Work code of ethics, social workers are taught to "treat each person in a caring and respectful fashion, mindful of individual differences and cultural and

ethnic diversity" (NASW, 2008). In addition, a main competency in the CSWE Policy and Accreditation Standards states that social work students must "engage diversity and difference in practice" as they demonstrate they can "apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels" and "apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies" (CSWE, 2015). As a result, diversity is a principle that will be foundational in all of the M.S.W. coursework. Students will gain an understanding and appreciation of diversity while covering such topics as age, abilities, culture, sexuality, health, and education.

Student Learning Outcomes

The intended outcome of the M.S.W. program is to produce professional social workers who have advanced skills in social work practice, social work theory, and research. This program will follow the learning outcomes as identified by the CSWE. CSWE states that all programs must measure nine competencies:

- 1. Demonstrate ethical and professional behavior.
- 2. Engage diversity and difference in practice.
- 3. Advance human rights and social, economic, and environmental justice.
- 4. Engage in practice-informed research and research-informed practice.
- 5. Engage in policy practice.
- 6. Engage with individuals, families, groups, organizations, and communities.
- 7. Assess individuals, families, groups, organizations, and communities.
- 8. Intervene with individuals, families, groups, organizations, and communities.
- 9. Evaluate practice with individuals, families, groups, organizations, and communities.

Assessment of Objectives

Minimally, two assessment measures will be developed for each CSWE competency from either coursework or internship assignments. Depending on the competency, examples of direct assessment measures will include quizzes, exams, essays, case studies, papers, presentations, and internship supervisor ratings on evaluation tools. In addition, all students will be required to present and pass a capstone research/internship integration project to the faculty in their final semester. Assessment of these outcomes will occur on a continuous basis, with the results posted every two years and shared regularly with the faculty members of the Department of Social Work as well as the Graduate Council. Finally, students will complete an exit survey upon completion of their program as an indirect assessment measure of the program. Information gathered from these assessment measures will be used to improve the curriculum. Appropriate changes will be implemented at the end of each two-year cycle. The program will also follow the existing university requirement of a full-scale assessment of the program every five years, using the UW-Whitewater Audit and Review process. The process provides useful feedback through a departmental self-study with the University Audit and Review Committee, the College of Letters and Sciences Dean's Office, and the School of Graduate Studies and Continuing Education.

Program Curriculum

The program will be a 14-month program that takes place in the summer, fall, spring, and summer and will consist of 32 credits, including 23 credits of core courses and nine credits of electives. Students will take six credits each summer, 10 credits of courses in the fall semesters and 10 credits in the spring semesters.

M.S.W. Core Courses:

SOCWORK 712 Social Work Psychopathology	3 credits
SOCWORK 720 Advanced Social Welfare Policy Analysis	3 credits
SOCWORK 733 Social Work Practice with Groups, Communities, and Org	anizations
	3 credits
SOCWORK 771 Advance Practice: Intervention and Evaluation	3 credits
SOCWORK 776 Research and Program Implementation and Evaluation	4 credits
SOCWORK 783 Social Work Field Experience	3 credits
SOCWORK 784 Social Work Field Research Integration Capstone	4 credits

Elective courses offered include:

COUNSED 746 Counseling and the Chemical Dependency Process	3 credits
SOCWORK 741 Treatment of Substance Use and other Addictive Disorders	3 credits
SOCWORK 750 Social Work with Military	3 credits
SOCWORK 752 Advanced Intervention with Military Members	3 credits
SOCWORK 760 Social Work with Individuals with Physical Disabilities	3 credits
SOCWORK 762 Social Work Interventions with Individuals with Physical Di	sabilities
	3 credits

From UW-Milwaukee:

SOCWORK 765 Social Work Boundaries and Ethics in Professional Practice	2-3 credits
SOCWORK 774 Trauma Counseling I: Theory and Research	3 credits
SOCWORK 775 Trauma Counseling II: Diagnosis and Treatment	3 credits

This program will be an advanced standing program which is aimed at serving students who have completed a social work bachelor's degree from a CSWE-accredited program with a grade point average of 2.75 or higher.

Projected Time to Degree

The degree is intended to be a four-term program, including two summer terms. Fulltime students are expected to complete all courses and the capstone course project within 14 months.

Institutional Review

The program will be reviewed via the UW-Whitewater Audit and Review process. The program coordinator for the M.S.W. degree will be responsible for overseeing the review process and for reporting the results to the appropriate individuals and committees. The Audit and Review process is intended to facilitate continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program faculty engage in a self-study review of the program. That review is then sent to the Graduate Audit and

Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the faculty, deans of the College and School of Graduate Studies, and the Provost.

The Audit and Review process will include a discussion of how the program contributes to the UW-Whitewater mission and core values; a review of the mission of the program itself; a review of the curriculum, student recruitment, enrollment, graduation rates, and faculty activities (including research, teaching enhancement, and service); a review of the quality of existing program activities, staff, facilities, equipment, and budget; a review of patterns of graduate employment and market demand; a discussion of anticipated future developments that may affect the program; and an enumeration of changes recommended for the program. The process also includes a review of program goals, student learning outcomes, and assessment plans and processes.

The Audit and Review self-study will also identify how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines. The review will include the process used in the program to consider, discuss, and work toward achieving Inclusive Excellence goals, including methods used to recruit and retain diverse students and faculty involved in the program.

Accreditation

This program will seek accreditation by the Council on Social Work Education (CSWE). If the UW System Board of Regents approves the authorization request in the April 2016 Board meeting, then the program can submit documents in May 2016 to apply for accreditation with CSWE. The M.S.W. program would be implemented in the fall of 2017. By October 1, 2017, CSWE can approve the program to move into candidacy status for accreditation. After additional site visits and reviews, accreditation can be granted by CSWE in October 2019. If granted, the accreditation is backdated to 2017, thereby accrediting all graduates of the program. The undergraduate social work program at UW-Whitewater already holds CSWE accreditation, so UW-Whitewater is familiar with the process for working with CSWE.

Since the M.S.W. would be a new degree for UW-Whitewater, the program will also need approval from the Higher Learning Commission (HLC). Per their policies, the program will seek approval after receiving the program authorization from the UW System Board of Regents. HLC approval is needed prior to marketing the program and admitting students.

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	New Enrollment Per Year (Headcount) a	20	21	22	23	24
Ш	New Enrollment Per Year (FTE) b	20	21	22	23	24
III	Number of Faculty/Instructional Staff c	2	2	2	2	2
IV	Number of other Staff d	1	1	1	1	1
V	Revenue					
	From Tuition e	207820.8	270167.04	283155.84	296144.64	309133.44
	From Fees					
	Total Revenue	207820.8	270167.04	283155.84	296144.64	309133.44
VI	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	138346	152846	152846	152846	152846
	Other Staff (Prorgram and Field Coordinator)	86740	86740	86740	86740	86740
	Other Expenses					
	Accreditation	0	26000	5000	5000	0
	Graduate Assistants	29688	29688	29688	44532	44532
	Program Marketing	6000	3000	3000	3000	3000
	Total Expenses	260774	298274	277274	292118	287118
VII	Net Revenue	-52953.2	-28106.96	5881.84	4026.64	22015.44
Other Ongoing Commitments that will Benefit the Proposed Program						

University of Wisconsin System Cost and Revenue Projections For UW-Whitewater MSW

a - New enrollment per year (headcount)

this is a cohort program that we estimate will enroll only Wisconsin residents in this 5 year period.

b - New enrollment per year (FTE)

each "year" is defined as the 14 months that each new student cohort requires to complete the program (four terms including two summers) we do not anticipate any attrition in the cohort program

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

This program requires 0.5 FTE for the Program Coordinator and 0.5 FTE for the Field Coordinator years as per accreditation standards *e* - assumes tution rate of \$432.96 and tuition plateau of 9 units in academic year and 6 units in summer

for year 1 tuition is based on three terms of full time student tuition (6 units in summer, 10 units in fall and spring)

for year 2-5 tuition is based on three terms of full time student tuition (6 units in summer, 10 units in fall and spring) and summer tuition from the previous year's cohort



February 9, 2016

Dr. Raymond Cross President, UW System 1720 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Master of Social Work (MSW) program. Social Work is one of the largest undergraduate programs on our campus. We currently have 414 Social Work majors, and 105 (25.4%) of these are underrepresented minority students. This is our largest group of URMs on campus. Our Graduate School and Admissions offices receive numerous inquiries and requests for a Masters degree in Social Work—more than for any other graduate degree that we currently lack at UW-Whitewater. After several years of careful thought and development, we are proud to now offer this new career-oriented program proposal. A new MSW will provide an important opportunity for our undergraduate students, including a high number of URM students, who seek a degree that will help them secure professional careers serving communities in Wisconsin and the surrounding region.

With this letter, I assert and make a firm commitment to the following:

- 1. The Masters program in Social Work has been designed to meet UW-Whitewater's definition and standards of quality and to make a meaningful contribution to our overall academic plan and program array. This MSW program is built from an academic department and college that has already demonstrated high standards of quality. The undergraduate program in Social Work has achieved the highest level of quality review in peer evaluations through our campus audit and review process and externally through accreditation by the Council on Social Work Education. As the MSW proposal was developed, faculty and staff consulted with our Director of Academic Assessment and our Dean of Graduate Studies to assure a high level of quality in curriculum and program assessment. Our campus is currently engaged in strategic planning and campus academic planning activities. As part of these processes, we have been intensively reviewing all of our academic programs. It is clear that the MSW will provide a meaningful addition to our campus program array, and our College of Letters and Sciences is poised for a successful launch of this new program.
- 2. We have institution-wide support and approval for this new MSW program through every phase of our campus governance process. The MSW was approved by the Department of Social Work, the curriculum committee in the College of Letters and Sciences, and by the University Graduate Council. The proposal has firm support from

my office, from the college dean, and from the Chancellor. All required approvals have been obtained on campus, with enthusiastic support.

- 3. The necessary financial and human resources are in place or have been committed to implement and sustain this new MSW program. Department and college staff have thoroughly considered and provided for all of the resources needed to launch and maintain the program. A financial plan is in place to use revenues generated by the program to support the program.
- 4. A high-quality system for program evaluation is in place. As soon as the new MSW program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The MSW proposal includes a fully defined list of student learning outcomes and a well-designed plan for direct and indirect assessment of those outcomes. As noted above, these plans have been reviewed and approved by our Director of Academic Assessment and the Dean of Graduate Studies who serves as chair of the Audit and Review Committee for graduate programs. Members of the college curriculum committee and Graduate Council have also reviewed the program's assessment plan as an integral part of the curriculum proposal. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

The proposal for the new Master of Social Work program was developed using a very thorough and careful process. We have all of the necessary resources in place or firmly planned, and I am confident this program will be a success. This program will be a significant addition for UW-Whitewater, an attractive offering for students, and a benefit for workforce development and communities in Wisconsin and the surrounding region. I am proud to recommend the Master of Social Work for your approval and the approval by the members of the Board of Regents. I believe this is a strong and needed addition to the University of Wisconsin System program array.

Sincerely,

Sh tu

John Stone, PhD Interim Provost and Vice Chancellor for Academic Affairs

JS/has Encl.

cc: Beverly Kopper, Chancellor Greg Cook, Associate Vice Chancellor for Academic Affairs David Travis, Dean, College of Letters and Sciences Seth Meisel, Interim Dean, School of Graduate Studies

Program Authorization (Implementation) Master of Science in Computer Science UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Computer Science at UW-Whitewater.

NEW PROGRAM AUTHORIZATION MASTER OF SCIENCE IN COMPUTER SCIENCE UW-WHITEWATER

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 Master of Science in Computer Science at the University of Wisconsin (UW)-Whitewater is presented to the Board of Regents for consideration. UW-Whitewater's Provost is submitting this authorization document and has signed a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c.(2), approving the implementation of the Master of Science in Computer Science and an augmented tuition rate at the University of Wisconsin-Whitewater.

DISCUSSION

UW-Whitewater proposes to establish a 30-credit Master of Science (M.S.) program in computer science which will reside within the Department of Computer Science, in the College of Letters and Sciences. This program, slated for implementation in September 2017, will serve the economic growth needs of both the local and broader communities of southern Wisconsin, especially in educating professionals seeking to excel in providing computational solutions for practical problems.

Students can complete the program within 15-24 months (depending on enrollment status). UW-Whitewater anticipates enrollment to be approximately 15 new students the first year, with new enrollments increasing by 20 percent per year through year five, reaching maximum enrollment of 31 new students by the fall of 2021. By the end of year five, it is expected that 112 students will enroll in the program, and 91 will have graduated.

UW-Whitewater proposes a full-time tuition of \$4,657.23 for residents and \$9,327.15 for non-residents per semester, including \$477.99 in student fees. The proposed tuition is 6 percent higher than the standard tuition. The additional revenue will allow the program to invest in the secure computing facilities and software required for the program as well as fund a number of graduate assistantships, all of which are critical for the applied nature of this program. With this tuition rate, UW-Whitewater will be among the most affordable computer science graduate programs in the region.

The U.S. Bureau of Labor Statistics recently projected that employment of software developers and managers will grow by 30 percent between 2010 and 2020, which is much faster than average job market growth. Employment trends for the regional labor market in science, technology, engineering and math (STEM) jobs show strong demand for computer-related jobs. Wisconsin and neighboring states are expected to have at least 12 percent growth

in STEM-related jobs, with computer-related jobs accounting for more than half of the overall job growth.

The Department of Computer Science has established strong collaborative relationships with local industry leaders and the Whitewater University Technology Park's Innovation Center. With the UW-Whitewater Software Development Center (under development) as a bridge, computer science graduate students will assist local business and startup firms at the Innovation Center with their software projects. Some students will potentially take the opportunity to start their own business. As a result, the proposed M.S. program in computer science will strengthen UW-Whitewater's mission "to serve as a regional, cultural, and economic resource center through its service initiatives."

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 MASTER OF SCIENCE IN COMPUTER SCIENCE AT UW-WHITEWATER PREPARED BY UW-WHITEWATER

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Master of Science (M.S.) program in computer science. This program will serve the economic growth needs of both the local and broader communities of southern Wisconsin, especially in educating professionals seeking to excel in providing computational solutions for practical problems. The program will consist of 30 credits and is intended to be completed by full-time students within 15-24 months, depending on the enrollment option they choose.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Whitewater

Title of Proposed Program Computer Science

Degree/Major Designations Master of Science

Mode of Delivery

Single institution, face-to-face

Projected Enrollments by Year Five

Anticipated enrollment is approximately 15 students the first year, with new enrollments increasing to 31 students per year by year five (2021). The program is designed to be completed in as few as 15 months (fall, spring, and two summer terms), though other options will be available. It is anticipated that approximately 15 percent of new students each year will be U.S. nonresident students, 15 percent will be international students, and 30 percent will be in a 4+1 accelerated option for students who complete B.S. degrees from UW-Whitewater. The 4+1 option allows senior-level undergraduate students to take up to 9 credits of computer science in their fourth year that will count towards the M.S. degree in computer science during the first year of the program. Twenty-five percent of all students will likely take courses part-time due to either work and family schedules or the fact that they were granted an industry fellowship by the program. UW-Whitewater does not anticipate any significant attrition impacting total enrollments. It is expected that 81 students will have graduated by the end of year five.

Tuition Structure

The proposed full-time tuition per semester is \$4,657.23 for residents and \$9,327.15 for non-residents, including \$477.99 in student fees. With this tuition rate, UW-Whitewater will be among the most affordable computer science graduate programs in the region (see

Table 1). The proposed tuition for the M.S. in Computer Science reflects the cost of offering the program, and is 6 percent higher than the standard tuition charged for similar UW-Whitewater master's programs. The additional revenue will allow the program to invest in the secure computing facilities and software required for the program as well as fund a number of graduate assistantships, all of which are critical for the applied nature of this program.

	Full Time Tuition/Semester (9 Credits)			
	Resident	Nonresident		
Marquette University	\$9,675	\$9,675		
UW-Milwaukee	5,862	12,381		
UW-Madison	5,935	12,598		
UW-Platteville	4,833	9,333		
UW-Whitewater	4,657	9,327		
UW-La Crosse	4,618	9,411		
UW-River Falls	4,499	9,064		
Northern Illinois University	4,443	7,656		

Table 1: Comparative Full-Time Graduate Tuition

Department or Functional Equivalent

The proposed program will reside within the Department of Computer Science.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Letters and Sciences.

Proposed Date of Implementation

September 2017

INTRODUCTION

Rationale and Relation to Mission

The computer science program at UW-Whitewater has been the most rapidly growing undergraduate program on campus for the past three years and has 269 majors enrolled as of fall 2015. An M.S. degree program in computer science will contribute toward the institutional mission "to offer graduate education built clearly upon its undergraduate emphases and strengths" by providing a "degree leading to professional specialization."

The Department of Computer Science has established strong collaborative relationships with local industry leaders and the Whitewater University Technology Park's Innovation Center.

With the UW-Whitewater Software Development Center (under development) as a bridge, future graduate students will assist local business and startup firms at the Innovation Center with their software projects. Some students will potentially take the opportunity to start their own businesses. The program will provide industrial collaborators with high-caliber graduate students who are well trained with excellent practical problem-solving skills. As a result, the proposed M.S. program in computer science will strengthen UW-Whitewater's mission "to serve as a regional, cultural, and economic resource center through its service initiatives."

Moreover, faculty members in the Department of Computer Science have ambitious research agendas and are some of the most active on campus in securing external grants to support their research programs and create cutting-edge applied research opportunities for students. The M.S. degree program will provide additional opportunities for research collaboration between faculty and students that are significantly more ambitious and sophisticated. It will also allow graduate students the opportunity to pursue advanced empirical research that examines relevant real-world problems. This will further advance the institutional mission "to engage in scholarly activity, including research, scholarship, and creative endeavor, that supports its programs and its select mission."

Need as Suggested by Current Student Demand

A December 2014 survey of computer science alumni and current students at UW-Whitewater conducted by the Department of Computer Science demonstrates strong interest in the M.S. degree. The survey invitation was sent through email to 241 computer science majors, minors, and alumni, and 44 replies were received. For the question, "If we were to offer a Master's program in computer science, would you have any interest in enrolling?" 40 out of 44 respondents chose "definitely" (13) or "possibly" (27). When they were asked, "If there were a 4+1 option that allowed you to take only 21 credits after your B.S. to obtain an M.S. degree, would it make you more interested in choosing this program?" 29 respondents answered "definitely" and 13 answered "possibly." For the question, "If the program offered an industry fellowship that provided a 20-hour-per-week job while allowing you to obtain a degree in 4 or 5 semesters, would it make you more interested in choosing this program?" 22 chose "definitely" and 16 chose "possibly." The survey results also revealed demand for a wide variety of specialty areas in computer science. While respondents are strongly interested in traditional areas such as software engineering, networking and security, artificial intelligence, and fundamental computer science, they are also excited about emerging areas including big data, bioinformatics, financial engineering, and game programming. These specialty demands are well matched by the background and research interests of current UW-Whitewater faculty members in computer science.

Need as Suggested by Market Demand

Businesses and other organizations increasingly rely on the newest tools and methods from computer science, especially from emerging computer science fields such as cloud computing, big data, bioinformatics, and financial engineering. The U.S. Bureau of Labor Statistics projected that employment of software developers and managers will grow by 30 percent between 2010 and 2020,¹ which is much faster than average job market growth. A 2012 Microsoft report indicated that in the United States alone there will be unfilled demand

¹ BLS, Occupational Outlook Handbook, 2012-13 edition.

for over 60,000 employees in computing-related areas each year between 2010 and 2020.² An analysis published in 2014 based on the vacancy data compiled by a labor market analytics firm stated that "[t]here are roughly 4 million job vacancies for computer workers each year,"³ but the total number of computer science bachelor's, master's, and Ph.D. degrees granted each year is approximately 50,000. In fact, specific high-value skills in STEM occupations, especially computing-related occupations, are particularly scarce relative to demand.⁴ This is confirmed by recent reports of 1.7 million unfilled cloud-related jobs⁵ and more than 209,000 unfilled cybersecurity jobs.⁶ There is little reason to believe that the need for employees with advanced technical skills will diminish at any point in the coming decades.

As for the regional labor market, a report projecting science, technology, engineering and math (STEM) employment trends from 2008 to 2018 in each state⁷ reveals strong demand for computer-related jobs. In most states, computer occupations are the largest of the STEM occupations. As listed in Table 2, Wisconsin and neighboring states are expected to have at least 12 percent growth in STEM-related jobs, with computer-related jobs accounting for more than half of the overall job growth.

			0	
	Wisconsin	Illinois	Minnesota	Iowa
STEM jobs 2018	144,780	319,820	170,830	67,330
Increase from 2008	12%	20%	13%	16%
Computer jobs ratio	43%	57%	54%	52%

Table 2: STEM and Computer job demands in Wisconsin and neighboring states

Source: Carnevale and Melton. See footnote 7 for full documentation

These trends are confirmed in UW-Whitewater local surveys as well. The Department of Computer Science conducted an industry survey in April 2015. Survey requests were sent to 62 companies who have employed recent IT or related graduates from UW-Whitewater. Responses were received from 18 companies, large and small, from southern Wisconsin. Among them, 83 percent indicated that it was somewhat hard or very hard to find local qualified job candidates with master's degrees in computer science, 67 percent were strongly interested in collaborating with UW-Whitewater in computer science education and training, and 89 percent expressed their intention to offer industry fellowships to future computer science master's students enrolling at UW-Whitewater.

Furthermore, Bud Gayhart, the Director of the Center for Innovation and Business Development from the Whitewater University Technology Park, indicated that there is increasing interest from companies in the region, including several from Illinois, to move into

 ² Microsoft, "A National Talent Strategy – Ideas for Securing U.S. Competitiveness and Economic Growth," 2012.
 ³ J. Rothwell, "Short on STEM Talent," USNews, September 2014.

⁴ J. Rothwell, "Still Searching: Job Vacancies and STEM Skills," Brookings, July 2014.

⁵ S. Kar, "IDC Report: 1.7 Million Cloud Computing Jobs Remain Unfilled, Gap Widening," Cloud Times, January 9, 2013.

⁶ A. Setalvad, "Demand to fill cybersecurity jobs booming," Peninsula Press, March 31, 2015.

⁷ A. Carnevale, N. Smith, and M. Melton, "*STEM* Report (State-level analysis)," *Georgetown University Center on Education and the Workforce*, Washington DC, 2011. Retrieved from <u>http://files.eric.ed.gov/fulltext/ED525307.pdf</u>.

the Technology Park partly because of the master's program UW-Whitewater is planning to launch (Gayhart, personal communication, April 2015).

Student Demand

High demand in the job market has generated increasing enrollments in computer science M.S. programs at U.S. institutions. According to a survey report from the Association for Computing Machinery (ACM) of non-doctoral granting departments in computing,⁸ there has been a strong increase in enrollment and degree production of M.S. students in computer science over the past four years. As illustrated in Figure 1, on average, computer science M.S. programs in non-doctoral granting departments enrolled 102.6 students and awarded 32.5 master's degrees in 2014-15. These programs' degree production and enrollment have more than doubled since 2011-2012. The annual increase in degrees awarded has been more than 30 percent over the past four years. The Taulbee Survey of doctoral granting computer science programs,⁹ released by the Computing Research Association (RA), also showed steady growth of M.S. enrollments in computer science. The average degree production (also shown in Figure 1) has increased from 40.6 in 2010-2011 to 53.9 in 2013-2014, while the average enrollment has increased from 96.8 to 133.5. The average annual enrollment increase among these programs is close to 10 percent.



Figure 1: Computer science M.S. enrollment growth in non-doctoral (NDC) granting programs.

⁸ J. Tims, S. Zweben, Y. Timanovsky, and J. Prey, "ACM NDC study: 2015 survey." ACM Inroads, Vol.6, No.3, Sept. 2015.

⁹ S. Zweben and B. Bizot, "Taulbee survey," *Computing Research News*, Vol. 27, No. 5, May 2015.



Figure 2: Computer science M.S. enrollment growth in doctoral granting programs.

UW-Whitewater will recruit international students, resident and nonresident students within its region, and UW-Whitewater B.S. students (through the 4+1 option). Special efforts will be made to attract more female and minority students into the program. For international student recruitment, UW-Whitewater recruiters will primarily concentrate efforts on student markets in China, India, Sri Lanka, and Vietnam by taking advantage of the contacts and resources of the international faculty from those countries currently teaching in the UW-Whitewater program. Recruitment opportunities will also involve Latin American countries, including Brazil and Mexico, where the UW-Whitewater Center for Global Education has already established strong connections with other campus programs.

Emerging Knowledge and Advancing New Directions

The proposed program will combine the traditional foundations of the computing field (e.g., algorithms, databases, operating systems, and software engineering) with cutting-edge tools and techniques that are currently in high demand (e.g., big data, cloud computing, image processing, and machine learning). The array of graduate courses will be reviewed regularly to ensure that students are prepared to take full advantage of the latest technological developments.

DESCRIPTION OF PROGRAM

Institutional Program Array

No other program at UW-Whitewater provides graduate-level education in software development and fundamental analysis in computing. The M.S. program in computer science will prepare graduates for leadership roles in designing, developing, testing, improving, and maintaining software and software-involved systems.

To attract top-performing undergraduate computer science students, the program will offer an accelerated 4+1 option that allows senior-level undergraduate students to take up to 9 credits of computer science that will count towards the M.S. degree. The program thus provides a path to a graduate degree in less time and at a lower cost. Through collaborations with international institutions, a 2+2+1 program option will also be offered that allows a student to study two years in the student's home country, two years in UW-Whitewater's B.S. program, and one year in the M.S. program. In addition, UW-Whitewater anticipates that the industry fellowship program will also be available and will allow select M.S. students to work 20 hours per week with partners in industry while also taking six credits per semester. This fellowship program will provide funding and practical experience for students who have financial need while still allowing them to complete the program within five terms (two years). This innovative campus-business collaboration will be a tool for recruiting and retaining highly proficient technical professionals in southern Wisconsin and help grow businesses in the region.

Other Programs in the University of Wisconsin System

UW-Madison and UW-Milwaukee offer research-oriented M.S. and Ph.D. degrees in computer science. UW-Madison offers a professional option for working professionals who want to complete an M.S. degree in computer science within two years. UW-Milwaukee also offers an industry-oriented M.S. degree and allows up to 6 undergraduate credits to be carried over to the graduate program. UW-Platteville offers a joint international M.S. in computer science in collaboration with universities of applied science in Germany and Australia; in fall 2016, UW-Platteville will begin offering an on-campus M.S. in computer science that does not require study abroad. UW-River Falls recently launched an M.S. in computer science for working professionals in northwestern Wisconsin and Minnesota. UW-La Crosse offers an M.S. in software engineering.

UW-Parkside and UW-Stout also offer master's degrees in computing-related fields, but these programs differ significantly from UW-Whitewater's proposed program. UW-Parkside's M.S. in Computer and Information Systems (CIS) focuses on modern enterprise systems and long-range strategic and personnel plans in information technology in addition to software development. UW-Stout's Professional Science Masters (PSM) in Industrial and Applied Mathematics contains a computer science component, but focuses on developing mathematical and statistical techniques for business and industry. UW-Stout's M.S. in Information and Communication Technologies (ICT) focuses on the planning and evaluation of ICT systems, but does not include any program objectives related to the development of algorithms, software, or software-related systems. In contrast, the UW-Whitewater program will include courses on cloud computing, big data, and computer vision. The M.S. program in computer science proposed at UW-Whitewater is needed to better serve the southern Wisconsin area. Due to the geographic proximity and transportation convenience, the addition of the proposed master's program will greatly enhance the ability for computing-related companies located outside the Madison and Milwaukee areas, especially those from Whitewater, Janesville, and Beloit, to collaborate with the UW System for workforce development and economic development. This geographic proximity is especially important for startups that the Whitewater Innovation Center and Technology Park has attracted and will continue to attract.

Diversity

The survey by the Association for Computing Machinery (ACM) and the Computing Research Association (CRA) indicates that there is potential for greater diversity in graduate programs in computer science. The program faculty will also strive to attract enrollment from underrepresented groups through external grants in research and education.

Notably, studies by ACM and CRA revealed the advantage of non-doctoral graduate programs in attracting female and minority students into their M.S. computer science programs. Female students make up 31 percent of the population in non-doctoral granting M.S. programs in computer science, while in doctoral granting M.S. programs the percentage is just 22 percent. The non-doctoral M.S. programs also have a higher percentage of African-American graduates (8.3 percent vs. 2.4 percent) and Hispanic/Latino graduates (6.8 percent vs. 2.5 percent). Given the relatively small number of female and minority computer scientists in the workplace, the proposed UW-Whitewater M.S. program in computer science could help to address the imbalance.

There is also strong interest from international students in computer science M.S. programs in the United States. The ACM survey indicates that 31.4 percent of M.S. students in all computing-related disciplines at non-doctoral granting institutions are international students; whereas specific percentages for computer science M.S. degrees were not disclosed, they are expected by industry experts to be higher. According to a Council of Graduate Schools report regarding international enrollments published in fall 2015,¹⁰ 77 percent of first-time international graduate students are enrolled in master's or certificate programs, with especially high concentrations in mathematics and computing (85 percent). While total international student enrollments have increased 5 percent between the fall 2014 and fall 2015 admission cycles, the mathematics and computing fields (9 percent) have grown faster than others.

Student Learning Outcomes and Program Objectives

Graduates with an M.S. degree in computer science from UW-Whitewater will be able to:

- Frame a real-world problem such that it can be addressed computationally.
- Apply theoretical and empirical evaluation techniques to identify and design an appropriate computational solution for a problem.

¹⁰ H. Okahana and J. Allum, "International Graduate Applications and Enrollment: Fall 2015," Council of Graduate Schools, Dec. 2015.

- Build, test, and document software and systems that are robust, reliable, and maintainable.
- Evaluate a computer-based system and its components with respect to correctness, efficiency, cost, and mitigation of possible harmful effects.
- Work effectively in teams to design and implement software systems, manage conflicts, optimize resource usage, and meet deadlines.
- Communicate effectively with colleagues and stakeholders across disciplines.
- Learn emerging concepts and acquire new skills independently, connecting them to previous knowledge.

Assessment of Objectives

Student learning outcomes for the program will be assessed on a two-year cycle. The main assessment activities include:

- Course-embedded assessment in required courses in the curriculum. In order to ensure sustainability of assessment efforts, assessment will take place in a subset of classes, and the particular set of classes in which assessment occurs will rotate from year to year. Depending on the course and subject, examples of direct assessment measures include problem sets, exams, software design and implementation assignments, short papers, and presentations.
- A capstone project and thesis assessments. Each student will be required to write a report and/or present their work to a faculty committee. This will be used to assess a student's understanding of the topic and the student's understanding of the software development process or the research process, as well as the degree of independence shown by the student in executing the project.
- An exit survey upon completion of the degree. This serves as an indirect assessment measure of the program.
- An alumni survey conducted after graduation. This is an indirect assessment that will assess alumni's job skills in comparison with the job skills of their colleagues.

Information gathered from these assessment activities will be compiled to evaluate the program. All of this information will be shared with the College of Letters and Sciences Assessment Committee as well as with members of the Department of Computer Science at the end of the spring semester every year with appropriate changes to be implemented within the subsequent two-year cycle.

Program Curriculum

The program will consist of 30 credits with 15 credits of core courses, 9-12 credits of electives, and 3-6 credits of capstone project/thesis work. Full-time students are expected to take 9 credits of courses in each of the fall and spring semesters and 6 credits during optional summer term(s).

 Table 3:
 Curriculum for the M.S. in Computer Science

Core Courses (15 credits)	
Operating Systems in Practice	3 credits
Machine Learning	3 credits
Advanced Algorithm Design and Analysis	3 credits
Advanced Database	3 credits
Advanced Software Engineering	3 credits
Elective Courses (Select 9-12 credits)	
Cloud Computing	3 credits
Big Data and Data Mining	3 credits
Optimization: Techniques and Applications	3 credits
Image Processing and Computer Vision	3 credits
Cryptography and Cloud Security	3 credits
Software Testing	3 credits
Software Specification and Verification	3 credits
Special Topics (Repeatable)	3 credits
Capstone (Select 3-6 credits)	
Capstone Project (Repeatable)	1-3 credits
Thesis Research (Repeatable)	1-3 credits

To be admitted to the graduate program, students will be required to complete a bachelor's degree with a major in computer science or equivalent. Students whose bachelor's degree was not in computer science may be admitted to the program contingent on passing one or more undergraduate computer science courses, as determined by the department. International applicants must demonstrate financial support and English proficiency (TOEFL score of 550 and above or minimum IELTS score of 6.0) and submit a credit evaluation of their undergraduate transcript.

Projected Time to Degree

Most commonly, the program will take 18 months to include two fall semesters, one spring semester, and one summer (optional) term. However, it is quite reasonable for one to shorten the time to 15 months by taking two summer terms, one fall semester, and one spring semester. For 4+1 students, one full year that includes fall, spring, and summer terms will be typical. Part-time students, including students awarded an industry fellowship, will need two full years to complete the program.

Institutional Review

The program will be reviewed via the UW-Whitewater audit and review process. The program coordinator for the M.S. in computer science will be responsible for overseeing the review process. The audit and review process is intended to facilitate continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program's faculty engage in a self-study review of the program. That review is then forwarded to the Graduate Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the faculty, dean, and provost.

The Audit and Review self-study will also identify how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines. The review will include the process used in the program to consider, discuss, and work towards achieving Inclusive Excellence goals, including methods used to recruit and retain diverse students and faculty involved in the program.

Accreditation

There is no specialized accreditation body for M.S. programs in computer science in the United States. Therefore, there is no need for discipline-specific accreditation.

	University	of Wiscons	in System			
Cost and Revenue Proje	ections For Newl	y Propose	d UW-Whitewater	MS Com	puter	Science

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
		2017	2018	2019	2020	2021
I	New Enrollment Per Year (Headcount)	15	18	22	26	31
Ш	New and Contniuing Enrollment Per Year (FTE)	13.4	21.55	24.25	29.45	35.4
III	Number of Faculty/Instructional Staff c	1	1	1.5	2	2
IV	Number of other Staff d	0.5	0.5	0.5	0.5	0.5
V	Revenue					
	From Tuition e	200265	322602	356691	433141	529748
	From Fees					
	Total Revenue	200265	322602	356691	433141	529748
VI	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff g	99050	99050	175750	259450	259450
	Other Staff	63450	63450	63450	63450	63450
	Other Expenses					
	Marketing	6000	6000	8000	10000	12000
	Equipment/Software	5000	10000	15000	25000	40000
	Other:_Graduate Assistants (5)	74219	74219	74219	74219	74219
	Total Expenses	247719	252719	336419	432119	449119
VII	Net Revenue	-47454	69883	20272	1022	80629
	Other Ongoing Commitments	that will Bene	fit the Propose	ed Program		

a - New enrollment per year (headcount)

The financial model is based on: *resident full-time students: 15% *nonresident full-time students: 15% *international full-time students: 30%

*resident part-time students: 25%

b - New and continuing enrollment per year (FTE)

FTE based on enrollment of 24 credits/year (9 credits in fall/spring and 6 credits in summer) Significant attrition is not expected and not included in the model.

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

 \boldsymbol{d} - Number of other staff providing significant services for the program

This program will be assigned a 0.25 FTE Program Coordinator, 0.125 Admissions Coordinator and 0.125 support staff

e - Assumes augmented resident tution of \$464.36/credit and nonresident \$983.24 (tution rate without segregated fees)

For full-time resident, nonresident and international studnets, tuition is based on four terms of full-time tuition (6 units in two summers, 9 units in fall and spring) For 4+1 students, tuition is based on three terms of graduate student tuition (3 units in one summer, 9 units in fall and spring) For part-time students, tuition is based on six terms of graduate student tuition (3 units in two summers, 6 units in fall/spring semesters for two years)

ALL ENROLLLMENT CALCULATIONS ARE FOUND ON "ENROLLMENT" TAB ALL STAFFING & EXPENSES CALCULATIONS ARE FOUND ON "STAFFING AND EXPENSES" TAB ALL REVENUE CALCULATIONS ARE FOUND ON "REVENUE" TAB



February 9, 2016

Dr. Raymond Cross President, UW System 1720 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Master of Science (MS) program in Computer Science. Computer Science is the fastest growing undergraduate major at UW-Whitewater, and the new MS program will provide an attractive opportunity for many of these majors as well as students from other universities to continue their education toward a strong career-oriented graduate degree. We are proud of the achievements of our students, faculty, and staff in our College of Letters and Sciences, and with this new MS the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin and the surrounding region.

With this letter, I assert and make a firm commitment to the following:

- 1. The Masters program in Computer Science has been designed to meet UW-Whitewater's definition and standards of quality and to make a meaningful contribution to our overall academic plan and program array. This MS program is built from an academic department and college that has already demonstrated high standards of quality. As the MS proposal was developed, faculty and staff consulted with our Director of Academic Assessment and our Dean of Graduate Studies to assure a high level of quality in curriculum and program assessment. Our campus is currently engaged in strategic planning and campus academic planning activities. As part of these processes, we have been intensively reviewing all of our academic programs. It is clear that the MS in Computer Science will provide a meaningful addition to our campus program array, and our College of Letters and Sciences is poised for a successful launch of this new program.
- 2. We have institution-wide support and approval for this new MS program through every phase of our campus governance process. The MS proposal was approved by the Department of Computer Science, the curriculum committee in the College of Letters and Sciences, and by the University Graduate Council. The proposal has firm support from my office, from the college dean, and from the Chancellor. All required approvals have been obtained on campus, with enthusiastic support.

- 3. The necessary financial and human resources are in place or have been committed to implement and sustain this new MS program. Department and college staff have thoroughly considered and provided for all of the resources needed to launch and maintain the program. A financial plan is in place to use revenues generated by the program to support the program, and reasonable projections indicate that the program will be self-sustaining after the first year.
- 4. A high-quality system for program evaluation is in place. As soon as the new MS program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The MS proposal includes a fully defined list of student learning outcomes and a well-designed plan for direct and indirect assessment of those outcomes. As noted above, these plans have been reviewed and approved by our Director of Academic Assessment and the Dean of Graduate Studies who serves as chair of the Audit and Review Committee for graduate programs. Members of the college curriculum committee and Graduate Council have also reviewed the program's assessment plan as an integral part of the curriculum proposal. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

The proposal for the new Master of Science program in Computer Science was developed using a very thorough and careful process. We have all of the necessary resources in place or firmly planned, and I am confident this program will be a success. This program will be a significant addition for UW-Whitewater, an attractive offering for students, and a benefit for technology and workforce development in Wisconsin and the surrounding region. I am proud to recommend the MS in Computer Science for your approval and the approval by the members of the Board of Regents. I believe this is a strong and needed addition to the University of Wisconsin System program array.

Sincerely,

- sh the

John Stone, PhD Interim Provost and Vice Chancellor for Academic Affairs

JS/has Encl.

cc: Beverly Kopper, Chancellor Greg Cook, Associate Vice Chancellor for Academic Affairs David Travis, Dean, College of Letters and Sciences Seth Meisel, Interim Dean, School of Graduate Studies Program Authorization (Implementation) Bachelor of Science and Bachelor of Arts in Geospatial Analysis and Technology UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.d:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science and the Bachelor of Arts in Geospatial Analysis and Technology at UW-Eau Claire.

NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE AND BACHELOR OF ARTS IN GEOSPATIAL ANALYSIS AND TECHNOLOGY UW-EAU CLAIRE

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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a Bachelor of Science and a Bachelor of Arts in Geospatial Analysis and Technology at the University of Wisconsin (UW)-Eau Claire is presented to the Board of Regents for consideration. UW-Eau Claire's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.d, approving the implementation of the Bachelor of Science and the Bachelor of Arts in Geospatial Analysis and Technology degree program at the University of Wisconsin-Eau Claire.

DISCUSSION

UW-Eau Claire proposes a new Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degree in Geospatial Analysis and Technology (G.A.T.) to be housed within the Department of Geography and Anthropology in the College of Arts and Sciences. In addition to general education credits, the 120-credit degree consists of 43 core major credits. For the B.A. degree, students must demonstrate foreign language competency at a higher course level. The B.S. degree has no foreign language competency requirement. For the B.S. degree, students must demonstrate mathematics competency at a higher level, i.e. pre-calculus or trigonometry. The B.A. degree's math competency is met with the completion of College Algebra. The entire curriculum of the G.A.T. major, including all upper-level courses, can be completed with either the B.A. or B.S. mathematics competency.

Strongly influenced by the Geospatial Competency Model provided by the U.S. Department of Labor (2014) and the Geographic Information Science and Technology (GIS&T) Body of Knowledge (2006) created by the University Consortium for Geographic Information Science, the UW-Eau Claire G.A.T. degree program will focus on a solid foundation in geospatial science, technology and spatial analysis.

The program design encourages timely degree completion, while simultaneously providing students with opportunities to participate in high impact practices such as internships, a department capstone seminar, and/or project-based, advanced-level courses. The geospatial sector encompasses technologies such as GPS (global positioning systems), GIS (geographic information systems), web mapping, and earth imaging satellites.

Increasingly, these technologies and the resulting spatial data are in high demand as their utility in decision making and problem solving becomes evident across industries ranging from health care to business development. The geospatial technology sector is recognized as a high growth industry by the U.S. Department of Labor, Employment and Training Administration, growing at an estimated 35 percent annually, as documented by the Geospatial Information and Technology Association.

In January 2015, UW-Eau Claire commissioned an Education Advisory Board study to gauge potential geospatial job markets in the upper Midwest. The study examined all job opportunities for 2014 and identified over 1,500 geospatial-related jobs requiring a bachelor's degree.

Students will be assessed the standard undergraduate tuition. For the 2014-15 academic year, the residential tuition and segregated fees total \$4,372 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$3,681 is attributable to tuition and \$691 is attributable to segregated fees. Full-time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$364 per credit.

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 AND A BACHELOR OF ARTS IN GEOSPATIAL ANALYSIS AND TECHNOLOGY AT UW-EAU CLAIRE PREPARED BY UW-EAU CLAIRE

ABSTRACT

The University of Wisconsin-Eau Claire proposes a new Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degree in Geospatial Analysis and Technology (G.A.T.) within the Department of Geography and Anthropology. The proposed major will ground students in current geographic and geospatial traditions while enhancing existing technical and pedagogical methods in a multidisciplinary learning approach. Wisconsin is lagging behind its neighbors in terms of geospatial-related employment, and therefore this degree will provide students with cutting-edge skills to enhance economic growth in Wisconsin. Furthermore, the G.A.T. is aligned with the university's liberal education goals. This comprehensive major is intentionally integrative in design and encourages transformative learning via an engaging curriculum and embedded high impact practices, such as internships and undergraduate research opportunities, and by enhancing critical thinking both inside and outside the classroom.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Eau Claire

Title of Proposed Program

Geospatial Analysis and Technology

Degree/Major Designations

Bachelor of Science and Bachelor of Arts

Mode of Delivery

Single institution, using primarily face-to-face instruction.

Projected Enrollments by Year Five

The total number of geography majors at UW-Eau Claire has increased steadily from 74 in spring of 2008-09 to 94 in spring of 2014-15. The total number of geography majors (including second majors) and geography minors was 136 in spring 2014-15. In addition to majors and minors, the Department of Geography and Anthropology also offers a geospatial certificate program from which the proposed G.A.T. has evolved.

During the spring 2013 inaugural offering of the geospatial certificate, 30 students were enrolled in the program. A total of 12 students completed the requirements for the geospatial certificate in 2013-14, and 14 students completed in 2014-15. Students graduating with the geospatial certificate were primarily majors in geography, biology, geology, and computer science. The expected enrollment and graduation projections for students entering the program are shown in Figure 1.



The projected enrollment numbers for years one and two are based on students currently enrolled as geography majors, minors, or in the geospatial certificate program who are projected to choose the G.A.T. major. Thereafter, the university anticipates 25 new majors each year. The current university-wide retention rate measured after the freshman, sophomore, and junior years is 83 percent, 75 percent, and 70 percent, respectively. Based on those retention rates, by year five the university expects that 80 students will be enrolled and 20 students will have graduated.

Tuition Structure

Students will be assessed the standard undergraduate tuition and fees that all UW-Eau Claire students pay. For the 2014-15 academic year, the residential tuition and segregated fees total \$4,372 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$3,681 is attributable to tuition and \$691 is attributable to segregated fees. Full-time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$364 per credit.

The only additional fees assessed to students in this program will be two special course fees. Students will be assessed a \$200 special course fee for enrollment in Geography 390: Unmanned Arial Systems (UAS) course. In this course, students will build their own UAS, and the fees will cover the cost of materials. The other course assessing a fee will be for enrollment in Geography 336: Field Methods. Students are currently assessed a \$50 fee for this course to cover equipment upkeep and transportation costs due to the field-based nature of the course; the fee will continue in the G.A.T. program.

Department or Functional Equivalent

The proposed program will reside in the Department of Geography and Anthropology.

College, School, or Functional Equivalent

The G.A.T. program will be housed within the College of Arts and Sciences.

Proposed Date of Implementation

September 2016

INTRODUCTION

Rationale and Relation to Mission

The geospatial sector encompasses technologies such as GPS (global positioning systems), GIS (geographic information systems), web mapping, and earth imaging satellites. These cutting-edge technologies are used to map, visualize, and analyze the world around us. Increasingly, these technologies and the resulting spatial data are in high demand as their utility in decision making and problem solving becomes evident across industries ranging from health care to business development. The GEI's three core goals will: (1) enhance teaching and learning by developing informative relationships between UW-Eau Claire faculty and Wisconsin businesses; (2) create a sustainable and relevant internship program with geospatial-related businesses; and (3) transform geospatial education through innovating existing curriculum, developing new course offerings, offering additional certificates, and the G.A.T.

The mission statement of UW-Eau Claire is to "…foster in one another creative, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry." Currently guided by the UW-Eau Claire Centennial Plan, it is within the university's mission to provide rigorous, intentional, and experiential undergraduate liberal education for life and livelihood. The proposed academic program in G.A.T. is fully consistent with that mission and encapsulates the Centennial Plan by utilizing a number of the stated goals. Connected to these goals, this proposed degree program is intentionally integrative and allows for transformative learning via an engaging curriculum and embedded high impact practices, such as internships and undergraduate research opportunities, both inside and outside the classroom, and unique opportunities to increase student's technological skills through the liberal arts approach to integrative learning.

Need as Suggested by Current Student Demand

The number of majors in geography has increased from 75 in 2008 to 115 in October 2015. Much of this growth is attributed to collaboration with the Biology Department to grow the environmental geography comprehensive major as well as increased interest in geospatial technologies. The addition and success of the geospatial certificate was the catalyst for this proposed program. The G.A.T. degree will supplement the needs of current UW-Eau Claire geography majors, while also providing additional support for students with greater interests in geospatial technologies. Graduates are at an advantage if they have both a spatial perspective as well as an understanding of science and technology. The core of the major, which is rooted in geography, and the flexibility of the course plan of the comprehensive G.A.T. major allow for easy movement between the current geography major and the G.A.T. program. Outside of UW-Eau Claire, the G.A.T. will also provide a solid foundation for students interested in pursuing graduate work. This is specifically true for the newly proposed master's degree in GIS at UW-Stevens Point. Students who successfully complete the G.A.T. and are interested in graduate-level GIS work will be well prepared to complete this master's degree.

Need as Suggested by Market Demand

The geospatial technology sector is already recognized as a high growth industry by the U.S. Department of Labor, Employment and Training Administration.¹ The anticipated growth in the geospatial industry, estimated at 35 percent annually by the Geospatial Information and Technology Association, presents a tremendous opportunity for UW-Eau Claire to increase the number of graduates placed within successful careers in Wisconsin and beyond.

The geospatial industry is strong within the state, and recent trends suggest the growth will continue. The County Business Pattern (CBP)² data collected for Wisconsin by the U.S. Census Bureau indicates that in 2011, there were 161 businesses employing 639 people directly classified within the geospatial industry. The CBP data, however, grossly underestimates the number of businesses that are engaged in the geospatial industry. Job posts for geospatially related employment on the Wisconsin State Cartographer's website have seen a steady increase over the past decade with over 180 posts alone in 2013.³ These numbers clearly demonstrate the demand for graduates with geospatial expertise in the state.

The success of the current geospatial certificate program at UW-Eau Claire also demonstrates the demand for geospatial education. During the initial offering of the geospatial certificate, 30 students enrolled and that enrollment continues to the present date; the aforementioned numbers suggest strong student demand for geospatial program offerings. Many of these students have already been awarded high-demand positions at leading companies in Wisconsin and beyond. UW-Eau Claire is uniquely positioned to fill this industry need.

In January 2015, a study⁴ was commissioned with the Education Advisory Board to gauge potential geospatial job markets in the upper Midwest. The study examined all job opportunities for 2014 and identified over 1,500 geospatial-related jobs requiring a bachelor's degree. The largest number of geospatial-related job postings was found in Cook County, IL (Chicago). The next largest, with over seventy-five postings, was in Peoria County, IL, followed by Hennepin and Dakota Counties in MN and Dane County in WI. Further analysis of key words used in job postings between 2013 and 2014 found large increases for the use of generalized titles such as System Administrator (+50), Hydrologist (+15), and Data Analyst (+15), all of which are tied to geospatial technology.

Emerging Knowledge and Advancing New Directions

The proposed G.A.T. program will offer an array of courses that captures emerging knowledge and advances new directions in the pedagogy of geospatial technologies. As part of the G.A.T., faculty will develop and offer several new courses based on cutting-edge technology such as Business Location Analytics, Light Detection and Ranging (LiDAR) and Unmanned Aerial Systems (UAS). As indicated in the letters of support in the GEI, these technologies are in high demand, yet they are not accessible to UW-Eau Claire students. Currently, no other UW System campus is offering this type of cutting-edge curriculum. Students will benefit from first-hand experience with survey grade GPS, fixed wing UAS, rotary UAS, telemetry equipment, infrared and thermal infrared cameras, data analytics software, and powerful workstations.

LiDAR and UAS are examples of new technologies that are not yet integrated into the curriculum at UW System campuses but have high economic growth potential. For Wisconsin

businesses to take advantage of these high growth areas, they need quality staff who are well versed in these areas. UW-Eau Claire has several faculty with expertise in these specialized areas and is well equipped to teach this knowledge as part of the proposed major. According to a 2013 survey conducted by Markets and Markets,⁵ the global LiDAR market is currently valued at \$255.35 billion and is expected to expand by 16.6 percent through 2018. LiDAR is a technology used to scan surfaces such as buildings, rock formations, and vegetation to make ultra-detailed 3D maps.

UAS is another cutting-edge technology that is not yet integrated into existing curriculum in the UW System. Unmanned aerial systems are remotely-piloted aircraft fitted with a variety of sensors and can be used in many civilian applications such as search and rescue, mapping, and precision agriculture. This industry is poised for major growth in the next decade: the Association for Unmanned Vehicle Systems International predicts a \$13.6 billion economic impact in the first three years of integration of UAS into National Airspace (beginning in 2015), along with the creation of 34,000 manufacturing jobs and more than 70,000 new jobs overall in the first three years.⁶ The report estimates that Wisconsin will see an \$88 million economic impact from 2015-2017 and the creation of nearly 700 new jobs. Currently, there are no viable options offered in Wisconsin to obtain UAS training to staff Wisconsin jobs. The nearest centers providing UAS workforce development are Kansas, North Dakota, Indiana, and Oregon. The G.A.T. will provide UAS-focused geospatial courses (in collaboration with the Physics Department) to provide Wisconsin businesses with qualified UW System graduates to hire for these new jobs.

DESCRIPTION OF PROGRAM

Institutional Program Array

The proposed G.A.T. major fits well in the College of Arts and Sciences at UW-Eau Claire, due to the strong foundation of spatial thinking developed by the Geography and Anthropology Department as well as the long history of collaborative projects with many other departments across campus. Grounded within a liberal education framework, the innovative G.A.T. curriculum highlights core geographic tenets and expands spatial thinking connected to science and technology (STEM). The current major offerings in the Geography and Anthropology Department provide a strong geographic foundation while allowing students to broadly explore interests in geographic thought (i.e., international or environmental). The current geospatial certificate does provide additional curricular offerings, but the G.A.T. allows for a collaborative approach that drills into the unique technical approaches geospatial science and technologies offer.

Other Programs in the University of Wisconsin System

Geography programs are found at UW-La Crosse, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Milwaukee, UW-Madison, UW-Whitewater, UW-Green Bay, and UW-Parkside. The initial Notice of Intent for the G.A.T. was supported by all programs and universities throughout the UW System. The proposed G.A.T. will build upon UW-Eau Claire's strong foundation in geography to offer cutting-edge curriculum in remote sensing (e.g., LiDAR), geospatial and UAS technologies. Furthermore, the inclusion of courses from other departments (e.g., information systems, computer science) at UW-Eau Claire is a distinctive feature of the G.A.T. major. There is no evidence to suggest that the G.A.T. will negatively impact enrollment in geography programs across the state. Further, as with the previously mentioned UW-Stevens Point master's degree in GIS, the G.A.T. could act as a portal to this degree and help recruit students into the program.

Collaborative Nature of the Program

The proposed G.A.T. program will be a collaborative interdepartmental effort at UW-Eau Claire, but it will be a stand-alone program at UW-Eau Claire.

Diversity

Faculty in the Geography and Anthropology Department are fully aware of equity, diversity, and inclusion (EDI) challenges in science and technology, including low participation by women, people of color, and other underrepresented groups. Issues such as class and race privilege, gender and sexual identities, poverty, and social justice form key components in the introductory geography courses required for all majors (i.e., Human Geography and Conservation of the Environment). Beyond the classroom, using geospatial technologies, ethical issues are addressed in a required Geospatial Ethics Workshop that will be incorporated into the GIS II course. Other creative high impact practices include interfacing with high schools and two-year colleges throughout the state, scholarships, research, and student involvement.

Members of the GEI have engaged in outreach programs by traveling to high schools, STEM events, and two-year colleges in an effort to bring UW-Eau Claire faculty to a wide array of students, especially first-generation students, throughout Wisconsin.

Through the use of department funds, the department is now offering \$1,000 scholarships for first-year students and transfer students, with further funding (\$1,500) available for those same students who make satisfactory progress towards their degree. All underrepresented groups are strongly encouraged to apply.

The Geography and Anthropology Department has a long history of supporting undergraduate research. Beyond funding from the Office of Research and Sponsored Programs, the department also provides additional travel support for students presenting research at conferences. This money is specifically used to reduce costs to students to encourage them to attend conferences without the additional stress of funding. Faculty strives to offer these opportunities to students from underrepresented groups.

Geography and anthropology students are active in the department in advancing EDI. The most recent example has been the creation of a student lead group Supporting Women in Geography (SWIG). The goal of this group is to discuss and provide feedback to faculty to help increase the participation of women in the discipline.

Student Learning Outcomes

The G.A.T. has established domain-specific learning outcomes. These learning outcomes were strongly influenced from two established bodies of knowledge: the Geospatial Competency Model provided by the U.S. Department of Labor (2014)⁷ and the Geographic Information Science and Technology (GIS&T) Body of Knowledge (2006)⁸ created by the University

Consortium for Geographic Information Science. The G.A.T. will focus on a solid foundation in geospatial science, technology, and spatial analysis.

The core student learning outcomes for the G.A.T. are as follows:

- 1. Apply spatial perspectives to understand human, physical, and human environment processes.
- 2. Apply knowledge of how people, places, and regions are linked by global networks and processes (e.g., globalization, international trade, immigration, internet technology, global climate).
- 3. Demonstrate the skills necessary to perform standard geospatial tasks.
- 4. Demonstrate proficiency in industry standard software and using industry standard field equipment.
- 5. Design, compile, and develop a spatial database and set of analytical tools within a Geographic Information System framework appropriate to a given problem.
- 6. Apply the skills of preprocessing optical remotely sensed data, customizing or developing a suitable algorithm to extract biophysical and/or sociocultural information from the data, and utilizing the information in a given geospatial problem.
- 7. Apply the skills of operating GPS equipment to the collection of geospatial data in a variety of field mapping environments for the purpose of integrating GPS data with existing Geographic Information System resources.
- 8. A) Analytics: Design, compile, and develop a spatial database and set of analytical tools within a Geographic Information System framework appropriate to a given problem OR
 B) Apply the skills of preprocessing optical remotely sensed data, customizing or developing a suitable algorithm to extract biophysical and/or sociocultural information from the data, and utilizing the information in a given geospatial problem.
- 9. Organize, manipulate, analyze, and visualize scientific datasets via computational and statistical methods.
- 10. Construct scientific applications using an industry standard programming language.
- 11. Identify and apply components of information systems (databases) to solve problems and make decisions.
- 12. Demonstrate respect for persons, communities, equity, social justice, environmental systems, and the use of geographic knowledge and skills to maximize the benefits and minimize the harm to others.

A central tenet of the program is that students learn best when challenged by experiential learning. The G.A.T. requires a geography capstone or internship as well as an advanced GIS or remote sensing, project-based course. In the advanced GIS or remote sensing courses, students will develop a project proposal, complete the project, and present the results. Several other courses required in the major, including the geospatial field methods and GIS II course, are also hands-on and incorporate experiential learning.

Assessment of Program Objectives

The G.A.T. will be assessed through traditional academic methods as well as more innovative methods that will directly involve input from business partners as well as wellestablished industry competencies. Currently, the Department of Geography and Anthropology has a curriculum-wide assessment plan developed in 2013 for all coursework and majors including the geospatial certificate. A yearly assessment report is provided to the Dean of the College of Arts and Sciences and to the University Assessment Committee. The assessment plan and the associated yearly reporting will be expanded to include the proposed G.A.T. major. A number of courses in the geospatial certificate program already have several years' worth of preand post-course assessment data based on the Geospatial Technology Competency Model provided by the U.S. Department of Labor. These existing assessment activities, including lab and field assignments, projects, quizzes, and exams, will be expanded to accommodate new course offerings. Upon completing geospatial coursework, students will participate in exit interviews and satisfaction surveys to evaluate the curriculum, instructors and their experience.

Currently, UW-Stevens Point regularly follows up with alumni and will expand these efforts using existing newsletters, blogs, and a LinkedIn alumni group. The internship coordinator will also interview on-site supervisors and potential employers to evaluate and ascertain requisite skills for a well-trained and ready workforce. Business partners will provide additional insights to assess the success of the educational component through examination of the assessment data generated on the geospatial curriculum. By reviewing assessment data on the number of students progressing through the program, job placement rates, and numbers of jobs created through the program, both economic and educational assessments will be conducted.

Program Curriculum

The proposed B.S. and B.A. in Geospatial Technology and Analysis is a 60-credit major offered in the Department of Geography and Anthropology which resides in the College of Arts and Sciences at UW-Eau Claire. The core of the major consists of 43 credits; 37 within geography and six outside of geography. For the B.A. degree, students must demonstrate a higher foreign language competency. The B.S. degree has no foreign language competency requirement. For the B.S. degree, students must demonstrate mathematics competency at a higher level, i.e. pre-calculus or trigonometry. The B.A. degree's math competency is met with the completion of College Algebra. The entire curriculum of the G.A.T. major, including all upper-level courses, can be completed with either the B.A. or B.S. mathematics competency.

Strongly influenced by the Geospatial Competency Model provided by the U.S. Department of Labor (2014)⁷ and the Geographic Information Science and Technology (GIS&T) Body of Knowledge (2006)⁸ created by the University Consortium for Geographic Information Science, the G.A.T. major will focus on a solid foundation in geospatial science, technology and spatial analysis. The program design encourages timely degree completion, while simultaneously providing students with opportunities to participate in high impact practices such as internships, a department capstone seminar, and/or project-based, advanced-level courses.

The flexibility of requiring GIS III or Advanced Remote Sensing allows students to follow a course of study of their own choosing. Students can also pursue a separate certificate in web design or information systems by utilizing existing certificate programs in the College of Arts and Sciences and the College of Business. Finally, because the program and individual courses are tied directly to the Geospatial Competency Model and GIS&T Body of Knowledge, all associated learning outcomes are easily assessed with industry standards and mesh well with the UW System Flex Option initiative.

Curriculum for the Geospatial Analysis and Technology Major

University and Liberal Education Requirements Not Met by the G.A.T. Major (60 credits):

Arts and Humanities	9 Credits
Communication	3 Credits
Cultural Diversity, Equity, and Inclusivity	6 Credits
Integrative Learning	6 Credits
Mathematics	4 Credits
Natural Sciences	3 Credits
Social Sciences	3 Credits
Civic, Social, and Environmental Responsibility	3 Credits
Writing	5 Credits
Other Electives	18 Credits
Geospatial Core (19 credits)	
Geography 104 (Physical Environment)	4 Credits
Geography 111 (Human Geography)	3 Credits
Geography 135 (Intro. to Geospatial Analysis) ^a	3 Credits
Geography 200 (Foundations in Geography)	3 Credits
Computer Science 170 (Computer Programming)	3 Credits
Information Systems 240 (Information Systems in Business)	3 Credits
Upper Division Core (24 credits)	
Geography 335 (Geographic Information Systems I)	3 Credits
Geography 336 (Geospatial Field Methods)	3 Credits
Geography 337 (Geographic Information Systems II)	3 Credits
Geography 338 (Remote Sensing of the Environment)	3 Credits
Geography 370 (Quantitative Methods in Geography)	3 Credits
Geography 401 (Capstone) or Geography 498 (Internship)	3 Credits
Geography 435 (GIS III) or Geography 438 (Adv. Remote Sensing)	3 Credits
Geography 300/400 (Any non-Geospatial geography course)	3 Credits
Sample Electives (at least 17 credits selected from the following partial list) ¹	b,c
Biology 383 (Statistical Analysis of Biological Data)	3 Credits
Computer Science 319 (Introduction to Web Programming)	3 Credits
English 313 (Topics in Rhetoric and Tech.)	3 Credits
Geography 352 (Business Geography)	3 Credits
Geography 358 (LiDAR) ^a	3 Credits
Geography 390 (Unmanned Arial Systems) ^a	3 Credits
Information Systems 304 (Fundamentals of Business Programming)	3 Credits
Information Systems 310 (Systems Analysis and Design)	3 Credits
TOTAL	120 Credits

^a New geography course serving G.A.T. major and other geography majors.

^b At least 6 elective credits must be from courses offered outside of geography.

^c Non-geography electives must be geospatially-related with consent of advisor.

In the Department of Geography and Anthropology, despite having most students declare majors in this discipline relatively late in their undergraduate studies, the mean time to graduation is 4.3 years, with 43 percent of students finishing in four years or fewer. Much of this success is aided by a special two-year degree plan for students who transfer to geography later in their academic career. The department's experience in helping students – even those who arrive late to the discipline – graduate in a timely matter will allow students in the proposed G.A.T. program to also complete their degree requirements within a standard eight-semester sequence.

Projected Time to Degree

A prepared student can complete the G.A.T. in eight semesters with an average load of 15 credits per semester and full-time enrollment.

Institutional Review

Academic programs are currently reviewed at UW-Eau Claire every five years, and all geography programs are being reviewed in 2015-16. The review process includes a three-faculty internal review committee and an external evaluator who also participates in a site visit. The perspectives and recommendations for improvement from these reviewers are forwarded to the Academic Policy Committee and to the Provost for consideration. The proposed G.A.T. major would be included in the department's next program review cycle.

Accreditation

The proposed degree fits naturally under the approved mission of UW-Eau Claire and the Department of Geography and Anthropology. Therefore, the university does not anticipate that separate Higher Learning Commission approval will be necessary for this new program.

ENDNOTES

¹ United States Department of Labor Employment and Training Administration. 2013. High Growth Industry Profile – Geospatial Technology. Accessed online from http://www.doleta.gov/BRG/Indprof/geospatial_profile.cfm, October 10, 2013.

² United States Census. 2015. County Business Patterns. Accessed on line from <u>http://www.census.gov/econ/cbp/</u>, October 10, 2013.

³ Wisconsin State Cartographer. 2013. Job Posting. Accessed online from <u>http://www.sco.wisc.edu/jobs.html</u>, October, 8, 2013.

⁴ "Employer Demand for Bachelor of Geospatial Analysis and Technology," 2015. Education Advisory Board, data from Burning Glass Labor/Insight.

⁵ Markets and Markets. 2013. *Global LiDAR Market by components, product types, applications— Analysis & forecast (2013-2018).* SE 2135 |2013. Dallas, TX.

⁶ Association for Unmanned Vehicle Systems International. 2013. The Economic Impact of Unmanned Aircraft Systems Integration in the United States. Accessed online from http://www.auvsi.org/econreport, October 10, 2013.

⁷ Geospatial Technology Competency Model. 2014. U.S. Department of Labor. Accessed online from

http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx, October 2014.

⁸ Richardson, D. (2006). GIS&T: Transforming science and society. *Geographic information science & technology body of knowledge*, vii-x.

	Items	Projections				
		2016 2017 2018 2019				2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	17	25	25	25
	Enrollment (Continuing Student) Headcount	10	21	34	46	55
	Enrollment (New Student) FTE	15	17	25	25	25
	Enrollment (Continuing Student) FTE Total New Credit Hours (# new sections x credits per section)	10 3	21 6	34 0	46 0	55 0
	Existing Credit Hours FTE of New Faculty/Instructional Staff	51 0	54 0	60 0	60 0	60 0
	FTE of Current Fac/IAS	5	5	5	. 5	5
	FTE of New Admin Staff	0	0	Q	0	0
Nichtania	FTE Current Admin Staff	0	0	0	<u> </u>	0
IV	New Revenues					
	From Tuilion (new credit hours x FTE)	\$157,450	\$239,324	\$371,582	\$447,158	\$503,840
	From Fees	\$0	\$2,250	\$3,000	\$3,250	\$5,000
	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	\$157,450	\$241,574	\$374,582	\$450,408	\$508,840
v	New Expenses					
	Salaries plus Fringes					
	Faculty/instructional Staff					
		¥0 مەلەرمەرمەر	06 100000000000000000000000000000000000	¥0 معاددات	۷ ډ	¥0 موجود موجود
	Other Expenses					
	Facilities	30	\$0	\$0 \$0	, ŞU	\$0 \$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Uner: Consumables		\$2,250	\$3,000	\$3,250	\$5,000
			şz,250	\$3,000	\$3,250	\$5,000
VI	Net Revenue	\$157,450	\$239,324	\$371,582	\$447,158	\$503,840
1	Narrative: Explanation of the Numbers and Other Ongoing Co	mmitments th	at will Benefit (the Proposed I	Program	

University of Wisconsin System Cost and Revenue Projections For Newly Proposed Program

Ranatve, Explanation of the Numbers and Other Orgoning Commitments that will benefit the Pro-

Section I - Continuing students in Year 1 are those who transfer into the G.A.T. major in the first year of implementation.

Section II - All new courses are presumed to be single section courses offered each semester (e.g., Geog 135) or once each year (e.g., Geog 390). Section III - Five current faculty/academic staff will deliver the curriculum for the G.A.T. major.

Section IV - Tuition revenue is calculated assuming constant tuition of \$3149 per semester. Differential tuition and segregated fees are not included in the calculation.

Section IV - Fees represent special course fees for two laboratory/field experience courses (Geography 336 and Geography 390).

Section V - Other expenses are supplies and materials used by students in the laboratory/field experience portions of Geography 336 and Geography 390. These expenses match the special course fees that are collected for these courses.

Signature by tl the Provost Date:



University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

February 8, 2016

Ray Cross, President University of Wisconsin System 1720 Van Hise Hall 1220 Linden Drive Madison, WI 53706-1559

Dear President Cross:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire) proposed B.S. and B.A. in Geospatial Analysis and Technology (GAT) for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The UW-Eau Claire Geography and Anthropology Department is well positioned to move forward to offer these degrees. In June 2014, UW-Eau Claire received a three year, \$418,869 grant from the *Growth Agenda for Wisconsin Grants Program* to support its geospatial education initiative. That investment has allowed UW-Eau Claire to develop the cutting edge curriculum and hands-on laboratory experiences to prepare students for successful careers in the growing geospatial field. This GAT proposal represents the culmination of those curricular developments efforts and is a key milestone of the original *Growth Agenda* award. The *Growth Agenda* investment also allowed UW-Eau Claire to develop and nurture key industrial partnerships that have already led to numerous internship and research opportunities for UW-Eau Claire students. As a recent example of those efforts, Dr. Joseph Hupy was named a 2016 Regent Scholar for his work to partner with private businesses on an innovative studentfaculty research project using unmanned aerial system technology to help lower overhead costs within Wisconsin's industrial sand and aggregate mining industry.

As the proposal notes, the U.S. Department of Labor has listed geospatial technology and its use as one of 14 "high-growth, high-demand, and economically vital sectors of the American economy" and estimates its growth rate to be almost 35 percent annually. The GAT proposal's intentional industrial partnerships and connections to state-wide economic development will foster Wisconsin's participation in this important economic sector. Moreover, the GAT curriculum will provide UW-Eau Claire graduates with the knowledge, skills, and hands-on geospatial experiences to be competitive for positions in this high growth area.

After reviewing the proposal, I am confident internal allocations and managed enrollment will align with available resources to support the program. All instructional resources (i.e., four faculty and one academic staff member) are in place to deliver the program. As mentioned earlier, the 2014 *Growth Agenda* award provided the initial investment to build the essential curriculum and industrial partnerships for the program. Receiving authorization to implement the GAT proposal will allow UW-Eau Claire to fully deliver on that investment.

Excellence. Our measure, our motto, our goal.

Ray Cross, President February 8, 2016 Page 2

The proposed degree has been approved through UW-Eau Claire's shared governance program approval process (November 24, 2015). All programs at the University are subject to an in-depth review every five years. Student retention, time-to-graduation, graduation rates, and participation in high impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual departments. The Geography and Anthropology Department has been successful in garnering these resources in the past, and it is anticipated the GAT program will make the department even more successful.

In closing, I enthusiastically support the GAT proposal and look forward to UW System Administration and UW System Board of Regents granting UW-Eau Claire the authority to offer the program.

Thank you in advance for your consideration.

Sincerely,

Patricia A. Kleine Provost and Vice Chancellor for Academic Affairs

PAK:jab

Program Authorization (Implementation) Online Master of Science in Health and Wellness Management UW-Green Bay, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Superior, with UW-Extension

EDUCATION COMMITTEE

Resolution I.1.e:

That, upon the recommendation of the Chancellors of the University of Wisconsin-Green Bay, University of Wisconsin-Parkside, University of Wisconsin-River Falls, University of Wisconsin-Stevens Point, and University of Wisconsin-Superior, with support from the University of Wisconsin-Extension, and the President of the University of Wisconsin System, the Chancellors are authorized to implement the Online Master of Science in Health and Wellness Management.

NEW PROGRAM AUTHORIZATION A COLLABORATIVE ONLINE MASTER OF SCIENCE IN HEALTH AND WELLNESS MANAGEMENT AT UW-GREEN BAY UW-PARKSIDE UW-RIVER FALLS UW-STEVENS POINT UW-SUPERIOR WITH SUPPORT FROM UW-EXTENSION PREPARED BY UW-PARKSIDE AND UW-EXTENSION

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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a collaborative online Master of Science in Health and Wellness Management at the University of Wisconsin-Green Bay, University of Wisconsin-Parkside, University of Wisconsin-River Falls, University of Wisconsin-Stevens Point, and University of Wisconsin-Superior, with support from University of Wisconsin-Extension, is presented to the Board of Regents for consideration. All partnering institutions' Provosts are submitting this authorization document, and each signed a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.e, approving the implementation of the collaborative online Master of Science in Health and Wellness Management degree program at the University of Wisconsin-Green Bay, University of Wisconsin-Parkside, University of Wisconsin-River Falls, University of Wisconsin-Stevens Point, and University of Wisconsin-Superior, with support from the University of Wisconsin-Extension.

DISCUSSION

The University of Wisconsin-Parkside (UW-Parkside), on behalf of the above-named academic partners, proposes to establish a fully online 36-credit Master of Science (M.S.) in Health and Wellness Management, to be implemented in September 2016. UW-Parkside will serve as the lead institution for the purposes of Higher Learning Commission approval. The program follows a home-campus model, i.e., students will apply to one of the five partner institutions. Upon a student's admittance, that institution will become the student's academic home for the degree through graduation.

University of Wisconsin-Extension (UW-Extension) will provide administrative and financial support to the program. A program manager will be housed at UW-Extension and will work in concert with student services staff at the five partner institutions to provide general

program information, problem resolution, and additional supports. Students enrolled in this program will have access to an extensive array of online student services including writing labs, learning readiness assessments, and career advising offered by UW-Extension.

The proposed academic program responds to growth in the wellness market, requiring advanced degree preparation beyond the baccalaureate level and the need to prepare managers to plan, implement, promote and evaluate comprehensive wellness programs (health consumerism; health risk management; disease management, such as programs addressing physical inactivity, weight control, stress management, and tobacco cessation) within and across complex organizations and diverse communities.

In September 2014, the Education Advisory Board (EAB) issued a Custom Research Brief which stated that the demand for graduates with a master's degree in Health and Wellness in the upper Midwest outpaced national demand between 2010 and 2013. Specifically, the number of job postings in industries that require a graduate degree increased 40 percent in the upper Midwest and decreased 15 percent nationally during this period.

The collaborative partners are anticipating strong enrollments, with 248 new students enrolling in the program and 46 students graduating from the program by the end of year five. The majority of students will enroll part-time.

Program tuition for the M.S. in Health and Wellness Management degree program will be set at \$725 per credit for 2016-17 and will be identical at all five partner institutions. The Board is asked to approve this specific per-credit tuition rate for nontraditional graduate students, as consistent with UW System policy for online programs and the nontraditional market. The total amount charged to students represents an all-inclusive fixed tuition, i.e. students will not be charged any additional fees (such as segregated fees) as part of the program. There is no tuition differential for out-of-state students.

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 COLLABORATIVE ONLINE MASTER OF SCIENCE IN HEALTH AND WELLNESS MANAGEMENT AT UW-GREEN BAY UW-PARKSIDE UW-RIVER FALLS UW-STEVENS POINT UW-SUPERIOR WITH SUPPORT FROM UW-EXTENSION PREPARED BY UW-PARKSIDE

ABSTRACT

The University of Wisconsin-Parkside, on behalf of the above-named academic partners, proposes to establish an online Master of Science (M.S.) in Health and Wellness Management. This academic program responds to recognized growth in the wellness market requiring advanced degree preparation beyond the baccalaureate level and the need to prepare managers to plan, implement, promote and evaluate comprehensive wellness programs (health consumerism; health risk management; disease management; and programs addressing physical inactivity, weight control, stress management, and tobacco cessation) within and across complex organizations and diverse communities. The program will equip graduate students with the advanced-level competencies required to successfully promote and advance the health and well-being of defined groups of people, to effectively lead wellness programs (in such settings as managed care organizations, insurance companies, hospitals, health systems, health management firms, community health organizations, health and benefits consulting firms, and health and wellness service providers/vendors), and to conduct research in the discipline. The program emphasizes management and leadership competency development and focuses on all dimensions of personal and organizational wellness.

PROGRAM IDENTIFICATION

Institution Names

University of Wisconsin-Green Bay University of Wisconsin-Parkside University of Wisconsin-River Falls University of Wisconsin-Stevens Point University of Wisconsin-Superior

Title of Proposed Program

Health and Wellness Management

Degree/Major Designations Master of Science

Mode of Delivery Collaborative and Distance Education (online)

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on experience with similar University of Wisconsin System distance education programs. It is also assumed that the majority of students will enroll part-time. As shown below, the collaborative partners are anticipating strong enrollments, with 248 new students enrolling in the program and 46 students graduating from the program by the end of year five. For the purpose of this model, it is anticipated that the annual attrition rate will be low.

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	32	55	55	53	53
Continuing Students*	0	28	69	88	98
Total Headcount	32	83	124	141	151
Graduating Students	0	0	10	16	20

Table 1: Five-Year Projected Student Enrollments

*Continuing Students are defined as students who entered into the program as new students, or those who were previously enrolled at the partner institution and transferred into this degree program from another degree program.

Tuition Structure

Program tuition for the M.S. in Health and Wellness Management degree program will be set at \$725 per credit for 2016-17 and will be identical at all five partner institutions. The Board is asked to approve this specific per-credit tuition rate. The tuition pricing approach and structure aligns with the current UW System pricing guidelines for distance education programs (ACIS-5.4 Revised (Year): Programming for the Non-Traditional Market in the University of Wisconsin System¹).

The tuition rate is based on market demand estimates, as well as comparisons with other master's level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. The total amount charged to students represents an all-inclusive fixed tuition, and students will not be charged any additional fees (such as segregated fees) as part of the program, except for the costs of their books. There is no tuition differential for out-of-state students.

Department, College, School, or Functional Equivalent

The proposed graduate program is a highly collaborative, interdisciplinary program that follows a home-campus model (i.e., students identify/select a home campus at which they formally enroll and which confers the degree and provides academic support). The departments and schools/colleges that will offer courses for the M.S. in Health and Wellness Management degree program at each institution are as follows:

- University of Wisconsin-Green Bay: The Department of Nursing within the College of Professional Studies.
- University of Wisconsin-Parkside: The Department of Health, Exercise Science and Sport Management in the College of Natural and Health Sciences.
- University of Wisconsin-River Falls: The Department of Health and Human Performance in the College of Education and Professional Studies.

- University of Wisconsin-Stevens Point: The School of Health Promotion and Human Development within the College of Professional Studies.
- University of Wisconsin-Superior: The Department of Business and Economics. (There is no College in which the Department is currently housed.)

UW-Extension Division of Continuing Education, Outreach and E-Learning will provide administrative and financial support for the program. UW-Parkside will serve as the lead institution to coordinate the consortial agreement application process to seek approval through the Higher Learning Commission (HLC).

Proposed Date of Implementation

September 2016

INTRODUCTION

Rationale and Relation to Mission

The online M.S. in Health and Wellness Management degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to "discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses." Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition.²

As defined below, the online M.S. in Health and Wellness Management provides a degree in a recognized high-need area as supported by research that includes extensive input from employers throughout the state and region, and develops higher-level competencies that will enable graduates to contribute immediately to serve this important function and role within the Wisconsin workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor's degree and thus broadens access for alumni and others to the university environment. A nontraditional student, as defined by UW-Extension, includes any adult student (over age 24, working full-time, attending an academic or professional development program part-time, etc.) engaged in continuing education at any level whether the student is returning to school to earn a degree, an advanced degree, a professional certificate, or other credential.

The online M.S. in Health and Wellness Management also supports the institutional missions of the five partner campuses by contributing to the core of liberal education by developing communication, critical thinking, problem solving, analytical skills, leadership, teamwork, and collaboration skills. Furthermore, this multidisciplinary degree helps build bridges between diverse disciplines to include, but not limited to, business, health/healthcare, law, psychology, communication, and economics. In addition, the program also develops students' abilities to think in terms of systems and interrelationships, and within complex organizations.

Need as Suggested by Current Student Demand

In 2011, the UW System approved the collaborative Bachelor of Science degree in Health and Wellness Management. This program was launched in spring 2012 and has experienced impressive growth. In the spring 2015 academic semester, the program served approximately

150 students representing over 370 course enrollments. An analysis of the prospect pool for this program (those individuals expressing formal interest but not enrolling in the program) by UW-Extension market research staff supports the need for an advanced degree in this area. Of the over 6,000 prospects in the program database for whom UW-Extension has education-level data, almost 50 percent have an earned bachelor's degree. By comparison, approximately 8 percent of the current students enrolled in the undergraduate program have an earned bachelor's degree. UW-Extension and partner institution enrollment advisors have identified this situation as a barrier-to-action for these individuals who have significant interest in joining or advancing in the field and want a UW degree, however, are questioning the value of a second baccalaureate degree. This group makes up a sizable pool of prospective students for the proposed online graduate program in Health and Wellness Management. Based on a recent survey of this audience, 86 percent of those responding (n=508) identified an interest in learning more about, and potentially enrolling in, the graduate-level program.

The UW Health and Wellness Management Advisory Board, which consists of eighteen regional wellness professionals from diverse industry sectors, was established in 2013 to ensure that the Bachelor of Science in Health and Wellness Management degree program was consistently delivering learning that is current, up-to-date, and relevant to current business, industry, labor, and professional employment practices. This group has consistently expressed its support for the bachelor's program and validated the need for entry-level management professionals in the field.

Based on recent interviews with members of this group, as well as with additional health and wellness experts, there is also a need for wellness professionals with advanced training in key areas of management to include, but not limited to, program and organizational budgeting, legal/policy issues, strategic planning, change management, systems thinking, marketing, and communication. They also shared that they were familiar with a number of professionals in the field who would benefit from this advanced degree. All of the industry contacts communicated that they would refer employees to the program, and some expressed a personal interest in the advanced degree. Finally, the majority of the industry contacts represented on the Advisory Board identified having some level of tuition reimbursement support available through their organization.

One of the many recognized and significant benefits of the collaborative program model is the extended reach or scope of contacts provided through the involvement of multiple academic partners located within unique markets throughout the state. The academic partners involved in the delivery of the program have established significant relationships, reputation, and strength-of-brand within their individual regions, which have proven valuable in identifying regional interest in the program, and will help raise awareness of this opportunity throughout the state and expand program reach. This will ultimately result in greater success in reaching and serving students, supporting student and regional business needs and interests, and promoting program growth and sustainability.

Need as Suggested by Current Market Demand

Typical positions/job titles for advanced-level wellness professionals include Chief Wellness Officer, Employee Wellness Director, Wellness Program Director, Wellness Administrator, Corporate Wellness Account Executive and Health and Wellness Benefits Manager.³ It is also recognized that, within complex organizations, those responsible for wellness program management may hold more traditional titles such as Health and Benefits Manager, Human Resource Manager, and Risk Manager. According to the U.S. Bureau of Labor Statistics (2014), the national median annual salary for wellness program and service managers was \$77,020 with projected growth for the job ranging from 8 to 14 percent nationally. Within Wisconsin, the median annual salary in a related job classification was \$67,200 with a projected annual growth rate of 10 percent.⁴

In early 2014, the collaborative partners commissioned the Education Advisory Board (EAB) to conduct research regarding the market demand and viability of a master's degree in the area of health and wellness management. The resulting Custom Research Brief (September 2014) identified that the demand for graduates with a master's degree in Health and Wellness Management in the upper Midwest outpaced national demand between 2010 and 2013. Specifically, the number of job postings in industries that require a graduate degree increased 40 percent in the upper Midwest and decreased 15 percent nationally during this period.⁵

DESCRIPTION OF PROGRAM

General Structure

The online M.S. in Health and Wellness Management degree program will focus primarily on adult and nontraditional students who hold a bachelor's degree and have the desire to continue their education, primarily to expand knowledge and specialized skills in this area and for career advancement.

The M.S. in Health and Wellness Management is a fully online 36-credit (12 three-credit courses, including a capstone course) graduate program offered jointly by UW-Green Bay, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Superior. The program follows a home-campus model; students will apply to one of the five partner institutions. Upon a student's admittance, that institution will become the student's academic home for the degree through graduation.

There is no limit on student enrollment (no cap) and the size of the program. Once admitted, students will register for all courses through their home campus. A course schedule will be revised and approved by all collaborative partners annually. This schedule will be informed by current and projected enrollments and will support student persistence in the program. Course section enrollments will be limited to 25 students (30 students with faculty approval).

The program will have an academic director at each institution, and each campus will host two or three courses in the curriculum. Students will receive academic advising on admission and graduation requirements and financial aid through their home institution. Faculty and academic advisors at each institution will offer virtual office hours and online chat capabilities, as well as access by telephone and email. Students will have online library access through their home institution.

UW-Extension will provide administrative and financial support to the program. A program manager will be housed at UW-Extension and will work in concert with student services staff at the five partner institutions to provide general program information, problem resolution, and additional supports. The program manager and student services staff will be in close contact with the enrolled students and with the academic program directors to coordinate the hands-on, proactive support that has been shown to be important for adult and nontraditional

learners. Students enrolled in this program will have access to an extensive array of online student services including writing labs, learning readiness assessments, and career advising offered by UW-Extension.

Institutional Program Array

The M.S. in Health and Wellness Management degree program will serve as a valuable complement to the existing graduate program array at each of the partner institutions and will not compete with any program currently offered. Wellness management represents a growing multidisciplinary field requiring professionals to effectively collaborate with and between established health and business disciplines for their programs to be successful. These disciplines are represented in other professional study programs offered through each of the partner institutions including management, nursing, health technology management, exercise science, kinesiology, public health, and communication. Many of the academic resources (faculty, curriculum, materials) contributed by academic partners to the collaborative M.S. in Health and Wellness Management program exist within the above-defined professional programs at their institutions.

Other Programs in the University of Wisconsin System

A comprehensive search of current graduate-level degrees in the areas of health and wellness management, health promotion, lifestyle management or related topics within the UW System yields no program that fits exactly the curricular scope of the M.S. in Health and Wellness Management and the targeted student population. The partners also recognize that this collaborative program will serve as a valuable option for the collaborative B.S. in Health and Wellness Management students interested in continuing their education.

The M.S. in Health and Wellness Management curriculum planning workgroup did identify a small number of similar regional and national graduate programs in the area of health and wellness management or related topics (only three of which were offered in an online format). A review of these programs not only informed their planning but also assisted them in developing a unique online offering for professionals in this subject area. These programs include the following:

- Ball State University (IN), Master of Science in Health and Wellness Management (Inperson)
- Missouri State University, Master of Science in Health Promotion and Wellness Management (In-person)
- Nebraska Methodist University, Master of Science in Health Promotion Management (Online)
- Rowan University (NJ), Master of Arts in Wellness and Lifestyle Management (Online)

Collaborative Nature of the Program

The M.S. in Health and Wellness Management is a collaborative degree program that benefits from the shared resources of all partner institutions. All 12 courses have been approved at each of the partner institutions. UW-Extension will provide administrative support, financial investment, marketing, and student services for the program. Although students choose a home institution at which they receive the degree, all of the courses are developed and housed on UW-Extension's Learning Management System. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty teach at the different partner institutions. All courses will be listed in the campus registration systems. Partners will share equally in the net revenues from the program. In addition, the program will continue to secure external input and advice through the established Health and Wellness Management Advisory Board whose members serve as ambassadors and referral agents to the undergraduate and the graduate programs. The academic directors from each of the five partner campuses also hold seats on the Board which meets biannually. There is also student representation on the Board. Board members help host students working on capstone projects, and help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide assistance to the Board and coordinate meetings.

Finally, it is anticipated that the program will establish several unique partnerships with various companies that represent products and tools commonly used by Health and Wellness Management professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as they put their new knowledge to work and help ensure the curriculum remains relevant.

Diversity

Consistent with current local efforts at all of the partner campuses, this program will strive to achieve Inclusive Excellence by enrolling, retaining, and graduating sufficient numbers of students from underrepresented populations and by engaging faculty from underrepresented populations. While the proposed degree does not project a significant number of new faculty and staff, the partner campuses will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

As previously outlined in this document, this degree will target primarily nontraditional students. Many students of color, first-generation Americans, first-generation college students, and low-income students are—often by necessity—nontraditional students because they have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will also provide opportunities to those students who are both time and place bound. Hence, from its inception, this degree is designed to attract and retain underserved students. In addition, recruitment and marketing efforts for this degree will focus on underrepresented populations.

UW-Extension has several initiatives currently underway to attract more students of color into the UW System. Through UW HELP, brochures focusing on Hispanic and Hmong students are sent to those target groups. The program manager for the M.S. in Health and Wellness Management program, employed by UW-Extension, will conduct outreach, working with employers to encourage and support the education of their employees. Part of this outreach will include exhibiting at professional conferences, job fairs, and other venues to promote program opportunities, especially focusing on underrepresented minorities. In addition, the Advisory Board will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Health and Wellness Management program is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The UW-Extension student advisors work closely with all students to self-identify barriers to their success either to help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. UW-Extension will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the assessment areas focuses on diversity.

On the curricular side, faculty will incorporate topics and discussions related to diversity and inclusivity into courses as deemed valuable and appropriate to ensure students have an understanding of these issues and how they impact decisions. In addition, the collaborative partners recognize that adult students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. It follows then that the strength of this program and the success of its students is, in large part, based on the program partners' ability to attract and retain a diverse adult student audience.

Student Learning Outcomes and Program Objective

During the summer of 2015, the M.S. in Health and Wellness Management curriculum development workgroup, made up of faculty from each of the partner institutions, dedicated significant time to the creation of a targeted program curriculum. This process and the ultimate product were significantly enhanced with input from professionals from a number of health and wellness settings. Specific program competencies and outcomes as developed by the workgroup are summarized below. Upon completion of the program, students will be able to demonstrate competencies A-F listed below.

Competency A: Demonstrate effective communication skills for diverse audiences

- Demonstrate professional interpersonal skills.
- Compose and deliver diverse well-written communications and materials.
- Deliver oral presentations addressing current wellness topic(s) for target audiences.
- Deliver persuasive arguments based on research, trends, and data.
- Demonstrate effective use of technology.

Competency B: Demonstrate effective organizational development

- Demonstrate ability to assess organizational culture.
- Use change management practices to shape organizational culture.
- Set a clear vision, mission, and strategy.
- Exhibit inclusive leadership skills.
- Develop and lead effective teams.
- Demonstrate conflict management strategies.

Competency C: Utilize population health tools for wellness management

- Evaluate a variety of population health tools for application to diverse audiences.
- Apply behavioral economic principles to evaluate wellness promotion programs.
- Critically examine current industry programs and trends.
- Collect, manage, analyze, interpret and apply population health tools to program specific data.
- Utilize best practices in program planning, development and evaluation.

Competency D: Apply appropriate management practices for organizational wellness

- Demonstrate the core management practices of planning, leading, organizing and controlling.
- Utilize health care economics principles to inform decision-making.
- Develop effective marketing campaigns.
- Demonstrate sound financial practices.
- Integrate human resource principles into management practices.
- Apply systems thinking strategies in wellness management.

Competency E: Effectively navigate the legal and ethical environment of wellness management

- Analyze current federal and state laws as they impact wellness management.
- Assure organizational policies comply with regulations.
- Utilize effective negotiation skills regarding contracts, including RFPs.
- Apply principles of ethics in wellness management decisions.
- Promote corporate social responsibility.

Competency F: Demonstrate knowledge in the scientific foundations of wellness

- Elucidate determinants of health.
- Apply specific or targeted interventions to effectively address identified population health issues.
- Model personal wellness.

Assessment of Objectives

The assessment of objectives for the M.S. in Health and Wellness Management degree program will be managed by an assessment team composed of the five academic program directors from each partner campus as well as the program manager. This team also serves as the oversight and decision-making body for the program.

The assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's six competency areas. The team will also identify what data will be needed and serve as the collection point for the data. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency in a specific student learning outcome. Program graduates will be surveyed to determine success in securing employment related to the major, and regarding the types of roles and careers that graduates have entered.

The assessment team will receive data collected from participating campuses by UW-Extension each semester. UW-Extension will also monitor data on new enrollments, retention rates, and graduation rates. The assessment team will also compile these various sources of data and complete an annual report summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. Decisions of the assessment team will go through the normal curricular processes at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Student services, instructional, and business office personnel from each institution will also meet annually to review processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, student recruitment and advising, admission and enrollment processes and trends, and curriculum design.

The M.S. in Health and Wellness Management program will go through an informal program and fiscal review three years following degree implementation. Based on those discussions, recommendations will be made related to the continuation of the program. In addition, the program will engage in a five-year review as required by UW System policy. Designated Program Planning and Review liaisons at each of the partner campuses will be invited to participate in these review processes.

Program Curriculum

The M.S. in Health and Wellness Management program represents a fixed curriculum comprising 12 three-credit, graduate-level courses including a capstone course (36-credit total). Students will graduate from the program as professionals with expertise in a number of specialized areas including health and wellness program planning and evaluation, program management, strategic planning, leadership, research, communication, legal and policy issues, health systems, and organizational development. A complete course listing showing the designated host campus is summarized in Table 2 below.

Course Number	Course Title	Host Campus UW-Parkside		
HWM 700	Contemporary Health and Wellness Perspectives			
HWM 705	Strategic Management for Wellness Managers	UW-Superior		
HWM 710	Research Methods for Wellness Programs	UW-Green Bay		
HWM 715	Persuasion Skills for Wellness Managers	UW-Superior		
HWM 720	Exercise and Nutrition in Health and Disease	UW-Parkside		
HWM 730	Biopsychosocial Aspects of Health	UW-River Falls		
HWM 740	Health Systems and Policy for Wellness Managers	UW-Green Bay		
HWM 750	Planning and Evaluation for Wellness Managers	UW-Green Bay		
HWM 760	Wellness Law	UW-Superior		
HWM 770	Behavior and Development in Organizations	UW-River Falls		
HWM 780	Best Practices and Emerging Issues in Wellness	UW-Stevens Point		
HWM 790	Health and Wellness Management Capstone Course	UW-Stevens Point		

Table 2: M.S. in Health and Wellness Management Curriculum

The curriculum planning workgroup has identified the following program curricular content prerequisites that students typically demonstrate via completed college courses or via prior learning assessment or alternative credentialing options. Prior to admission, the student

must demonstrate college-level learning outcomes from an accredited undergraduate academic institution (or equivalent) in:

- Personal Health or Equivalent
- Anatomy and Physiology or Human Biology or Equivalent
- Intro to Psychology or Equivalent
- Elementary Statistics or Equivalent

Graduate admissions and graduate aptitude tests (e.g., GRE, GMAT, or other) will not be required for admission.

Projected Time to Degree

Based on experience with similar collaborative offerings within the UW System and the program-specific, typical adult student profile, it is assumed that most students will enroll parttime and take an average of 3-4 courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Students may enter the program starting with the spring, summer, or fall semester during the academic year. Students will be encouraged to take courses in sequence and as influenced by internal course prerequisites. The capstone, which represents the culminating experience for students, must be taken as the final course after successful completion of all other required coursework.

Program Review Process

The collaborative partners, including all five academic institutions and UW-Extension, will review the program annually. Academic directors, faculty, and administrators from all partners will have input into programmatic changes and upcoming needs. UW-Extension, as the fiscal agent for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively by all partners. As defined in the partner agreement, the program will engage in an internal 3-year review focusing on both program and fiscal matters. In addition, the program will conduct a formal 5-year review as required by UW System.

Institutional Review

Each of the partner institutions provides a comprehensive review of academic programs as noted below.

<u>UW-Green Bay</u>: The Graduate Studies Council has responsibility and authority for review of all credit-bearing courses and all academic programs at the graduate level. Recommendations and decisions of the Graduate Studies Council are forwarded to the Faculty Senate.

<u>UW-Parkside</u>: New programs are reviewed approximately five years after initial implementation. All continuing programs are reviewed on a seven-year cycle. The review process includes preparation of a self-study by the program faculty, followed by review by an external evaluator, the college dean, and the faculty Committee on Academic Planning. The product of the review is a recommendation to the Provost to continue the program in its present form, change or redirect the program, consolidate with another program, or suspend or eliminate the program.

<u>UW-River Falls</u>: All academic programs (i.e., entitled majors and graduate programs and associated sub-majors) must complete an approved program audit and review process each six years. New programs must complete a special review in the fifth year subsequent to their

entitlement. Following this, subsequent reviews take place every six years. The Provost and Vice Chancellor for Academic Affairs, the Faculty Senate Assessment Committee, and the Associate Vice Chancellor for Academic Affairs are jointly responsible for assessment initiatives. These units work together to support assessment efforts and to ensure that assessment is being used for program improvement.

<u>UW Stevens Point</u>: The Department Review Subcommittee, which resides under the Faculty Senate's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review at five-year intervals.

<u>UW-Superior</u>: The Academic Program Review Council is responsible for ongoing program review. The Academic Program Review Council will conduct and supervise a program audit and review process of the Health and Wellness Management program on a regular basis and report the findings, stipulations, suggestions, and observations to the UW-Superior Faculty Senate. The program will also be reviewed annually as part of the Annual Assessment Plan of the Department of Business and Economics.

Accreditation

While there are no specific professional credentialing agencies for the degree program, partners will be securing authorization to offer a collaborative, online master's degree program from the Higher Learning Commission, the regional accrediting body for all five partner institutions. Each of the participating academic partners is currently under the Higher Learning Commission-defined threshold for online program offerings. UW-Parkside will serve as the lead institution for HLC approval.

ENDNOTES

- ¹University of Wisconsin System (2012). *Mission Statements of UW System Institutions*. Retrieved from <u>http://www.wisconsin.edu/about/mission.htm</u>.
- ²University of Wisconsin System (2001). ACIS-5.4 Revised: Programming for the Non-Traditional Market in the University of Wisconsin System. Retrieved from <u>http://www.uwsa.edu/acss/acis/acis-5.4rev_AppC.htm</u>.
- ³National Center for O*NET Development. 11-9039.02. O*NET Online. Retrieved from http://www.onetonline.org/link/summary/11-9039.02.
- ⁴Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Compensation and Benefits Managers, Retrieved from http://www.bls.gov/ooh/management/compensation-and-benefits-managers.htm.
- ⁵Education Advisory Board. (2014). Examining Curricula and Demand for Health and Wellness Graduate Programs. Custom Research Brief.

	Cost and Revenue Projections for	r M.S. in Health an	d Wellness N	/lanagement F	Program		
		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	
		Year 1	Year 2	Year 3	Year 4	Year 5	
1	Enrollments (New Students) Headcount	32	55	55	53	53	
	Enrollments (Continuing Student) Headcount	0	28	69	88	98	
	Enrollment (New Student) FTE	25	27	27	27	2	
	Enrollment (Continuing Student) FTE	0	44	72	86	93	
11	Total New Credit Hours (# new sections x credits p	er section)					
	Existing Credit Hours						
	FTE of New Faculty/Instructional Staff						
	FTE of Current Fac/IAS	1.875	2.500	2.750	3.000	3.000	
	FTE of New Admin Staff						
	FTE of Current Admin Staff	5.125	5.125	3.875	3.875	3.875	
v	Now Poyonuos		ĺ		ĺ		
V	From Tuition	162 125	467 625	652 500	722 075	774 200	
	From Fees	103,123	407,025	032,300	132,913	774,300	
	Program Revenue - Grant						
	Program Revenue - Other						
	Reallocation						
	Total new Revenue	163 125	467 625	652 500	732 975	774 300	
vi	New Expenses	100,110	107,020	002,000	102,570	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
••	Salaries Plus Fringes						
	Faculty/Instructional Staff	101.000	169.000	223,346	225.086	226.826	
	Other Staff	446.473	449.438	376.263	379.602	382.959	
	Other Expenses	-, -	-,			,	
	Facilities						
	Equipment						
	Other	119,500	123,000	124,000	124,000	124,000	
	Total Expenses	666,973	741,438	723,609	728,688	733,785	
/11	Net Devenue	(503.949)	(272.012)	(71 100)	4 207	40 515	
/11	Net Revenue	(503,848)	(273,813)	(71,109)	4,287	40,515	
	Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
	UW-Extension - CEOEL will initially fund the program with GPR until sufficient program revenues are being						
	generated to pay for the program expenditures. GPR salary, fringe, supplies and expenses, and FTEs will be						
	allocated to the academic institutions from UWEX/CEOEL						



Office of the Provost

P.O. Box 2000 | 900 Wood Road Kenosha, WI 53141-2000

Phone: 262-595-2261 Fax: 262-595-2630 www.uwp.edu Keyword: Provost

February 11, 2016 Date:

- To: Stephen Kolison Associate Vice President for Academic and Faculty Programs
- From: Fred Ebeid Interim Provost and Vice Chancellor of Academic Affairs University of Wisconsin-Parkside

Re: M.S. in Health and Wellness Management

On behalf of Greg Davis, UW-Green Bay; Fernando P. Delgado, UW-River Falls; Greg Summers, UW-Stevens Point; Faith Hensrud, UW-Superior; and Aaron Brower, UW-Extension; I request authorization to implement the Master of Science in Health and Wellness Management.

This program will be a 36-credit collaborative, online degree offered jointly by five UW institutions: UW-Green Bay; UW-Parkside; UW-River Falls; UW-Stevens Point; and UW-Superior. UW-Extension will provide administrative and financial support. Students entering the program will select an administrative home institution from among the five degree offering partner campuses.

Each of these institutions has strongly embraced the collaborative program model; has contributed greatly to the development of this new, innovative and exciting degree program; has made resource commitments to ensure program success to include faculty, curriculum, materials and required academic supports for students; and has secured support and approval from each of their faculty governance bodies. In addition, each Provost signed below endorses the submitted UW System Budget Template developed for this collaborative program offering. Finally, this program will be integrated into each institution's assessment and accreditation

processes and program-review procedures.

12 FEBILS

Pavis, Interim Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

Fred Ebeid, Interim Provost and Vice Chancellor of Academic Affairs, UW-Parkside

Fernando Delgado, Provost and Vice Chancellor of Academic Affairs, UW-River Falls

g Sumphers, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point

ensrud. Provøst and Vide Chancellor for Academic Affairs, UW-Superior

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

Program Authorization (Implementation) Bachelor of Science in Data Analytics UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.f:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Data Analytics at UW-Stevens Point.

NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN DATA ANALYTICS UW-STEVENS POINT

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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a Bachelor of Science in Data Analytics at the University of Wisconsin-Stevens Point is presented to the Board of Regents for consideration. UW-Stevens Point's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.f, approving the implementation of the Bachelor of Science in Data Analytics degree program at the University of Wisconsin-Stevens Point.

DISCUSSION

The University of Wisconsin-Stevens Point School of Business and Economics (SBE) and the Department of Computing and New Media Technologies (CNMT) propose to establish a Bachelor of Science (B.S.) degree in Data Analytics. The 120-credit degree includes 70 credits in the major.

Standard undergraduate tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total \$3,837.87 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$598.11 is attributable to segregated fees and \$3,239.76 to tuition.

According to UW-Stevens Point, the need for these data professionals, both in Wisconsin and across the country, exceeds the current supply of trained specialists, especially at the baccalaureate level. The goal of the proposed B.S. in Data Analytics program is to prepare students to obtain and succeed in entry-level positions in data analytics. Graduates will be equipped to manage datasets; use a wide range of analysis applications, programming languages and methods; and interpret and prepare findings. The program features an interdisciplinary curriculum that integrates the fields of business, computer science, economics, geographic information systems, mathematics, and statistics.

A 2013 study by the Educational Advisory Board (EAB) found that data architects and data analysts comprised 85 percent of job posts. Additionally, the EAB found that among 13,500 data-related job postings in Wisconsin, Minnesota, Michigan, Illinois and Iowa, 66 percent of the postings preferred, or minimally required, a baccalaureate degree.

More than a dozen interviews with central Wisconsin employers conducted by UW-Stevens Point during the third quarter of 2015 revealed that there is a growing data analytics talent gap impacting the region. Interviews were conducted with local employers representing the retail, manufacturing, healthcare, agriculture, insurance and software development industries. Employers indicated that they need significantly more employees with the ability to analyze datasets, interpret observations, develop hypotheses, communicate findings and facilitate organizational action.

An outside donor, in partnership with UW-Stevens Point, will provide significant support for the program including two new endowed professor positions. This endowment represents a new public-private partnership that signifies the depth of regional support for educating data analytics professionals and strengthens the UW-Stevens Point alignment with industry interests.

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 DATA ANALYTICS AT UW-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point School of Business and Economics (SBE) and the Department of Computing and New Media Technologies (CNMT) propose to establish a Bachelor of Science (B.S.) degree in Data Analytics. According to the Business-Higher Education Forum, data analytics professionals are defined as those who understand the processes and tools of data science and can use domain-specific expertise to turn data into information.¹ The need for these data professionals, both in Wisconsin and across the country, far exceeds the current supply of trained specialists, especially at the baccalaureate level. The goal of this undergraduate degree program is to prepare students to obtain and succeed in entry-level positions in data analytics. Graduates of this interdisciplinary program will be well equipped to manage datasets; use a wide range of analysis applications, programming languages and methods; and interpret and prepare findings. The program features an interdisciplinary curriculum that integrates the fields of business, computer science, economics, geographic information systems, mathematics, and statistics.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Stevens Point

Title of Proposed Program Data Analytics

Degree/Major Designation Bachelor of Science

Mode of Delivery Single institution, primarily face-to-face.

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years; it is based in part on experience with similar University of Wisconsin programs. As illustrated, UW-Stevens Point is expecting to show slow but steady programmatic growth.

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	12	14	17	20	23
Continuing		9	12	15	18
Total	12	23	29	35	41
Graduating				10	11

Table 1: Five-Year Projected Student Enrollments for the B.S. in Data Analytics

Note: Table 1 assumes low attrition (about 1-2 students per cohort). Furthermore, there may be a minimal number of graduates in year three from internal recruiting of current CNMT, SBE, and/or Mathematical Sciences majors into the new B.S. in Data Analytics.

Tuition Structure

For students enrolled in the data analytics program, standard tuition and fee rates will apply. For the current academic year, the residential tuition and segregated fees total \$3,837.87 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$598.11 is attributable to segregated fees and \$3,239.76 to tuition.

Some courses may have additional fees that will be charged, such as access fees for online materials or software specific to data analytics. CNMT already manages a variety of agreements with third-party software providers that give students access to low- or no-cost industry standard software applications. UW-Stevens Point also anticipates that outside funding will help to subsidize a significant portion of these expenses.

Department, College, School or Functional Equivalent

Delivery of the program will be through a collaborative, cross-college partnership between the College of Professional Studies and the College of Letters and Science that draws from a number of UW-Stevens Point units.

Proposed Date of Implementation

September 2016

INTRODUCTION

Rationale and Relation to Mission

The proposed B.S. in Data Analytics supports the UW-Stevens Point mission to help communities thrive² by delivering innovative professional programs and furthers the UW System mission to extend knowledge and its application beyond the boundaries of its campuses.³ Wisconsin employers expect UW institutions to prepare students to enter the workforce ready to analyze and solve complex problems, think critically, communicate, and collaborate with others. There is an increasing need for UW institutions to partner across disciplinary boundaries to prepare students to meet the needs of employers while preparing well-rounded, lifelong learners.

The proposed data analytics major supports the UW-Stevens Point institutional mission by contributing to the core of liberal education and will help students build connections between a diverse set of disciplines and their ability to think in terms of systems and interrelationships across complex organizations. It also leverages and combines existing and planned courses from the College of Letters and Science and the College of Professional Studies to construct a new degree in a high-demand field that meets regional employer needs and prepares students to excel in the Wisconsin workforce.

Need as Suggested by Current Student and Market Demand

In today's information age, many organizations lack personnel with the training necessary to analyze data to solve pressing problems. The need for data professionals far exceeds the current supply of trained specialists, especially at the baccalaureate level. The McKinsey Global Institute predicts that by 2018, the United States could face a shortage of up to 190,000 people with deep analytical skills.⁴ In addition, there is a projected shortfall of 1.5 million managers and analysts with the capabilities to use and analyze big data to make effective decisions.⁴ According to a 2011 study of industry professionals from Egan, Marino, Connolly, and Curley (EMC), the capacity to train new data specialists is clearly not on pace with demand.⁵

When EMC survey respondents suggested where organizations might find the talent necessary to fill the gap, few looked to current business intelligence professionals. Instead, nearly two-thirds indicated that university students would be needed to fill the workforce gap.⁵ A 2013 study by the Educational Advisory Board (EAB) broadly categorized the data employment demand into four skill clusters and found that data architects and data analysts comprised 85 percent of job posts.⁶ Additionally, the EAB found that among 13,500 data-related job postings in Wisconsin, Minnesota, Michigan, Illinois and Iowa, 66 percent of the postings preferred, or minimally required, a baccalaureate degree. UW institutions have the opportunity to play a pivotal role in developing baccalaureate degree programs in the data science field.

More than a dozen interviews with central Wisconsin employers during the third quarter of 2015 revealed that there is a growing data analytics talent gap impacting the region. Interviews were conducted with local employers representing the retail, manufacturing, healthcare, agriculture, insurance and software development industries. Employers indicated that they need significantly more employees with the ability to analyze datasets, interpret observations, develop hypotheses, communicate findings and facilitate organizational action.⁷ An outside donor, in partnership with UW-Stevens Point, will provide significant support for the program including two newly endowed professor positions. This endowment represents a new public-private partnership that signifies the depth of regional support for educating data analytics professionals and strengthens UW-Stevens Point alignment with industry interests.

DESCRIPTION OF PROGRAM

General Structure

The proposed major in data analytics will focus primarily on traditional and nontraditional students who may or may not hold an undergraduate degree. This interdisciplinary degree will enable students to understand the processes and tools of data science, turn data into information to solve real world problems, and participate in cross-
disciplinary teams. A listing of program competencies and outcomes follows later in this document.

The program will have one academic director, housed in the Department of Computing and New Media Technologies. Students will receive academic and career advising primarily through dedicated program faculty in the School of Business and Economics and the Department of Computing and New Media Technologies.

Institutional Program Array

The four academic partners (CNMT, SBE, MATH and GIS) agree that the B.S. in Data Analytics will serve as a valuable complement to the existing program array in their respective programs and will not compete with any program currently offered. Rather, the university expects that existing majors will likely choose data analytics as a second major.

Other Programs in the University of Wisconsin System

A comprehensive search of current undergraduate-level degrees, minors, or specializations in the areas of data analytics, predictive analytics, data science, business analytics or related areas within the UW System yields only one similar program, data science and predictive analytics offered by UW-River Falls. UW-Oshkosh also offers a related business analytics emphasis consisting of three courses. The major is offered in the Computer Science and Information Systems Department within the College of Business and Economics. The proposed B.S. in Data Analytics will differ in that the collaboration between the four academic partners at UW-Stevens Point will be more formalized, and is also reflected in a strong core of required courses by those participating partners.

The curriculum planning workgroup did identify several similar regional undergraduate programs in the area of data analytics or related topics that not only informed UW-Stevens Point's planning but also assisted in developing their face-to-face offerings for professionals in this subject area. Those programs are delivered by the following universities:

- 1. Miami University, Analytics, Co-Major
- 2. Ohio State University, Data Analytics Major
- 3. University of Illinois, Information & Decision Sciences Major
- 4. University of Iowa, Business Analytics and Information Systems Major
- 5. University of Iowa, Large Data Analysis Certificate
- 6. University of Michigan, Data Science Major
- 7. Winona State University, Data Science Program

UW-Stevens Point also anticipates that the proposed B.S. in Data Analytics will help drive demand for the collaborative M.S. in Data Science offered through UW-Extension.

Collaborative Nature of the Program

The proposed B.S. in Data Analytics is an interdisciplinary degree program that will benefit from the shared resources and expertise of all of the participating programs at UW-Stevens Point. Four UW-Stevens Point internal units (CNMT, SBE, MATH and GIS) collectively contributed to the development of the program curriculum and competencies. As part of the university's distinct mission to foster prosperous communities, programs are actively encouraged to develop need-based programs of mutual interest, benefit, and value to all partners, and to more effectively and efficiently serve the needs of regional employers. This degree allows for partners to expand upon their ability to offer a new high-quality, sustainable program without a requirement to expend significant resources or risk compromising existing programs. This advantage is due, in part, to a financial investment and commitment by local employers and matching funds made available from UW-Stevens Point.

Much like existing programs at UW-Stevens Point, the program will engage external input and advice through a program advisory board that will meet regularly. Those representatives will also serve as ambassadors and referral agents to the program. The four UW-Stevens Point partners will also hold seats on the board. Faculty representatives will be invited to attend and participate in meetings.

The advisory board members will also be asked to help host students working on capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The academic director will provide assistance to the board, and coordinate meetings. Representatives from the four partners at UW-Stevens Point will engage with board members to ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present progress and successes, as well as to gather feedback regarding changes in industry and how those changes may affect program outcomes and program graduates. The meetings will also help ensure that the program remains relevant to current trends in the field.

Finally, UW-Stevens Point anticipates the program will establish several partnerships with various companies that represent the products, tools, and sample datasets commonly used by data analytics professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as they put their new knowledge to work.

Diversity

Diversity and inclusion within information technology fields as well as high-tech companies have received significant scrutiny in the last two years. According to Waxer, women make up 57 percent of the overall workforce, yet they account for less than a quarter of all technology professionals.⁸ Many companies are developing formal initiatives to inspire and prepare minorities to pursue technology careers. The emerging field of data analytics will likely be able to assist with improving overall workforce diversity and inclusion. Brian Levine, an analytics executive, reported, "Our research shows…organizations applying predictive analytics to link specific programs and talent strategies to the advancement, engagement, and retention of women are most effective."⁹

Consistent with local efforts, the CNMT, SBE, MATH and GIS faculty at UW-Stevens Point are committed to recruiting, retaining, graduating and placing a diverse student body, and will work with the Office of Admissions and the Diversity and College Access Office to develop strategies to align with industry initiatives.

Student Learning Outcomes and Program Objectives

Competencies and associated learning outcomes for the program are based on company interviews and research, including emerging standards from the Business-Higher Education Forum.¹⁰

- **Competency A: Data Literacy.** Demonstrate knowledge of various data types, attributes, sources, and potential organization value.
- Competency B: Data Preparation. Create, collect, automate, extract, and harmonize data.
- **Competency C: Data Analysis.** Use statistics, modeling, visualization, and programming and data mining tools to analyze data.
- **Competency D: Data Communication.** Translate analytic outputs for non-technical audiences. Interpret and communicate findings to build market intelligence and drive strategic decision-making.
- **Competency E: Data Governance.** Understand data security, ethics, and privacy issues and relevant regulatory and legal issues.
- **Competency F:** Influence. Develop strategic thinking skills to make or support complex decisions, and deal with ambiguity.
- **Competency G: Team Participation.** Function effectively on multidisciplinary and diverse teams.
- Competency H: Curiosity. Cultivate curiosity and pursue continuous learning.
- **Competency I: Problem Solving.** Translate analysis into timely, action-oriented systems thinking, problem-solving, and recommendations.

Assessment of Objectives

The assessment of student learning outcomes for the proposed B.S. in Data Analytics will be managed by an assessment team composed of representatives designated by the four collaborating departments as well as the academic director. The team will meet biannually in person and more frequently if the need arises. This work will be overseen by the UW-Stevens Point assessment subcommittee, which reviews all program-level assessments on a five-year cycle.

The assessment team will identify and establish rubrics for evaluating how well students are meeting the program's nine competency areas. The team will also identify what data will be needed in this regard, and serve as the collection point for said data. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency in a specific student learning outcome. Program graduates will be surveyed to determine success in securing employment related to the major and regarding the types of roles and careers that graduates have entered.

Program Curriculum

The 120-credit minimum includes 70 credits in the major and at least 32 credits from the General Education Program (GEP).

Data Analytics Support Courses:	
Communications 101 (Fundamentals of Oral Communication)	3 credits
English 101 (Freshman English)	3 credits
English 201 (Freshman English)	3 credits
Math 120 (Calculus I)	4 credits
Math 355 (Elementary Statistical Methods)	4 credits
General Education Courses required for graduation:	
Arts	3-6 credits
Experiential Learning	1-3 credits
First Year Seminar	3 credits
Historical Perspectives	3-6 credits
Humanities/U.S. Diversity	3-6 credits
Natural Sciences/Environmental Responsibility	3-6 credits
Social Sciences/Global Awareness	3-6 credits
Wellness	2 credits
Data Analytics Major Courses:	
Advanced Database	4 credits
Analytics and Decision Making	3 credits
Applied Analytics Project	4 credits
Data Analytics Seminar	2 credits
Data Mining	4 credits
Data Structures and Algorithms	4 credits
Data Visualization and Communication	3 credits
Database Design and Implementation	4 credits
Independent Study	1-6 credits
Internship	1-6 credits
Introduction to Data Analytics	3 credits
Introduction to Excel	1 credit
Introductory Econometrics	3 credits
Location Analytics	3 credits
Marketing Analytics	3 credits
Object-Oriented Programming	4 credits
Operational Analytics	3 credits
Principles of Data	2 credits
Principles of Finance	3 credits
Principles of Financial Accounting	3 credits
Principles of Macroeconomics and Microeconomics	3 credits
Programming for Data Analytics	3 credits
Special Topics	3-4 credits

Projected Time to Degree

Based on experience with similar traditional offerings within the UW System and at UW-Stevens Point, it is assumed that most students will enroll full-time and average fifteen credits per semester. At this rate, the majority of students would complete the program within four years. Students will be encouraged, through strong advising, to take courses in sequence, as influenced by internal course prerequisites. The capstone course, which represents the culminating experience for students, must be taken in a student's final year. Additionally, students will build a portfolio of artifacts throughout the semester.

Program Review Process

The collaborative partners will review the program annually. The program director, faculty, unit administrators and advisory board will have input into programmatic changes and upcoming needs. CNMT, SBE, and the Advisory Board, as the fiscal agents for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively with CNMT as the overall coordinator. As defined in the partner MOU, the program will engage in an internal three-year review focusing on both program and fiscal matters. In addition, the program will conduct a formal five-year review as required by UW System.

Institutional Review

The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review. This occurs at five-year intervals.

Accreditation

While there are no specific professional credentialing agencies for this degree program, partners will be securing accreditation from the Higher Learning Commission, the regional accrediting body for UW-Stevens Point.

ENDNOTES

- ¹Business-Higher Education Forum Issue Brief, 2014.
- ² UW-Stevens Point Mission.
- ³UW System Mission.
- ⁴McKinsey Global Institute. <u>Big data: The next frontier for innovation, competition, and productivity</u>.
- ⁵ EMC. <u>Data Science Revealed: A data-driven glimpse into the burgeoning new field</u>.
- ⁶Education Advisory Board. Industry Insights-Big Data. A special report prepared for UW Extension.
- ⁷ Interviews conducted by the UW-Stevens Point School of Business & Economics and Department of Computing and New Media Technologies during the Summer of 2015.
- ⁸Waxer, Cindy. "How data analytics can drive workforce diversity." <u>Computerworld</u>.
- ⁹NYU Polytechnic School of Engineering Conference, "Driving Diversity & Inclusion with Analytics: A Key to Winning the War for Talent."
- ¹⁰ "Educating the Next Analytics 'Bilinguals'." <u>Business-Higher Education Forum.</u>

B.S. in Data Analytics Budget

	University of Wisconsin System Cost and	Revenue Projections fo	or Newly Propo	sed Program		
	Items		Projections			
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		Year 1	Year 2	Year 3	Year 4	Year 5
	Enrollment (New Student) Headcount	12	14	17	20	
-	Enrollment (Continuing Student) Headcount (Note 1)	4	9	12	15	
	Enrollment (New Student) FTE	12	14	17	20	
	Enrollment (Continuing Student) FTE	4	8	12	15	
	Total New Credit Hours (# new sections x credits per section)	12	30	30	30	
	Existing Credit Hours	40	40	40	40	
	FTE of New Faculty/Instructional Staff	2	2	2	2	
	FTE of Current Fac/IAS	_			_	
	FTE of New Admin Staff	0	0	0	0	
	FTE Current Admin Staff		, in the second se			
IV	New Revenues					
	From Tuition (new credit hours x FTE) (Note 2)	38.877	97,193	97,193	97,193	97.1
	From Fees		-			
	Program Revenue - Grants (Endowed Chairs, Note 3)	50,000	50,000	80,000	160,000	160.0
	Program Revenue - Other (Match)	200,000	200,000	200,000	200,000	200.0
	Reallocation	200,000	200,000	200,000	200,000	200,0
	Total New Pevenue	288.877	347 103	377 103	457 103	457.1
v	New Expanses	200,011	047,100	011,100	407,100	
•	Salarias plus Fringas					
	Eaculty/Instructional Staff (Note 4)	330,000	330.000	330,000	330,000	330.0
	Other Stoff (Note 5)	12,000	12,000	12,000	12,000	12.0
	Other Stall (Note 5)	12,000	12,000	12,000	12,000	12,0
	Coner Expenses					
	Facilities (Nets 6)		-	40.000	40.500	
	Equipment and Software (Note 6)		5,000	10,000	12,500	25,0
	Other Expenses (Note 7)	23,970	17,220	24,220	26,720	38,2
	lotal Expenses	365,970	364,220	376,220	381,220	405,2
VI	Net Revenue	-77,093	-17,027	973	75,973	51,9
lata d	Narrative: Explanation of the Numbers and Other O	ngoing Commitments th	nat will Benefit	the Proposed F	rogram	
Note 1	This model conservatively accumes in state tuition of	on Systems majors who	Mil add Data An	alytics as a sect	onu major	
Note 2	Vers 1, 50,000 eccessia contribution: Vers 2, 10,000 eccessia contribution:	01 3233.70		down ont ont up	hu Vees (and a	
NOTE 3	rear 1: 50,000 separate contribution; rear 2: 10,000 separate contribution;	uuon plus 40,000 interest;	assume 4% en	uowment return	by rear 4 and 0	ngoing
NOTE 4	120,000 salary per position; 20% social security, medicare and retiren	nent; 20,000 for nealth ins	surance or pro-ra	ateu (\$165,000 (ena330,000 tota	ar)
NOTE 5	Director: \$10,000 + 20%					
NOTE 6	Year 1 would rely on faculty start-up funds and the two Colleges start-	up runds				
Note 7	Includes outreach and marketing, student grants, faculty grants, regio	nai development grants, a	and other genera	ai expenses		
			_		See Se	mers
		Signature by the	e Provost:	(grag On	
			Date:		0	



University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

Stevens Point WI 54481-3897 715-346-4686; Fax 715-346-4132 www.uwsp.edu/admin/acadaffairs

Date:February 9, 2016Grey SummersTo:Ray Cross, President, University of Wisconsin SystemGrey SummersFrom:Greg Summers, Provost and Vice Chancellor for Academic AffairsRe:Authorization to Implement a Bachelor of Science Degree in Data Analytics

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Bachelor of Science (BS) degree in Data Analytics. Among the clearest, and most consistent requests we hear from businesses in central and northern Wisconsin is for entry-level professionals with the training necessary to analyze data to solve pressing problems. This 120-credit interdisciplinary program is intended to meet that regional need. It builds on the university's established strengths in a number of related disciplines, including the School of Business and Economics, Department of Computing and New Media Technologies, Center for Geographic Information Systems, and Department of Mathematical Sciences.

As a hallmark of regional interest in this program, an outside donor has agreed to partner with UW-Stevens Point to implement this BS in Data Analytics. Specifically, the donor will provide financial support that includes two new endowed professorships, a public-private partnership that will benefit the university as well as the students, businesses, and communities of central and northern Wisconsin.

In this respect, the proposed BS in Data Analytics aligns perfectly with UW-Stevens Points *Partnership for Thriving Communities*, our strategic plan. Graduates of this program will be well equipped to manage datasets, use a wide range of analysis applications, programming languages and methods, and interpret and prepare findings, skills clearly in high demand in the twenty-first century workforce. What's more, grounding this curriculum in a broad, interdisciplinary liberal education will further students' ability to analyze and solve complex problems, think critically, communicate, collaborate with others, and to serve their communities as lifelong citizens and learners.

Finally, the proposed BS in Data Analytics will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

Program Authorization (Implementation) Bachelor of Science in STEM Middle Childhood-Early Adolescence Education UW-Platteville

EDUCATION COMMITTEE

Resolution I.1.g:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Platteville and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in STEM Middle Childhood-Early Adolescence Education at UW-Platteville.

NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN STEM MIDDLE CHILDHOOD-EARLY ADOLESCENCE EDUCATION UW-PLATTEVILLE

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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a Bachelor of Science in Science, Technology, Engineering, and Mathematics (STEM) Middle Childhood-Early Adolescence Education at UW-Platteville is presented to the Board of Regents for consideration. UW-Platteville's Provost submitted an authorization document and has signed a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.g, approving the implementation of the Bachelor of Science in STEM Middle Childhood-Early Adolescence Education at the University of Wisconsin-Platteville.

DISCUSSION

The University of Wisconsin-Platteville proposes to establish a 131-credit Bachelor of Science in STEM Middle Childhood-Early Adolescence Education (MC-EA) for Grades 1-8, to be implemented in fall 2016. Aligning with the UW-Platteville strategic goal to serve as a driving force for educational development in the Tri-State region, the proposed STEM education program will produce graduates ready to fill regional teaching positions in high-demand disciplines.

Degree requirements include 54 credits of professional education and core courses, 49-55 credits in general education courses, and 24-30 credits for a preferred minor in math or science. The degree exceeds 120 credits because of licensing requirements.

Graduates of the B.S. in STEM Middle Childhood-Early Adolescence Education program will be prepared to teach STEM-integrated content to students enrolled in grades 1-8 and be better equipped to teach project-based learning in the content areas of math and science as well as to integrate STEM concepts into other classes such as social studies and English. Whereas currently UW-Platteville students pursue licensure either for teaching ages through grade 5 or for teaching ages 10-14 (grades 5-8), in this program, students will be able obtain licensure for all grades from 1-8, thus providing greater flexibility for employment, as principals who hire such students will have greater flexibility for placement within their schools.

The shortage of math and science teachers in the Tri-State area, comprised of Wisconsin, Illinois and Iowa, coincides with a critical need of workforce with STEM expertise. Wisconsin is 13 percent below the national average, according to the STEM Wisconsin Education Leadership Summit of 2014.

The Wisconsin Department of Workforce Development projects a 12 percent increase in need for elementary and middle-level educators by 2022. Nationally, this will mean approximately 190,000 job opportunities in the elementary setting and an additional 76,000 job opportunities in the middle level during this time.

According to information UW-Platteville gathered, in Wisconsin, STEM jobs will grow by 16 percent while non-STEM jobs will grow only by 11 percent. Within a decade, key industries that now account for over 50 percent of Wisconsin's GDP will be looking for 60,000 more skilled workers (predominantly in STEM areas) than will be available.

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 STEM MIDDLE CHILDHOOD-EARLY ADOLESCENCE EDUCATION AT UW-PLATTEVILLE PREPARED BY UW-PLATTEVILLE

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in STEM Middle Childhood-Early Adolescence Education (in what follows referred to as the STEM education program) to meet the needs of Wisconsin students and industry.

Graduates of the proposed STEM education program at UW-Platteville will be prepared to teach STEM-integrated content to students enrolled in grades 1-8, and meet the goals of the Wisconsin STEM Education Leadership Summit and the National Research Council STEM Education Report.^{1, 2} Graduates will be better equipped to teach project-based learning in the content areas of math and science as well as to integrate STEM concepts into other classes such as social studies and English. In addition to the STEM focus and its importance in providing better STEM education in the early grades, it also allows students to obtain licensure for all grades from 1-8. Currently, students pursue licensure either for teaching ages through grade 5 or for teaching ages 10-14 (grades 5-8). The proposed STEM education program will provide greater flexibility for employment, as principals who hire such students will have greater flexibility for placement within their schools. The program will be comprised of 131 credits, which will include: 54 credits of professional education and core courses, 49-55 credits in general education courses, and 24-30 credits for a preferred minor in math or science.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Platteville

Title of Proposed Program STEM Middle Childhood-Early Adolescence Education

Degree/Major Designation Bachelor of Science

Mode of Delivery Single institution

Projected Enrollment by Year Five of the Program

Projections indicate that 105 students will be enrolled in the proposed STEM education program by fall 2020 (fiscal year 2021). This would be a combination of students transferring to the proposed program from the current degree program and emphases offered by the School of Education, in addition to proposed freshmen students enrolling each fall semester.

According to September 2015 data, the School of Education has 649 students pursuing a major tied to education. Of that number, 286 are elementary education majors whose home is the School of Education; 363 are secondary education majors whose subject-matter homes include such diverse areas as math, agriculture, history, English, music, and art.

 Table 1: Projected Five Year Enrollment for the B.S. in STEM Middle Childhood-Early

 Adolescence Education

Major	FY2017	FY2018	FY2019	FY2020	FY2021
Proposed STEM education program	45	60	75	90	105

Tuition Structure for the Academic Year

Students enrolled in the STEM education program will pay the current standard residential tuition and segregated fees totaling \$3,769.12 per semester for a full-time student enrolled in 12-18 credits per term. Of this amount, \$619.96 is attributable to segregated fees. Illinois and Iowa students enrolled through the Tri-State Initiative will pay a total of \$6,044.16, with \$619.96 attributable to segregated fees. This is the tuition structure approved for the 2015-16 academic year.

Department or Functional Equivalent

The proposed program will reside within the School of Education.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Liberal Arts and Education.

Proposed Date of Implementation

The implementation of the proposed STEM education program is fall of 2016. The faculty will advise students currently enrolled in the Early Adolescent (ages 10-14) emphasis so that they will graduate in a timely fashion. All current education students will be allowed to transfer to the new program without increasing their time to graduation. Transition plans have been developed and were approved by the Wisconsin Department of Public Instruction (DPI).

INTRODUCTION

Rationale and Relation to Mission

Developed to meet regional and state needs for educators that are highly-skilled and effective in teaching STEM-integrated curricula, the proposed STEM education program uniquely integrates STEM teaching and practice in *all* methods courses. This proposed program was developed through a three-year strategic planning process conducted by the UW-Platteville School of Education faculty and administration. Science and math content courses as well as methodology coursework were added by eliminating or combining education program are high impact practices including hands-on learning and design, multiple clinical experiences, and undergraduate research. Course changes and curricular enhancements will not result in increased credit-hour requirements.

The proposed STEM education program aligns with the university's mission to "empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community." Graduates will know and employ high impact instructional practices, including the integration of STEM curricula, and demonstrate their skills in school-sponsored practicums and internships. The intent of the proposed new degree program is to graduate skilled professionals able to critically analyze and adapt to the needs of grades 1-8 students in a variety of educational situations.

Aligning with the UW-Platteville strategic goal to serve as a driving force for educational development in the Tri-State region, the proposed STEM education program will produce graduates ready to fill regional teaching positions in high-demand disciplines (http://www.uwplatt.edu/university-planning/enrich-tri-states). The Wisconsin Department of Workforce Development projects a 12 percent increase in need for elementary and middle-level educators by 2022.³ Nationally, this will mean approximately 190,000 job opportunities in the elementary setting and an additional 76,000 job opportunities in the middle level during this time. In addition, teacher shortages will worsen in rural and large urban areas as demonstrated by the United States Teacher Certification Map (2015).⁴ An additional contributing factor to this issue is that 22 percent of current teachers in Wisconsin are 55 or older and approaching retirement. The proposed STEM education program at the University of Wisconsin-Platteville will produce educators skilled in teaching and integrating STEM curricula which will, in part, address this growing workforce shortage in Wisconsin.

Recommendations of the Report of the 2012 National Survey of Science and Mathematics are to provide K-5 STEM curriculum that is integrated, thematic, relevant, engaging and connected to real world problems and careers. To address these recommendations and the UW-Platteville strategic goal of delivering an "...education with global perspective which prepares individuals to seize opportunities and solve the problems of today and tomorrow" (http://www.uwplatt.edu/university-planning/provide-outstanding-education), the proposed STEM education program combines rich liberal arts education with comprehensive methods and content courses in science and math. Graduates of the proposed STEM education program will be equipped to teach an integrated and contemporary curriculum that prepares students for a world steeped in technology.

Need as Suggested by Current Student Demand

The School of Education recently facilitated focus groups with over 100 of its current students. A majority of the students (80 percent) expressed interest in the proposed major, with some requesting pathways to enroll in both the new STEM education program and the current Early Childhood-Middle Childhood (birth to 11 years old) major simultaneously.

Need as Suggested by Market Demand

Business leaders in Wisconsin cannot find the science, technology, engineering and mathematics (STEM) talent they need to stay competitive. Improving students' performance in K-12 is critical to reversing this trend. Wisconsin students have made some progress in math over the past decade, however, not quickly enough to meet demand. In Wisconsin, STEM jobs will grow by 16 percent while other non-STEM jobs will grow only by 11 percent. In addition,

Wisconsin has a lower percentage of teachers who are trained in either mathematics or science (VitalSigns, 2015).⁵ Within a decade, key industries that now account for over 50 percent of Wisconsin's GDP will be looking for 60,000 more skilled workers (predominantly in STEM areas) than will be available (Wisconsin Department of Workforce Development, 2012).

The shortage of math and science teachers in the Tri-State area, comprised of Wisconsin, Illinois and Iowa, coincides with a critical need of workforce with STEM expertise. Wisconsin is 13 percent below the national average according to the Wisconsin STEM Education Leadership Summit of 2014.⁶ In 2015, the Wisconsin Department of Public Instruction (DPI) reported teacher shortages in mathematics, science and special education. Similarly, the Iowa Department of Education reports shortage areas in mathematics (grades 5-12)⁷, all areas of science (grades 5-12) and all areas and grades of special education. Finally, the Illinois State Board of Education reports teacher shortage areas in elementary teaching in the urban areas of Chicago and in special education throughout the state.⁸

Current elementary teachers report that, when the classroom door closes, they focus on the subject area that they feel most comfortable to teach – typically English and social studies and not math and science. The report of the 2012 National Survey of Science and Mathematics Education (mentioned above) confirms the self-reported teacher data. Recommendations are to provide K-5 STEM curriculum that is integrated, thematic, relevant, engaging, and connected to real world problems and careers.

Wisconsin falls 13 percent below the national average in an industry-ready STEM workforce, while Iowa is 26 percent below, according to STEM Wisconsin.⁹ K-12 education must provide a foundation in math and science to address future workforce needs. According to the American College Testing (ACT) *Condition of STEM 2014* report, Wisconsin students' achievement levels are too low to foster success in most STEM fields.¹⁰ Overall, just 43 percent of ACT-tested 2014 graduates met the ACT College Readiness Benchmark in math and only 37 percent met the benchmark in science. Among graduates interested in STEM, attainment was only slightly higher, with 50 percent having the requisite skills in math and science.

There is clearly an increased need for teachers proficient in teaching mathematics and science in the elementary, middle and high school grades, while at the same time there are looming teacher shortages, particularly in STEM areas. In the *Nationwide Teacher Shortage Area Report*, from March 2015, the highest areas of need include: mathematics, science, career and technical education (including business), and technology education.

These shortages in teachers come at the same time that the National Center for Education Statistics estimates that student enrollment in elementary and secondary schools will rise from 55 million to 58 million between 2010 and 2019. During the same time period, one million teachers will retire and 22 percent of Wisconsin teachers will be eligible to retire within the next decade.¹¹

In the Tri-State area, Iowa, Illinois, and Wisconsin state departments of education all report teacher shortage areas in mathematics and science as well as in special education. Iowa reported shortage areas in math and science in grades 5-12, while Illinois reported shortages in

urban areas.^{7,8,12} The UW-Platteville Teacher Education Advisory Council (comprised of Tri-State area teachers, administrators and parents) also noted fewer applicants for open positions.

DESCRIPTION OF PROGRAM

Institutional Program Array

The proposed STEM degree program will align well with other programs at UW-Platteville because UW-Platteville is recognized as a STEM campus. The proposed program responds to the needs of K-12 education and future educators by preparing them in a manner that increases their competence and confidence in STEM-integrated instruction. This program serves an additional purpose, as 50 percent of UW-Platteville's incoming students who designate engineering as their major leave this program and seek other degree options. These students have demonstrated a clear interest in mathematics and science studies, and the proposed STEM education program will provide a meaningful alternative as they consider new choices in careers. The collaborative efforts of faculty from the School of Education with STEM faculty from across campus have influenced the design of the proposed STEM degree program, making this program both unique and rich in the math and science disciplines.

Other Programs in the University of Wisconsin System

Even though there are a number of universities in the UW System that currently have offerings in the areas of Middle Childhood or Early Adolescence, the UW-Platteville program uniquely provides a STEM focus. All students will have a more in-depth engagement in mathematics and science instruction, as well as integrated learning design through STEM project-based learning opportunities. Other UW System institutions with Middle Childhood or Early Adolescence options include: UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-River Falls, and UW-Whitewater.

Collaborative Nature of the Program

With the variety of established STEM education programs at UW-Platteville, the new STEM-focused curriculum will necessarily integrate courses offered in the mathematics and science departments. Development of this proposed STEM education program has engaged faculty from around campus, most specifically those in the mathematics, technology, engineering, agriculture and science disciplines. The shared expertise has provided the foundation for the redesign and integration of academic content into existing courses within the School of Education, and ongoing collaboration opportunities for sharing lab space and coteaching classes.

Diversity

All students in the proposed STEM education program will enroll in *Ethnic and Gender Equity in Education*, a course dedicated to training future teachers to effectively engage with diverse learning populations. Additionally, students enroll in *Introduction to Inclusion* and participate in service learning experiences in diverse settings.

The UW-Platteville Office of Multicultural Student Affairs has implemented a project that pairs faculty within the School of Education with pre-service educators and with diverse K-12 students and their families. The project involves bringing underrepresented populations of

potential future students to campus for a summer STEM learning experience. Although funded through a DPI grant, this collaboration lends itself to future collaborative opportunities between the School of Education and the Office of Multicultural Student Affairs as the School of Education continues to engage in diversity and equity efforts on campus. Collaborative efforts with the UW-Platteville admissions office will support the engagement of underrepresented populations in this program.

Student Learning Outcomes

Graduates of the program will be able to integrate STEM project-based learning into each of the School of Education Student Learning Outcomes:

- 1. Design effective instructional plans for individuals possessing a wide range of ability and skills;
- 2. Create a learning environment to support positive educational outcomes;
- 3. Employ varied instructional practices and strategies to facilitate student learning of concepts and skills;
- 4. Demonstrate a proficient use of content-specific academic language;
- 5. Demonstrate appropriate levels of professional and ethical behaviors expected in their professional setting; and
- 6. Design, implement and assess STEM-integrated learning.

Assessment of Objectives

Faculty within the School of Education measure the success of their students in multiple ways to meet the Department of Public Instruction's criteria for teacher licensure. Ongoing assessment of program success is accomplished through the evaluation of university and School of Education student learning outcomes. Responsive adjustments are conducted in a continuous cycle. Members of the School of Education Advisory Board also review objectives and data and make recommendations to the director and the faculty.

The College of Liberal Arts and Education also assesses the Student Learning Outcomes for each of the general education courses (including English Composition I and II, speech, and American History) that form the foundational courses for teacher education.

At the conclusion of student teaching, candidates must earn a state-mandated minimum proficiency on the edTPA portfolio which assesses the core practices of teaching: planning, instruction and assessment. This authentic, classroom-based assessment is submitted for external scoring by a nationally calibrated portfolio reviewer (Wisconsin Department of Public Instruction, 2016).¹³

Program Curriculum

A minimum of 131 credits is required for graduation. This includes 54 credits of core courses, 49-55 credits in general education courses, 24-30 credits for a minor, and 6 credits of electives. The program consists of more than 120 credits because students will be mastering the content of two teaching majors. UW-Platteville is working on revising its general education program and required credits, so the number of credits will likely be reduced.

Professional Education courses required of all education majors	
Introduction to Education	2 credits
Educational Media Theory	2 credits
Human Growth and Development	3 credits
Introduction to Inclusion	3 credits
Ethnic and Gender Equity in Education*	3 credits
Educational Media Application	2 credits
Student Teaching	12 credits
edTPA portfolio	1 credits

STEM-focused Core Health Nutrition & PE

Health, Nutrition & PE	4 credits
Art 1030/1240 or Music 3160*	3 credits
Reading and Literature I	3 credits
Reading and Literature II**	3 credits
Teaching Social Studies Methods	3 credits
Teaching Elementary Science Methods**	3 credits
Teaching Elementary Mathematics Methods**	3 credits
Guidance & Assessment	3 credits
Working with Families of Children with Disabilities	2 credits
Senior Seminar	2 credits
Early Elementary Practicum Grades 1-3**	2 credits
Upper Elementary Practicum Grades 4-6**	2 credits
Mathematics for Educators 1, 2 and 3*	9 credits
Key Concepts and Characteristics in Middle Level Education	3 credits
Math Seminar for Middle Level, or Teaching Secondary Science, or	3 credits
Teaching English, or Teaching Social Studies and History **	
Upper Elementary / Middle Integrated Science Methods**	3 credits
Pre-Student Teaching Practicum**	2 credits

Minor Area of Study

Elementary Statistics	3 credits
Pre-Calculus	5 credits
Calculus with Applications	3 credits
Math Seminar for Middle Level Teachers	4 credits

**Natural Science - 15 additional credits

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Astronomy	5 credits
Chemistry	4 credits
Geoscience	4 credits
Two semester concentrations required in one area (Biology, Chemistry, Geosciences, Physics)	7-10 credits

English - 15 additional credits

American Literature*	3 credits
In-depth Literature course*	3 credits
Teaching English	3 credits
Literature for Young Adults	3 credits
Grammar in Context	3 credits
Writing Course ≥ 2000 level	3-6 credits
British Literature \geq 3000 level, and/or	
World Literature \geq 3000 level	3 credits
Social Sciences - 21 additional credits	
World Civilization I and II*	6 credits
US History	6 credits
World Regional Geography	3 credits
Principles of Macroeconomics	3 credits
Introduction to Politics	3 credits
Cultural Anthropology	3 credits
General Psychology*	3 credits

*Indicates a course that meets both general education and core methods requirements. It can also indicate a course that can be counted towards core requirements and a minor area of study. **Indicates a STEM-integrated course.

Projected Time to Degree

The projected time to degree is four years. The 131-credit degree program can be completed by a student enrolling in 16-18 credits each semester with $3\frac{1}{2}$ years of coursework and a semester of internship or student teaching. Students may also opt to take fewer credits per semester.

Program Review Process

The School of Education faculty annually reviews program and course outcomes for relevancy to the dynamic needs of education. If program and curricular changes are deemed necessary, appropriate forms are taken through the Undergraduate Curriculum Committees associated with the School of Education, the Liberal Arts and Education College, and the University. The School of Education faculty has embarked upon a three-year process of curriculum mapping in preparation for the 2018 comprehensive institutional review of the School of Education programs by the Academic Planning Council (outlined below). The courses that will be required for the proposed STEM degree program are currently part of this process.

Institutional Review

All programs at UW-Platteville are reviewed on annual and six-year cycles. The annual review consists of a brief report of program enrollment, graduation reports, staffing statistics, and cost of program operation. The review is completed by a number of campus committees including the Assessment Oversight Committee, the University Budget Commission, and the Institutional Technology Commission. Each committee/commission collects relevant data and

requests each program to self-report student learning outcomes, assessment, and budget projections. Committee recommendations resulting from each review are sent to the program directors and department chairs, college dean, provost and faculty senate before a final report is sent to the Chancellor and the UW System Board of Regents.

Accreditation

The Wisconsin Department of Public Instruction accredits all the UW-Platteville education majors and programs. The Department of Public Instruction reviewed the STEM-focused teaching major on August 31, 2015.

ENDNOTES

¹ National Survey of Science and Mathematics Education, February 2013. For pdf see <u>http://www.horizon-research.com/2012nssme/wp-content/uploads/2013/02/2012-NSSME-Full-Report-updated-11-13-13.pdf</u>
 ² National Research Council, Successful K-12 STEM Education: Identifying effective

approaches in science, technology, engineering, and mathematics. For pdf see <u>http://www.stemreports.com/wp-content/uploads/2011/06/NRC_STEM_2.pdf</u>

³ Wisconsin Department of Workforce Development, 2012-2022. See <u>http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm</u>

⁴ United States Teacher Certification Map. See <u>http://certificationmap.com/teacher-shortage-areas</u>

⁵ VitalSigns Wisconsin-Change the Equation, 2015. See

http://vitalsigns.changetheequation.org/state/wisconsin/achievement#math-progress

⁶ Wisconsin STEM Education Leadership Summit October 8, 2014. For pdf see

http://www.weebly.com/uploads/2/8/0/4/28048023/stem_summit_2014_executive_summary_final.pdf

⁷ Iowa Department of Education Teacher Shortage Areas for 2013-2014. *See* <u>https://www.educateiowa.gov/teacher-shortage-areas</u>

⁸ Illinois State Board of Education Data Analysis and Accountability, Designated Teacher

Shortage Areas, Identified for the Paul Douglas Scholarship, Chicago Public Schools, Standard Elementary

instruction, and bilingual education all of Illinois. See <u>http://www.isbe.net/research/htmls/teacher_shortage.htm</u> ⁹ STEM Wisconsin, Identifying, sharing and connecting STEM education initiatives in Wisconsin. See http://www.economicmodeling.com/2011/09/20/where-are-stem-jobs-concentrated

¹⁰ The American College Testing (ACT) National STEM Report: The Condition of STEM 2015. For pdf see <u>http://www.act.org/stemcondition/14/pdf/Wisconsin.pdf</u>

¹¹ National Center for Education Statistics, 2014. See

https://nces.ed.gov/programs/digest/d13/tables/dt13_105.20.asp

¹² Urban Milwaukee U.S. Department of Education, Office of Post Secondary Education,

shortage areas by state, March 2015 report for 2015-2016 school year.

students' interest in science careers, Journal of Science Education and Technology, 21(1) 46-55.

¹³ Wisconsin Department of Public Instruction, 2016. See <u>http://dpi.wi.gov/tepdl/epp/edtpa</u>

) - 1	Items			Projections		
	Lagendration -	2017	2018	2019	2020	2021
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Enrollment (New Student) Headcount	15	17	18	19	20
	Enrollment (Continuing Student) Headcount	30	43	57	71	85
	Enrollment (New Student) FTE	15	17	18	19	20
	Enrollment (Continuing Student) FTE	30	43	57	71	85
I	Total New Credit Hours (# new sections x credits per section)	18	32	54	54	54
	Existing Credit Hours	0	0	0	0	0
	FTE of New Faculty/Instructional Staff	3	0	0	1	1
	FTE of Current Fac/IAS	0	3	3	3	4
	FTE of New Admin Staff	1	1	1	1	1
	FTE Current Admin Staff	0	1	1	1	1
V	New Revenues					
	From Tuition (new credit hours x FTE)	\$141,712	\$188,950	\$236,187	\$283,424	\$330,662
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$U 0111 710	\$U ¢100.050	\$U \$006 497	0¢	\$0 \$220 cc2
M	Now Expanses	φ141,/12	\$100,900	\$Z30,107	φ203,424	<u></u>
VI.	Salaries nlus Fringes					
	Faculty/Instructional Staff	\$157,000	\$157,000	\$157.000	\$210.000	\$263,000
	Other Staff	\$31,000	\$31,000	\$31,000	\$31,000	\$31,000
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	0	\$0	\$0	\$0	\$0
	Other:	\$250	\$250	\$250	\$250	\$250
	Total Expenses	\$188,250	\$188,250	\$188,250	\$241,250	\$294,250
	Net Deserve	¢40 520	¢700	¢47.007	<u> </u>	\$20 A40
VII	Net Revenue	-\$40,538	\$700	\$47,937	\$42,174	\$30,412
Line Quint	warrative: Explanation of the Numbers and Other Ongoing Co	miniments th	at will benefit t	ne Proposed	Frogram	
Line 8: includes autition of students in total						
Line 9: All	students are expected to be full-time					
Line 12: St	em-Focused Core					

University of Wisconsin System Cost and Revenue Projections For Newly Proposed Program

Line 15: This is Erin Edgington, Justine Chien & Jen Collins

Line 21: assumes 100% resident tuition - all students taking 12 credits per semester

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:

1 Neu Herder 3.23.16

Date:

Program Authorization (Implementation) Bachelor of Science in Secondary Education UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.h.(1):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Secondary Education at UW-Parkside.

NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN SECONDARY EDUCATION UW-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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a Bachelor of Science in Secondary Education at UW-Parkside is presented to the Board of Regents for consideration. The institution's Provost is submitting this authorization document and has signed a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.h.(1), approving the implementation of the Bachelor of Science in Secondary Education at the University of Wisconsin-Parkside.

DISCUSSION

The University of Wisconsin-Parkside proposes to establish a Bachelor of Science in Secondary Education, to be implemented in fall 2016. The degree program will be housed in the Institute of Professional Educator Development, founded in 2013 after UW-Parkside closed its School of Education.

The proposed B.S. in Secondary Education degree grows out of existing courses offered since 2013 and replaces the term "licensure pathway" with a baccalaureate-level degree program that will be recognized by students, parents, and employers. The comprehensive major in secondary education is comprised of 45 credits in education and 39-74 credits in the content area (discipline or field), making it a 126- to 161-credit degree program, depending on the academic content area the student chooses. Academic content areas have very different credit requirements, with biology and chemistry having the highest requirements at UW-Parkside. Students are required to declare a major in one of nine content areas in which a license can be obtained.

Regional, state, and national demand for secondary teachers is expected to increase over the next ten years. According to the U.S. Bureau of Labor Statistics employment projections, the category of Secondary Teachers is predicted to grow 6 percent nationally from 2012-2022.

UW-Parkside is located between two of the four largest school districts in the state, Racine and Kenosha. The proposed B.S. in Secondary Education will serve a UW-Parkside student population that is diverse, primarily first-generation, and place-bound due to financial and family commitments. Eighty-five percent of the students enrolled in teacher education programs at UW-Parkside originate from Racine and Kenosha counties. The other 15 percent primarily come from Milwaukee County and northern Illinois. The curriculum of the B.S. in Secondary Education program emphasizes the development of cultural competencies and provides students with experiences and coursework that are designed to cultivate a sophisticated understanding of and sensitivity to race/ethnicity, gender, and economic diversity. UW-Parkside faculty, along with the Institute's specialized advisor and clinical coordinator, will support students facing challenges in their teaching skills.

For the 2015-16 academic year, the annual residential tuition is \$7,316 for a full-time student who is enrolled in 12-18 credits per term. Teacher candidates are also required to pay fees for various required state exams and other support materials, amounting to (currently) \$736.

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 SECONDARY EDUCATION AT UW-PARKSIDE PREPARED BY UW-PARKSIDE

ABSTRACT

The University of Wisconsin-Parkside proposes to establish a new Bachelor of Science (B.S.) in Secondary Education degree as part of the course array in the Institute for Professional Educator Development (IPED), founded in 2013. The proposed Secondary Education degree grows out of existing courses offered since 2013 and replaces the term "licensure pathway" with a degree program that will be recognized by students, parents, and employers. This new degree program will provide students with a credential that will enable them to better compete in the education labor market. The comprehensive major in secondary education is comprised of 45 credits in education and 39-74 credits in the content area (discipline or field), making it a 126- to 161-credit degree program, depending on the academic content area the student chooses.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Parkside

Title of Proposed Program Secondary Education

Degree/Major Designations Bachelor of Science

Mode of Delivery

Single institution using face-to-face and hybrid instruction.

Single Institution or Collaboration

Single institution

Projected Enrollments by Year Five

In IPED, students who declare an interest in pursuing a secondary education licensure pathway must also be admitted to the educator preparation program. To be admitted, students must successfully pass the Praxis Core,¹ a state-mandated basic skills test. Based on retention data, 78 percent of the 219 UW-Parkside students who enrolled in pre-professional educator preparation courses prior to taking the Praxis Core test continue on in the program and apply for admission to the IPED. IPED will provide students with online support sessions related to reading, writing, and mathematics to help overall pass rates for the Praxis Core test. This support initiative will increase the retention rate prior to admission to educator preparation programs. Following admission to the Institute, 98 percent of the existing education program students continue and work to complete their degree or licensure pathway.

Currently, 219 students are enrolled in a variety of educator preparation programs at UW-Parkside. Of those, 62 are secondary education teacher candidates seeking an Early Adolescent to Adolescent license in the areas of history, English, political science, geography, chemistry, biology, sociology, earth science, and math. Based on focused recruitment strategies, increased Praxis Core test support, and UW-Parkside historical retention data, the program coordinators expect that 114 students would be enrolled and approximately 47 students will have graduated from the program by year five after implementation.

Year	Implementation Year	Year 2	Year 3	Year 4	Year 5
New Students	20	25	30	30	31
Continuing Students	62	80	100	118	135
Total Enrollment	82	105	130	148	166
Graduating Students	3	9	15	20	25

Table 1: Projected Enrollments in the B.S. in Secondary Education Degree by Year 5

Tuition Structure

For the 2015-16 academic year, the annual residential tuition is \$7,316 for a full-time student who is enrolled in 12-18 credits per term. Teacher candidates are also required to pay for the following:

- \$100.00 one-time fee for assessment software to support student's electronic portfolios (also called an e-folio) and the edTPA;²
- \$41.00 for an initial background check, \$19.00 every two years until graduation;
- \$25.00 for a TB testing done at UW-Parkside;
- \$150.00 for the Praxis Core test;
- \$120.00 for the Praxis II content specific test; and
- \$300.00 to the publishing/testing company Pearson, Inc., to score the edTPA.

Full-time students will be able to complete all degree requirements in four years if they take up to 18 credits.

Department or Functional Equivalent

The new degree program will be housed in the Institute of Professional Educator Development at the University of Wisconsin-Parkside.

College, School, or Functional Equivalent

Oversight of the Institute of Professional Educator Development lies with the Provost's Office at UW-Parkside.

Proposed Date of Implementation

Fall 2016

INTRODUCTION

Rationale and Relation to Mission

UW-Parkside proposes to establish a B.S. in Secondary Education for students interested in the profession of teaching at the middle and high school developmental levels. At present, UW-Parkside offers a degree program in elementary education and has Wisconsin Department of Public Instruction (DPI) approval to offer nine Early Adolescence-Adolescence (grades 6-12) licensure pathways, a Middle Childhood to Early Adolescent license (grades 1-8) and an alternative Technology license.³

The nature of secondary education is that it focuses on both the mastery of specialized subject matter and the acquisition of critical teaching skills. Currently, secondary education students graduate from UW-Parkside having majored in a particular degree, completed a minor, and finished the necessary coursework in secondary education to satisfy licensing requirements. With the offering of a secondary education degree, UW-Parkside students would have the opportunity to show formal mastery of content in two majors instead of one.

Earning a double major would provide UW-Parkside students with greater leverage in the job search after college as it signals to employers that students have cultivated a significant body of relevant expertise in education. It is also likely that promoting a Secondary Education degree program would attract more students who are interested in teaching at the middle or high school levels. While high schools hire the largest percentage of secondary education degree holders nationally, Wisconsin districts such as Racine, Kenosha and Oak Creek prefer middle school teachers to hold a secondary education license (according to IPED email communications with the school district Human Resource Officer).

The mission of the proposed B.S. in Secondary Education within IPED is to prepare knowledgeable, responsive educators committed to teaching all learners in our diverse and dynamic world through collaboration with community partners. The proposed program supports UW-Parkside's academic plan, *Aiming High and Making Excellence Inclusive*, particularly Goal 2.2 to "build opportunities for career knowledge and planning into the curricula of every major, forging closer connections between classroom and professional practice." The proposed Bachelor of Science in Secondary Education takes a sociocultural and ecological approach⁴ to prepare teacher candidates to become professional educators. From the first semester to the last, teacher candidates will explore and broaden their notions about teaching and learning during their clinical placements. Through each placement, teacher candidates will confront real world, professional issues that they have read about and discussed within the university environment. The program also supports Goal 2.3 of the academic plan to "identify and respond to the current and future demands for professions and occupations in the region."

Collaboration, diversity, and community partnerships are core ideals referenced within the mission and goals of IPED, UW-Parkside's select mission, and academic plan. The proposed B.S. in Secondary Education will fulfill these ideals by:

- Improving collaborations between UW-Parkside, Gateway Technical College, other WTCS institutions, community organizations, and school district partners to serve the occupational needs of the region;
- Continuing to provide quality teacher preparation programs and degrees;
- Preparing students to be successful in their professions through increased opportunities for teaching and learning in classrooms and schools throughout southeastern Wisconsin, particularly in high-need areas within urban and rural school districts;

- Utilizing emerging practices in teaching and learning through a comprehensive curriculum focused on increasing content knowledge, pedagogical skills, and an awareness of the complex integration between context, culture, and learning; and
- Establishing a unique clinically-based program to provide teacher candidates with trained mentor teachers.

The University of Wisconsin-Parkside's mission and strategic plan focus on providing students with high-quality learning experiences that prepare them to become change agents in their local, national, and global communities. The proposed B.S. in Secondary Education is an essential next step towards the institution's goal of developing effective teacher leaders who can provide high-quality teaching and learning experiences to Wisconsin learners across all grade levels. According to DPI data from 2003-2012, 90 percent of the teacher candidates who have completed licensure programs at UW-Parkside currently work in the state of Wisconsin; with 88 percent of these completers working in Racine, Kenosha, and Milwaukee counties.

Need as Suggested by Current Student Demand

Although educator preparation licensure programs have only been available to current UW-Parkside students since September 2013, IPED has contributed significantly to the growth in student enrollment and retention. According to IPED student survey data collected in December 2016, students choose to earn a degree and pursue certification at UW-Parkside for a variety of reasons: (a) the institution's proximity to home, (b) its overall affordability, (c) the flexibility to continue working, (d) the opportunity to engage in clinical experiences as freshmen, and (e) the restructuring of the education program.

Of the 50 students who completed the IPED survey and who are enrolled in the secondary licensure pathway program, 100 percent indicated that they would prefer to have a second major listed on their transcript rather than simply a list of education courses. Conversations with current secondary pathway students also revealed that the opportunity to earn a second major would justify any additional time spent at UW-Parkside by making the students more marketable to future employers; and that the term "major" would more clearly communicate their belonging to an established program.

Need as Suggested by Market Demand

Regional, state, and national demand for secondary teachers is expected to increase over the next ten years. One of the central factors shaping this demand is the anticipated increase in the populations of preschoolers and school-aged youth. According to the Wisconsin Department of Administration Demographic Services Center, there will be nearly 79,000 more students to educate at these levels by the year 2035, reaching an all-time peak for preschoolers and schoolaged children in the state overall.

According to the U.S. Bureau of Labor Statistics employment projections, the category of Secondary Teachers is predicted to grow 6 percent nationally from 2012-2022. Statewide, the U.S. Department of Education reported in March 2015 shortage areas across secondary content areas, particularly in STEM subjects and special education. Regionally, the *Milwaukee Journal* reported on the shallow pool of teacher applicants and the impending teacher shortage in southeastern Wisconsin (Richards, 2015). The proposed secondary education degree will

support district needs and provide a pool of talented educators who will help fill persistent employment needs in the region and across the state.

While the production of new teachers may exceed demand in some parts of the state, Kenosha and Racine Unified School Districts have indicated a high need for middle and high school teachers, particularly in the areas of math, science, and technology education. This need is reflected in local support for the new UW-Parkside program. Dr. Sue Savaglio-Jarvis, Superintendent of Kenosha Public Schools, in a February 10, 2016 letter of support for this program, writes, "The demand for teachers in this country and in our region is real and chronic shortages persist. We often find it difficult to find highly qualified staff in the areas of technical education, special education, reading, high school math, chemistry, physics, and others. This major benefits the entire community as teacher candidates transition from college students to working professionals and often settle down and establish roots in the Kenosha community."

Emerging Knowledge and Advancing New Directions

IPED has designed a developmental co-teaching model to support teacher candidate preparedness and self-efficacy throughout students' clinical experiences, not simply student teaching. Secondary education teachers are included in the co-teaching partnership as mentors to UW-Parkside teacher candidates. Through co-teaching clinical placements, teacher candidates have an opportunity to learn alongside seasoned master teachers. These mentor/mentee relationships will provide support across the early career of a novice teacher.

DESCRIPTION OF PROGRAM

Institutional Program Array

The UW-Parkside program array includes programs in the liberal arts and sciences, preprofessional programs, and undergraduate and master's level professional programs, including teacher preparation at the elementary, middle, and high school levels. The proposed B.S. in Secondary Education offers 45 credits in the major (core) designed for UW-Parkside students who desire to teach at the middle and secondary developmental levels. Any student who is seeking to major in secondary education will also be required to declare a major in one of nine licensable content areas as well. Currently, the proposed B.S. in Secondary Education is intended for enrollments in general undergraduate education only.

Other Programs in the University of Wisconsin System

UW-Parkside is located in southeastern Wisconsin between two of the four largest school districts in the state, Racine and Kenosha. The proposed B.S. in Secondary Education will serve a UW-Parkside student population that is diverse, primarily first-generation, and place-bound due to financial and family commitments. Eighty-five percent of the students enrolled in teacher education programs at UW-Parkside originate from Racine and Kenosha counties. The other 15 percent primarily come from Milwaukee County and northern Illinois. Of the thirteen UW institutions, all support some form of degree program associated with secondary education.

The vast majority of UW-Parkside students originate from southeastern Wisconsin. As Table 2 reveals, the geographically closest secondary education programs are located at UW-Milwaukee and UW-Whitewater. These two UW institutions are not an option for many UW-

Parkside place-bound students due to family obligations, university residency requirements, tuition difference between programs, or the lack of transportation and commuting options. According to an IPED student survey conducted in December 2015, just over 90 percent of students enrolled in UW-Parkside teacher education programs work at least 30 hours/week, and do not have the finances or the time to travel back and forth to Whitewater or Milwaukee.

College or University	Distance from UW-Parkside in miles	Offers Secondary Education Major	2015-16 Published Tuition	Tuition Differential from UW-Parkside
UW-Parkside	N/A	No	\$7,316	N/A
UW-Milwaukee	40	Yes	\$9,438	\$2,122
UW-Whitewater	59	Yes	\$7,632	\$316

Table 2: Four-year UW Universities within a 60-mile Radius of UW-Parkside

Although similarities exist between UW-Parkside's proposed B.S. in Secondary Education program and the programs at UW-Milwaukee and UW-Whitewater, three fundamental differences distinguish the proposed UW-Parkside program from similar UW programs, including: (1) the clinical and co-teaching model, (2) the advising and instructional coaching model of teacher candidates, and (3) the educational support that continues after graduation focusing on advanced professional development for practicing teachers.

Collaborative Nature of the Program

The missions of UW-Parkside and IPED guide the innovative work done by faculty and academic staff. Institutional values are rooted in the belief that collaboration between university and community partners is essential to preparing successful teacher candidates. UW-Parkside has initiated collaborations with UW System institutions and Wisconsin Technical Colleges, as well as local school districts, in order to utilize existing expertise and resources as outlined in the list below.

• A partnership with UW-Milwaukee's School of Education

IPED has been meeting with representatives from UW-Milwaukee to discuss collaboration between the campuses. On December 18, 2015, the discussion centered on developing a matrix of courses and possible collaborations around student teaching placements. IPED is open to continuing these conversations with UW-Milwaukee as well as inviting UW-Whitewater into the conversation.

• A partnership with the UW-Milwaukee's Biochemistry Department

Currently, IPED is collaborating with a faculty member in the biochemistry department on a Title II Math Grant awarded to UW-Parkside in 2014. This UW-Milwaukee faculty member serves as the grant evaluator for this three-year project.

• Partnership with Gateway Technical College

The Institute for Professional Educator Development has partnered with Gateway Technical College to offer an Alternative Route program that will lead to an Early Childhood-Adolescence category, Technology Education license for teacher candidates who successfully complete the program.

• Partnering with the Racine Unified School District

IPED is currently working with the Chief of Human Capital at the Racine Unified School District to develop a "grow your own" educator licensure program for educational assistants and emergency-credentialed employees within the district who desire to become baccalaureate-credentialed teachers. In addition to program coursework, IPED will provide a support system for these nontraditional students that includes assistance with the application process, test preparation, and tutoring and mentoring.

Diversity

Sensitivity to ethnically diverse and economically disadvantaged populations is emphasized in this proposed program. According to the State of Wisconsin Department of Public Instruction website, the proportion of children from underserved racial/ethnic groups in the major school districts to be served by the B.S. in Secondary Education is far higher than those proportions in the state as a whole. In 2014-15, 10 percent of students in Wisconsin were African American and 11 percent of children were Hispanic. African American children made up 15 percent and Hispanic children made up 26 percent of the student population served by Kenosha Unified. In the Racine Unified district, African American children made up 26 percent and Hispanic children made up 25 percent of the student population. Students who are economically disadvantaged made up 52 percent of Kenosha Unified district students and 65 percent of Racine Unified district students, compared to 42 percent of students in the state of Wisconsin as a whole.

The curriculum of the B.S. in Secondary Education program emphasizes the development of cultural competencies and provides students with experiences and coursework that are designed to cultivate a sophisticated understanding of and sensitivity to race/ethnicity, gender and economic diversity. Within the proposed major, teacher candidates learn, through high impact practices such as the intense clinical co-teaching experiences, methods for engaging learners and setting high expectations for all students. In addition, UW-Parkside faculty, along with the Institute's specialized advisor and clinical coordinator, will support students facing challenges in their teaching skills.

Student Learning Outcomes for Education Majors

The proposed Secondary Education degree program will provide teacher candidates with the knowledge, skills, and dispositions needed for successful teaching careers. Upon completing the degree, teacher candidates will have demonstrated their attainment of the following program outcomes, all of which are aligned with the Wisconsin Teacher Standards, InTASC Standards,⁵ and the Danielson Framework:⁶

1. Conceptual Understanding of Core Knowledge:

- Effective strategies to interact with learners and modeling effective communication and problem solving;
- Knowledge of content pedagogy that supports development of a student's conceptual understanding of core knowledge;

2. Reflective Practice:

- An understanding of teaching as an inquiry process, i.e., collecting and analyzing data about students' learning and making curricular decisions and planning instruction based on the data to support student understanding;
- The use of appropriate formative and summative assessments appropriate to learning outcomes;

3. Civic Engagement and Empowerment:

- The ability to work collaboratively with other educators, family members, specialists, and members of the larger community to support student success;
- The understanding of equitable access and practices that engage all learners with meaningful learning opportunities;

4. Technology and Developmentally Appropriate Curriculum and Design:

• The ability to plan, select, and design developmentally appropriate learning activities, materials, digital technologies, and assessments to support student success;

5. Diversity, Culture, and Context:

- An awareness of the sociocultural forces that impact the in-school and out-of-school lives of the PK-12 student;
- An understanding of the diverse social and cultural factors that influence and challenge daily life at school, which include, but are not limited to, social, political, economic, cultural, linguistic, and geographic factors.

Upon completion of the educator preparation program at the University of Wisconsin-Parkside, teacher candidates must show evidence of fulfilling these program-level learning outcomes through their e-folios which capture individual growth over time in relation to leadership, decision-making ability, critical thinking, cultural competency, collaborative engagement, and the commitment to civic engagement. Each portfolio entry will address one or more of the ten Wisconsin Teacher Standards that focus more specifically around the knowledge, skills, and dispositions of teaching.

Assessment of Objectives

The above-stated learning objectives will be continuously evaluated utilizing an assessment plan developed by education faculty. As well, the learning objectives will be assessed through carefully designed assessment plans that link the learning objectives to the Wisconsin Teacher Standards and national content standards. These assessment plans ensure that students have acquired and can demonstrate knowledge, skills and dispositions required of the teaching profession that will enable students to teach within the complex environment of the classroom. The assessment plans and outcomes were reviewed by the Department of Public Instruction and are part of the Institute of Professional Educator Development's annual review process.

Program Curriculum

The Secondary Education curriculum is comprised of 126-161 credits split between UW-Parkside's General Education requirements (48 credits), courses necessary to complete a

content/disciplinary major (39 to 74 credits, depending on the major field), and education coursework (45 credits). Students who choose biology or chemistry as their content area (discipline they will teach), for instance, must complete a minimum of 74 credits. A list of courses for the degree program is shown below. The curriculum consists of courses that already exist. No new courses will be required for this degree.

University and General Education Graduation Requirements (48 credits)

•	-
Arts and Humanities	12 credits
Social Sciences	12 credits
Natural Sciences	12 credits
Foreign Language	6 credits
Academic Skills Courses (English and Math)	6 credits
*A minimum of six general education courses can be applied to the stu	udent's content major.

Secondary Education Courses (25 credits)

EDU 211 Child and Adolescent Development	3 credits
EDU 302 Learning and Developmentally Appropriate Design	3 credits
EDU 304 Context Culture and Learning Environments	2 credits
EDU 312 Designing Learning Curriculum	3 credits
EDU 314 Assessment of Learning	2 credits
EDU 402 Instructional Models in Content Areas	3 credits
EDU 404 Differentiation and Diagnostic Assessment	3 credits
EDU 412 Literacy Across the Content Area	3 credits
EDU 414 Culturally Relevant Pedagogy in a Secondary Classroom	3 credits

Content Major Course Requirements (39-74 credits)

Declared major in one of the following areas: English, Math, History, Sociology, Political Science, Geography, Chemistry, Biology, or Geosciences.

Secondary Clinical Courses (20 credits)

EDU 100 Educator and the Learning Community Seminar I	1 credit
EDU 200 Educator in the Learning Community Seminar II	1 credit
EDU 300 The Learner and Learning Seminar	1 credit
EDU 310 Learning Design and Assessment Seminar	1 credit
EDU 400 Teaching Content Seminar	2 credits
EDU 410 Individualized Learning Seminar	2 credits
EDU 420 Residency Seminar	2 credits
EDU 425 Residency	10 credits

All students seeking admission into any education program at the University of Wisconsin-Parkside are required to maintain a cumulative GPA of 2.75, pass the Praxis Core test, and successfully complete any required education course at the 100 and 200 level.

Projected Time to Degree

Full-time students will be able to complete the requirements of this proposed major in four years with an average load of 16-18 credits per semester.

Institutional Review

Consistent with UW-Parkside policy, the proposed B.S. in Secondary Education will undergo a program review conducted by members of the Committee on Academic Planning every seven years. This committee – comprised of six elected faculty members, the Vice Chancellor or designee, one elected academic staff, and one student – 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 institution's academic plan. The program will also be reviewed annually by DPI as part of the Continual Review Process.

Accreditation

No additional accreditation will be needed to operate this program. The Department of Public Instruction has already approved all courses that make up this licensure pathway.

ENDNOTES

¹ The Department of Public Instruction requires that all students take and pass a series of tests and performance assessments to demonstrate proficiency. The Praxis Core is a basic skills test that all students are required to pass prior to being admitted to an educator preparation program.

² The edTPA is a performance-based assessment that evaluates a teacher candidate's ability to plan, instruct, and assess students in their content-specific classrooms.

³ IPED's Alternative Route Wisconsin Technology Education (220) program provides teaching certification to individuals who have already earned a bachelor's degree and are teaching a technology or industrial education course on an emergency license. IPED's alternative route program is a collaboration between Gateway Technical College and the University of Wisconsin-Parkside.

⁴ This approach supports the belief that in order to engage in teaching and learning, an educator needs to take into account the multiple influences on a child's immediate social and physical environment; the interactions between broader social, political, and economic systems; and the shared understandings of members of the child's social and cultural group.

⁵ InTASC (Interstate Teacher Assessment and Support Consortium) standards describe what effective teaching leading to improved student learning looks like. These standards, to which all IPED programs are aligned, stress interdisciplinary studies, literacy across the curriculum, and creating a professional culture to improve practice. See also: <u>http://tepdl.dpi.wi.gov/files/tepdl/Licensing/intasc_10teachstds.pdf.</u>

⁶ The Danielson Framework is a research-based assessment tool that is aligned to the InTASC Standards. IPED adopted the Danielson Framework as a way to assess students in the clinical program and as a method to promote professional conversations around teaching and learning between faculty, clinical supervisors, mentor teachers, and teacher candidates.

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Wlodkowski, R. and Ginsberg, M. (1995). "A framework for culturally responsive teaching." Educational Leadership. 53:1, pgs. 17-21.

	University of Wisco	onsin - Parks	side Education D			
	Itoms	r Secondary	Education 1	Droioctions		
	Items	2017	2018	20.19	20.20	2021
		Vear 1	Z010 Vear 2	2019 Vear 3	Vear A	Vear 5
ĭ	Enrollment (New Student) Headcount	20	25	30	30	31
-	Enrollment (Continuing Student) Headcount	62	80	100	118	135
	Enrollment (New Student) FTE	20	25	30	30	31
	Enrollment (Continuing Student) FTE	62	79	99	117	134
п	Total New Credit Hours (# new sections x credits per section)	0	- 0	0	0	0
	Existing Credit Hours	45	45	45	45	45
Ш	FTE of New Faculty/Instructional Staff					
	FTE of Current Fac/IAS	1.875	1.875	1.875	1.875	1.875
	FTE of New Admin Staff	0.75	0	0	0	0
	FIE Current Admin Statt	0.75	0.75	0.75	U./5	0,75
silli IV	New Revenues					
~ ,	From Tuition (new credit hours x FTE)	\$216.934	\$274.520	\$341.346	\$388.601	\$435.436
	From Fees	\$2,300	\$2,875	\$3,450	\$3,450	\$3,565
	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	\$219,234	\$277,395	\$344,796	\$392,051	\$439,001
v	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$99,959	\$99,959	\$99,959	\$99,959	\$99,959
	Other Staff	\$37,000	\$37,000	\$37,000	\$37,000	\$37,000
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Other:Live Text	\$2,300	\$2,875	\$3,450	\$3,450	\$3,565
	Total Expenses	\$139,259	\$139,834	\$140,409	\$140,409	\$140,524
		0.00				
V1 	[Net Revenue	\$79,975	\$137 ,56 1	\$204,387	\$251,642	\$298,477
<u>بوري</u> م	Jarrative: Explanation of the Numbers and Other Ongoin	a Commitme	anto that wil	I Donafit the	Dropood I	
6	New enrollment projections based on survey results	g comuniti	ing that wh	i Denemi une	r roposeu r	Togram
7	Retention averages 88% based on historical IPED data					. •
.9	99% of IPED students are full time					
11	No new credit hours- as the secondary major is repacking wh	at already ex	ists to make	students mor	e maketable	
20	Based on new & continuing student FTE with an average of	12 SCH for th	he major			
21	Live Text Assessment Software package required in First Edu	ucation Cour	se- Active fo	or five years		
- N	umber of students enrolled					
- T	o be based on 12 credits at the undergraduate level and 7 credits at the gr	aduate level				
- N	umber of faculty/instructional staff providing significant teaching and ad	lvising for the p	rogram			
- N	umber of other staff providing significant services for the program	ha				
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UNIVERSITY OF WISCONSIN



Office of the Provost Academic Affairs

900 Wood Road | P.O. Box 2000 Kenosha, WI 53141-2000

> Telephone: 262-595-2261 Fax: 262-595-2630 www.uwp.edu

February 12, 2016

President Ray Cross 1720 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Dear President Cross:

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new major in Secondary Education. All program materials have been approved through our shared governance system including the Course and Curriculum Committee, the Committee on Academic Planning, the Faculty Senate and the Chancellor. You will note that the courses and personnel required for this program already exist within the current educator licensure program at UW-Parkside; therefore, no new resources or resource allocations are required to initiate the program. The quality of the program will be ensured by our regular program review process and by the Wisconsin Department of Public Instruction. As Provost, I fully support this new major.

Sincerely,

& Ebeio

Fred Ebeid, Ph.D. Provost & Vice Chancellor Academic Affairs UW-Parkside

Program Authorization (Implementation) Bachelor of Science in Early Childhood Education UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.h.(2):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Early Childhood Education at UW-Parkside.
NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION UW-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 <u>http://www.uwsa.edu/acss/planning/</u>). The new program proposal for a Bachelor of Science in Early Childhood Education at UW-Parkside is presented to the Board of Regents for consideration. The institution's Provost is submitting this authorization document and has signed a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.h.(2), approving the implementation of the Bachelor of Science in Early Childhood Education at the University of Wisconsin-Parkside.

DISCUSSION

The University of Wisconsin-Parkside proposes to establish a Bachelor of Science in Early Childhood Education, to be implemented in fall 2016. This degree program will also be housed in the Institute of Professional Educator Development.

The development of this proposed degree program will respond to both traditional students and place-bound professionals seeking additional education and credentials. Designed as a baccalaureate degree completion program, the major will be a collaborative effort with Gateway Technical College and other institutions within the Wisconsin Technical College System (WTCS). The Early Childhood major (core) is comprised of 77 credits in a 129-credit degree program. The credits required for the major may appear high but students must complete early childhood education content courses in various academic fields and clinical courses in the major.

Courses in the major will be designed to align with standards established by the National Association for the Education of Young Children (NAEYC). Early childhood credential candidates will also build specialized knowledge in the areas of individual learners and educational environments; assessment, curriculum development and planning; child development; and movement and play. Students will take some of the aforementioned courses at a Wisconsin Technical College and can apply credits earned there toward the UW-Parkside Early Childhood Education baccalaureate degree.

Regional, state, and national demand for early childhood teachers is projected to increase over the next ten years. One of the central factors shaping this demand is the anticipated increase in the populations of preschoolers and school-aged youth. According to the Wisconsin Department of Administration Demographic Services Center, there will be nearly 79,000 more students to educate at these levels by the year 2035.

According to UW-Parkside, the Wisconsin Workforce Development's Office of Economics Occupational Projections projects greater demand for kindergarten teachers by the year 2022. Current kindergarten employment projections for the counties of Kenosha, Racine, and Walworth estimate that another 80 new teachers will be needed in just six years, an increase from 6.03 percent to 11.57 percent.

At the national level, the U.S. Bureau of Labor Statistics' 2012-2022 occupational projections include early childhood teachers as one of the occupations with the largest projected number of job openings. Between 2012 and 2022, there will be a 7% increase annually in openings for early childhood and kindergarten teachers due to growth and replacement needs.

For the 2015-16 academic year, the annual residential tuition is \$7,316 for a full-time student who is enrolled in 12-18 credits per term. Teacher candidates are also required to pay fees for various required state exams and other support materials, amounting to (currently) \$736.

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 EARLY CHILDOOD EDUCATION AT UW-PARKSIDE PREPARED BY UW-PARKSIDE

ABSTRACT

The University of Wisconsin-Parkside proposes to establish a new Bachelor of Science (B.S.) in Early Childhood Education degree as part of the course array in the Institute for Professional Educator Development, founded in 2013. The development of this proposed degree program will respond to both traditional students and place-bound professionals seeking additional education and credentials in the teaching field. Designed as a baccalaureate degree completion program, the major will be a collaborative effort between Gateway Technical College, other institutions within the Wisconsin Technical College System (WTCS), and the University of Wisconsin-Parkside. The B.S. in Early Childhood Education program will provide students with a credential that will enable them to better compete in the education labor market. The comprehensive major is comprised of 77 credits in a 129-credit degree program. Students will be able to complete all university general education and graduation requirements as part of the proposed degree in four years.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Parkside

Title of Proposed Program Early Childhood Education

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Face-to-face and hybrid instruction.

Single Institution or Collaboration

UW-Parkside will collaborate with Gateway Technical College and other WTCS institutions to offer this degree program.

Projected Enrollments by Year Five

In the Institute of Professional Educator Development (IPED), in which all UW-Parkside teacher training and education programs are housed, students who declare an interest in pursuing a degree or a license in education must also be admitted to the educator preparation program. To be admitted, students must successfully pass the Praxis Core,¹ a state-mandated basic skills test. Based on IPED retention data on the 219 students currently enrolled in existing UW-Parkside education programs, 78 percent of the UW-Parkside students who have enrolled in preprofessional educator preparation courses prior to taking the Praxis Core test continued on in the

program and applied for admission to the Institute of Professional Educator Development. IPED will provide students with online support sessions related to reading, writing, and mathematics to help overall pass rates for the Praxis Core test. This support initiative will increase the retention rate prior to admission to educator preparation programs. Following admission to the Institute, 98 percent of the currently enrolled 219 students have continued their educator preparation studies and are working to complete their degree or licensure pathway.

Currently, 219 students are enrolled in a variety of educator preparation programs at UW-Parkside. Of those 219 students, 157 are elementary education teacher candidates seeking a grade 1-8 license. Thirty percent of these students (approximately 47 students) stated that they would double major in early childhood education, if given the opportunity. Based on focused recruitment strategies, increased Praxis Core support, and historical retention data, it is expected that 114 students would be enrolled and approximately 83 students will have graduated from the proposed program by year five after implementation.

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Year	Implementation Year	Year 2	Year 3	Year 4	Year 5
New Students	20	25	30	30	31
Continuing Students	15	43	67	89	110
Total Enrollment	35	68	97	119	141
Graduating Students	0	10	20	25	28

Table 1: Projected Enrollments in the B.S. in Early Childhood Education Degree by Year 5

Tuition Structure

For the 2015-16 academic year, the annual residential tuition is \$7,316 for a full-time student who is enrolled in 12-18 credits per term. Teacher candidates are also required to pay for the following:

- \$100.00 for a one-time fee for assessment software to support student's electronic portfolios (also called an e-folio) and the edTPA;²
- \$41.00 for an initial background check, \$19.00 every two years until graduation;
- \$25.00 for a TB testing done at UW-Parkside;
- \$150.00 for the Praxis Core;
- \$155.00 for the Foundations of Reading Test;
- \$120.00 for the Praxis II content-specific test; and
- \$300.00 for the educational testing and publishing company Pearson, Inc., to score the edTPA.

Full-time students will be able to complete all degree requirements in four years if they take up to 18 credits per term.

Department or Functional Equivalent

The new degree program will be housed in the Institute of Professional Educator Development at the University of Wisconsin-Parkside.

College, School, or Functional Equivalent

Oversight for the Institute of Professional Educator Development lies with the Provost's Office at UW-Parkside.

Proposed Date of Implementation

Fall 2016

INTRODUCTION

Rationale and Relation to Mission

UW-Parkside proposes to establish a B.S. in Early Childhood Education for students interested in the profession of teaching at the early childhood developmental level. Prior to UW-Parkside dissolving the university's education program in 2010, the university was authorized to offer a Bachelor of Arts in Liberal Arts for Teachers. The former major prepared early childhood, elementary, and middle school teachers. The Wisconsin Department of Public Instruction (DPI) continuously certified the program until the Faculty Senate and UW-Parkside's Administration eliminated the program in 2010 and created a completely new educator development program. The Institute of Professional Educator Development (IPED) was opened in September 2013 with two faculty. At present, UW-Parkside offers a degree program in elementary education and has DPI approval to offer nine Early Adolescence-Adolescence (grades 6-12) pathways to licensure, a Middle Childhood to Early Adolescent license (grades 1-8), and an alternative 220 Technology license.³

The mission of the proposed B.S. in Early Childhood Education within IPED is to prepare knowledgeable and responsive educators committed to teaching all learners in a diverse and dynamic world through collaboration with community partners. The proposed program supports UW-Parkside's academic plan, *Aiming High and Making Excellence Inclusive*, particularly Goal 2.2 to "build opportunities for career knowledge and planning into the curricula of every major, forging closer connections between classroom and professional practice." The proposed Bachelor of Science in Early Childhood Education takes a sociocultural and ecological approach⁴ to prepare teacher candidates to become professional educators. From the first semester to the last, teacher candidates will explore and broaden their notions about teaching and learning during their clinical placements. Through each placement, teacher candidates will confront real world professional issues that they have read about and discussed within the university environment. The program also supports Goal 2.3 of the academic plan to "identify and respond to the current and future demands for professions and occupations in the region."

Collaboration, diversity, and community partnerships are core ideals referenced within the mission and goals of IPED, UW-Parkside's select mission, and UW-Parkside's academic plan. The proposed B.S. in Early Childhood Education is a 129-credit baccalaureate degree completion program that is designed for UW-Parkside and WTCS transfer students who desire to teach at the early childhood developmental level. The proposed B.S. in Early Childhood Education fulfills these ideals in the following ways:

- Improving collaborations between UW-Parkside, Gateway Technical College, other WTCS institutions, community organizations, and school district partners to serve the occupational needs of the region;
- Continuing to provide quality teacher preparation programs and degrees;
- Preparing students to be successful in their professions through increased opportunities to teach and learn in classrooms and schools throughout southeastern Wisconsin, particularly in high-need areas within urban and rural school districts;

- Utilizing emerging practices in teaching and learning through a comprehensive curriculum focused on increasing content knowledge, pedagogical skills, and an awareness of the complex integration between context, culture, and learning; and
- Establishing a unique clinically-based program to provide teacher candidates with trained mentor teachers.

The University of Wisconsin-Parkside's mission and strategic plan focus on providing students with high-quality learning experiences that prepare them to become change agents in their local, national, and global communities. The proposed B.S. in Early Childhood Education is an essential next step toward the institution's goal of developing effective teacher leaders who can provide high-quality teaching and learning experiences to Wisconsin learners across all grade levels. According to DPI data from 2003-2012, 90 percent of the teacher candidates who have completed licensure programs at UW-Parkside currently work in the state of Wisconsin, with 88 percent of these completers employed in Racine, Kenosha, and Milwaukee counties.

Need as Suggested by Current Student Demand

Although educator preparation licensure programs have only been available to current UW-Parkside students since September 2013, IPED has contributed significantly to growth in student enrollment and retention. In the fall of 2013, four students enrolled in UW-Parkside's new educator preparation program. In the spring of 2016, 219 students are enrolled and working toward degrees and licensure. According to student survey data collected in December 2015, students choose to earn a degree and pursue certification at UW-Parkside for a number of reasons: (a) the institution's proximity to home, (b) its overall affordability, (c) the flexibility to continue working, (d) the opportunity to engage in clinical experiences as freshmen, and (e) the restructuring of the education program.

Of the 78 students who completed the survey and were enrolled in the elementary education major, 47 indicated that they would be interested in pursuing a double major with early childhood added to another education major because they could earn a license to teach in a preschool or a kindergarten classroom. Conversations with current elementary education students also revealed that the opportunity to earn a second major would justify any additional time spent at UW-Parkside, make them more marketable to future employers, and satisfy their desire to teach in a kindergarten classroom.

Need as Suggested by Market Demand

Regional, state, and national demand for early childhood teachers is projected to increase over the next ten years. One of the central factors shaping this demand is the anticipated increase in the populations of preschoolers and school-aged youth. According to the Wisconsin Department of Administration Demographic Services Center, there will be nearly 79,000 more students to educate at these levels by the year 2035, reaching an all-time peak of preschoolers and school-aged children in the state overall.

Data gathered by the Wisconsin Workforce Development's Office of Economics Occupational Projections also projects greater demand for kindergarten teachers by the year 2022. Current kindergarten employment projections for the counties of Kenosha, Racine, and Walworth estimate that another 80 new teachers will be needed in just six short years, an increase from 6.03 percent to 11.57 percent.

In addition to teaching, individuals holding an Early Childhood Education degree will be able to fill the demand for jobs as parent educators, pre-kindergarten teachers, lead and support teachers at early childhood and Head Start centers, and site or childcare center directors. Recent data indicates that there are 61 unfilled positions for these types of positions in southeastern Wisconsin. At the national level, the U.S. Bureau of Labor Statistics 2012-2022 occupational projections include early childhood teachers as one of the occupations with the largest projected number of job openings. Between 2012 and 2022, there will be a 7 percent increase annually in early childhood and kindergarten teachers due to growth and replacement needs.

Emerging Knowledge and Advancing New Directions

IPED has designed a developmental co-teaching model to support teacher candidate preparedness and self-efficacy throughout their clinical experiences, not simply student teaching. Early childhood education teachers would be included in the co-teaching partnership as mentors to UW-Parkside teacher candidates. Through co-teaching clinical placements, teacher candidates will have an opportunity to learn alongside seasoned, master teachers. These mentor/mentee relationships will provide support across the early career of a novice teacher.

DESCRIPTION OF PROGRAM

General Structure

If approved, the early childhood education program will be added to the existing UW-Parkside educator preparation programs that prepare elementary, middle and high school teachers. Most of the coursework will be taken in collaboration with teacher candidates seeking an elementary education credential. Courses in the major will be designed to align with standards established by the National Association for the Education of Young Children (NAEYC). Early childhood credential candidates will also build specialized knowledge in the areas of individual learners and educational environments; assessment, curriculum development and planning; child development; and movement and play. Some early childhood education teacher candidates will also complete different core assessments and assignments depending upon the standards that define their individual fields of study. These courses will be taken at a Wisconsin Technical College and can be applied toward the Early Childhood Education degree.

Institutional Program Array

The UW-Parkside program array includes programs in the liberal arts and sciences, preprofessional programs, and undergraduate and masters' level professional programs, including teacher preparation at the elementary, middle, and high school levels. Currently, the proposed B.S. in Early Childhood Education is for general education only. If the Early Childhood Education degree is approved, UW-Parkside students who are currently majoring in Elementary Education would be able to double major and seek a dual license in both developmental areas.

Other Programs in the University of Wisconsin System

UW-Parkside's location in southeastern Wisconsin between two of the four largest school districts in the state, Racine and Kenosha, offers distinct opportunities for innovative educator

preparation. The proposed B.S. in Early Childhood Education will serve a UW-Parkside student population that is diverse, primarily first-generation, and place-bound due to financial and family commitments. Eight-five percent of the students interested in teacher education originate from Racine and Kenosha counties. The other fifteen percent primarily originate from Milwaukee County and northern Illinois. UW-La Crosse and UW-Superior do not offer a B.S. in Early Childhood Education.

The vast majority of UW-Parkside students originate from southeastern Wisconsin. Table 2 illustrates the Wisconsin colleges and universities within a sixty-mile radius of UW-Parkside that support an Early Childhood Education major. The geographically closest programs are UW-Milwaukee and UW-Whitewater. These two UW institutions are not an option for many UW-Parkside students due to place-bound concerns, such as family obligations, university residency requirements, tuition difference between programs, or the lack of transportation and commuting options. According to an IPED student survey conducted in January 2016, just over 90 percent of the students enrolled in the teacher education programs work at least 30 hours/week, and do not have the finances or the time to travel back and forth to Whitewater or Milwaukee.

College or University	Distance from UW-Parkside in miles	Offers an Early Childhood Education Major	2015-16 Published Tuition	Tuition Differential
UW-Parkside		No	\$7,316	
UW-Milwaukee	40	Yes	\$9,438	\$2,122
UW-Whitewater	59	Yes	\$7,632	\$316
Alverno College	34	No	N/A	N/A
Carthage College	2	No	N/A	N/A
Cardinal Stritch University	46	Yes	\$25,920	\$18,604

Table 2. Four-year Colleges and Universities within a 60-mile Radius of UW-Parkside

Although similarities exist between UW-Parkside's proposed B.S. in Early Childhood Education program and those programs offered by adjoining UW institutions in southeastern Wisconsin, three fundamental differences distinguish UW-Parkside's program from the other programs. Specifically, these differences are: (1) the developmental clinical and co-teaching model, (2) the customized advising and supervising model of teacher candidates, and (3) the enhanced educational support that continues after graduation, focusing on advanced professional development for practicing teachers.

Collaborative Nature of the Program

UW-Parkside has initiated collaborations with UW System and Wisconsin Technical College institutions, as well as local school districts, in order to utilize existing expertise and resources. UW-Parkside and Gateway Technical College would like to build upon their partnership to include a program that leads to a four-year degree in Early Childhood Education as well as Early Childhood to Middle Childhood licensure. Teacher candidates who complete this program will be prepared to fill two high-need areas in UW-Parkside's region: preschool and kindergarten teachers.

Diversity

Sensitivity to ethnically diverse and economically disadvantaged populations is emphasized in this proposed program. According to the State of Wisconsin Department of Public Instruction website, the proportion of children from underserved racial/ethnic groups in the major school districts to be served by the B.S. in Early Childhood Education is far higher than those proportions in the state as a whole. In 2014-15, 10 percent of students in Wisconsin were African American and 11 percent of children were Hispanic students. African American children made up 15 percent and Hispanic children made up 26 percent of the student population served by the Kenosha Unified district. In the Racine Unified district, African American children made up 26 percent and Hispanic children made up 25 percent of the population served. Students who are economically disadvantaged made up 52 percent of Kenosha Unified students and 65 percent of Racine Unified students, compared to 42 percent of students in the state of Wisconsin as a whole.

The curriculum of the B.S. in Early Childhood Education program emphasizes the development of cultural competencies and provides students with experiences and coursework that is designed to cultivate a sophisticated understanding of and sensitivity to race/ethnicity, gender and economic diversity. Within the proposed major, teacher candidates learn, through high impact practices such as the intense clinical co-teaching experiences, methods for engaging learners and setting high expectations for all students. In addition, UW-Parkside faculty, along with the Institute's specialized advisor and clinical coordinator, will support students facing challenges in their teaching sites.

Student Learning Outcomes for Education Majors

The proposed early childhood education program will provide teacher candidates with the knowledge, skills, and dispositions needed for successful teaching careers. Upon completing the degree, teacher candidates will have demonstrated their attainment of the following program outcomes, which are aligned with the Wisconsin Teacher Standards, InTASC Standards,⁵ and the Danielson Framework.⁶ The early childhood program also integrates National Associate for the Education of Young Children Standards for Early Childhood Professional Preparation Programs available at https://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

1. Conceptual Understanding of Core Knowledge:

- Collaboration to provide inclusive practices to promote active and effective student participation;
- Ability to build students' communication and social skills, with an emphasis on students' self-determination and emotional well-being;

2. Reflective Practice:

• Teaching as an inquiry process, i.e., collecting and analyzing data about students' learning and making curricular decisions and planning instruction based on the data to support student understanding;

3. Civic Engagement and Empowerment:

- Ability to work collaboratively with other educators, family members, specialists, and members of the larger community to support student success;
- Ability to model self-advocacy, i.e., helping learners to understand and explain their needs to others;

4. Technology and Developmentally Appropriate Curriculum and Design:

- Ability to guide a student with behavioral differences (including a student in crisis) to collaboratively problem-solve and build skills that will lead that student to be more successful across multiple settings;
- Familiarity with multiple technologies to increase students' accessibility to services and instruction, including any necessary augmentative and alternative communication systems;

5. Diversity, Culture, and Context:

- Awareness of the sociocultural forces that impact the in-school and out-of-school lives of the PK-12 student;
- Understanding of the diverse social and cultural factors that influence and challenge daily life at school; these include, but are not limited to, social, political, economic, cultural, linguistic, and geographic.

Upon completion of the educator preparation program at the University of Wisconsin-Parkside, teacher candidates must show evidence of fulfilling these program-level learning outcomes through their e-folios which capture individual growth over time in relation to leadership, decision-making ability, critical thinking, cultural competency, collaborative engagement, and commitment to civic engagement. UW-Parkside students who complete the components for the proposed major will be prepared to pass the Foundations of Reading Test, Praxis II test, and the edTPA (Teacher Performance Assessment). Thus far, UW-Parkside has had a 100 percent first-time pass rate on the Praxis II test. Teacher candidates will be engaging in the edTPA this spring.

Assessment of Objectives

The above-stated learning objectives will be continuously evaluated utilizing an assessment plan developed by education faculty. As well, the learning objectives will be assessed through carefully designed assessment plans that link the learning objectives to the Wisconsin Teacher Standards and national content standards. These assessment plans ensure that students have acquired and can demonstrate knowledge, skills, and dispositions required of the teaching profession that will enable the student to teach within the complex environment of the classroom. The assessment plans and outcomes were reviewed by DPI and are part of IPED's annual review process.

Program Curriculum

The proposed B.S. in Early Childhood Education is a 129-credit program designed for UW-Parkside students who desire to teach at the early childhood level. The content courses listed below provide teacher candidates with a solid theoretical base and the methods necessary to be successful early childhood educators. As preparation for the Early Childhood Education degree and license, UW-Parkside students will complete 77-credit hours within the professional education sequence. The number of credits is relatively high because students must complete

credits in a variety of academic content areas and clinical settings. Students can complete these credits at either of two institutions: Gateway Technical College (or at any institution within the WTCS) or UW-Parkside. This major and licensure pathway will provide teacher candidates with a strong foundation of research-based teaching and learning theory, as well as rich clinical experiences in the field that integrate theory and method within practice, to enhance understanding of early childhood education.

If this degree program is approved, UW-Parkside would move an articulation agreement forward with the Wisconsin Technical College System that grants students who complete an Early Childhood Associate's Degree program the option to transfer to UW-Parkside to complete a Bachelor of Science in Early Childhood Education. This articulation agreement would also allow UW-Parkside students the opportunity to take required early childhood education courses at a technical college, which are necessary to complete the competencies for the Early Childhood to Middle Childhood license. Currently, through a partnership with Gateway Technical College, faculty and academic staff necessary to support instruction as well as to provide student services are already in place. Between the current course offerings within the WTCS Early Childhood program and the current course offerings within the UW-Parkside Elementary Education major, no new courses will need to be developed or personnel hired to support a Bachelor of Science in Early Childhood Education.

Arts and Humanities 12 credits Social Sciences 12 credits **Natural Sciences** 12 credits Foreign Language 6 credits Academic Skills Courses (English and Math) 6 credits Early Childhood Content Courses (56 credits) EDU 211 Child and Adolescent Development 3 credits EDU 212 Mathematics for Elementary Teachers 3 credits WTC 307-148 ECE Foundations of Early Childhood Education* **3 credits** WTC 307-151 ECE Infant and Toddler Development **3 credits** WTC 307-167 ECE Health and Safety and Nutrition **3 credits** EDU 321 Developmentally Appropriate Design 3 credits EDU 322 Teaching and Assessing Strategies for Exceptional Learners 3 credits EDU 331 Teaching Across Cultural Differences 3 credits EDU 332 Foundations of Literacy 3 credits EDU 333 Children's and Adolescent Literature and New Literacies 3 credits EDU 431 Teaching Developmental Math K-3 3 credits EDU 432 Teaching Developmental Literacy K-3 3 credits EDU 433 Teaching Developmental Science K-3 2 credits EDU 435 Introduction to Second Language Instruction 3 credits EDU 441 Methods and Materials for Teaching Second Language 3 credits MUSE 303 Interdisciplinary Art and Music 2 credits WTC 307-188 ECE: Guiding Children's Behaviors 3 credits WTC 307-194 ECE: Math Science and Social Studies 3 credits

University and General Education Requirements (48 credits)

WTC 307-198 ECE: Administering an Early Childhood Program	3 credits
Early Childhood Clinical courses (21 credits)	
EDU 100 Educator and the Learning Community Seminar I	1 credit
EDU 200 Educator in the Learning Community Seminar II	1 credit
EDU 210 Exploring Children's Worlds in Classroom, Context and	1 credit
Community Seminar	
EDU 320 Family, School and Community Partnerships Seminar	1 credit
EDU 330 Culturally Responsive Teaching Seminar	1 credit
EDU 430 Using Technology to Engage in Teaching and Learning I	2 credits
EDU 440 Using Technology to Engage in Teaching and Learning II	2 credits
EDU 420 Residency Seminar	2 credits
EDU 425 Residency	10 credits

*Courses in bold will be offered through Wisconsin Technical College.

All students seeking admission into any education program at the University of Wisconsin-Parkside are required to maintain a cumulative GPA of 2.75, pass the Praxis Core test, and successfully complete any required education course at the 100 and 200 level.

Projected Time to Degree

Full-time students will be able to complete the requirements of this proposed major in four years with an average load of 16 credits per semester.

Institutional Review

Consistent with UW-Parkside policy, the proposed B.S. in Early Childhood Education will undergo a program review conducted by members of the Committee on Academic Planning every seven years. This committee – comprised of six elected faculty members, the Vice Chancellor or designee, one elected academic staff, and one student – reviews all proposed programs with respect to demand and need, resources required, and implementation plans. The committee also ensures that academic programs are in compliance with the institution's Academic Plan. The program will also be reviewed annually by DPI as part of the Continual Review Process.

A periodic review of the articulation agreement between Gateway Technical College (and other WTCS institutions, as applicable) and UW-Parkside will occur every three years. These two institutions will collaboratively review the articulation agreement, and each institution agrees to consult and notify the other of significant curricular or policy changes that occur.

Accreditation

No additional accreditation will be needed to operate this program. However, the Department of Public Instruction must approve the initial Early Childhood to Middle Childhood licensure pathway.

ENDNOTES

¹ The Department of Public Instruction requires that all students take and pass a series of tests and performance assessments to demonstrate proficiency. The Praxis Core is a basic skills test that all students are required to pass prior to being admitted to an educator preparation program.

 2 The edTPA is a performance-based assessment that evaluates a teacher candidate's ability to plan, instruct, and assess students in their content-specific classrooms.

³ IPED's Alternative Route Wisconsin Technology Education (220) program provides teaching certification to individuals who have already earned a bachelor's degree and are teaching a technology or industrial education course on an emergency license. IPED's alternative route program is a collaboration between Gateway Technical College and the University of Wisconsin-Parkside.

⁴ This approach supports the belief that in order to engage in teaching and learning, an educator needs to take into account the multiple influences on a child's immediate social and physical environment; the interactions between broader social, political, and economic systems; and the shared understandings of members of the child's social and cultural group.

⁵ InTASC (Interstate Teacher Assessment and Support Consortium) standards describe what effective teaching leading to improved student learning looks like. These standards, to which all IPED programs are aligned, stress interdisciplinary studies, literacy across the curriculum, and creating a professional culture to improve practice. See also: <u>http://tepdl.dpi.wi.gov/files/tepdl/Licensing/intasc_10teachstds.pdf.</u>

⁶ The Danielson Framework is a research-based assessment tool that is aligned to the InTASC standards. IPED adopted the Danielson Framework as a way to assess students in the clinical program and as a method to promote professional conversations around teaching and learning between faculty, clinical supervisors, mentor teachers, and teacher candidates.

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Items 2017 2018 2019 2020 202 Year 1 Year 2 Year 3 Year 4	University of Wisconsin - Parkside Cost and Payenue Projections For Farly Childhood Major							
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- Number of students enrolled	lumber of students enrolled							
- To be based on 12 credits at the undergraduate level and 7 credits at the graduate level	o be based on 12 credits at the undergraduate level and 7 credits at the g	raduate level						
- Number of faculty/instructional staff providing significant teaching and advising for the program	umber of faculty/instructional staff providing significant teaching and ac	dvising for the p	rogram					
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UNIVERSITY OF WISCONSIN



Office of the Provost Academic Affairs

900 Wood Road | P.O. Box 2000 Kenosha, WI 53141-2000

> Telephone: 262-595-2261 Fax: 262-595-2630 www.uwp.edu

February 12, 2016

President Ray Cross 1720 Van Hise Hall 1220 Linden Dr. Madison, WI 53706

Dear President Cross:

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new major in Early Childhood Education. All program materials have been approved through our shared governance system including the Course and Curriculum Committee, the Committee on Academic Planning, the Faculty Senate and the Chancellor. You will note that the courses and personnel required for this program already exist either at UW-Parkside or our partner institution, Gateway Technical College; therefore, no new resources or resource allocations are required to initiate the program. A letter of support from Gateway Technical College is included. The quality of the program will be ensured by our regular program review process and by the Wisconsin Department of Public Instruction. As Provost, I fully support this new major.

Sincerely,

Fred Ebeid, Ph.D. Provost & Vice Chancellor Academic Affairs UW-Parkside



Bryan D. Albrecht, Ed.D. President and CEO

BURLINGTON CENTER 496 McCanna Pkwy. Burlington, WI 53105-3623 262.767.5200

CENTER FOR BIOSCIENCE & INFORMATION TECHNOLOGY 3520 - 30th Avenue Kenosha, WI 53144-1690 262.564,3600

> ELKHORN CAMPUS 400 County Road H Elkhorn, WI 53121-2046 262.741.8200

HERO (HEALTH AND EMERGENCY RESPONSE OCCUPATIONS) CENTER 380 McCanna Pkwy. Burlington, WI 53105-3822 262.767.5204

HORIZON CENTER FOR TRANSPORTATION TECHNOLOGY 4940 - 88th Avenue Kenosha, WI 53144-7467 262.564.3900

SC JOHNSON IMET (INTEGRATED MANUFACTURING & ENGINEERING TECHNOLOGY) CENTER Renaissance Business Park 2320 Renaissance Blvd. Sturtevant, WI 53177-1763 262.898.7500

> KENOSHA CAMPUS 3520 - 30th Avenue Kenosha, WI 53144-1690 262.564.2200

LAKEVIEW ADVANCED TECHNOLOGY CENTER 9449 - 88th Avenue (Highway H) Pleasant Prairie, WI 53158-2216 262.564.3400

> RACINE CAMPUS 1001 South Main Street Racine, WI 53403-1582 262,619,6200

WGTD HD Your Gateway to Public Radio wgtd.org 262.564.3800

262.672.6761 VP

EQUAL OPPORTUNITY EMPLOYER AND EDUCATOR OFRECE IGUALDAD EN OPPORTUNIDADES/ EMPLEO Y EDUCACIÓN

www.gtc.edu

February 24, 2016

Office of the Board of Regents 1860 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Dear Ladies and Gentlemen,

Gateway Technical College is pleased to support UW-Parkside's plans to offer a major in Early Childhood Education for the fall 2016 term. Gateway has a long history of strong partnerships with our neighbor UW-Parkside.

We are pleased to have been asked to partner with our colleagues at Parkside on this initiative. Gateway has a successful, long-standing Associate of Applied Science degree in Early Childhood Education. Our faculty have worked with UW-Parkside to create a 2+2 articulation agreement that will enable our graduates and those of other WTCS ECE programs to pursue this new major at Parkside as they further their careers as educators.

Our hope is that you will approve the new early childhood major and continue creating opportunities for students here in Southeast Wisconsin.

Sincerely,

U

Bryan Albrecht, Ed.D. President and Chief Executive Officer

Program Authorization (Implementation) Bachelor of Science in Special Education UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.h.(3):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Special Education at UW-Parkside.

NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN SPECIAL EDUCATION UW-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 Special Education at UW-Parkside is presented to the Board of Regents for consideration. The institution's Provost is submitting this authorization document and has signed a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.h.(3), approving the implementation of the Bachelor of Science in Special Education at the University of Wisconsin-Parkside.

DISCUSSION

The University of Wisconsin-Parkside proposes to establish a new Bachelor of Science in Special Education designed to prepare students to teach at the both the elementary and secondary levels. The academic program is also to be housed in the Institute for Professional Educator Development (IPED), with implementation scheduled for fall 2016.

The comprehensive major is comprised of 89 credits in a 128-credit degree program. Students taking 16-18 credits each semester will be able to complete all university general education and graduation requirements as part of the proposed degree in four years.

The Higher Education Consortium for Special Education recently reported an 11.2percent national shortage of licensed special education teachers. The United States (U.S.) Bureau of Labor Statistics recently projected special educator jobs to increase by 5 percent in the next six years, a net increase of 23,000 jobs (U.S. Department of Labor). Based on the 2015 U.S. Department of Education's report, Wisconsin has consistently reported a shortage of special education teachers since it first began gathering data in 1990. Last school year, in Wisconsin 537 special education teachers were working with emergency credentials to teach students with mild and moderate disabilities, which was the highest level of the last six years (DPI).

IPED has designed a developmental co-teaching model to support teacher candidates' preparedness and self-efficacy throughout their clinical experiences. Special education teachers will be included in a co-teaching partnership as mentors to student teachers.

Students will learn about child and adolescent development (cognitive, social, and linguistic), learning differences, social contexts, subject matter pedagogy, and cultural competencies, all taught in the context of practice.

National standards issued by the Council for Exceptional Children (CEC) will be integrated into all courses. Special education teacher candidates will also gain knowledge in the areas of individual learners and educational environments; assessment, curriculum development and planning; case management, special education law and history; and developing individualized educational and behavioral plans.

For the 2015-16 academic year, the annual residential tuition is \$7,316 for a full-time student who is enrolled in 12-18 credits per term. Teacher candidates are also required to pay fees for various required state exams and other support materials, amounting to (currently) \$736.

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 SPECIAL EDUCATION AT UW-PARKSIDE PREPARED BY UW-PARKSIDE

ABSTRACT

The University of Wisconsin (UW)-Parkside proposes to establish a new Bachelor of Science in Special Education which would prepare students to teach at the both the elementary and secondary levels. This new major, to be housed in the UW-Parkside Institute of Professional Educator Development, would support current student demand, enrollment growth at UW-Parkside, and market demand regionally and across Wisconsin. In addition, this major supports an existing commitment to prepare teachers who can educate and support students with a wide diversity of needs. The comprehensive major (core) in special education is comprised of 89 credits in a 125-128-credit degree program. Students will be able to complete all university general education and graduation requirements as part of the proposed degree in four years.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Parkside

Title of Proposed Program Special Education

Degree/Major Designations Bachelor of Science

Mode of Delivery Single institution using face-to-face and hybrid instruction.

Single Institution or Collaboration Single institution

Projected Enrollments by Year Five

Education programs at the UW-Parkside are housed in the Institute of Professional Educator Development (IPED), i.e., not in a department or in a college. IPED requires students who declare an interest in pursuing a special education licensure pathway must also be admitted to the educator preparation program. To be admitted, students must successfully pass the Praxis Core,¹ a state-mandated basic skills test. Based on UW-Parkside retention data, 78 percent of the students who enroll in preprofessional educator preparation courses prior to taking the Praxis Core continue on in the program and apply for admission to the Institute of Professional Educator Development. IPED will provide students with online support sessions related to reading, writing, and mathematics to help overall pass rates for the Praxis Core test. This support initiative will increase the prospective education student retention rate prior to admission to educator preparation programs. Following admission to the Institute, currently 98 percent of the students continue and are working to complete their degree or licensure pathway.

Currently, 219 students are enrolled in a variety of educator preparation programs at UW-Parkside. According to a 2016 UW-Parkside survey administered by IPED, of those 219 students, 39 percent (approximately 85 students) would either double major or switch their major to special education. Based on focused recruitment strategies, increased Praxis Core support, and historical retention data, it is expected that 141 students would be enrolled and approximately 60 students will have graduated by year five of the new degree program.

Year	Implementation Year	Year 2	Year 3	Year 4	Year 5		
New Students	20	25	30	30	31		
Continuing Students	15	43	67	99	110		
Total Enrollment	35	68	97	129	141		
Graduating Students	0	5	10	20	25		

Table 1: Projected Enrollments in the B.S. in Special Education Degree by Year 5

Tuition Structure

For the 2015-16 academic year, the annual residential tuition is \$7,316 for a fulltime student who is enrolled in 12-18 credits per term (at the plateau level). Teacher candidates are also required to pay separately for the following:

- \$100.00 for a one-time fee for assessment software to support students' electronic portfolios (also called an e-folio) and the edTPA;²
- \$41.00 for an initial background check, i.e. \$19.00 every two years until graduation;
- \$25.00 for a TB testing done at UW-Parkside;
- \$150.00 for the Praxis Core;
- \$120.00 for the Praxis II content-specific test;
- \$155.00 for the Foundations of Reading Test; and
- \$300.00 to the educational publishing company Pearson, Inc. to score the edTPA.

Full-time students will be able to complete all degree requirements in four years.

Department or Functional Equivalent

The new degree program will be housed in the Institute of Professional Educator Development at the UW-Parkside.

College, School or Functional Equivalent

Oversight for the Institute of Professional Educator Development lies with the Provost's Office at UW-Parkside.

Proposed Date of Implementation

Fall 2016

INTRODUCTION

Rationale and Relation to Mission

The development of the proposed Special Education program responds to both student and market demand across southeastern Wisconsin for qualified special education teachers. Establishing the program at UW-Parkside will provide students with opportunities to collaborate in both the college classroom and K-12 classroom settings to develop a solid foundation of knowledge and skills to teach learners with varying strengths and needs.

Need as Suggested by Current Student Demand

Although educator preparation licensure programs have only been available to current UW-Parkside students as of September 2013, IPED has contributed significantly to enrollment growth and retention at UW-Parkside. As of January 2016, 219 students have enrolled in UW-Parkside's teacher education programs. In January 2016, all students enrolled in education courses had the opportunity to participate in an IPED survey. Of 78 respondents, 77 percent expressed interest in taking additional courses in special education; and 39 percent expressed interest in pursuing a special education credential, even if it added time to their undergraduate program.

In terms of workforce demands, certified special education teachers are in short supply. Teachers working with UW-Parkside's neediest students are often least qualified and uncertified. Extreme and ongoing shortages have led districts to hire teachers with emergency credentials, many of whom are not adequately prepared to work with special education students. These students would greatly benefit from expert teachers in their classrooms, who are effectively prepared to meet their needs.

Need as Suggested by Market Demand

National Market Projections for Special Education Teachers 2012-2022

The Higher Education Consortium for Special Education reported a national shortage of licensed special education teachers of 11.2 percent, or about 45,514 teachers working with insufficient training. The U.S. Bureau of Labor Statistics reported that there are 420,500 K-12 special educator jobs in the country. This number is projected to increase by 5 percent in the next six years to 443,500 K-12 jobs, a net increase of 23,000 jobs (U.S. Department of Labor).

Wisconsin Demand for Special Education Teachers

Based on the U.S. Department of Education's report (2015), Wisconsin has consistently reported a shortage of special education teachers since it first began gathering data in 1990. Last school year, 537 special education teachers were working with emergency credentials to teach students with mild and moderate disabilities in Wisconsin, the highest level of the last six years (source: Wisconsin Department of Public Instruction (DPI)).

Regional data show a similar troubling trend. According to information from DPI, of the 32 special education teachers on an emergency license working in Kenosha

during the 2014-15 school year, just nine held cross-categorical special education licenses (28 percent). In the Racine Unified School District, during that same period, 70 special education teachers were working with emergency credentials. Of those teachers, only 24 held special education licenses (34 percent).

Emerging Knowledge and Advancing New Directions

IPED has designed a developmental co-teaching model to support teacher candidates' preparedness and self-efficacy throughout their clinical experiences, not simply student teaching. Special education teachers will be included in the co-teaching partnership as mentors to student teachers. In addition, special education and general education teacher candidates will partner to serve K-12 students in their field experiences, practicing techniques such as differentiating instruction, making data-based instructional decisions, and planning appropriate instruction for students with a variety of learning needs.

UW-Parkside's proposed special education major (track) will also be merged with all education majors and grounded in knowledge of child and adolescent development (cognitive, social, and linguistic), learning differences, social contexts, subject matter pedagogy, and cultural competencies, all taught in the context of practice. Programs preparing special educators are often lacking in content areas; some programs, especially alternative routes, do not require special educators to take any mathematics methods classes. To remediate this knowledge/skill gap, UW-Parkside student teachers will receive more preparation on how to appropriately teach content.

DESCRIPTION OF PROGRAM

Institutional Program Array

The special education program will be integrated into existing programs that prepare elementary, middle, and high school teachers. Most of the coursework will be taken in collaboration with teacher candidates seeking an education credential; national standards issued by the Council for Exceptional Children (CEC) will be integrated into these courses. Historically, teacher education programs have split programs, and each is developed in isolation. The distinctive feature of integrating much of the core education with special education curriculum differs from many other programs. As a result of this curricular integration, UW-Parkside teacher candidates majoring in special education will develop cross-over skills and strategies to meet the needs of all students. In addition to coursework in education, special education teacher candidates will also build distinct disciplinary knowledge in the areas of individual learners and educational environments; assessment, curriculum development and planning; case management, special education law and history; and developing individualized educational and behavioral plans. In some cases, special education teacher candidates will complete different core assessments and assignments aligned with these additional standards.

Other Programs in the University of Wisconsin System

UW-Parkside is uniquely located in southeastern Wisconsin between two of the four largest school districts in the state, Racine and Kenosha. The proposed special education major will serve a UW-Parkside student population that is diverse, primarily first-generation, and place-bound due to financial and family commitments. Seventy-seven percent of the 219 students enrolled in IPED originate from Racine and Kenosha counties. The other twenty percent come from Illinois (13 percent), Milwaukee County (5 percent), or Waukesha County (3 percent). Of the thirteen UW institutions, six have an undergraduate special education major, and an additional three have graduate-level special education programs. Table 2 illustrates the Wisconsin colleges and universities within a sixty-mile radius of UW-Parkside that support an undergraduate special education major.

The closest programs are UW-Milwaukee and UW-Whitewater. These two UW institutions are not an option for many UW-Parkside students due to place-bound concerns, such as family obligations, university residency requirements, tuition difference between programs, or the lack of transportation and commuting options. According to a student survey conducted in January 2016, just over 90 percent of students enrolled in the teacher education programs work at least 30 hours/week, and do not have the finances or the time to travel back and forth to Whitewater or Milwaukee.

College or University	Undergraduate Special Education Program	2015-16 Tuition/Tuition Differential from UW-P	Distance from UW-P
UW-Parkside	No	\$7,342	
UW-Milwaukee	Yes	\$9,430/\$2,088	40
UW-Whitewater	Yes	\$7,632/\$290	59
Carthage College	Yes	\$38,375/\$31,033	2

Table 2: Four-year Colleges and Universities within a 60-mile Radius of UW-Parkside

Collaborative Nature of the Program

The UW-Parkside and IPED missions guide the innovative work done by faculty and academic staff. Institutional values are rooted in the belief that collaboration with university and community partners is essential to preparing successful teacher candidates. UW-Parkside has initiated collaborations with UW System and Wisconsin Technical College institutions, as well as local school districts in order to utilize existing expertise and resources.

Diversity

Sensitivity to ethnically diverse and economically disadvantaged populations is emphasized in this proposed program. According to the State of Wisconsin Department of Public Instruction website, the proportion of children from underserved racial/ethnic groups in the major school districts to be served by the B.S. in Special Education is far higher than those proportions in the state as a whole. In 2014-15, 10 percent of the students in Wisconsin were African American and 11 percent were Hispanic. African American children made up 15 percent and Hispanic children made up 26 percent of the student population served by the Kenosha Unified School District. In the Racine Unified School District, African American children made up 26 percent and Hispanic students made up 25 percent of the student population. Students who are economically disadvantaged made up 52 percent of Kenosha Unified students and 65 percent of Racine Unified students, compared to 42 percent of students in the state of Wisconsin as a whole.

The curriculum of the proposed B.S. in Special Education program emphasizes the development of cultural competencies and provides students with experiences and coursework that are designed to cultivate a sophisticated understanding and sensitivity to race/ethnicity, gender and economic diversity. Within the proposed major, teacher candidates learn, through high impact practices like the intense clinical co-teaching experiences, methods for engaging learners and setting high expectations for all students. In addition, UW-Parkside faculty, along with the Institute's specialized advisor and clinical coordinator, support students facing challenges in their teaching sites.

Student Learning Outcomes for Education Majors

Upon completion of the educator preparation program at the UW-Parkside, a teacher candidate will have fulfilled the learning outcomes listed below. The special education degree also integrates strands from the Council for Exceptional Children (CEC) which are available at:

https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf.:

1. Conceptual Understanding of Core Knowledge:

- Collaboration to provide inclusive practices to promote active and effective student participation;
- Ability to build students' communication and social skills, with an emphasis on students' self-determination and emotional well-being.

2. Reflective Practice:

• Teaching as an inquiry process, i.e., collecting and analyzing data about students' learning and making curricular decisions and planning instruction based on the data to support student understanding.

3. Civic Engagement and Empowerment:

- Ability to work collaboratively with other educators, family members, specialists, and members of the larger community to support student success;
- Ability to model self-advocacy, i.e., helping learners to understand and explain their needs to others.

4. Technology and Developmentally Appropriate Curriculum and Design:

- Ability to guide a student with behavioral differences (including a student in crisis) to collaboratively problem-solve and build skills that will lead that student to be more successful across multiple settings;
- Familiarity with multiple technologies to increase students' accessibility to services and instruction, including any necessary augmentative and alternative communication systems.

5. Diversity, Culture, and Context:

• Ability to value and to teach about diversity, inclusivity, and equity.

Each student portfolio entry will address one or more of the Wisconsin Teacher Standards and the Interstate New Teachers Assessment and Support Consortium (INTASC) standards that focus more specifically around the knowledge, skills, and dispositions for the ten teacher standards.³

Upon completion of the educator preparation program at the UW-Parkside, teacher candidates must show evidence of fulfilling these program-level learning outcomes through their e-folios which capture individual growth over time in relation to leadership, decision-making ability, critical thinking, cultural competency, collaborative engagement, and commitment to civic engagement. UW-Parkside students who complete the components for the proposed major will be prepared to pass the Foundations of Reading Test, Praxis II, and the edTPA. Thus far, UW-Parkside has had a 100 percent first-time pass rate on the Praxis II. Teacher candidates will be engaging in the edTPA this spring.

Assessment of Objectives

The above-stated learning objectives will be continuously evaluated utilizing an assessment plan developed by Education faculty. As well, the learning objectives will be assessed through carefully designed assessment plans that link the learning objectives to the Wisconsin Teacher Standards and national content standards. These assessment plans ensure that students have acquired and can demonstrate knowledge, skills and dispositions required of the teaching profession that will enable the student to teach within the complex environment of the classroom. The assessment plans and outcomes were reviewed by the Wisconsin Department of Public Instruction and are part of the Institute of Professional Educator Development's annual review process.

Program Curriculum

The proposed B.S. in Special Education is designed for UW-Parkside students who desire to teach elementary and middle school or middle and high school students. The content courses listed below provide teacher candidates with a solid theoretical base and the methods necessary to be successful teachers. Requirements for middle childhood-early adolescent and early adolescent-adolescent emphases are outlined below.

Middle Childhood-Early Adolescent (MC-EA), Special Education

To support the special education major, teacher candidates will be required to minor in at least one 18-credit content area: i.e., math, language arts, science or another

approved minor. Other acceptable minors may include the Bilingual/ESL minor (in development), psychology, or sociology. The proposed special education major includes fundamental preparation courses (6 credits), upper-level elementary content/pedagogy-specific courses (42 credits), minor course requirements (18 credits), and elementary clinical courses (23 credits). In addition to these 89 credits, UW-Parkside requires 36 credits of general education courses and the fulfillment of the foreign language and ethnic diversity requirements. Total credits required are 125-128.

University and General Education Requirements (48 credits)

Arts and Humanities	12 credits
Social Sciences	12 credits
Natural Sciences	12 credits
Foreign Language	6 credits
Academic Skills Courses (English and Math)	6 credits
Integrated Curricular Courses	
Child and Adolescent Development and Learning	3 credits
Introduction to Math for Elementary and Middle School Teachers	3 credits
Individual Learning Design and Technology	3 credits
Introduction to Disability	3 credits
Teaching and Assessing Strategies for Exceptional Learners (all IPED)	3 credits
Foundations of Literacy and Children's and Adolescent Literature	6 credits
Teaching Across Cultural Differences	3 credits
Teaching Developmental Math K-3 and 4-8	6 credits
Teaching Developmental Literacy K-3 and 4-8	6 credits
Developing and Implementing Individualized Plans	3 credits
Advanced Instructional Methods for Special Education	3 credits
Introduction to Second Language Acquisition and Cross Cultural Communication	3 credits
Methods and Materials of Teaching English as a Second Language	3 credits
Special Education Specialized Courses	
Individual Learning Design and Technology	3 credits
Introduction to Disability	3 credits
Developing and Implementing Individualized Plans	3 credits
Advanced Instructional Methods for Special Education	3 credits
Full-Time Special Education Residency	12 credits
Minor Course Requirement	
English Language Arts	18 credits
Math	18 credits
Broad Field Science	18 credits
Co-Teaching Clinical/Seminar Courses	
Educator Learning Community Seminar and Pre-Clinical I	1 credit
Educator Learning Community Seminar and Pre-Clinical II	1 credit

Exploring Children's Worlds in Classroom Context and Community	1 credit
Family, School, and Community Partnerships	1 credit
Culturally Responsive Teaching	1 credit
Using Technology to Engage in Action Research I	2 credits
Using Technology to Engage in Action Research II	2 credits
Residency Seminar	2 credits

Early Adolescent-Adolescent, Special Education

These courses align with the secondary education major. Students will be expected to minor in a core content area, such as mathematics or English. The proposed special education major includes fundamental preparation courses (3 credits), upper-level secondary content/pedagogy-specific courses (40 credits), minor course requirements (18 credits), and secondary clinical courses (23 credits). In addition to these 83 credits, UW-Parkside requires 36 credits of general education courses and the fulfillment of the foreign language and ethnic diversity requirements. Students will also have to take two additional credits to complete their requirements to graduate. Total Credits: 120.

University and General Education Regultements (40 creuit	U	J niversitv	and	General	Education	Requirements	(48 credits)
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Arts and Humanities	12 credits
Social Sciences	12 credits
Natural Sciences	12 credits
Foreign Language	6 credits
Academic Skills Courses (English and Math)	6 credits
Integrated Curricular Courses	
Child and Adolescent Development and Learning	3 credits
Upper-level Secondary Content/Pedagogy Specific Courses	
Special Topics in Special Education	3 credits
Learning and Developmentally Appropriate Design	2 credits
Context and Culture in Learning Environments	2 credits
Foundations of Literacy	3 credits
Introduction to Second Language Acquisition	3 credits
Teaching Developmental Math 3-8	3 credits
Teaching Developmental Literacy 3-8	3 credits
Differentiation and Diagnostic Assessment	3 credits
Literacy Development	3 credits
Culturally Relevant Pedagogy	3 credits
Special Education Specialized Courses	
Individual Learning Design and Technology	3 credits
Introduction to Disability	3 credits
Transition and Self-Determination	3 credits
Developing and Implementing Individualized Plans	3 credits
Advanced Instructional Methods for Special Education	3 credits
Full-Time Special Education Residency	12 credits

Co-Teaching Clinical/Seminar Courses

Educator Learning Community Seminar and Pre-Clinical I	1 credit
Educator Learning Community Seminar and Pre-Clinical II	1 credit
Exploring Children's Worlds in Classroom, Context, and Community	1 credit
The Learner and Learning	1 credit
Learning Design and Assessment	1 credit
Teaching Content	2 credits
Individualized Learning Design	2 credits
Residency Seminar	2 credits

All students seeking admission into any education program at the UW-Parkside are required to maintain a cumulative GPA of 2.75, pass the Praxis Core, and successfully complete any required education course at the 100 and 200 level.

Projected Time to Degree

Full-time students will be able to complete the requirements of this proposed major in four years if they take an average load of 16 credits per semester.

Institutional Review

Consistent with UW-Parkside policy, the proposed B.S. in Special Education will undergo a program review every seven years conducted by members of the Committee on Academic Planning. This committee – comprised of six elected faculty members, the Vice Chancellor or designee, one elected academic staff, and one student – 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 institution's Academic Plan. The program will also be reviewed annually by DPI as part of the Continual Review Process.

Accreditation

No additional accreditation will be needed to operate this program. However, the Department of Public Instruction must approve the initial cross-categorical licensure pathway.

ENDNOTES

¹ The Department of Public Instruction requires that all students take and pass a series of tests and performance assessment to demonstrate proficiency. The Praxis Core is a basic skills test that all students are required to pass prior to being admitted to an educator preparation program.

² The edTPA is a performance-based assessment that evaluates a teacher candidate's ability to plan, instruct, and assess students in their content-specific classrooms.

³ InTASC (Interstate Teacher Assessment and Support Consortium) standards describe what effective teaching leading to improved student learning looks like. These standards, to which all IPED programs are aligned, stress interdisciplinary studies, literacy across the curriculum, and creating a professional culture to improve practice. See also: <u>http://tepdl.dpi.wi.gov/files/tepdl/Licensing/intasc_10teachstds.pdf.</u>

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	University of Wisconsin - Parkside Cost and Revenue Projections For Special Education Major						
	Items		ation trajo	Projections			
		2017	2018	2019	2020	2021	
		Year 1	Year 2	Year 3	Year 4	Year 5	
I	Enrollment (New Student) Headcount	20	25	30	30	31	
	Enrollment (Continuing Student) Headcount	15	43	67	89	110	
	Enrollment (New Student) FTE	20	25	30	30	31	
avaritzeta arazza (Enrollment (Continuing Student) FTE	15	42	67	88	109	
		10	10				
11	10tal New Credit Hours (# new sections x credits per section)	12	18	36	36	36	
III	FTE of New Faculty/Instructional Staff	54	54	54	54	54	
	FTE of Current Fac/IAS	1.875	1.875	1.875	1.875	1.875	
	FTE of New Admin Staff	0	0	0	0	0	
	FTE Current Admin Staff	0.75	0.75	0.75	0.75	0.75	
IV	New Revenues						
	From Tuition (new credit hours x FTE)	\$92,290	\$177,482	\$255,953	\$313,455	\$369,307	
	From Fees	\$2,300	\$2,875	\$3,450	\$3,450	\$3,565	
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0	
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0	
	Reallocation	\$0	\$0	\$0	\$0	\$0	
Ì	Total New Revenue	\$94,590	\$180,357	\$259,403	\$316,905	\$372,872	
V	New Expenses						
	Salaries plus Fringes	\$00.040	400.010	÷20.050		#00.0 # 0	
1	Faculty/Instructional Staff	\$99,959	\$99,959	\$99,959	\$99,959	\$99,959	
	Other Staff	\$37,000	\$37,000	\$37,000	\$37,000	\$37,000	
	Encilitier	¢0	¢۵	¢0	¢0	¢0	
	Facilities	50	30 @0	50	50 60	50 60	
	Equipment Others Line Text	\$0 \$2.200		\$0 \$2.450	\$0	۵۷ ۵۶ ۶ (۶	
	Other.Live Text	\$2,500	\$4,073 \$120,824	\$3,430	\$3,430	\$3,303 \$140,524	
	Total Expenses	\$139,239	\$139,634	\$140,409	\$140,409	\$140,324	
VI	Net Revenue	-\$44.669	\$40.523	\$118.994	\$176.496	\$232.348	
	Narrative: Explanation of the Numbers and Other Ongoing C	ommitments	that will B	enefit the Pi	roposed Pro	gram	
6	New enrollment projections based on survey results						
7	Retention averages 88% based on historical IPED data						
8,9	99% of IPED students are full time	c .a .					
20	Based on new & continuing student FTE with an average of 12 SCH	for the major	· 				
21	Live Text Assessment Software package required in First Education (Jourse- Activ	e for five ye	ars			
a - N	umber of students enrolled		• •				
b - Te	be based on 12 credits at the undergraduate level and 7 credits at the graduate lev	el					
c - N	umber of faculty/instructional staff providing significant teaching and advising for	the program					
<i>d</i> - N	umber of other staff providing significant services for the program						
Prov	ost's Signature:		Date:	r ,			
	tie & Coller &		3/	23/2	016		

UNIVERSITY OF WISCONSIN



Office of the Provost Academic Affairs

900 Wood Road | P.O. Box 2000 Kenosha, WI 53141-2000

> Telephone: 262-595-2261 Fax: 262-595-2630 www.uwp.edu

February 12, 2016

President Ray Cross 1720 Van Hise Hall 1220 Linden Dr. Madison, WI 53706

Dear President Cross:

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new major in Special Education. All program materials have been approved through our shared governance system including the Course and Curriculum Committee, the Committee on Academic Planning, the Faculty Senate and the Chancellor. You will note that the personnel required for this program already exist at UW-Parkside; therefore, no new resources or resource allocations are required for personnel. The new major will require several new courses. Funds to support course development are available within the Institute for Professional Educator Development. The quality of the program will be ensured by our regular program review process and by the Wisconsin Department of Public Instruction. As Provost, I fully support this new major.

Sincerely,

Ted Ebeid

Fred Ebeid, Ph.D. Provost & Vice Chancellor Academic Affairs UW-Parkside

Revised Request to Trustees of the William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.i:

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$7,039,281 for fiscal year July 1, 2016, to June 30, 2017, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

APPROVAL OF 2016-17 REQUESTS TO TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS, PROFESSORSHIPS, AND SPECIAL PROGRAMS IN ARTS AND HUMANITIES, SOCIAL SCIENCES, BIOLOGICAL SCIENCES, PHYSICAL SCIENCES, AND MUSIC

BACKGROUND

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an act of the Legislature of Wisconsin, provide in part that the trustees of the estate may proffer in writing to the Board of Regents funds for the maintenance of scholarships, fellowships and professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

At the beginning of each calendar year, the trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for special project allowances for the ensuing academic year, and to obtain from the Chairs of the UW-Madison and UW-Milwaukee music departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of scholarships, fellowships, Vilas Associates, and any other initiatives to be requested.

The proffer is made following receipt by the trustees of a certificate or warrant from the Board of Regents showing how the funds will be expended. This request and Resolution I.1.i constitute that warrant.

Following approval of this resolution, President Cross will send a formal request to the trustees, who will determine the amount of income that will be available for the various awards and respond with a proffer of funds. The value of the proffer will then be reported to the Board of Regents.

REQUESTED ACTION

Approval of Resolution I.1.i, approving a request to the trustees of the William F. Vilas Trust Estate for \$7,966,082 for fiscal year 2016-2017 for the support of scholarships, fellowships, professorships, and special programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

DISCUSSION

The attached documents contain the responses to the trustees' request to receive proposals from UW-Madison and UW-Milwaukee, and detail how the proposed funds will be expended. UW-Madison's request has two components: (a) continuation of trustee-approved programs (\$4,187,813); and (b) one-time program allocations (\$3,660,000).

This year UW-Madison's one-time program allocation requests for the 2016-17 funding cycle include \$1 million from the Vilas Trust Special Building Fund for the construction of the planned UW-Madison School of Music performance building. In December 2015, the UW System Board of Regents Capital Planning and Budget Committee authorized UW-Madison to petition \$5 million of funding from the Vilas Trust to support the Music Performance Building project. This year's request includes \$1 million of the total \$5 million. (See April 2016 Capital Planning and Budget materials for more information.)

At its April 2016 meeting, the Capital Planning and Budget Committee will consider the approval of the Design Report for the Music Performance Building, and give UW-Madison authority to increase the budget and construct the project.

The Vilas Trust Support for UW-Milwaukee projects includes (a) the request to fund *Wisconsin, A Community of Musical Experiences* (\$58,269); and (b) the research support and the salary of Kumkum Sangari, Vilas Research Professor in the Department of English (\$60,000).

RELATED POLICIES

None.



Revised

March 4, 2016

President Ray Cross University of Wisconsin System 1720 Van Hise Hall CAMPUS

Dear President Cross:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2016, to June 30, 2017, for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2016-2017 is: \$7,847,813.

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

1.	Continuation of 10 Vilas Undergraduate Scholarships at \$400 each		4,000
2.	Continuation of 10 Vilas Graduate Fellowships: a. 5 at \$600 each b. 5 Traveling Fellowships at \$1,500 each	3,000 <u>7,500</u>	10,500
3.	Continuation of 21 Vilas Research Professors at \$10,000 salary plus \$50,000 auxiliary allowances each		1,260,000
4.	Continuation of 20 Vilas Distinguished Achievement Professorships		1,000,000
5.	Continuation of additional graduate and undergraduate scholarships a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	30,000	50,000
6.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and		
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	Conveyance by the Trustees of the Estate of William F. Vilas	32,000	
7.	Retirement benefits for nine (9) Vilas Professors: Bird, Brock, Hauser, Hermand, Keisler, Kung, Mueller, Vansina, and Weinbrot at \$2,500 each	22,500	
8.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music at UW-Madison for 2016-17	27,667	
9.	14 Vilas Associates in the Arts and Humanities	496,083	
10.	13 Vilas Associates in the Social Sciences	496,098	
11.	14 Vilas Associates in the Physical Sciences	535,290	
12.	15 Vilas Associates in the Biological Sciences	253,675	
<u>Tot</u>	al Continuation Request:	\$ 4,187,813	

B. ONE-TIME PROGRAM ALLOCATIONS

1.	College of Engineering Start-up Package Funds, used to support new faculty hired for its Trans-disciplinary Institute initiative	
	(in collaboration with the Grainger Foundation). Funds in the start-up	
	legitimate professional research expense, per UW-Madison rules,	
	except that they may not be used for summer salary support of the professor.	850,000
2.	Special Building Fund for the UW-Madison School of Music performance building	1,000,000
3.	Vilas Life Cycle Professorship Program	560,000
4.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers ("Vilas	
	Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	1,250,000
<u>To</u>	tal of One-time Part B. Program Allocations:	\$3,660,000
<u>To</u>	\$7,847,813	

The list of Vilas Research Professors and Vilas Distinguished Achievement Professors is attached.

Please let me know if you have any questions.

Sincerely,

ich,

Rebecca M. Blank Chancellor

xc: Provost Sarah Mangelsdorf Vice Chancellor Darrell Bazzell Assistant Vice Chancellor Tim Norris Vice Provost Michael Bernard-Donals Yvonne Quamme, Office of the Provost

Vilas Research Professors

Vernon Barger - Vilas Research Professor of Physics, College of Letters and Science

David Bethea - Vilas Research Professor of Slavic Languages, College of Letters and Science

<u>Susan Coppersmith</u> – Vilas Research Professor of Physics, College of Letters and Science

<u>William Cronon</u> – Vilas Research Professor of History and Geography, College of Letters and Science and Gaylord Nelson Institute for Environmental Studies

<u>Richard Davidson</u> - Vilas Research Professor of Psychology and Psychiatry, College of Letters and Science and School of Medicine and Public Health

<u>Steven Durlauf</u> – Vilas Research Professor of Economics, College of Letters and Science

Morton Gernsbacher – Vilas Research Professor of Psychology, College of Letters and Science

<u>Judith Kimble</u> - Vilas Research Professor of Biochemistry and Medical Genetics, College of Agricultural and Life Sciences and School of Medicine and Public Health

<u>Gregg Mitman</u> - Vilas Research Professor of History of Science, College of Letters and Science

<u>Emiko Ohnuki-Tierney</u> - Vilas Research Professor of Anthropology, College of Letters and Science

<u>Elliott Sober</u> - Vilas Research Professor of Philosophy, College of Letters and Science

Karen Strier - Vilas Research Professor of Anthropology, College of Letters and Science

<u>Erik Olin Wright</u> - Vilas Research Professor of Sociology, College of Letters and Science

Sau Lan Wu - Vilas Research Professor of Physics, College of Letters and Science James Dumesic – Vilas Research Professor of Chemical & Biological Engineering, College of Engineering

<u>Chiao-Ping Li</u> – Vilas Research Professor of Dance, School of Education

<u>Thomas Loeser</u> – Vilas Research Professor of Art, School of Education

<u>William Reese</u> – Vilas Research Professor of History, College of Letters and Science

Mark Seidenberg – Vilas Research Professor of Psychology, College of Letters and Science

<u>Gurindar Sohi</u> – Vilas Research Professor of Computer Science, College of Letters and Science

<u>Monica Turner</u> – Vilas Research Professor of Zoology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2012-13 Cohort

<u>Michael Bell</u> – Community and Environmental Sociology, College of Agricultural and Life Sciences

Cynthia Carlsson - Geriatrics, School of Medicine & Public Health

Lew Friedland - Journalism and Mass Communication, College of Letters and Science

Jerlando Jackson - Educational Leadership and Policy Analysis, School of Education

Hongrui Jiang – Electrical and Computer Engineering, College of Engineering

Clark Johnson - Geoscience, College of Letters and Science

Jack Ma - Electrical and Computer Engineering, College of Engineering

Anna Huttenlocher - Pediatrics, School of Medicine and Public Health

Wei Xu – Oncology, School of Medicine and Public Health

Robert Mathieu - Astronomy, Letters and Science

Naomi Chesler - Biomedical Engineering, College of Engineering

Vilas Distinguished Achievement Professors, 2013-14 Cohort

Manon van de Water - Theatre and Drama, College of Letters and Science

<u>Sean Palecek</u> – Chemical and Biological Engineering, College of Engineering
<u>Michael Graham</u> – Chemical and Biological Engineering, College of Engineering
<u>Hussain Bahia</u> – Civil and Environmental Engineering, College of Engineering
<u>Jordan Ellenberg</u> – Mathematics, College of Letters & Science
<u>Matthew Turner</u> – Geography, College of Letters & Science
<u>Anna Gade</u> – Religious Studies/ Language and Cultures of Asia, College of Letters and Science
John Hawks – Anthropology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2014-15 Cohort

Amy Barger - Astronomy, College of Letters and Science

Kristin Eschenfelder - Library Systems, College of Letters and Science

Cheryl Hanley-Maxwell - Rehabilitation Psychology and Special Education, School of Education

Stephen Kantrowitz – History, College of Letters and Science

Lingjun Li – Pharmacy, School of Pharmacy

David Lynn - Chemical & Biological Engineering, College of Engineering

Mano Mavrikakis - Chemical & Biological Engineering, College of Engineering

Katherine McMahon - Civil & Environmental Engineering, College of Engineering

Rob Nixon - English, College of Letters and Science

David Page - Biostatistics & Medical Informatics, School of Medicine and Public Health

Dietram Scheufele - Life Sciences Communication, College of Agricultural and Life Science

Lih-Sheng Turng - Mechanical Engineering, College of Engineering

Susan Webb Yackee - Political Science, College of Letters and Science

Chi Jin - Mathematics, College of Letters and Science

Vilas Distinguished Achievement Professors, 2015-16 Cohort

Elaine Alarid - Oncology, School of Medicine and Public Health

Lawrence Berger - Social Work, College of Letters and Science

- John Booske Biomedical Engineering, College of Engineering
- Geoffrey Borman Educational Leadership & Policy Analysis, School of Education
- Leslie Bow English, College of Letters and Science
- Mark Eriksson Physics, College of Letters and Science
- Dorothy Farrar-Edwards Kinesiology, School of Education
- Stephen Gammie Zoology, College of Letters and Science
- Padma Gopalan Materials Science & Engineering, College of Engineering
- Jeffrey Johnson Pharmacy, School of Pharmacy
- Laura Kiessling Biochemistry and Chemistry, College of Agricultural and Life Sciences
- Leonora Neville History, College of Letters and Science
- Jon Pevehouse Political Science, College of Letters and Science
- Kenneth Raffa Entomology, College of Agricultural and Life Sciences
- James Rawlings Chemical and Biological Engineering, College of Engineering
- David Shaffer Educational Psychology, School of Education
- John Yin Chemical and Biological Engineering, College of Engineering
- Jin-Wen Yu Dance, School of Education
- Ellen Zweibel Astronomy, College of Letters and Science



Academic Affairs

Provost and Vice Chancellor

March 3, 2016

- TO: Ray Cross, President The University of Wisconsin System
- FROM: Johannes Britz Provost and Vice Chancellor

Chapman Hall 215 P.O. Box 413 Milwaukee, WI 53201-0413 414 229-4501 phone 414 229-2481 fax www4.uwm.edu/acad_aff/

RE: UW-Milwaukee 2016-17 Vilas Trust Request

Please find requests for two proposals that UW-Milwaukee is submitting for the 2016-17 Vilas Trust Funds:

- 1. Vilas Research Professor Kumkum Sangari, Department of English. Total Request: \$60,000.00 (\$50,000 for Research Support and \$10,000 for Salary Support)
- 2. Department of Music, Peck School of the Arts. "*Wisconsin, A Community of Musical Experiences*". Total Request: \$58,269 (see attached proposal).

Thank you for your continued consideration and support of these activities. Both the Departments of English and Music are appreciative of this opportunity to gain funding for these activities. The proposal from the Music Department is attached.

Should you have any questions, please do not hesitate to contact me, or Associate Vice Chancellor Dev Venugopalan (229-5561).

c: Mark Mone, Chancellor Dev Venugopalan, Vice Provost Rodney Swain, Dean, College of Letters & Science Scott Emmons, Dean, Peck School of the Arts Carmen Faymonville, Special Assistant to the Vice President, UWSA



2 2010

Peck School of the Arts

Office of the Dean

March 3, 2010	Art Building	
		P.O. Box 413
		Milwaukee, WI
		53201-0413
MEMODANI	414 229-4762 phone	
MENIORANI	414 229-6154 fax	
TO: FROM:	Dev Venugopalan Associate Vice Chancellor, Academic Affairs Scott Emmons Dean, Peck School of the Arts	×

SUBJECT: 2016-17 William F. Vilas Trust Proposal

Attached is the UW-Milwaukee Music Department's 2016-17 proposal to the William F. Vilas Trust for funds to support a series of music activities entitled "Wisconsin, A Community of Musical Experiences." As noted in Professor Jon Welstead's request, the department is planning to feature a distinguished and varied group of professional musicians, clinicians, and scholars in its planned concerts, workshops and residencies. Several of the activities will focus on experiences for pre-college students including the Milwaukee Music Festival for High School Musicians, the High School Piano Competition, and outreach to area high schools by the double reed and the woodwind, brass, and percussion areas. Others will be geared toward music students and the UWM and greater Milwaukee communities; specifically, the classical guitar residency and Chamber Music Milwaukee performances, the opera theatre production, and residencies by Francisco Caban and Antoine Dufour. The Music Department is requesting \$58,269 from the Vilas Trust to undertake the music activities scheduled for the next academic year.

I strongly support the Music Department's 2016-17 proposal for funds from the William F. Vilas Trust. The music activities being planned will provide valuable learning experiences for the participating students and enrichment for members of the general public. Given the Music Department's and the Peck School of the Arts tight budgets, these activities would not be possible without the generous support of the Vilas Trust.

Please express our appreciation for the funds provided by the Vilas Trust during 2015-16. The Music Department will provide a report on the activities supported by those funds later this year.

cc: Jon Welstead Amanda Obermeyer



Peck School of the Arts Department of Music Music Building PO Box 413 Miłwaukee, WI 53201- 0413 414 229 - 5162 phone 414 229 - 2776 fax

March 2, 2016

TO: Scott Emmons, Dean Peck School of the Arts

FROM: Jon Welstead, Music Department Chair

RE: 2016-2017 William F. Vilas Proposal: "Wisconsin, A Community of Musical Experiences"

The UWM Department of Music proposes that the **2016-2017 Vilas Proposal** carry forward its mission of recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus. In addition to bringing a new, bright and diverse group of students to our music community, we propose to continue our tradition of arranging exceptional musical experiences for our current UWM students, the Milwaukee metro area, and for southeastern Wisconsin. Vilas supported projects will continue to provide musical performances, workshops by master-teacher-artists and an expanded opportunity for teaching, performance and composing for UW-Milwaukee music students and music students and audiences from around the state.

The proposed 2016-2017 William F. Vilas Trust projects are designed to meet the mission of the UWM Department of Music, to create exciting opportunities for potential new students and to expand and diversify its instructional and performance outreach to the Milwaukee community and the wider "Community" of Wisconsin. The proposed events will bring many young musicians to our campus from Milwaukee and across the state and will engage music students at UWM through the distinguished Chamber Music Milwaukee Artists Series, many guest-artist residencies, the Milwaukee Music Festival for the most talented student performers from all over the state of Wisconsin, workshops and concerts in local high schools, and competitions for young pianists and composers.

The interactions among the various featured groups and distinguished guests represent music ranging from classical instrumental and choral music, contemporary electronic and acoustic music, opera theatre and jazz, to international world and ancient music. These events are designed to encourage incoming and current UWM students to think about ways they might musically and culturally engage their community through the exploration of various genres of music and innovative approaches to programming, outreach, and education.

The Department of Music in the Peck School of the Arts has full confidence that our committed efforts along with support from the Vilas Trust will help us meet our goals of increasing not only our appeal to young musicians but also our presence in the music community of Milwaukee and Wisconsin. The Department of Music is proud to articulate to the campus and community that our mission is supported through generous funding from the William F. Vilas Trust.

Thank you,

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Department of Music Peck School of the Arts University of Wisconsin-Milwaukee Dr. Jon Welstead, Chair

Attached proposal provides specific details the activities proposed for Vilas sponsorship during 2016-17.

William F. Vilas Trust proposal - Department of Music for 2016 - 2017

1.	John Stropes:	Finger-Style Guitar Residencies: Jon Gomm and Antoine Dufour	\$2,500.00
2.	Curt Hanrahan:	Woody Herman Educational Jazz Workshop	\$2,750.00
3.	Greg Flint:	Chamber Music Milwaukee: Faculty and Guest Artist Series	\$8,250.00
4.	Jennifer Clippert:	Double Reed Outreach	\$1,800.00
5.	Jennifer Clippert:	UW-Milwaukee Flute Day	\$1,800.00
6.	Tanya Kruse Ruck:	UW-Milwaukee Opera Theatre Production	\$9,000.00
7.	Kevin Hartman:	Woodwinds, Brass, Percussions High School Outreach	\$3,975.00
8.	Rene Izquierdo:	Guitar Area Residency: Adam Holzman	\$2,500.00
9.	Zachary Durlam:	UW–Milwaukee Vocal Festival	\$3,844.00
10.	Zachary Durlam:	Real Men Sing	\$700.00
11.	Zachary Durlam:	Local High School Recruiting Concerts	\$2,250.00
12.	Jun Kim:	UW–Milwaukee Symphony, Guest Artist	\$2,800.00
13.	Bernard Zinck:	Violin Area Artist Residency: Francisco Caban	\$2,100.00
14.	Amanda Schoofs:	UW–Milwaukee New Music Concert Series, Residencies and Commission Project	\$6,000.00
15.	Jeffry Peterson:	Piano Area Outreach Performances, Workshops and Master Class for Piano Teacher Association Meetings	es \$1,500.00
16.	Jeffry Peterson:	UW-Milwaukee Piano Festival: The Art of Teaching	\$2,500.00
19.	John Climer and Jun Kim	Milwaukee Music Festival	\$4,000.00
		Total Vilas Budget:	\$58,269.00

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Creation of a School of Business and Economics UW-Superior

EDUCATION COMMITTEE

Resolution I.1.j:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to create the School of Business and Economics at UW-Superior.

CREATION OF A SCHOOL OF BUSINESS AND ECONOMICS AT UW-SUPERIOR PREPARED BY UW-SUPERIOR

BACKGROUND

In the spring of 2015, the University of Wisconsin-Superior Faculty Senate approved the Department of Business and Economics to pursue a designation as a School of Business and Economics due to the size and breadth of programs it offered. The business and economics unit is the largest on campus with approximately 480 bachelor's and master's majors and 50 minors served by 13 tenure/tenure track faculty positions. The Chancellor has reviewed the request, and agrees that this is a natural evolution for this growing academic unit, and has approved the designation. The creation of the School will reduce the number of departments at UW-Superior from twelve to eleven. Appendix A contains the Chancellor's Letter of Commitment.

This reorganization, i.e. the redesignation of the department of Business and Economics as a School of Business and Economics, currently involves no new positions or funding. The current administrative position of Chair of the Department of Business and Economics (which is an elected position) will be changed to a Director of the School of Business and Economics (also elected), with no increase in cost.

REQUESTED ACTION

Adoption of Resolution I.1.j, approving the creation of a School of Business and Economics at the University of Wisconsin-Superior.

DISCUSSION

The proposed School of Business and Economics represents a name change with no change in existing functions and units within the Department of Business and Economics at UW-Superior.

There will be an elected Director of the School of Business and Economics (see the attached Appendix B, containing the UW-Superior revised organizational chart for Academic Affairs). The proposed school is not adding any new academic degree programs to be housed within the school, if approved. If new programs are added in the future or if a Dean is appointed, UW-Superior will notify the Office of Academic and Student Affairs and UW System legal counsel.

The unit of the proposed School of Business and Economics includes five Bachelor of Science majors and two Master of Science majors. The budget for the proposed School of Business is \$1,486,568 (excluding grants and foundation funds). With the creation of a School of Business, UW-Superior will be joining UW-Green Bay, UW-Platteville, UW-Stevens Point, UW-Madison, and UW-Milwaukee in that designation. In summary, this reorganization will help achieve the following UW-Superior strategic and academic goals:

• Adopting the School of Business and Economics designation will enhance the mission of this unit and provide an advantage for further business and community collaborations as

well as opportunities for Foundation support for student scholarships and development opportunities for faculty and staff.

- The identity as a School of Business and Economics recognizes all of the undergraduate and graduate programs offered in the unit and communicates the breadth of the programs to the public.
- While the designation as a School of Business and Economics will position this unit for future growth, the current administrative structure is sufficient.

RELATED POLICIES

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

Section 36.09(1)(gm), Wis. Stats.



March 28, 2016

Dear President Cross:

I am seeking permission to reorganize the University of Wisconsin-Superior from its current 12 department structure to 11 departments and one School of Business and Economics. This can be accomplished through internal reorganization and reallocation of resources as described in the attached document. No new funds are required to accomplish the restructuring.

I have consulted with the Office of General Counsel, Erin Kastberg regarding Board of Regents approval. Since the creation of this structure involves reorganizing existing units and not the creation of a school offering new academic programs, this change does not require legislative approval.

Staff members from the office of the Senior Vice President for Academic and Student Affairs assisted in the development of the formal Board of Regents proposal (attached).

The new School of Business and Economics provides significant opportunities to enhance the mission of this unit and provide an advantage for further business and community collaborations as well as opportunities for student scholarships, and faculty and staff development opportunities. This designation will help the institution communicate the breadth of its graduate and undergraduate academic programs and its Transportation and Logistics Research Center to the public. The Faculty Senate unanimously approved the plan on April 21, 2015.

The designation is appropriate due to size and breadth of programs offered through the Department. This unit is the largest on campus with approximately 480 bachelors and master's majors and 50 minors served by 13 tenure/tenure-track faculty positions. The Department also hosts a very successful Transportation and Logistics Research Center that has been awarded over \$10 million in grants during the past 16 years. The unit also supports the Small Business Development Center and the Northern Center for Community and Economic Development.

Thank you for your consideration of this request.

Sincerely,

Revei m. War

Renée M. Wachter Chancellor

C: James Henderson, Senior Vice President for Academic and Student Affairs Faith C. Hensrud, Provost/Vice Chancellor for Academic Affairs

Attachments



23/14

Approval of the UW-Madison Faculty Policies and Procedures relating to faculty layoff, as amended.

EDUCATION COMMITTEE

Resolution I.1.1:

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the UW-Madison Faculty Policies and Procedures relating to faculty layoff, as amended.

UW-MADISON FACULTY POLICIES AND PROCEDURES RELATING TO FACULTY LAYOFF

BACKGROUND

On March 10, 2016, the UW System Board of Regents adopted a new Regent Policy Document 20-24 (RPD 20-24) called "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination." The full text of RPD 20-24 (along with the two other RPDs approved by the Board of Regents in March) is available at <u>https://www.wisconsin.edu/regents/tenure-policies/</u>).

All UW System Faculty Personnel Policies and embedded chapters contained in such policies relating to the three tenure-related policies adopted by the Board of Regents on March 10, 2016, are subject to review and approval by the Board of Regents.

Specifically, RPD 20-24 requires Board of Regents approval for any institutional policy related to "Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination." The policy also states that the chancellor at each institution, with the advice and counsel of the faculty, is responsible for implementation of RPD 20-24. All institutional policies developed in relation to RPD 20-24 must be consistent with the Regent policy.

Further, UWS 2.02, Wis. Admin. Code ("Faculty Rules: Coverage and Delegation"), requires that rules, policies, and procedures developed by each institution in the UW System pursuant to Chapters UWS 3, 4, 5, 6 and 8 must be approved by the Board of Regents prior to taking effect.

On November 2, 2015 the UW-Madison Faculty Senate adopted a policy, entitled, "Revisions to Faculty Policies and Procedures on Layoff and Termination." The final version of this policy is dated December 7, 2015, and is recorded as Faculty Document 2569b. The original, pre-modified UW-Madison FPP Chapter 10, and the tracked changes version of Chapter 10 containing the UW-Madison Faculty Senate's edits, are available in Appendix A.

At its April, 2016 meeting the Education Committee is asked to approve the UW-Madison Faculty Policies and Procedures (FPP) on faculty layoff (adopted on December 7, 2015), as amended, so that it is in compliance with and consistent with RPD 20-24, adopted on March 10, 2016.

REQUESTED ACTION

Adoption of resolution I.1.1, approving the UW-Madison Faculty Policies and Procedures relating to faculty layoff, as amended.

DISCUSSION

Under the heading, "Oversight, Roles and Responsibilities," RPD 20-24 specifies that "UW System institutions shall submit to the Board of Regents for approval any institutional

policy developed in accordance with this Regent policy. The chancellor at each institution, with the advice and counsel of the faculty, shall be responsible for implementation of this Regent policy."

After consulting with the UW-Madison University Committee regarding the amended language proposed to the UW-Madison Faculty Policies and Procedures on layoff or termination, on March 29, 2016, UW-Madison Chancellor Blank submitted to the President of the UW System the UW-Madison FPP on layoff of faculty, dated December 7, 2015, for consideration at the April 7, 2016, meeting of the Education Committee.

The UW-Madison University Committee indicated in a memo to the Chancellor dated March 28, 2016 that it understood that the Board would need to amend the FPP in order to make it consistent with RPD 20-24. (Appendix B contains the memo of the University Committee to the UW-Madison Chancellor and Appendix C contains the memo from Chancellor Blank).

Amendments to the UW-Madison FPP on faculty layoff, were then added to the document to ensure consistency and compliance with RPD 20-24.

Below, please find (1) the December 7, 2015 UW-Madison FPP on faculty layoff; (2) a tracked changes version containing amendments; and (3) a version of the document showing how the UW-Madison FPP on faculty layoff would look in final form, as amended.

1. UW-MADISON DECEMBER 7, 2015 VERSION OF THE FPP ON FACULTY LAYOFF (ORIGINAL, PRE-MODIFIED)



Faculty Document 2569b 7 December 2015

Revisions to *Faculty Policies and Procedures* on Layoff and Termination *As Approved by the Faculty Senate on November 2, 2015*

CHAPTER 10: LAYOFF OR TERMINATION

10.01. DEFINITIONS

- A. For the purposes of this chapter, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department, a department-like body, or similar administrative unit that has been officially recognized by the University Academic Planning Council (UAPC). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.
- B. For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure.
- C. For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.
- D. For the purposes of this chapter, "modification or redirection" as described in Wis. Stat. 36.21-22 shall mean "departmental restructuring" as described in FPP 5.02.
- E. For the purposes of this chapter, "financial emergency" refers to a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.
- F. For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.
- G. For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in UWS 5.16 through 5.21 (inclusive) and Wis. Stat. 36.22(11)-36.22 (15).
- H. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in UWS 5.18-5.19 and Wis. Stat. 36.22(13)-(14).

10.02. LAYOFF AND TERMINATION DUE TO PROGRAM DISCONTINUANCE FOR REASONS OF FINANCIAL EMERGENCY OR EDUCATIONAL CONSIDERATIONS.

A. No faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be

placed in another suitable position, at the same rank, that is acceptable to the faculty member, in accordance with Wis. Stat. 36.22(12). If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

B. The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, under extraordinary circumstances that lead to program discontinuance because of a demonstrably bona fide financial exigency or for educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under FPP 7.06., regardless of reasons, is not a layoff or termination under this section.

10.03. FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.

- A. The chancellor shall consult with the Faculty Consultative Committee on Financial Emergency (FPP 6.36.) if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the Faculty Consultative Committee on Financial Emergency to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.
- B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Executive Committee and the University Staff Executive Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).
- C. The chancellor and the Faculty Consultative Committee on Financial Emergency shall pursue all feasible alternatives to termination of appointments such as the voluntary reduction of full-time faculty members to part-time status, in accordance with FPP 7.19.C., expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.
- D. If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).
- E. Before any proposals for program discontinuance on grounds of financial emergency are made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.
- F. The chancellor and the chair of the Faculty Consultative Committee on Financial Emergency or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

10.04. FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS.

Once the board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

10.05. EDUCATIONAL CONSIDERATIONS.

- A. The decision to discontinue formally a program or department of instruction will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as defined in FPP 5.02.
- B. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.
- C. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable faculty position that is acceptable to the faculty member. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost. If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 10.11.
- D. Faculty members may contest a proposed relocation under the hearing procedures described in section 10.08 below.
- E. Faculty members recommended for termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 10.07.-10.10. below.

10.06. SENIORITY.

- A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.
- B. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Madison, except that in the case of an initial appointment with tenure the dean may, on the recommendation of the departmental executive committee, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin-Madison. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.
- C. If two or more appointments at the same rank in the same department or program become effective at the same time, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 10.03.C., then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate.
- D. The period of an approved leave of absence is included in determining length of service.
- E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of initial appointment at that rank.
- F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 10.06.B.

G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

10.07 NOTIFICATION

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with UWS 5.09 and 5.10 and Wis. Stat. 36.22(4) and 36.22(5).

10.08 HEARING

- A. A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in UWS 5.12 and Wis. Stat. 36.22(8)(b). The issues in the hearing may include the following:
 - 1. The existence and extent of the condition of financial emergency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of a faculty committee in a previous proceeding involving the same issue may be introduced.
 - 2. The validity of the educational judgments and the criteria for identification for termination, but the recommendations of a faculty body on these matters will be considered presumptively valid.
 - 3. Whether the criteria are being properly applied in the individual case.
- B. The Committee on Faculty Rights and Responsibilities shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

10.09. RECOMMENDATIONS AND BOARD REVIEW

- A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities shall be forwarded to the president and the board and acted upon by the board in accordance with UWS 5.14 and Wis. Stat. 36.22(9).
- B. Review by the board is governed by UWS 5.14 and 5.15 and Wis. Stat. 36.22(9) and 36.22(10).

10.10. LAYOFF STATUS AND RETAINED RIGHTS

- A. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to UWS 5.16 and Wis. Stat. 36.22(11).
- B. A faculty member designated for layoff or on layoff status shall have the rights provided in UWS 5.17, 5.18, and 5.19 and Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.
- C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures; in addition, the annual notice required in UWS 5.16(2)(b)4 and in Wis. Stat. 36.22(11)(a)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time

as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

10.11. SEVERANCE

In the case of faculty termination, the institution will provide severance pay equitably adjusted to the faculty member's length of service, an amount which may well exceed but not be less than:

- i. six months salary if the final decision (including completion of the appeals process) is reached prior to the 18th month of probationary service, or
- ii. one year salary if the decision is reached after the 18th month of probationary service or if the faculty member has tenure.

In determining the amount of severance pay to be awarded, the faculty member's length and quality of service and considerations of equity will be taken into account.

2. PROPOSED AMENDMENTS TO THE UW-MADISON FPP ON FACULTY LAYOFF

In the following, the use of colored strike-out font means that words and passages were deleted whereas underlining indicates that words and phrases were added.



Faculty Document 2569b 7 December 2015

Revisions to Faculty Policies and Procedures on Layoff and Termination

As Approved by the Faculty Senate on November 2, 2015

CHAPTER 10: LAYOFF OR TERMINATION

10.1. DEFINITIONS

- A. For the purposes of this chapter, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit <u>that offers majors</u> and has been officially recognized by the University Academic Planning Council (UAPC). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.
- B. For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure.
- C. For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.
- D. For the purposes of this chapter, "modification or redirection" as described in Wis. Stat. 36.21-22 shall mean "departmental restructuring" as described in FPP 5.02.
- E. For the purposes of this chapter, "financial emergency" is defined and may be declared as described in s. UWS 5.02 of the Wisconsin Administrative Code. refers to a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.
- F. For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.
- G. For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in UWS <u>5.16 through 5.21 (inclusive) and Wis. Stat. 36.22(11)-36.22 (15).</u>
- H. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in UWS 5.18-5.19 and Wis. Stat. 36.22(13)-(14).

Commented [A1]: "Financial emergency" is defined in UWS 5.02, and the policy definition has been amended to conform with that legal definition.

Commented [A2]: References to sections of Chapter UWS 5 that have been superseded by Wis.Stat. s.36.22 have been removed throughout the document.

10.2. LAYOFF AND TERMINATION DUE TO PROGRAM DISCONTINUANCE FOR REASONS OF FINANCIAL EMERGENCY OR EDUCATIONAL CONSIDERATIONS.

- A. Except as provided in subdivision B below, nNo faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank, that is acceptable to the faculty member, in accordance with Wis. Stat. 36.22(12). If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.
- B. The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, under extraordinary circumstances that lead to program discontinuance because of a demonstrably bona fide financial emergency, exigency or because of forprogram discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under FPP 7.06., regardless of reasons, is not a layoff or termination under this section.

10.3. FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.

- A. The chancellor shall consult with the Faculty Consultative Committee on Financial Emergency (FPP 6.36.) if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the Faculty Consultative Committee on Financial Emergency to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.
- B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Executive Committee and the University Staff Executive Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).
- C. The chancellor and the Faculty Consultative Committee on Financial Emergency shall <u>consider</u> <u>pursue</u> all feasible alternatives to termination of appointments such as the voluntary reduction of full-time faculty members to part-time status, in accordance with FPP 7.19.C., expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early- retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.
- D. If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).
- E. Before any proposals for program discontinuance on grounds of to declare a financial emergency is are made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future

Commented [A3]: The current language in this section is not consistent with AAUP guidelines on financial emergency, UWS Chapter 5 (faculty layoff for financial emergency), or with the newly enacted Regent policy on faculty layoff, none of which restrict layoffs in event of a financial emergency to situations of program discontinuance. Certain changes to this section reflect that, in a financial emergency, it is recognized by AAUP and other universities that the governing board and chancellor/president appropriately have the authority to reduce programs without discontinuing the entire program. These changes are consistent with the Board policy on faculty layoff.

Commented [A4]: This section addresses situations where layoff is not applicable, and therefore, the reference to Wis. Stat. 36.22 has been removed.

Commented [A5]: This language again is not consistent with UWS 5's definition of financial emergency, and conforming changes have been made.

Commented [A6]: See previous comment regarding program discontinuance and fiscal emergency.

years as well as detailed program, department, and administrative-unit budgets.

F. The chancellor and the chair of the Faculty Consultative Committee on Financial Emergency or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

10.4. FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS.

Once the board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

10.5. EDUCATIONAL CONSIDERATIONS.

- A. The <u>chancellor'</u> schancellor's recommendation to the Board-decision to discontinue formally a program or <u>department</u> of instruction will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as described in Regent Policy Document 20-24, Section II, Paragraphs A through G., as defined in FPP 5.02 is not applicable to program discontinuance based on educational considerations that may result in faculty layoff under this Chapter 10; however, the Chancellor shall consult the bodies listed in FPP 5.02 c(1-4).
- B. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.
- C. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program or department of instruction, the institution will devote its -make every effort best efforts to place the faculty member concerned in another suitable faculty position

that is acceptable to the faculty member. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost where readaptation is feasible as provided in s.36.22(12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 10.11.

- D. Faculty members may contest a proposed relocation under the hearing procedures described in section 10.08 below.
- E. Faculty members recommended for <u>layoff or</u> termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 10.07.-10.10. below.

Commented [A7]: The changes to this section are intended to ensure that all proposals to discontinue a program based on educational considerations will be presented to the chancellor for decision.

Commented [A8]: Wis. Stats., 36.22(12) (alternative employment) states, "Each institution shall devote its best efforts to securing alternative appointments within the institution in positions for which faculty laid offer under this section are qualified."

Commented [A9]: The new language is taken verbatim from Wis. Stats., s.36.22(12), which is entitled "alternative employment." Language is added to reflect the qualification in s.36.22(12) that retraining be offered only where "readaptation" to another position is "feasible."

10.6. SENIORITY.

- A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.
- B. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Madison, except that in the case of an initial appointment with tenure the dean may, on the recommendation of the departmental executive committee, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin-Madison. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.
- C. If two or more appointments at the same rank in the same department or program become effective at the same time, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 10.03.C., then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate.
- D. The period of an approved leave of absence is included in determining length of service.
- E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of initial appointment at that rank.
- F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 10.06.B.
- G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

10.7 NOTIFICATION

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with UWS 5.09 and 5.10 and Wis. Stat. 36.22(4) and 36.22(5).

10.8 HEARING

- A. A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in UWS 5.12 and Wis. Stat. 36.22(8)(b). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).e following:
 - 1. The existence and extent of the condition of financial emergency. The burden will rest on the administration to prove the existence and extent of the condition. The findings of a faculty committee in a previous proceeding involving the same issue may be introduced.
 - 2. The validity of the educational judgments and the criteria for identification for

Commented [A10]: The layoff statute (s.36.22 (7)(b)) specifically states that "the question to be considered in the review (the hearing) is whether one or more of the following improper factors entered into the decision to lay off" and then lists the factors, which are not the issues outlined in the Madison policy. The changes replace the Madison list of factors with a reference to s.36.22(7)(b) and its list of statutorily mandated factors.

With respect to A.1 below, s.36.22(7)(b) also specifically states that program or budget decisions are not subject to review in a faculty layoff review hearing, and this includes the decision to declare a financial emergency. termination, but the recommendations of a faculty body on these matters will be considered presumptively valid.

3. Whether the criteria are being properly applied in the individual case.

B. The Committee on Faculty Rights and Responsibilities shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

10.9. RECOMMENDATIONS AND BOARD REVIEW

- A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities shall be forwarded to the president and the board and acted upon by the board in accordance with <u>UWS 5.14 and</u> Wis. Stat. 36.22(9).
- B. Review by the board is governed by UWS 5.14 and 5.15 and Wis. Stat. 36.22(9) and 36.22(10).

10.10. LAYOFF STATUS AND RETAINED RIGHTS

- A. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to UWS 5.16 and Wis. Stat. 36.22(11).
- B. A faculty member designated for layoff or on layoff status shall have the rights provided in UWS 5.17, 5.18, and 5.19 and Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.
- C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures; in addition, the annual notice required in UWS 5.16(2)(b)4 and in Wis. Stat. 36.22(11)(ba)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

10.11. SEVERANCE

In the case of faculty termination, the institution will provide severance pay equitably adjusted to the faculty member's length of service, an amount which may well exceed but not be less than:

i. six months salary if the final decision (including completion of the appeals process) is reached

prior to the 18th month of probationary service, or

ii. One year salary if the decision is reached after the 18th month of probationary service or if the faculty member has tenure.

In determining the amount of severance pay to be awarded, the faculty member's length and quality of service and considerations of equity will be taken into account.

A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted up to twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

3. DOCUMENT SHOWING HOW THE UW-MADISON FPP ON FACULTY LAYOFF WOULD LOOK IN FINAL FORM, AS AMENDED



Faculty Document 2569b 7

Faculty Policies and Procedures on Layoff and Termination

CHAPTER 10: LAYOFF OR TERMINATION

10.01 DEFINITIONS

- A. For the purposes of this chapter, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the University Academic Planning Council (UAPC). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.
- B. For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure.
- C. For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.
- D. For the purposes of this chapter, "modification or redirection" as described in Wis. Stat. 36.21-22 shall mean "departmental restructuring" as described in FPP 5.02.
- E. For the purposes of this chapter, "financial emergency" is defined and may be declared as described in s. UWS 5.02 of the Wisconsin Administrative Code.
- F. For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.
- G. For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in

Wis. Stat. 36.22(11)-36.22 (15).

H. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. 36.22(13)-(14).

10.2 LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY OR EDUCATIONAL CONSIDERATIONS.

- A. Except as provided in subdivision B below, no faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.
- B. The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under FPP 7.06., regardless of reasons, is not a layoff or termination under this section.

10.3 FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.

- A. The chancellor shall consult with the Faculty Consultative Committee on Financial Emergency (FPP 6.36.) if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the Faculty Consultative Committee on Financial Emergency to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.
- B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Executive Committee and the University Staff Executive Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).
- C. The chancellor and the Faculty Consultative Committee on Financial Emergency shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of fulltime faculty members to part-time status, in accordance with FPP 7.19.C., expenditure of onetime money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early- retirement packages, deferral of nonessential capital expenditures, and cuts to noneducational programs and services, including expenses for administration.
- D. If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).
- E. Before any proposal to declare a financial emergency is made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.
- F. The chancellor and the chair of the Faculty Consultative Committee on Financial Emergency or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in

writing.

10.4 FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS.

Once the board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

10.5 EDUCATIONAL CONSIDERATIONS.

- A. The chancellor's recommendation to the Board to discontinue formally a program will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as described in Regent Policy Document 20-24, Section II, Paragraphs A through G.FPP 5.02 is not applicable to program discontinuance based on educational considerations that may result in faculty layoff under this Chapter 10; however, the Chancellor shall consult the bodies listed in FPP 5.02 c(1-4).
- B. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.
- C. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program, the institution will devote its best efforts to place the faculty member concerned in another suitable faculty position. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost where readaptation is feasible as provided in s.36.22(12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 10.11.
- D. Faculty members may contest a proposed relocation under the hearing procedures described in section 10.08 below.
- E. Faculty members recommended for layoff or termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 10.07.-10.10. below.

10.6 SENIORITY.

- A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.
- B. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Madison, except that in the case of an initial appointment with tenure the dean may, on the recommendation of the departmental executive committee, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial

emergency shall include seniority for service elsewhere than at the University of Wisconsin-Madison. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.

- C. If two or more appointments at the same rank in the same department or program become effective at the same time, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 10.03.C., then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate.
- D. The period of an approved leave of absence is included in determining length of service.
- E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of initial appointment at that rank.
- F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 10.06.B.
- G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

10.7 NOTIFICATION

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with Wis. Stats. 36.22(4) and 36.22(5).

10.8 HEARING

- A. A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in Wis. Stat. 36.22(8)(b). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).
- B. The Committee on Faculty Rights and Responsibilities shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

10.9 RECOMMENDATIONS AND BOARD REVIEW

- A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities shall be forwarded to the president and the board and acted upon by the board in accordance with Wis. Stat. 36.22(9).
- B. Review by the board is governed by Wis. Stat. 36.22(9) and 36.22(10).

10.10 LAYOFF STATUS AND RETAINED RIGHTS

- A. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to Wis. Stat. 36.22(11).
- B. A faculty member designated for layoff or on layoff status shall have the rights provided in Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.
- C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures; in addition, the annual notice required in Wis. Stat. 36.22(11)(b)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

10.11 SEVERANCE

A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted up to twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

RELATED REGENT POLICIES AND APPLICABLE LAWS

Section 36, Wis. Stats. Chapters UWS 3 and 5, Wis. Admin. Code Regent Policy Document 20-23

UW-MADISON FACULTY POLICIES AND PROCEDURES ON LAYOFF AND TERMINATION (March 2015, Pre-modified Version)

CHAPTER 10 LAYOFF DUE TO FINANCIAL EMERGENCY

10.01. LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY: GENERAL. (See UWS 5.01-5.03.)

A. The board may lay off or terminate a tenure faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, in the event of a financial emergency. Such layoffs or terminations may be made only in accordance with the provisions of UWS Chapter 5 and this chapter and imply the retention of rights indicated in these chapters. A nonrenewal, regardless of reasons, is not a layoff or termination under this section.

B. For the purposes of this chapter, "layoff" is the indefinite suspension or an involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System. A laid off faculty member retains the rights specified in UWS 5.16 through 5.21, inclusive. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System. A faculty member whose position has been terminated retains rights specified in UWS 5.18 and 5.19.

10.02. CONSULTATION AND RECOMMENDATIONS. (See 5.04-5.06.)

A. The chancellor shall consult with the Faculty Consultative Committee on Financial Emergency if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the Faculty Consultative Committee on Financial Emergency to represent the faculty before the board if a declaration of a state of financial emergency for the university is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.

B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).

C. The chancellor and the Faculty Consultative Committee on Financial Emergency shall consider identifiable alternative methods of budget reduction such as the voluntary reduction of full-time faculty members to part-time status, in accordance with 7.19.C. of Faculty Policies and Procedures and 36.13(2)(a) Wis. Stats.

D. If the chancellor decides to recommend that the board declare a state of financial emergency for the university, his/her recommendation to the president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).

E. The chancellor and the chair of the Faculty Consultative Committee on Financial Emergency or their designees, and representatives of affected colleges, schools, departments, and programs

may appear before the board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

10.03. INDIVIDUAL DESIGNATIONS. (See UWS 5.07.)

Once the board has declared a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07.

10.04. SENIORITY. (See UWS 5.08.)

A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.

B. Length of service shall be computed from the effective date of the appointment in the University of Wisconsin-Madison, except that in the case of an initial appointment with tenure the dean may, on the recommendation of the departmental executive committee, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin-Madison. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.

C. If two or more appointments at the same rank in the same department or program become effective at the same time, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 10.02.B., then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the senate.

D. The period of an approved leave of absence is included in determining length of service.

E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of the initial appointment at that rank.

F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 10.04.B.

G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.
10.05. NOTIFICATION. (See UWS 5.09-5.10.)

Each faculty member whose position is recommended for elimination or reduction shall be notified in accordance with UWS 5.09 and 5.10.

10.06. REVIEW OF HEARING. (See UWS 5.11-5.13.)

A. ROLE OF COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES. The

Committee on Faculty Rights and Responsibilities shall operate as the hearing agent for the board pursuant to Section 227.12, Wis. Stats., and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

B. HEARING. A faculty member whose position is recommended for elimination or reduction is entitled to a hearing before the committee as provided in UWS 5.12.

10.07. RECOMMENDATIONS AND BOARD REVIEW. (See UWS 5.14-5.15.)

A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities shall be forwarded to the president and the board and acted upon by the board in accordance with UWS 5.14.

B. Review by the board is governed by UWS 5.14 and 5.15.

10.08. LAYOFF STATUS AND RETAINED RIGHTS. (See UWS 5.16-5.19.)

A. A faculty member whose position has been eliminated or reduced in accordance with the financial emergency provisions of this chapter shall be placed on layoff status and shall so remain until removed according to UWS 5.16.

B. A faculty member designated for layoff or on layoff status shall have the rights provided in UWS 5.17, 5.18, and 5.19 and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, or department, or program will be determined by the faculty thereof.

C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures; in addition, the annual notice required in UWS 5.16 (2)(b)4 shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall be offered an appointment at a greater fraction of full time as specified in UWS 5.16 (2)(b)1 and shall refuse such increased appointment, then any subsequent claim to increased appointment shall be forfeited.

UW-MADISON FACULTY POLICIES AND PROCEDURES ON LAYOFF AND TERMINATION (Changes Marked)

CHAPTER 10 LAYOFF DUE TO FINANCIAL EMERGENCY OR TERMINATION

10.01. DEFINITIONS

- A. For the purposes of this chapter, "program" shall mean a related cluster of creditbearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department, a departmentlike body, or similar administrative unit that has been officially recognized by the University Academic Planning Council (UAPC). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.
- B. For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure.
- C. For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.
- D. For the purposes of this chapter, "modification or redirection" as described in Wis. Stat. 36.21-22 shall mean "departmental restructuring" as described in FPP 5.02.
- E. For the purposes of this chapter, "financial emergency" refers to a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.
- F. For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect longrange judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.
- <u>G.</u> For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in UWS 5.16 through 5.21 (inclusive) and Wis. Stat. 36.22(11)-36.22 (15).
- H.For the purposes of this chapter, "termination" is the permanent elimination of a faculty
member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)).
A faculty member whose position has been terminated retains the rights specified in
UWS 5.18-5.19 and Wis. Stat. 36.22(13)-(14).

<u>10.01</u>10.02. LAYOFF AND TERMINATION <u>DUE TO PROGRAM DISCONTINUANCE</u> FOR REASONS OF FINANCIAL EMERGENCY: <u>GENERAL. (See UWS 5.01-5.03.)</u> <u>OR</u> <u>EDUCATIONAL CONSIDERATIONS.</u>

A. No faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank, that is acceptable to the faculty member, in accordance with Wis. Stat. 36.22(12). If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

- A.B. The boardchancellor may lay off or terminate a tenuretenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, in the eventunder extraordinary circumstances that lead to program discontinuance because of a demonstrably bona fide financial emergency.exigency or for educational considerations. Such layoffs or terminations maywill be made only-in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated in these chapters.therein. A nonrenewal, under FPP 7.06., regardless of reasons, is not a layoff or termination under this section.
- B. For the purposes of this chapter, "layoff" is the indefinite suspension or an involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System. A laid off faculty member retains the rights specified in UWS 5.16 through 5.21, inclusive. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System. A faculty member's employment by the University of Wisconsin System. A faculty member's employment by the University of Wisconsin System. A faculty member whose position has been terminated retains rights specified inUWS 5.18 and 5.19.

10.02.10.03. FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.-(See UWS 5.04-5.06.)

- A. The chancellor shall consult with the Faculty Consultative Committee on Financial Emergency (FPP 6.36.) if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the Faculty Consultative Committee on Financial Emergency to represent the faculty before the Board if a declaration of a state of financial emergency for the university campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.
- B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Executive Committee and the University Staff Executive Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).
- C. The chancellor and the Faculty Consultative Committee on Financial Emergency shall consider identifiable alternative methodspursue all feasible alternatives to termination of budget reductionappointments such as the voluntary reduction of full-time faculty members to part-time status, in accordance with 7.19.C. of Faculty Policies and Procedures and 36.13(2)(a) Wis. Stats., expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.
- D. If the chancellor decides to recommend that the Board declare declaration of a state of financial emergency for the university, his/her campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).
- E. Before any proposals for program discontinuance on grounds of financial emergency are made, the faculty or an appropriate elected faculty body will have opportunity to

render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrativeunit budgets.

E.F. The chancellor and the chair of the Faculty Consultative Committee on Financial Emergency or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

10.03.10.04. FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS. (See UWS 5.07.)

Once the board has <u>declared</u><u>accepted the chancellor's declaration of</u> a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 <u>and this chapter</u>.

10.04. 10.05. EDUCATIONAL CONSIDERATIONS.

- A. The decision to discontinue formally a program or department of instruction will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as defined in FPP 5.02.
- B. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.
- C. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable faculty position that is acceptable to the faculty member. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost. If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 10.11.
- D. Faculty members may contest a proposed relocation under the hearing procedures described in section 10.08 below.
- E. Faculty members recommended for termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 10.07.-10.10. below.

10.0410.06. SENIORITY. (See UWS 5.08.)

- A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.
- B. Length of service shall be computed from the effective date of the appointment inat the University of Wisconsin-Madison, except that in the case of an initial appointment with tenure the dean may, on the recommendation of the departmental executive committee, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin-Madison. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.
- C. If two or more appointments at the same rank in the same department or program become effective at the same time, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 10.02.B03.C., then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate.
- D. The period of an approved leave of absence is included in determining length of service.
- E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of the initial appointment at that rank.
- F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 10.0406.B.
- G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

10.05. 10.07. NOTIFICATION. (See UWS 5.09-5.10.)

Each faculty member whose position is recommended for <u>eliminationlayoff</u> or <u>reductiontermination</u> shall be notified in accordance with UWS 5.09 and 5.10 and Wis. Stat. <u>36.22(4) and 36.22(5)</u>.

10.06. REVIEW OF HEARING. (See UWS 5.11-5.13.) 10.08. HEARING

- <u>A.</u> <u>ROLE OF COMMITTEE ON FACULTY RIGHTS AND RESPONSIBILITIES. A</u> faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in UWS 5.12 and Wis. Stat. 36.22(8)(b). The issues in the hearing may include the following:
 - 1. The existence and extent of the condition of financial emergency. The burden willrest on the administration to prove the existence and extent of the condition. Thefindings of a faculty committee in a previous proceeding involving the same issuemay be introduced.
 - 2. The validity of the educational judgments and the criteria for identification for termination, but the recommendations of a faculty body on these matters will be considered presumptively valid.
 - 3. Whether the criteria are being properly applied in the individual case.
- A.<u>B.</u> The Committee on Faculty Rights and Responsibilities shall operate as the hearing agent for the board pursuant to <u>Section 227.12</u>, <u>Wis. Stats.,</u> <u>Wis. Stat. 36.22(6)</u>, and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

B. HEARING. A faculty member whose position is recommended for elimination or reduction is entitled to a hearing before the committee as provided in UWS 5.12. 10.07. 10.09. RECOMMENDATIONS AND BOARD REVIEW. (See UWS 5.14-5.15.)

- A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities shall be forwarded to the president and the board and acted upon by the board in accordance with UWS 5.14- and Wis. Stat. 36.22(9).
- B. Review by the board is governed by UWS 5.14 and 5.15- and Wis. Stat. 36.22(9) and 36.22(10).

10.08.10.10. LAYOFF STATUS AND RETAINED RIGHTS. (See UWS 5.16-5.19.)

- A. A faculty member whose position has been eliminated or reduced in accordance with the financial emergency provisions of this chapter shall be placed on layoff status and shall so remain until removed according to UWS 5.16- and Wis. Stat. 36.22(11).
- B. A faculty member designated for layoff or on layoff status shall have the rights provided in UWS 5.17, 5.18, and 5.19 and Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, or department, or program will be determined by the faculty thereof.

C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures; in addition, the annual notice required in UWS 5.16(2)(b)4 and in Wis. Stat. 36.22(11)(a)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall be offeredaccept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1 and shall refuse such increased appointment, then any subsequent claim to increased appointment shall be forfeited.

10.11. SEVERANCE

In the case of faculty termination, the institution will provide severance pay equitably adjusted to the faculty member's length of service, an amount which may well exceed but not be less than:

- i. six months salary if the final decision (including completion of the appeals process) is reached prior to the 18th month of probationary service, or
- ii. one year salary if the decision is reached after the 18th month of probationary service or if the faculty member has tenure.

In determining the amount of severance pay to be awarded, the faculty member's length and quality of service and considerations of equity will be taken into account.



28 March 2016

To: Rebecca Blank, Chancellor

From: University Committee (Beth Meyerand, chair; Dorothy Farrar-Edwards; Tom Broman; Amy Wendt; Anja Wanner; Ruth Litovsky)

Cc: Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs Ray Taffora, General Counsel and Vice Chancellor for Legal Affairs Steven K. Smith, Secretary of the Faculty

Per UWS 2.02. ("Delegation"), all rules and procedures developed by the faculty of each institution related to faculty appointments are to be forwarded by the chancellor of the institution to the president and by the president to the board for its approval. The UW-Madison University Committee hereby submits for approval by the Board of Regents the proposed new language for UW-Madison's Faculty Policy and Procedures relating to faculty tenure and layoffs. These policies were approved by the UW-Madison Faculty Senate on 2 November 2015. We ask that you submit this to President Ray Cross per UWS 2.02. and we hope that the BOR will approve this addition to FPP at its April 2016 meeting.

We recognize that the UW System Board of Regents adopted a broad System-wide policy on faculty tenure and layoffs in March 2016 and that there will be a limited number of proposed amendments to our language that are required to make our FPP policy consistent with the new Board policy and State statutes.

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March 29, 2016

TO: Ray Cross President, UW System

- FROM: Rebecca Blank Chancellor, UW-Madison
- CC: Steve Smith Secretary of the faculty

Beth Meyerand Chair, University Committee

Per the attached memo dated March 28, 2016 and consistent with UWS 2.02, the University Committee has formally requested that I forward to you for consideration by the Board of Regents the proposed new language for UW-Madison's Faculty Policy and Procedures (FPP) on layoff or termination of tenured faculty. It is our hope that the Education Committee will consider this language for approval at its April meeting, and send it to the full Board for approval at the same meeting. We believe it is important to have UW-Madison's FPP approved at the April meeting so that faculty here, and those we are attempting to recruit, can see that this issue has been settled.

As the memo from the University Committee notes, we understand that the Board is likely to consider a limited number of amendments to the language to ensure that our FPP is consistent with the broad Board of Regents policy passed at their March meeting. Both I and the University Committee understand these amendments will leave our policy largely intact and consistent with the tenure policies of most of our peer schools. Once these changes to our FPP are approved by the Board I will communicate with our faculty to ensure they understand the protections that this policy provides to them.

Thank you for considering the proposed new FPP language for approval. Please let me know if you have any questions.

Attachment

Chancellor Rebecca M. Blank Morgridge Friends Distinguished Chair of Leadership Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706 608-262-8967 Fax: 608-262-8333 TTY 608-263-2473

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