08/08/2016

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, August 18, 2016
9:45 a.m. – 10:45 a.m.
Gordon Dining and Event Center
770 W. Dayton Street, 2nd floor
Symphony Room
Madison, Wisconsin

a. Approval of the Minutes of the June 9, 2016 meeting of the Education Committee;

b. Report of the Vice President:
   1. Update on the UW System Math Placement Test Cutoff Scores;
   2. Campus Post-Tenure Review Policy Development

c. UW-Parkside: Approval of the Master of Science in Sport Management;
   [Resolution I.1.c]

d. UW-Madison: Approval of the Accelerated Bachelor of Science in Nursing for second-degree candidates;
   [Resolution I.1.d]

e. UW-Stevens Point: Approval of the Master of Science in Athletic Training;
   [Resolution I.1.e]

f. Approval of Reappointments of Dr. Dunwoody and Dr. Bradbury to the Natural Areas Preservation Council; and
   [Resolution I.1.f]

g. UW-Stout: Approval of the School of Engineering.
   [Resolution I.1.g]

Program Authorization (Implementation)
Master of Science in Sport Management
UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.c:

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 Master of Sport Management at UW-Parkside.

NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN SPORT MANAGEMENT
AT UW-PARKSIDE

EXECUTIVE SUMMARY

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at https://www.wisconsin.edu/program-planning/). The new program proposal for a Master of Science in Sport Management at the University of Wisconsin-Parkside is presented to the Board of Regents for consideration. UW-Parkside's Provost submitted an authorization document, a financial projection, and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c, approving the implementation of the Master of Science in Sport Management at UW-Parkside.

DISCUSSION

The University of Wisconsin-Parkside, through its Health, Exercise Science and Sport Management (HESM) Department, proposes the establishment of a 33-credit Master of Science degree in Sport Management. Twelve of the 24 graduate elective credits proposed for the program will be cross-listed with elective undergraduate courses in the existing Bachelor of Science in Sport Management. Students can thus earn some of the credits required for the master's degree as undergraduate students and accelerate time to degree. The M.S. in Sport Management will enroll over 90 new students over the five-year period and graduate 27 students by the end of year five.

The proposed degree would allow students to further enhance their administrative, financial management, and communication skills as well as hone their individual proficiency in areas such as sports analytics, event management, and fundraising. The program is also intended to serve nontraditional working students who seek advanced degrees for career enhancement. Sport management offers a wide variety of career opportunities. The presence of over 30 professional sports teams, over 30 college and university athletic programs and hundreds of high schools in the Milwaukee-to-Chicago corridor presents great opportunity for careers in sport management. Many educators and industry executives who work for these entities might need to secure advanced degrees in the sports sector in order to advance in their careers. UW-Parkside anticipates that this significant nontraditional pool of potential students would be interested in the proposed program.

UW-Parkside anticipates that it will be offering the most affordable sport management master's degree program in the region. For the academic year 2016-17, the UW-Parkside graduate tuition is $437.20 per credit for resident students, $959.69 for nonresident students and

$655.80 for Midwest Exchange students. There is a tuition plateau for full-time students who enroll in 9-12 credits at $3,934.80 per semester for resident students, $8,637.21 for nonresident students and $5,902.20 for Midwest Exchange students. Segregated fees are $59.40 per credit (with a full-time plateau of $534.60); the distance education tuition surcharge is $65 per online credit. It is expected that one three-credit class will be offered online beginning in 2019-20, so the additional cost to the student will be approximately $195 per semester.

According to a December 2015 U.S. Bureau of Labor Statistics (BLS) report, "Employment of entertainment and sports occupations is projected to grow six percent from 2014 to 2024, about as fast as the average for all occupations, adding about 46,000 new jobs. Employment in the sports industry will increase nationally from about 781,700 jobs in 2014 to about 827,700 jobs in 2024." According to the BLS, there were 175,000 job openings in this field in 2014, and the job outlook growth to 2024 is nine percent (faster than average). Further, the job outlook for advertising, promotions and marketing managers is equally strong (225,200 jobs in 2014).

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 July 2016): Statement of the UW System Policy on Academic Planning and Program Review.

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN SPORT MANAGEMENT AT UW-PARKSIDE PREPARED BY UW-PARKSIDE

ABSTRACT

The University of Wisconsin-Parkside, through its Health, Exercise Science and Sport Management (HESM) Department, proposes the establishment of a Master of Science degree in Sport Management. The proposed degree would be the first of its kind in the UW System and is a logical addition to the successful undergraduate sport management program at UW-Parkside. This 33-credit graduate program would equip both domestic and international students with advanced-level competencies to successfully manage the position duties and responsibilities within the sports industry. It would allow students to further enhance their administrative, financial management, and communication skills as well as hone their individual proficiency in areas such as sports analytics, event management, and fundraising. The program is also intended to serve nontraditional working students who seek advanced degrees for career enhancement.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Parkside

Title of Proposed Program
Sport Management

Degree/Major Designation
Master of Science

Mode of Delivery
Single institution

Projected Enrollment by Year Five of Program

As noted in Table 1 below, UW-Parkside anticipates that the proposed degree will enroll over 90 new students over the five-year period and graduate 27 students by the end of year five. The expected average attrition rate is 16 percent.

Table 1: Five-Year Projected Student Enrollment

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	16	20	20	25
Continuing Students	0	10	21	30	35
Total Headcount	12	26	41	50	60
Graduating Students	0	0	5	8	14

Tuition Structure

For academic year 2016-17, the UW-Parkside graduate tuition is $437.20 per credit for resident students, $959.69 for nonresident students and $655.80 for Midwest Exchange students. There is a tuition plateau (standard rate) for full-time students who enroll in 9-12 credits at $3,934.80 per semester for resident students, $8,637.21 for nonresident students and $5,902.20 for Midwest Exchange students. Segregated fees are $59.40 per credit (with a full-time plateau of $534.60); the distance education tuition surcharge is $65 per online credit. It is expected that one three-credit class will be offered online beginning in 2019-20, so the additional cost to the student will be approximately $195 per semester. No other special fees or charges are anticipated. UW-Parkside will be the most affordable sport management master's degree program in the region (as shown in Table 2 below) at the current per-credit tuition rate.

Table 2: Graduate Student Tuition Comparison

	Tuition	Total Cost (Tuition and fees)	Program
Northwestern University	$3,496 per course (11 courses required)	$38,456	M.A. Sports Administration
Cardinal Stritch University	$765 per credit (30 credits required)	$22,950	M.S. Sport Management
Concordia University-Chicago	$699 per credit (36 credits required) $440 per credit (33 credits required)	$25,164 $14,520	M.B.A. Sport Management specialization M.A. Sports Leadership
UW-La Crosse	$530.10 per credit (30 credits required)	$15,903*	M.S. Recreation Management
UW-Whitewater	$486.00 per credit (30 credits required)	$14,580	M.S. Higher Education Athletic Administration
UW-Parkside	**$437.20 per credit (33 credits required)**	**$16,388***	**M.S. Sport Management** (proposed)

*Assumes students do not all attend full-time (because full-time attendance creates a tuition plateau) and includes segregated fees.

Department or Functional Equivalent

The proposed program will reside in the Department of Health, Exercise Science and Sport Management.

College, School or Functional Equivalent

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

Proposed Date of Implementation

The proposed program will be implemented by September 2017.

INTRODUCTION

Rationale and Relation to Mission

Over the past fifteen years, UW-Parkside has built one of the largest undergraduate sport management programs in the state. The program typically serves 150 majors on an ongoing

basis. According to Economic Modeling Specialists International (EMSI),[1] in the state of Wisconsin nine institutions offered sport and fitness administration/management programs in the last twelve years.[1] UW-Parkside is the only public institution among the nine. (UW-La Crosse and UW-Whitewater offer related undergraduate degrees with foci in sport management). In 2014, a total of 106 bachelor degrees in sport management were awarded within the state, with UW-Parkside issuing 52 (49 percent) of them. In addition, 21 master's degrees in sport management were awarded in the state, all by one private institution.

Many of UW-Parkside's undergraduate sport management graduates experienced success in sports and general industry after graduation. These graduates work around the world at all levels of sport. Alumni currently work for organizations such as the Milwaukee Brewers, Minnesota Twins, Milwaukee Bucks, Eastbay, Wisconsin Timber Rattlers, Lakeshore Chinooks, and the Green Bay Bullfrogs, along with a variety of college, high school and other amateur athletics organizations such as Boys and Girls Clubs and YMCAs.

UW-Parkside is proposing the creation of a new Master of Science degree in Sport Management to give students in the region and the state a lower cost alternative compared to the private institutions that currently offer graduate programs in this field. In light of UW-Parkside's geographic location near metropolitan areas and its existing market position as one of the largest undergraduate sport management programs in the state, the proposed degree leverages UW-Parkside's resources and existing faculty expertise. It also will have the advantage of a built-in pool of students who have expressed interest in continuing their studies in this program.

With regard to UW-Parkside's mission, the proposed degree satisfies all elements of the mission statement and each of the eight statements that accompany the overall mission. The UW-Parkside Strategic Plan has three pillars of excellence with eleven goals offered underneath each of those three pillars.[2] Five of those goals apply to the development and operation of new academic programs.[3] The proposed master's degree in sport management would also satisfy many of the stated goals in the UW-Parkside Academic Plan.[4] This degree fits well in the growth plans in the College of Natural and Health Sciences (CNHS) at UW-Parkside.

Need as Suggested by Current Student Demand

As noted earlier, the UW-Parkside sport management program has become one of the largest undergraduate sport management programs in the state. Over the past decade, UW-Parkside has continually received feedback on interest from its students and alumni who were satisfied with their undergraduate experience and expressed a desire to pursue graduate studies on the campus.

In an attempt to quantify this interest and measure student demand for the proposed program, students were surveyed in 2009, 2013, and 2015 during the spring semesters. An array of lower- and upper-level students were surveyed. Students were instructed to complete the

[1] Information for this paragraph obtained from Economic Modeling Specialists International at www.economicmodeling.com, retrieved May 7, 2016.
[2] University of Wisconsin-Parkside Mission and Vision, http://www.uwp.edu/explore/aboutuwp/mission_vision.cfm, retrieved January 11, 2016.
[3] Id.
[4] An Academic Plan to Lead UW-Parkside Toward 2020, https://www.uwp.edu/explore/offices/academicaffairs/upload/Academic-Plan-Final.pdf, retrieved January 11, 2016.

survey only one time. Only tallies from sport management majors were counted for this study. Approximately 75 to 80 surveys were completed in each cycle, which means roughly half of the undergraduate students were surveyed each time.

The results from all three student surveys (225-240 in total) indicate consistently high interest for a master's degree in sport management at UW-Parkside. In each of the three surveys, over 80 percent of the respondents indicated that they were considering some form of graduate studies. Of those respondents considering graduate studies, a range of 89 to 97 percent indicated that they would consider pursuing a master's degree in sport management at UW-Parkside, with a range of 41 to 52 percent of this group indicating that they were highly likely to consider pursuing a master's degree in sport management at UW-Parkside if it were offered.

Need as Suggested by Market Demand

In 2015, there were 18,278 jobs (14 percent above the national average) for sport and fitness administration/management occupations in the state of Wisconsin, an increase of 6.9 percent from 2011 to 2016 (nation +11.0 percent), with median hourly earnings of $12.22 per hour. For southeastern Wisconsin and for Lake and Cook counties in Illinois, there were 27,453 jobs (39 percent above the national average), an increase of 7.8 percent from 2011 to 2016, with median hourly earnings of $14.33 per hour in the same period.[1] Sport management offers a wide variety of career opportunities. Sport management graduates have job titles such as Team President, Assistant General Manager, Assistant Athletic Director for Marketing, Assistant Athletic Director for Media Relations, Director of Sales, Director of Compliance, Sports Information Director, New Business Development Representative, Promotions Specialist, Market Development Manager, etc.

According to a December 2015 document released by the U.S. Bureau of Labor Statistics (BLS), "Employment of entertainment and sports occupations is projected to grow six percent from 2014 to 2024, about as fast as the average for all occupations, adding about 46,000 new jobs. Employment in the sports industry will increase nationally from about 781,700 jobs in 2014 to about 827,700 jobs in 2024."[5] According to the BLS, entry-level median pay for athletic directors with a master's degree was $88,580 per year in 2015; there were 175,000 job openings in 2014, and the job outlook growth to 2024 is nine percent (faster than average); and the job outlook for advertising, promotions and marketing managers is equally strong (225,200 jobs in 2014), with median salary of $124,850 per year. The Wisconsin Occupation profile showed positive job outlook for "all managers," with 541 as the average number of jobs until 2022, and $103,980 and $88,280 as the average salary in Kenosha county and statewide, respectively.[6]

In a 2010 survey on the sports industry, *Street & Smith's Sports Business Journal* (*SBJ*) stated that the sports industry is "one of the largest and fastest growing industries in the United States" with a size of $213 billion.[7] According to *SBJ*, approximately $23 billion was spent on operating expenses alone at all levels of sport.[8] Spectator spending exceeded $26 billion

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[5] Entertainment and Sports Occupations, http://www.bls.gov/ooh/entertainment-and-sports/home.htm, retrieved January 11, 2016.
[6] Wisconsin Occupation Profile, www.worknet.wisconsin.gov, retrieved June 12, 2016.
[7] *Street & Smith's SportsBusiness Journal*, http://www.sportsbusinessjournal.com/index.cfm?fuseaction=page_old.feature&featureId=43, retrieved November 21, 2010. This appears to be the last dataset available from *SBJ* on this issue.
[8] Id.

according to the same publication.[9] The publication further states that the sports industry "…is far more than twice the size of the auto industry and seven times the size of the movie industry."[10] These numbers illustrate the overall economic power of the sports industry and, as one might assume, an industry of this size continually needs an infusion of highly educated and qualified personnel in order to thrive.

The demographics of a population of over five million people within a 50-mile radius of UW-Parkside strongly suggest that the Milwaukee-to-Chicago corridor is fertile ground for master's degree program recruitment. But, it is important to note that the potential student demand for the proposed program extends far beyond the university's traditional recruiting areas. UW-Parkside's existing undergraduate sport management program has been successful at bringing in students from a variety of areas including the Fox Valley area and south central Wisconsin as well as northern Illinois. If implemented, the proposed program would be the only master's degree in sport management in the UW System. There is also a potential national and international enrollment pool.

In terms of market demand, the presence of over 30 professional sports teams, over 30 college and university athletic programs and hundreds of high schools in the Milwaukee-to-Chicago corridor presents great opportunity for careers in sport management. Many educators and industry executives who work for these entities might need to secure advanced degrees in the sports sector in order to advance in their careers. It is believed that this significant nontraditional pool of potential students would be interested in the proposed program.

DESCRIPTION OF PROGRAM

The proposed degree will prepare students for leadership roles in varied positions within the sports entertainment industry. Admission into the program will follow established procedures at UW-Parkside. Students will receive academic and career advising and support from advising staff who are part of the College of Natural and Health Science's Advising Group. A new 0.5 FTE advisor will be dedicated to students in this program. Twelve of the 24 graduate elective credits proposed for the program will be cross-listed with elective undergraduate courses. Through this cross-listing, UW-Parkside would be seeding the attainment of a graduate degree in the plans of its undergraduate students.

To infuse some flexibility into the program course delivery for the benefit of students, one 3-credit course will be offered each fall, spring and summer semester starting in 2019-20. The specific courses are not known at this time, as UW-Parkside would also gauge demand from students for online courses and investigate which courses would be most suitably taught online.

Other Programs in UW System

No institution within the UW System currently offers a Master of Science degree in Sport Management. UW-La Crosse offers a master's degree in sport administration while UW-Whitewater (UW-W) added two new sport-related submajors in the past two years: a minor in sport management and an emphasis in Higher Education Athletic Administration for its Master of Science in Education-Professional Development degree. The latter program focuses on

[9] Id.
[10] Id.

college athletics while UW-La Crosse's degree focuses on athletic administration within academic settings. UW-Parkside's degree would encompass all levels of sport including professional, amateur, and other levels of sport such as youth sports. Graduates of the proposed program could also secure work from suppliers to the sports industry as some of UW-Parkside's undergraduate alumni have done.

The proposed degree would not cause significant duplication or competition for colleagues in UW System. In fact, the lack of advanced degree options in sport management/administration in UW System is in marked contrast to other state university systems throughout the Great Lakes region such as Illinois (6), Indiana (4), Michigan (6), Minnesota (4) and Ohio (7).[11]

Collaborative Nature of Proposed Program

The proposed program will be a single institution effort contained in one department/college. However, once established, efforts will be made, where appropriate both internally and externally, to discuss ways to expand the program and create additional educational options to meet the needs of students and the sports organizations in Wisconsin.

Diversity

Sports are evolving into an entertainment and revenue-driven industry which demands inclusiveness in today's marketplace. The curriculum features required courses, Ethical Issues and Leadership in Sports, along with Social and International Issues in 21st Century Sports, that will focus intentionally on diversity.

With regard to the overall program, UW-Parkside consistently ranks as the most diverse campus in the UW System in terms of underrepresented populations and first-generation college students. The recruitment and retention initiatives currently in place at UW-Parkside to attract and graduate the most diverse student body in the UW System will also be utilized by this program. As previously noted, it is anticipated that a significant number of students for the proposed degree would come from the existing student and alumni populations.

Student Learning Outcomes

The HESM Department has identified three key core competencies and outcomes that students will develop as a result of completing the proposed degree program.

Competency A: Demonstrate Effective Communication Skills

Upon completion of the program, students will be able to:

- Demonstrate professional interpersonal skills
- Demonstrate the ability to develop and deliver professional messages in oral, written, and visual forms of communication in various types of settings
- Demonstrate negotiation skills

Competency B: Demonstrate Effective Management Skills

Upon completion of the program, students will be able to:

[11] According to research from the North American Society for Sport Management (NASSM) website in which schools can self-identify themselves as offering a sport management/administration program. Sport Management Programs: United States, https://www.nassm.com/Programs/AcademicPrograms/United_States (last visited February 8, 2016).

- Demonstrate knowledge of and ability to comply with legal, HR, and other forms of rules and compliance-related situations
- Demonstrate the ability to act in an ethical manner including in areas of diversity and corporate social responsibility
- Demonstrate knowledge of sound financial management practices including revenue generation methods such as marketing and sales along with efficient facility/organization planning on the expense side
- Demonstrate inclusive leadership skills including the ability to lead meetings
- Demonstrate the ability to collect, manage, analyze, and interpret sport management data
- Demonstrate the ability to identify and solve problems faced by sports organizations

Competency C: Demonstrate Ability to Utilize Skills, Knowledge and Competencies Learned in the Program in a Real-World Setting

Upon completion of the program, students will be able to:

- Demonstrate the ability to utilize the skills, knowledge and competencies illustrated above in a real-world setting with a sports organization

The HESM Department will annually identify examples of student work that will be the most appropriate to collect in order to demonstrate competency with the aforementioned learning outcomes. In addition to these standard student work review efforts, UW-Parkside will utilize other evaluation tools such as portfolios and employer, graduate, and alumni surveys in order to demonstrate competency with the learning outcomes noted above. These various forms of assessment will be compiled into an annual departmental/program report that will include recommendations for program revisions and enhancements should they be necessary.

Program Curriculum

The proposed 33-credit degree will require students to enroll in a combination of core classes (21 credits) designed to ensure all graduates have the basic requisite skills needed to succeed in the industry. There will be an additional six credits of required electives with a wide array of offerings designed to ensure maximum flexibility for students to pursue additional knowledge beneficial to their chosen career.

Finally, students will need to complete either a thesis addressing a major issue in sport management or a combination of two courses with a practical/industry-based focus that will ensure they are ready for success in the industry. Both the thesis and non-thesis options require six credits. Delivery of some online courses will be approached as stated in the "Description of Program" section above.

Required Classes (21 credits)

HESM 700	Sports Research and Analysis Methodology	3 credits
HESM 701	Amateur Sports Governance and Administration	3 credits
Or		
HESM 702	Professional Sports Governance and Administration	3 credits
HESM 710	Sports Law	3 credits
HESM 711	Ethical Issues and Leadership in Sports	3 credits
HESM 712	Social and International Issues in 21st Century Sports	3 credits
HESM 720	Revenue Generation and Sales in Sports Organizations	3 credits

HESM 721	Financial Management for Sports Organizations	3 credits

Electives (6 credits)

HESM 539	Sustainable Sports Management (cross-listed)	3 credits
HESM 560	Sports Communications (cross-listed)	3 credits
HESM 656	Athletic Fundraising (cross-listed)	3 credits
HESM 658	Sports Analytics (cross-listed)	3 credits
HESM 722	Sports Facility & Event Management	3 credits
HESM 789	Special Topics in Sport Management	3 credits
HESM 794	Sports Management Internship	3 credits
HESM 799	Independent Study	3 credits

Non-Thesis Option (6 credits)

HESM 791	Current Issues in Sports Management Seminar	3 credits
HESM 792	Sports Management Practicum and Portfolio	3 credits

Thesis Option (6 credits)

HESM 797	Thesis in Sports Management	1-6 credits

Admission to the proposed program will be on a competitive basis. Students will be required to be graduates of an accredited four-year institution of higher education and submit all undergraduate transcripts and at least three letters of recommendation (at least one letter must be a professional reference and one must be an academic reference), along with a statement of academic interests including professional goals. Students with a minimum 3.0 overall grade point average and an undergraduate degree in sport management/administration or a business-related major will be given preference for admission.

In accordance with UW-Parkside requirements, students will be required to complete the aforementioned curriculum requirements (either the thesis or non-thesis option) and achieve a minimum 3.0 grade point average in order to graduate.

Projected Time to Degree

As previously noted, the proposed program is designed to be as flexible as possible, allowing students to complete the degree requirements on their own terms/timetable. Assuming an average nine- to twelve-credit load, most students will be able to complete the proposed program in one-and-a-half to two years. A student could be aggressive and complete the program in one calendar year by taking 12, three, 12, and six credits in the fall, winter, spring and summer semesters, respectively. A student taking nine credits (full-time) in the fall and spring semesters would finish the program in two academic years; or a student with a lighter than average load could also finish within two years.

Finally, if a student wishes to move at a slower pace, the flexible schedule and delivery format, along with the frequent course offerings, allow a student to be self-paced, subject only to the seven-year completion window for graduate programs currently in place at UW-Parkside.

Program Review Process

New programs are reviewed by a university committee 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 UW-Parkside 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 based on revenue loss analyses.

The program will work with internal and external partners to ensure quality is being delivered to students. Such efforts will include periodic review of learning outcomes and levels of success of graduates in their chosen field. Also, the sport management programs (both undergraduate and graduate) will be developing an advisory board comprised of successful alumni and other individuals from various levels of sport who will provide feedback to the program.

The program will also work with internal and external partners, including meeting with industry partners and executives to ensure the program is providing graduates with competencies needed by the industry.

Accreditation

UW-Parkside is currently authorized by the Higher Learning Commission to offer the proposed degree in the classroom and online (hybrid) delivery formats. The M.S. in Sport Management would not require professional accreditation. However, such accreditation could be pursued by UW-Parkside from the Commission on Sport Management Accreditation (COSMA) once the proposed degree has been established.

University of Wisconsin - Parkside

Cost and Revenue Projections For Newly Proposed Program: MS in Sports Management

	Items	Projections				
		2017-18	2018-19	2019-20	2020-21	2021-22
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	12	16	20	20	25
	Enrollment (Continuing Student) Headcount	0	10	21	30	35
	Enrollment (New Student) FTE	12	16	20	20	25
	Enrollment (Continuing Student) FTE	0	10	21	30	35
II	**Total New Credit Hours** (# new sections x credits per section)	36	63	69	72	69
	Existing Credit Hours	12	9	12	9	12
III	**FTE of New Faculty/Instructional Staff**	0	0.75	0	0.75	0
	FTE of Current Fac/IAS	1.5	1.5	2.25	2.25	3
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
IV	**New Revenues***					
	From Tuition (new credit hours x FTE)	$107,551	$204,610	$322,654	$393,480	$472,176
	From Fees			$3,998	$4,875	$5,850
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	$107,551	$204,610	$326,652	$398,355	$478,026
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$9,000	$105,000	$105,000	$204,000	$204,000
	Other Staff (0.5 FTE Advisor)	$33,750	$33,750	$33,750	$33,750	$33,750
	Summer teaching ($1,000 /cr + 50% fringe)	$9,000	$13,500	$13,500	$13,500	$13,500
	Other Expenses					
	Facilities					
	Equipment					
	Other: Marketing	$20,000	$15,000	$20,000	$20,000	$25,000
	Total Expenses	$71,750	$167,250	$172,250	$271,250	$276,250
VI	**Net Revenue**	$35,801	$37,360	$154,402	$127,105	$201,776

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program

Lines 6-9: Anticipate 50% of students will be full time (taking 9-12 credits) in fall and spring semesters. Other 50% part time taking 6 credits fall and spring, and 3 credits winter and summer. Assumes only part time students are taking winter and summer classes.

Line 12: Existing undergraduate upper-level courses that will be cross-listed as graduate elective courses.

Line 14: New faculty members in (2018-19) and (2020-21) will be teaching six of their eight courses in the proposed graduate program.

Line 15: Current faculty members will each be allocating 50% of their time to the proposed graduate program.

Line 17: Current staff will be allocating 25% of their time to the proposed graduate program.

Line 19: Revenue projection based wholly on resident student tuition. More revenue will accrue with non-resident and Midwest Exchange students.

Line 20: Per credit tuition revenue is $437.20 per credit, or $3934.80 per semester for full-time students.

Line 20: Anticipate full-time students taking 9-12 credits per regular semester and part-time students taking 6 credits per regular semester and 3 credits in summer and winterim.

Line 21: Anticipate offering approximately 3 credits online fall, spring and summer beginning in 2019-20 enrolling 25% of the students, with UW-P's $65/credit distance education fee.

Line 28: New faculty added in Year 2 and in Year 4.

Line 28: Includes overload pay for winter intercession courses (6 credits in 2017-18 and 9 credits per year thereafter).

Line 28: Assumes a fringe rate of 50%.

Line 29: New 50% FTE Advisor salary of $22,500 plus 50% fringe rate.

Line 30: Summer credits offered - 6, 9, 9, 9 and 9 in years 1, 2, 3, 4 and 5, respectively.

Line 34: Marketing will include fliers, posters, advertisement in trade discipline publications, digital and radio clips to be in the arena of regional private institution competitors.

Provost's Signature:	**Date:**
RD	7-20-16

UNIVERSITY OF WISCONSIN PARKSIDE

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

June 22, 2016

Dear President Cross,

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new Master of Science degree program in Sport Management. All program materials have been approved by our Course and Curriculum Committee, Graduate Studies Committee and Faculty Senate at its May 3, 2016 meeting. This master's degree program is an important addition to our growing array of graduate programs, and is aligned with both our strategic plan and our strategic enrollment management plan. The quality of the program will be ensured by our regular program review process. As Provost, I fully support this new master's degree program.

Sincerely,

Rob Ducoffe, Ph.D.
Provost & Vice Chancellor
Office of Academic Affairs

Program Authorization (Implementation)
Accelerated Bachelor of Science in Nursing for second-degree candidates
UW-Madison

EDUCATION COMMITTEE

Resolution I.1.d:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Accelerated Bachelor of Science in Nursing for second-degree candidates.

NEW PROGRAM AUTHORIZATION
ACCELERATED PROGRAM FOR SECOND-DEGREE CANDIDATES
BACHELOR OF SCIENCE IN NURSING
AT UW-MADISON

EXECUTIVE SUMMARY

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at https://www.wisconsin.edu/program-planning/). The new program proposal for an accelerated Bachelor of Science in Nursing for second-degree candidates at the University of Wisconsin-Madison is presented to the Board of Regents for consideration. UW-Madison's Provost submitted an authorization document, a financial projection, and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.d, approving the implementation of the accelerated Bachelor of Science in Nursing for second-degree candidates at UW-Madison.

DISCUSSION

The University of Wisconsin-Madison proposes to establish a 124-credit accelerated Bachelor of Science in Nursing (B.S.N.) program for second-degree candidates within the School of Nursing. The creation of a face-to-face accelerated B.S.N. program at UW-Madison is responsive to increasing market demand for baccalaureate-prepared nurses in Wisconsin by creating a "fast track" option for adults with preparation in other fields who are looking to nursing as a rewarding career. The 2013 Wisconsin Center for Nursing (WCN) report projects a shortage of registered nurses growing to nearly 20,000 nurses in Wisconsin by 2035. The WCN report indicates that more than 20 percent of the nursing workforce intends to leave direct patient care in the next 5-9 years with the loss of another 59 percent of currently employed Wisconsin nurses in patient care in 10 or more years.

The accelerated B.S.N. will be comprised of 45-48 credits and enables a cohort of 30 students who have already completed a bachelor's degree to earn a nursing degree in 12 months. Upon entry into the program, students will have completed a bachelor's degree from an accredited university including completion of the university's general education requirements, as well as nursing prerequisite requirements described below. These prior credits combined with the nursing coursework will complete the B.S.N. degree requirements. The first cohort of 30 students will enter in May 2018. By the end of year five, it is expected that 150 students will have enrolled in the program.

Wisconsin residents will pay a total flat-rate of $45,000, and nonresident students will pay $60,000. The tuition will cover major coursework totaling 45 to 48 credits. Tuition will be

charged in three installments of $15,000 each semester (plus segregated fees) for residents and $20,000 each semester (plus segregated fees) for nonresidents. A reciprocity tuition rate will be set for Minnesota-resident students at the point when the Board of Regents approves the regular tuition rates. The program-specific tuition rate is competitive with other accelerated nursing programs in Wisconsin and the wider region. Segregated fees currently in the amount of $571.20 will be charged for each of the three semesters students are enrolled.

For implementation of the program, UW-Madison will add five (5.0) F.T.E. clinical faculty members who will serve as the primary instructors within the accelerated program. Students and faculty in the program will be supported by an administrative support person, academic and career advisors, and an admissions/recruitment professional.

Assuming a cohort of 30 students, 80 percent of whom would be Wisconsin residents, the tuition generated would be sufficient to cover projected program costs. Some of the program revenue would be used to fund need-based financial aid for accelerated B.S.N. students. Particular emphasis would be placed on funding Wisconsin residents as well as students interested in careers in community and public health nursing and students from populations underrepresented in Wisconsin's nursing workforce.

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 July 2016): Statement of the UW System Policy on Academic Planning and Program Review.

REQUEST FOR AUTHORIZATION TO IMPLEMENT AN ACCELERATED BACHELOR OF SCIENCE IN NURSING PROGRAM FOR SECOND-DEGREE CANDIDATES AT UW-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin-Madison proposes to establish an accelerated Bachelor of Science in Nursing (B.S.N.) program for second-degree candidates. The implementation of the accelerated B.S. in Nursing program at UW-Madison is important given the imperative to increase the number of baccalaureate-prepared nurses to meet the health care needs of Wisconsin now and into the future. The accelerated B.S. in Nursing program will be comprised of 45-48 credits and enable individuals who have already completed a bachelor's degree to earn a nursing degree in 12 months, thus accelerating entry into practice. UW-Madison proposes to offer such a program in a campus-based, 12-month format for cohorts of 30 students annually.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Madison

Title of Proposed Program
Accelerated Bachelor of Science in Nursing Program for second-degree candidates

Degree/Major Designations
Bachelor of Science in Nursing

Mode of Delivery
Single institution, residential/face-to-face, accelerated format

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of year five, it is expected that 150 students will have enrolled in the program. If retention is at 100 percent, 120 students will graduate after five years. Assuming some attrition, a reasonable projection is 112 new graduates.

The accelerated B.S. in Nursing is designed to be a 12-month program. A new cohort of students will enter the program in May of each year. The semester enrollment sequence will be summer, fall, spring, so that each cohort will graduate the subsequent May. The first cohort of 30 students will enter in May 2018. Those 30 students will be expected to graduate in May 2019, at which time the next cohort of 30 would begin the program.

Table 1. Enrollment and Graduation Projections (assuming 95 percent retention)

	Year 1 (2018–2019)	Year 2 (2019-2020)	Year 3 (2020–2021)	Year 4 (2021–2022)	Year 5 (2022–2023)
New Students Admitted	30	30	30	30	30
Continuing Students	0	0	0	0	0
Graduating Students	0	28	28	28	28
Total Enrollment per Year in Major	30	30	30	30	30

The annual cycle for this program is May 1 to April 30. It is anticipated that students will enter the program in May and graduate in May of the following year.

Tuition Structure

This proposal includes a request for a program-specific tuition at a total flat-rate of $45,000 for a Wisconsin resident and $60,000 for a nonresident student. The tuition will cover major coursework totaling 45-48 credits. Tuition will be charged in three installments of $15,000 each semester (plus segregated fees) for residents and $20,000 each semester (plus segregated fees) for nonresidents. (The spring 2016 full-time segregated fee rate at UW-Madison was $571.20.) On a provisional basis, tuition will be converted to a per-credit basis for the very occasional student who needs to drop to part-time. A reciprocity tuition rate will be set for Minnesota-resident students once the Board of Regents approves the regular resident and nonresident rates (but no less than $45,000). The program-specific tuition rate is competitive with other accelerated nursing programs in Wisconsin and the wider region. Segregated fees will be charged for each of the three semesters enrolled.

The School of Nursing will require additional funding over current undergraduate tuition levels to implement the program. Educating nurses is more costly than preparing university graduates in most other disciplines. The cost of delivering the proposed UW-Madison accelerated program is approximately $1.4 million annually. This cost is a result of extensive clinical practice course requirements that must be completed in hospitals, clinics, and health departments, as well as low faculty-student ratios necessary for close supervision in those settings. Simulation can help offset some of these costs, and the school fully utilizes simulation modalities. Nationally, the average total tuition for an accelerated baccalaureate program is $45,000-$50,000.

Approximately 85 percent of the second-degree candidates who currently apply to UW-Madison's traditional B.S. in Nursing program are Wisconsin residents. Most of the students in the proposed accelerated program are projected to be Wisconsin residents (24 of 30 students per cohort).

If the requested tuition rate gets approved, UW-Madison would generate tuition revenue that will be sufficient to cover projected program costs. Some of the program revenue would be used to fund need-based financial aid for accelerated B.S. in Nursing students. Particular emphasis would be placed on funding Wisconsin residents as well as students interested in careers in community and public health nursing and students from populations underrepresented in Wisconsin's nursing workforce. Further, the School of Nursing will work with employers,

such as hospitals and health care systems to consider tuition repayment to graduates of the accelerated program as a mechanism to recruit highly qualified new-to-practice nurses.

College, School, or Functional Equivalent
The proposed program will be offered by the School of Nursing.

Proposed Date of Implementation
Students will first enroll in the program in May 2018 (summer term 2018); recruiting for the program will begin in fall 2017.

INTRODUCTION

Rationale and Relation to Mission

The accelerated B.S. in Nursing program will increase the number of baccalaureate-prepared nurses graduating from UW-Madison. The most recent Wisconsin Center for Nursing workforce report (2013) indicates that there is a continuing nursing shortage nationally and in Wisconsin. The shortage of registered nurses in the state will grow to nearly 20,000 by 2035, representing a 35-percent shortfall against projected demand. Colleges and universities in Wisconsin currently graduate approximately 3,000 new nurses per year, with 55 percent earning baccalaureate degrees and the remainder earning associate degrees. By 2020, 7,500 new nursing graduates will be needed annually in the state to meet demand; this will require a doubling of the current number of graduates.[1] The B.S. in Nursing degree is increasingly required by employers in Wisconsin and nationally, a fact that is intensifying the already fierce application and enrollment pressures on university nursing programs.

The UW-Madison School of Nursing graduates approximately 150 baccalaureate-prepared nurses each year, with an average time to degree of four years. The proposed program would add approximately 30 new graduates a year to this total. According to the Wisconsin Center for Nursing workforce report, over 85 percent of all Wisconsin nursing school graduates will live and practice in the state.[2] Therefore, producing more nursing graduates from UW-Madison will help to offset the predicted state shortfall. The School of Nursing is committing to enrolling at least 80 percent Wisconsin residents in the B.S. in Nursing accelerated program.

The proposed program also aligns with UW-Madison's mission to offer broad and balanced academic programs that provide a foundation for dealing with the immediate and long-range needs of society. The creation of the accelerated B.S. in Nursing program is part of the School of Nursing's 2015-20 Strategic Plan. The school's overarching goal is to be a preeminent school of nursing that educates leaders for the profession and society and assures health for all through leadership, innovation, and collaboration in research, education, and practice. Specifically, the proposed accelerated program advances the school's strategic goal to produce more highly educated nurses for the future of health care. In addition, the accelerated program may be an excellent feeder into the school's existing Ph.D. program, an important advantage

[1] Wisconsin Center for Nursing (2013). The Wisconsin Nursing Workforce: Status and Recommendations. Located at www.wisconsincenterfornursing.org/documents/2013WIStateWorkforce_new.pdf, pp. 18-19.
[2] Ibid., p. 5.

given the deepening national shortage of nursing faculty. Wisconsin occupational employment data project 30 percent occupational growth in this area between 2012 and 2022.[3]

Need as Suggested by Current Student Demand

The American Association of Colleges of Nursing (AACN) reports that there has been a national surge in demand and enrollments in schools of nursing. In the 2014-15 academic year, the most recent year for which data is available, 68,936 qualified applicants were turned away from university nursing programs across the country.[4] Many of these applicants have already completed university degrees and would have been eligible for the proposed accelerated B.S. in Nursing program.

The national demand for accelerated programs is growing. The University of Pennsylvania has seen a 34-percent increase in applications to its program since 2010, and in 2015, the Ohio State University reported applications to its accelerated program nearly doubled over the previous year.[5] In the past five years, an average of 20 percent (N = 80-100) of those applying to UW-Madison's traditional nursing program already had an undergraduate degree, and that year-to-year trend has been accelerating.

Students may prefer an accelerated program for a variety of reasons. First of all, for students who already have an undergraduate degree, an accelerated program offers the quickest route to becoming a registered nurse. In addition, second-degree students tend to prefer to be grouped with peers. Finally, a 12-month accelerated program allows students to complete their degree and enter the workforce more quickly, nine months faster than through a conventional program. There is a substantial return on investment because even though the initial education is more costly, more timely entry into the workforce immediately increases earning potential for the individual.

According to the U.S. Bureau of Labor data, the mean wage in Wisconsin for all occupations in 2015 was approximately $44,000, whereas the mean wage for a registered nurse was $66,000.[6] Fifty percent of the May 2015 traditional B.S. in Nursing graduates reported having secured a full-time professional position before graduation and another 39 percent had positions within six months.

Across the nation, 300 accelerated B.S. in Nursing programs are operating with approximately 17,000 students enrolled. There are 33 new programs in the planning stages. In

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[3] Wisconsin Workforce Development/U.S. Bureau of Labor Statistics. Occupational Projection Statistics 2012-2022, occupational code 251072. Retrieved from http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da.

[4] American Association of Colleges of Nursing (2015). Press Release: Amid calls for a more highly educated RN Workforce, new AACN Data confirm enrollment surge in schools of nursing. Retrieved from http://www.aacn.nche.edu/news/articles/2015/enrollment.

[5] American Association of Colleges of Nursing (2015). Accelerated Programs: The Fast Track to Careers in Nursing. Retrieved from http://www.aacn.nche.edu/publications/issue-bulletin-accelerated-programs.

[6] U.S. Department of Labor Bureau of Labor Statistics (2015). May 2015 State Occupational Employment and Wage Estimates for Wisconsin. Retrieved from http://www.bls.gov/oes/current/oes_wi.htm#31-0000.

Wisconsin, accelerated B.S. in Nursing programs are currently offered at Edgewood College, the Milwaukee School of Engineering, and UW-Oshkosh, as detailed in Table 2.

Table 2. Accelerated Nursing Programs in Wisconsin

Institution	Program Duration	# Students Admitted per Year*	Tuition and Fees	Note
Edgewood College	12 months	29 (1 cohort)	$57,600	
Milwaukee School of Engineering	18 months	48 (2 cohorts of 24)	$69,780	
UW-Oshkosh	12 months	60 (2 cohorts of 30, 3rd cohort coming 2017)	$41,500	National online program offered in 18 states
UW-Madison *(proposed)*	12 months	30 (1 cohort each May)	$45,000 WI resident, $60,000 nonresident	

*The tuition and fees noted above are for the full-degree program.

Market Demand

This program is responsive to increasing market demand for baccalaureate-prepared nurses in Wisconsin by creating a "fast track" option for adults with preparation in other fields who are looking to nursing as a rewarding career.

Wisconsin will experience significant shortages in skilled professionals in the healthcare sector in the coming years, and nursing is by far the largest group in the skilled professionals sector. According to a 2012 report published by Competitive Wisconsin, 24 percent of all jobs in Wisconsin will be in the healthcare cluster by 2018, and jobs in this sector are expected to increase by 43 percent, while the supply of nurses and other professionals will increase by only 13 percent.[7]

The 2013 Wisconsin Center for Nursing (WCN) report provides more detailed information about the market demand for nurses. For example, projections indicate that there is a pending nursing workforce crisis with the shortage of registered nurses growing to nearly 20,000 nurses in Wisconsin by 2035.[8] Presented differently, the Wisconsin Department of Workforce Development Office of Economic Advisors predicts a gap in the state nursing workforce as high as 36.6 percent by 2035. The gap is accelerated by the number of experienced nurses leaving the workforce. The WCN report indicates that more than 20 percent of the nursing workforce intends to leave direct patient care in the next five to nine years, with the loss of another 59 percent of currently employed Wisconsin nurses in patient care in 10 or more years. To quote the workforce report directly, "Data from DWD and WCN survey reports and other reliable sources have clearly identified the factors detailed in this report as key elements of

[7] Competitive Wisconsin (2012). Be bold II: Growing Wisconsin's talent pool. Located at http://wiroundtable.org/resources/BeBold2_Study_October2012.pdf, p. 28.
[8] Wisconsin Center for Nursing (2013). The Wisconsin Nursing Workforce: Status and Recommendations. Located at www.wisconsincenterfornursing.org/documents/2013WIStateWorkforce_new.pdf, pp. 18-19.

a 'perfect storm' that threatens the Wisconsin nursing workforce of the future and the health of Wisconsin's population."[9]

DESCRIPTION OF PROGRAM

Institutional Program Array

The proposed program will fit well with the existing traditional B.S. in Nursing program at UW-Madison. The traditional program attracts undergraduates who are interested in a four-year baccalaureate degree, completing two years (freshman/sophomore) as pre-nursing students on campus and then applying to enter the nursing program for the final two years (junior/senior), earning the B.S. in Nursing degree. Currently, UW-Madison receives 350-400 applications for each seat in the 150-student B.S.N. cohort. The accelerated B.S. in Nursing will be the preferred option for most second-degree candidates. Establishing such a program at UW-Madison will help relieve some enrollment pressure on the traditional program, freeing up seats for conventional undergraduate students that would have otherwise been taken by second-degree students. Further, the 12-month accelerated B.S. in Nursing program is designed to include a summer term in order to take advantage of downtime in the traditional program cycle.

Other Programs in the University of Wisconsin System

The other accelerated nursing programs currently offered in Wisconsin are described in Table 2. The UW-Madison accelerated B.S. in Nursing program will be different from the program at UW-Oshkosh. The two programs are designed to serve different student audiences and will not be in direct competition. UW-Oshkosh offers a well-established online program delivered in 18 states. The majority of its students reside outside of Wisconsin. The UW-Madison program will be a full-time, campus-based program. Currently, UW-Oshkosh classifies its admission process as highly competitive with 150-200 applicants for each 30-student cohort. While it is possible that some individuals will choose to apply to both institutions, applicant pools for both programs are deep enough to ensure sufficient yields of well-qualified students.

Collaborative Nature of the Program

The accelerated B.S. in Nursing will be administered by the School of Nursing with limited opportunities for collaboration within the UW System. Colleagues at the UW-Oshkosh College of Nursing will be consulted during planning and implementation phases of the UW-Madison accelerated B.S. in Nursing to discuss best practices and to coordinate clinical placements in the Capitol region. UW-Oshkosh currently places approximately 12 accelerated nursing students each year in individually negotiated arrangements with nurse preceptors who practice in clinical agencies in Dane and surrounding counties. The proposed program at UW-Madison will work with UW Health as its primary partner for clinical placements, with students placed in clinical groups supervised jointly by School of Nursing faculty and UW Health nurse preceptors. The substantial differences in these two models of clinical instruction should ensure both programs are able to operate successfully.

[9] Ibid., p. 6.

Diversity

Diversification of student populations is a top priority in nursing education, as efforts intensify to build a nursing workforce that mirrors the population it serves. The curriculum design for the accelerated B.S. in Nursing at UW-Madison will promote inclusion, diversity, and excellence. This work will be guided by the School of Nursing's Diversity Action Plan, which includes goals to offer diversity-related events and programming to engage those within the school community; to pursue research and teaching in health equity; to recruit students and faculty from underrepresented backgrounds; and to infuse diversity-related activities, media, and materials into the curricula.

Nationally, accelerated nursing programs have tended to enroll student cohorts that are more diverse in terms of race, ethnicity, gender, and age than the typical traditional program cohort. UW-Madison's second-degree candidates who currently apply to the traditional program but would be eligible for the accelerated B.S. in Nursing are more racially/ethnically diverse, often male, and older.

Contemporary nursing models and theories involve psycho- and sociocultural considerations, and this will be reflected in the emphasis on diversity and inclusion throughout the curriculum. For example, the Person, Family, Community, and Systems Centered Care module will focus on social justice and culturally congruent care. The module entitled Health Care Context and Systems will explore the social ecological model of human health and social influences on health in the context of contemporary health and human services.

Governance and Leadership Structure

All curricular and academic decisions relating to the program will route through the School of Nursing's Academic Planning Council, its Undergraduate Program Committee, the dean's administrative leadership group, and, as appropriate and necessary, through campus approval mechanisms. The school's Undergraduate Program Committee (in its role as the undergraduate curriculum committee) will oversee the program and provide a bridge to the other School of Nursing governance committees. The accelerated B.S. in Nursing program will be managed by a full-time program coordinator who will hold an appointment as clinical faculty. The coordinator will work in partnership with the Undergraduate Program Director and the Associate/Assistant Deans of Academic Programs.

Student Learning Outcomes and Program Objective

The objective of the accelerated B.S. in Nursing program is to prepare individuals for entry-level careers in nursing. School of Nursing faculty are guided by professional nursing standards and guidelines in the conduct of academic programs. The faculty has adopted the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* as a guiding framework for the baccalaureate program. Graduates are prepared to progress to positions of increased responsibility, leadership, and continued education in graduate programs. The faculty have developed the following learning outcomes building on the foundation of a liberal education. The program's learning outcomes are designed to prepare graduates to:

1. Promote health and manage illness by providing safe, client/patient-centered care across the lifespan in a variety of health care settings

2. Employ professional nursing leadership concepts to address patient care and system needs to promote quality health care outcomes
3. Make effective use of technology for patient care, education, and management of health information
4. Understand the roles and scope of practice of disciplines of the health care team and practice as an effective, collaborating member of the interprofessional team
5. Use knowledge sources effectively to provide evidence-based care
6. Identify health disparities and advocate for culturally competent health services for all
7. Allocate health care resources to maximize the health care benefit to clients, families, and community
8. Assume fiscal and ethical responsibility for clinical practice
9. Function as a member of the nursing profession within the community and the world

Assessment of Objectives

This program will be continually assessed in accordance with national, university, and School of Nursing evaluation processes. The school's undergraduate program assessment plan is shown in Table 3. Data are primarily collected through the Academic Programs Office and reviewed by School of Nursing program committees and its Department Council. Student learning in courses will be assessed in accordance with course learning outcomes and will occur through a combination of testing, completion of written assignments, participation, and demonstration of clinical competence when providing care in clinical settings.

Table 3. School of Nursing (SoN) Undergraduate Assessment Plan

Assessment Criteria/ Frequency of Data Collection	Measures/Source	Expected Aggregate Outcome
Applicant Profile/ Annual	Applicant numbers, demographics, scores for admission/SoN database	Increase diversity, maintain quality of applicant pool
Graduation Rates/ Annual	Student numbers from entrance to graduation/SoN database	90 percent of students will graduate in three years; Five years for BSN@Home students
Patterns of Employment/ Annual and Biennial	Employment rates at graduation and two to five years post-graduation/Educational Benchmarking, Inc. (EBI) exit and alumni surveys	60 percent of graduates have secured employment at graduation; 90 percent in practice at follow-up intervals
Attainment of Credentials/Annual	NCLEX percent pass rate/State Board of Nursing	90 percent of graduates pass on first take; aggregate scores consistently above state and national passing rates
Attainment of Advanced Degrees/Annual	Graduates pursuing advanced degrees/Alumni surveys	50 percent within five years
Student Satisfaction with Programs/Annual and Biennial	Classroom instruction, clinical, support services, facilities/exit survey, meetings, evaluation of instruction	Mean of 5.0 (seven-point scale) on all EBI factors; mean of 2.0 (five-point scale) on all items

Alumni Satisfaction with Programs/Annual and Biennial	Curriculum, preparation for employment/exit survey five years post	Mean of 5.0 (seven-point scale) on EBI factors of program effectiveness
Preceptor Satisfaction /Every five years	Role, preparation, agency benefits, rewards and challenges/Survey	80 percent of preceptors satisfied or very satisfied
Employer Satisfaction/ Every five years	Strengths and limitations of program graduates/Survey	80 percent of respondents rate graduates prepared to very well prepared
Curriculum & Instruction Review/Ongoing	Regular review of courses, curriculum, instruction	As needed action plans identified and implemented

Program Curriculum

The accelerated B.S. in Nursing program curriculum will require 124 credits to complete the degree, as does the traditional B.S. in Nursing program. Coursework totaling 45-48 credits will be completed in the 12-month accelerated program. Upon entry, students will have completed a bachelor's degree from an accredited university including completion of the university's general education requirements, as well as nursing prerequisite requirements described below. These prior credits combined with the nursing coursework will complete the B.S. in Nursing degree requirements.

Admissions

Admission to the accelerated B.S. in Nursing will be competitive and selective. While the specific attributes that will be considered in the holistic admissions model are still to be determined, the school has specified these requirements:

- A bachelor's degree from an accredited college in any major
- A minimum 3.0 undergraduate G.P.A. on a 4.0 scale
- Prerequisite coursework:
    - Chemistry
    - Microbiology
    - Human Anatomy
    - Human Physiology
    - Psychology
    - Sociology
    - Human Growth and Development
- A minimum G.P.A. of 3.0 in the prerequisite courses listed above
- Prior completion of General Education requirements and degree requirements:
    - Communications A
    - Communications B
    - Quantitative Reasoning A
    - Quantitative Reasoning B
    - Ethnic Studies
    - Minimum 22 credits in Science
    - Minimum 22 credits in Humanities/Social Science
    - College Algebra

Candidates will apply for the accelerated B.S. in Nursing program through the UW-Madison Office of Admissions and Recruitment and will complete a supplemental application for the program. The nursing program's simultaneous admission process will be coordinated by School of Nursing Academic Programs Office staff with application reviews to be completed by faculty members on the Undergraduate Admissions and Progression Committee. In keeping with the school's current holistic admission approach, the committee will critically evaluate each applicant's academic preparation, leadership, service, healthcare experience and professional goals, diversity of experience, perspective and background, and the quality of application statements/essays. Applicants selected for the accelerated B.S. in Nursing program will be forwarded to the university's admissions office for a final decision.

Marketing and recruitment for the program is anticipated to begin in early 2017 with the program application opening September 1, 2017.

Curriculum Details

The curriculum for the 12-month accelerated program reflects the School of Nursing's transition to a new concept-based undergraduate curriculum. The new curriculum is currently in development, and courses are slated to proceed to the university's course proposal and approval stage beginning in fall 2016. The new curriculum will launch for the traditional B.S. in Nursing program in fall 2017. The same curricular structure will be modified slightly to accommodate the different timetable and student characteristics in the accelerated B.S. in Nursing program. Starting in 2018, the accelerated program will begin in May with three consecutive terms (summer, fall, and spring) allowing for graduation the following May.

Current plans for the new curriculum are to offer a total of 12-16 courses carrying two to five credits each for a total of 45 to 48 credits in the accelerated curriculum. The new accelerated curriculum will feature one existing course (N105 Health Care Systems, two credits). It will include two new courses covering pathophysiology and pharmacology for nursing students (six credits total), plus an additional 9 to 13 new nursing courses that will combine classroom and clinical learning to comprise the remaining 37 to 40 credits. Courses are being developed in groups.

Course Group I: Foundations of Professional Nursing. Building on a liberal arts education, students will learn the roles of the baccalaureate generalist nurse: planner, provider, and coordinator of care, as well as member of an interprofessional team. It is anticipated that there will be two courses in this group totaling five credits.

Course Group II: Evidence-Based Nursing Care Throughout the Lifespan: Health Promotion and Disease Prevention. In this set of classes, students will learn principles and practices of health promotion and disease prevention (as members of interprofessional teams) in order to promote self-care, safety, and wellness with individuals and families across the lifespan and in communities. This group will have two courses totaling five credits; the courses in Group I and II will be taught in the same term.

Course Group IIIA: Evidence-Based Nursing Care Throughout the Lifespan: Patients and Families Experiencing Illness. In health care settings, students in this group of

courses will provide patient-centered, evidence-based care to clients and their families experiencing health problems. Course Group IIIA will include four courses totaling ten credits.

Course Group IIIB: Evidence-Based Nursing Care Throughout the Lifespan: Patients and Families Experiencing Illness. In health care settings, students in this group of courses will provide more advanced patient-centered, evidence-based care to clients and their families experiencing complex health problems. Course Group IIIB will also include three or four courses totaling ten credits.

Course Group IV: Population-Focused Care in Community and Public Health Settings. Learning principles and practices of population-focused care, students will care for diverse populations in community and public health settings. This course group will include three or four courses totaling ten credits.

Projected Time to Degree

The accelerated B.S. in Nursing is an intensive 12-month program designed for students who are prepared to devote themselves to the program full-time and who have the financial resources to forego employment and other significant time commitments while enrolled. The School of Nursing is anticipating a 95-percent retention rate, based on experiences in other programs across the country. In addition, based on experiences in similar programs nationally, UW-Madison does not anticipate that the financial and full-time study demands of this program will present significant issues in terms of admission and progression. However, provisions will be made for students who do not successfully complete a course in the progression to re-engage with the program at the next cycle or consider moving to the traditional B.S. in Nursing program, as appropriate.

Program Review Process

In accordance with UW-Madison program review guidelines, the accelerated B.S. in Nursing, as a new academic program, will be reviewed five years after implementation. After the five-year review, the program will be reviewed subsequently on a ten-year cycle. The responsibility for program review rests primarily with the dean, as the school's chief executive and chief academic officer. Program review is coordinated by the Office of Academic Planning and Institutional Research, acting for the Office of the Provost. After the five-year review, accreditation review will serve many of the roles of program review for this program.

Institutional Review

Annual and periodic program reviews conducted by the School of Nursing include a focus on student learning, attention to alignment with the criterion of "Wisconsin Experience," use of high-impact practices, and essential learning outcomes, as well as information gathered through periodic surveys of graduates.

Accreditation

The baccalaureate degree in nursing at UW-Madison is currently accredited by the Commission on Collegiate Nursing Education (CCNE). The next accreditation review is scheduled for 2020. The accelerated B.S. in Nursing program will be rolled into the B.S. in Nursing accreditation review cycle. Once the accelerated B.S. in Nursing program is approved

at the institutional level, the School of Nursing will file a Substantive Change Notification with CCNE to reflect the addition of the accelerated program to the existing B.S. in Nursing degree offerings.

Advising and Student Services

All aspects of advising and student services for the accelerated B.S. in Nursing program will be coordinated through the School of Nursing's Academic Programs Office, in partnership with the accelerated B.S. in Nursing Program Coordinator and the Undergraduate Program Director. The program will have a dedicated academic advisor serving all students at an advisor-to-student ratio of 1:30. Support for the program's recruitment, admissions, clinical placement, timetable, and career advising, as well as general administrative support, will be offered by new and continuing Academic Programs Office staff. The admission process will be coordinated with the UW-Madison Office of Admissions and Recruitment, and enrollment/registration will be supported by the Office of the Registrar. The program has budgeted for an additional four (4.0) F.T.E. to fulfill these varied administrative responsibilities.

Program Faculty, Instructional Staff, and Other Key Personnel

As mentioned earlier in this document, the accelerated B.S. in Nursing program will be managed by a program coordinator who will be a member of the school's clinical faculty. Additional program leadership will come from the Undergraduate Program Director and the Associate/Assistant Deans of Academic Programs. It is projected that an additional five (5.0) F.T.E. clinical faculty members will serve as the primary instructors within the accelerated program. These individuals have yet to be identified and hired. Students and faculty in the program will be supported by an administrative support person, academic and career advisors, and an admissions/recruitment professional.

University of Wisconsin-Madison

Cost and Revenue Projections For Newly Proposed BS-Nursing, Accelerated Program

	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	30	30	30	30	30
	Enrollment (Continuing Student) Headcount	0	0	0	0	0
	Enrollment (New Student) FTE	30	30	30	30	30
	Enrollment (Continuing Student) FTE	0	0	0	0	0
II	**Total New Credit Hours (30 students x 45 credits)**	1350	1350	1350	1350	1350
	Existing Credit Hours	0	0	0	0	0
III	**FTE of New Clinical Faculty**	5	0	0	0	0
	FTE of Current / Continuing Clinical Faculty	0	5	5	5	5
	FTE of New Admin Academic Staff	4	0	0	0	0
	FTE Current / Continuing Admin Academic Staff	0	4	4	4	4
IV	**New Revenues**					
	From Tuition (new students x tution)					
	Program Tuition - 22 WI residents at $45,000	$990,000	$990,000	$990,000	$990,000	$990,000
	Program Tuition - 2 MN residents at $45,000 (estimate)	$90,000	$90,000	$90,000	$90,000	$90,000
	Program Tuition - 6 non-residents at $60,000	$360,000	$360,000	$360,000	$360,000	$360,000
	Tuition - total	$1,440,000	$1,440,000	$1,440,000	$1,440,000	$1,440,000
	Reallocation	$0	$0	$0	$0	$0
	Total New Revenue	$1,440,000	$1,440,000	$1,440,000	$1,440,000	$1,440,000
V	**New Expenses**					
	CLINICAL FACULTY					
	Clinical Faculty (five FTE at $95,000, A-Basis)	$475,000	$479,750	$484,548	$489,393	$494,287
	Fringe for faculty at 43%	$204,250	$206,293	$208,355	$210,439	$212,543
	ADMINISTRATION					
	Program coodinator, 1 FTE	$58,500	$59,085	$59,676	$60,273	$60,875
	Academic advising, 1 FTE	$48,500	$48,985	$49,475	$49,970	$50,469
	Admissions/recruitment, 1 FTE	$48,500	$48,985	$49,475	$49,970	$50,469
	Clinical placement staff 0.5 FTE	$30,500	$30,805	$31,113	$31,424	$31,738
	Fringe benefits for academic staff at 43%	$79,980	$80,780	$81,588	$82,403	$83,228
	Administrative support staff, 0.5FTE	$19,500	$19,695	$19,892	$20,091	$20,292
	Administrative support fringe benefits at 53%	$10,335	$10,438	$10,543	$10,648	$10,755
	Other Expenses					
	Simulation, academic technology, clinical education	$83,100	$83,100	$83,100	$83,100	$83,100
	Financial aid and required tuition waivers	$100,000	$100,000	$100,000	$100,000	$100,000
	S&E	$10,000	$10,000	$10,000	$10,000	$10,000
	Overhead and allocations for program infrastructure support	$144,000	$144,000	$144,000	$144,000	$144,000
	Allocation to nursing program for BSN program reinvestment	$127,835	$118,084	$108,236	$98,290	$88,243
	Total Expenses	$1,440,000	$1,440,000	$1,440,000	$1,440,000	$1,440,000
VI	**Net Revenue**	$0	$0	$0	$0	$0

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program

Revenue:

Revenue is generated through a program-specific tuition.

Expenses:

The program will include 5 FTE of new clinical faculty.

Additional staffing will include a program coordinator, academic/career advisor, admissions/recruitment support, clinical placement coordinator, and administrative support.

A major expense will be funding of clinical education including simulation and academic technology.

Funds have been allocated for financial aid and any required tuition waivers.

Additional revenue will provide resources for program reinvestment and for campus-level support of the program.

Provost's Signature: Sarah C. Mangelsdorf

Date: July 28, 2016

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Date: May 31, 2016

To: Ray Cross, President, University of Wisconsin System

From: Sarah C. Mangelsdorf, Provost and Vice Chancellor for Academic Affairs SCM

RE: Authorization Proposal: Bachelor of Science-Nursing, Accelerated Program

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BS-Nursing Accelerated Program at the University of Wisconsin-Madison.

The program has been designed to meet UW-Madison's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array. Students will be required to meet all the requirements and standards for a bachelor's degree at UW-Madison.

In keeping with UW-Madison policy, this program has been reviewed and endorsed by the faculty of the School of Nursing, who originated the proposal. Both the dean and the academic planning council of the School of Nursing have approved the proposal and support this program. The proposal has also been approved by the University Academic Planning Council.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. As detailed in the attached proposal, the necessary financial and human resources will be supported from existing resources and from a proposed program-specific tuition. As you will see, the tuition proposal is appended to the academic program proposal.

Assuming approval, we plan to open the program to applications in Fall 2017 and enroll students starting in Summer 2018.

We are requesting that this proposal be scheduled for consideration at the August 18-19, 2016, Board of Regents meeting. The proposal and budget are attached. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments

Copies:
Rebecca Blank, Chancellor, UW-Madison
Stephen Kolison via UWSA Academic Affairs (afgp@uwsa.edu)
James Henderson, Vice President for Academic Affairs, UW System Administration
Diane Treis Rusk, Academic Planner, UW System Administration
Katharyn May, Dean, School of Nursing
Jocelyn Milner, Academic Planning and Institutional Research
Mike Lehman, Interim Vice Chancellor for Finance and Administration
Tim Norris, Madison Budget Office

Office of the Provost and Vice Chancellor for Academic Affairs
150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608.262.1304 Fax: 608.265.3324

Program Authorization (Implementation)
Master of Science in Athletic Training
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.e:

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 Master of Science in Athletic Training at UW-Stevens Point.

NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN ATHLETIC TRAINING
AT UW-STEVENS POINT

EXECUTIVE SUMMARY

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at https://www.wisconsin.edu/program-planning/). The new program proposal for a Master of Science in Athletic Training 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, a financial projection, and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.e, approving the implementation of the Master of Science in Athletic Training at UW-Stevens Point.

DISCUSSION

The University of Wisconsin-Stevens Point proposes to establish a Master of Science (M.S.) in Athletic Training to be offered by the UW-Stevens Point School of Health Care Professions (SHCP) within the College of Professional Studies (CPS).

The development of this professional degree program is in response to the recent decision by the Athletic Trainers (AT) Strategic Alliance to require all professional academic programs in athletic training to be offered at the master's level by 2022 (for an entry-level credential). The existing undergraduate degree program in athletic training will be phased out in May 2019. The proposed degree program will require 66 credits leading to certification in athletic training and will provide students with a structured set of educational experiences to develop competencies necessary to be a successful athletic trainer.

The specific competencies developed within the athletic training curriculum are: prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and illnesses. The program will be developed with emphases in evidence-based practice and research, community involvement, and professional ethics. The proposed program will admit students by two routes that include applicants who already possess a baccalaureate degree as well as qualified undergraduates who choose to enroll through a 3+2 program option. Specifically, undergraduate students who meet the admission requirements will have an early admission option in which they would complete both a B.S. in Health Sciences and an M.S. in Athletic Training at UW-Stevens Point. The M.S. in Athletic Training will be seeking accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).

Each cohort will consist of 20-24 students who will complete a two-year program. By the end of year five, it is expected that 99 students will have enrolled in the M.S. in Athletic Training and 79 students will have graduated from the program.

The program will be implemented in May 2018. For students enrolled in the proposed M.S. in Athletic Training program, the standard UW-Stevens Point graduate tuition rate for on-campus delivery will apply. The current UW-Stevens Point graduate tuition rate is $437.20 per credit for resident graduate students and $959.69 per credit for nonresident graduate students. The tuition rate for full-time resident graduate students who enroll in nine credits and above is $3,934.80 per term (taking into account the current credit plateau). The rate for full-time nonresident graduate students who enroll in nine credits and above is $8,637.21 per term (also taking into account the current credit plateau). Four courses will be delivered online, and for these courses graduate students will be charged a $50 per credit/course online delivery fee. Full-time graduate student segregated fees are an additional $596.61.

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 July 2016): Statement of the UW System Policy on Academic Planning and Program Review.

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN ATHLETIC TRAINING AT UW-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Master of Science (M.S.) in Athletic Training to be offered by the UW-Stevens Point School of Health Care Professions. The development of this professional degree program is in response to the recent decision by the Athletic Trainers (AT) Strategic Alliance to require all professional academic programs in athletic training to be offered at the master's level by 2022 (for an entry-level credential). The existing undergraduate degree program in athletic training will be phased out in May 2019.

The proposed degree program will require 66 credits leading to certification in athletic training and will provide students with a structured set of educational experiences to develop competencies necessary to be a successful athletic trainer. The specific competencies developed within the athletic training curriculum are: prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and illnesses. The program will be developed with emphases in evidence-based practice and research, community involvement, and professional ethics.

The proposed program will admit students by two routes: applicants who already possess a baccalaureate degree, as well as qualified undergraduates who choose to enroll through a 3+2 program option. Specifically, undergraduate students who meet the admission requirements will have an early admission option in which they would complete both a B.S. in Health Science and an M.S. in Athletic Training at UW-Stevens Point. The program will be seeking accreditation by the Commission on Accreditation of Athletic Training Education (CAATE).

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Stevens Point

Title of Proposed Program
Athletic Training

Degree/Major Designations
Master of Science

Mode of Delivery
Single institution. The program will be delivered in multiple modes: some courses are offered face to face, others by distance and hybrid formats.

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the M.S. in Athletic Training program over the next five years. Each cohort will consist of 20-24 students who will complete a two-year program. In the first year, UW-Stevens Point will be able to accept 20 students but has projected a lower total (15) to account for overlap in the delivery of the B.S. and the M.S. programs. This initial lower enrollment will also permit the university additional time to develop more clinical education sites.

By the end of year five, it is expected that 99 students will have enrolled in the M.S. in Athletic Training and 79 students will have graduated from the program.

Table 1: Five-Year Projected Student Enrollments for the M.S. in Athletic Training

	Year 1 May 2018	Year 2 May 2019	Year 3 May 2020	Year 4 May 2021	Year 5 May 2022	Total
New Students	15	20	20	20	24	99
Continuing Students	0	15	20	20	20	75
Total Enrollment	15	35	40	40	44	174
Graduating Students	0	20	20	20	24	79

Tuition Structure

For students enrolled in the proposed M.S. in Athletic Training program, the standard UW-Stevens Point graduate tuition rate for on-campus delivery will apply. The program will be implemented in May 2018. For the purpose of projecting the cost to the student, the current 2015-16 academic year tuition and fee structures have been used. The current UW-Stevens Point graduate tuition rate is $437.20 per credit for resident graduate students and $959.69 per credit for nonresident graduate students. The tuition rate for full-time resident graduate students who enroll in nine credits and above is $3,934.80 per term (taking into account the current credit plateau). The rate for full-time nonresident graduate students who enroll in nine credits and above is $8,637.21 per term (also taking into account the current credit plateau). Four courses will be delivered online, and for these courses graduate students will be charged a $50 per credit/course online delivery fee. Full-time graduate student segregated fees are an additional $596.61.

Department, College, School or Functional Equivalent

The proposed program will be housed within the School of Health Care Professions (SHCP) within the College of Professional Studies (CPS).

Proposed Date of Implementation

May 2018

INTRODUCTION

Rationale and Relation to Mission

The guiding rationale for UW-Stevens Point's proposed implementation of the M.S. in Athletic Training program is to align with the mandate from the AT Strategic Alliance to transition all athletic training education programs offered at the baccalaureate level to a graduate

degree level by 2022.[1] The principal organizations represented in this alliance, and making the recommendation, were the National Athletic Trainers' Association (NATA), the Board of Certification for the Athletic Trainer (BOC), and the Commission on Accreditation of Athletic Training Education (CAATE). As national health care needs have become more complex and the scope of knowledge, skills, and abilities in athletic training has increased, the education of athletic trainers has also expanded.[2] The M.S. in Athletic Training will provide this enhanced education by allowing for a focused experience building on undergraduate-level knowledge in a related discipline and challenging students within a growing scope of practice for athletic training.

The M.S. in Athletic Training program will support UW-Stevens Point's strategic plan entitled the *Partnership for Thriving Communities*. Assisting communities to become more vibrant, healthy, prosperous and sustainable are the hallmarks of this plan. The M.S. in Athletic Training program aligns with the strategic plan by developing a strong professional health care program to support the Healthy Communities Initiative of the UW-Stevens Point's strategic plan. The Healthy Communities Initiative strives to ensure students receive the best possible education by enhancing health care curricula as well as providing first-rate professional programs in health care and wellness. The M.S. in Athletic Training program will assist in meeting these goals by adding a graduate program to the School of Health Care Professions and expanding the variety of academic program offerings leading to employment in health care professions.

An additional goal of the Healthy Communities Initiative is to create a variety of academic pathways for students in the region to enter health-related fields. The hybrid delivery mode of this program (i.e., through some content being provided via distance education and condensed meeting schedules) provides interested students a unique opportunity to experience clinical education outside of the local UW-Stevens Point community.

In June 1999, UW-Stevens Point was authorized by the UW System Board of Regents to offer the first athletic training bachelor's degree in the UW System. Since that time, analysis of enrollment data from 2006-2015 indicates consistent enrollment with an average of 108 (range of 90-123) students per year. In terms of size and stability, these enrollments are similar to other professional programs in the College of Professional Studies (e.g., Interior Architecture and Dietetics). In September 2004, the Athletic Training program was awarded accreditation and has remained in good standing since that time. While the existing undergraduate program is currently accredited through 2021, effective fall 2016, students will no longer be accepted into the baccalaureate Athletic Training program, and this program will be eliminated after the final student cohort graduates in May of 2019.

The transition to a master's degree allows for growth of the program's clinical education components. The graduate degree, with its distance education components, will provide students with more exposure to clinical settings outside of their local area, allow for creativity in hybrid course offerings, and provide more time for students to focus on their professional education. The ability to move students off-campus during the second year in the program allows students additional exposure to clinical sites they would be unable to access in a face-to-face traditional format.

Need as Suggested by Current Student Demand

There are currently ten accredited athletic training undergraduate programs in Wisconsin, six within the UW System and four offered by private institutions. UW-Stevens Point is transitioning to the new degree requirements rather early (only UW-Milwaukee and Concordia University have transitioned to the graduate model so far). The hybrid offering for the full second year of the curriculum will be an attractive component of UW-Stevens Point's educational programming.

An additional component to attract students is the development of a 3+2 model for early admission into the M.S. in Athletic Training program. Eligible students for the 3+2 model must be enrolled as undergraduate Health Science majors and will be identified through the academic advising process conducted by the athletic training faculty. Within the second semester after matriculation, students will be asked to declare their intent to complete the 3+2 program for the M.S. in Athletic Training. The 3+2 model will require students to follow a structured academic plan and continue to meet academic retention standards. Since not all students will qualify for acceptance into the 3+2 option, the faculty will also recruit students who have successfully completed baccalaureate degrees in health care-related majors at the University of Wisconsin-Stevens Point and other colleges and universities within Wisconsin and the Midwest region.

Overall, students desire an educational program that will allow them to be successful. Data has shown the first attempt and overall pass rate for the National Athletic Trainers' Association Board of Certification (BOC) exam is considerably higher for professional master's programs compared to baccalaureate programs (first-attempt pass rate is 94 percent for a master's compared to 78 percent for a baccalaureate).[3] Current CAATE accreditation standards mandate athletic training programs to have at least a 70 percent first-time pass rate in a three-year period. In undergraduate programs, 43 percent of the programs failed to meet this standard; only four percent of the graduate programs failed to meet this standard.[4]

UW-Stevens Point's undergraduate Athletic Training students have consistently exceeded the CAATE standard for the first-time pass rate, and have attained a 100-percent first-time pass rate for the past five years. UW-Stevens Point expects to continue this success at the graduate level and therefore evaluates student demand to be high for the M.S. in Athletic Training at a university that has a proven success record, indicating a quality educational program that rigorously prepares students for success in certification exams.

Need as Suggested by Market Demand

According to the U.S. Department of Labor, the predicted job growth for athletic trainers for 2014-2024 is 5,400 positions, which is an increase of 21.3 percent.[5] In the state of Wisconsin, the job growth for athletic trainers during 2012-2022 is estimated at 17.78 percent.[6] This predicted increase indicates the continued need and growth for athletic trainers both in Wisconsin and nationally.

In addition, the Wisconsin Workforce Investment Act (2013-2017) reported less growth and employment in the hospital settings and more growth in the ambulatory health care employment during 2000-2011.[7] Athletic trainers are employed in ambulatory, out-patient

clinics. New educational and clinical opportunities for athletic trainers at the graduate level can help to meet the increased demand for 2014-2024. [8]

DESCRIPTION OF PROGRAM

General Structure

The proposed program will be designed in a hybrid learning model within a two-year (six semesters – summer/fall/spring) program. The hybrid learning model includes a combination of residential courses and distance learning to maximize the clinical opportunities for students enrolled in the program. Eligibility requirements for applicants to the program will fall into two categories: (1) students with a B.S. or B.A. degree from accredited institutions who also meet specified prerequisites or (2) an early admission option for current UW-Stevens Point undergraduate students who meet the required criteria for admission (a 3+2 model). Students in the early admission category would complete both a B.S. in Health Science and an M.S. in Athletic Training at UW-Stevens Point.

Admitted students will start the program in the summer semester with a residential experience. Coursework in subsequent semesters will be supported via technology and offered synchronously on-campus or at a distance learning site. The proposed model permits students to choose relevant clinical experiences outside of the local area during the final three semesters of the program. The College of Professional Studies currently has the support network in place to ensure success in technology-assisted course offerings. The Center for Collaborative and Integrative Technology provides faculty support for innovative technology-assisted coursework and the existing faculty in athletic training are currently offering synchronous courses with a distance education site.

Institutional Program Array

As part of its allied health care degrees array, UW-Stevens Point offers eight undergraduate programs and two graduate programs within the College of Professional Studies. The development of the M.S. in Athletic Training will augment the existing graduate programs, and will be an attractive option for many students who graduate with an allied health care degree. The existing and long-standing robust enrollment of undergraduate majors in health care-related fields is also advantageous for the M.S. in Athletic Training program and will support the recruitment of existing undergraduate students into a 3+2 program.

Prospective students for the M.S. in Athletic Training will be recruited from all undergraduate programs at UW-Stevens Point, but will be specifically targeted from among students enrolled in the Health Science and Health Promotion and Wellness programs. Students who wish to be eligible for the 3+2 early admission option must be declared Health Science majors. The faculty in the M.S. in Athletic Training program will collaborate with faculty and advisors from other graduate programs at UW-Stevens Point. Select graduate programs within the College of Professional Studies will assist the proposed program to meet the CAATE requirements of interprofessional education. The curriculum development for the M.S. in Athletic Training will include the expertise of graduate faculty from the School of Communication Sciences and Disorders and the School of Health Promotion and Human

Development. This collaboration will be in the form of course development or guest lectures and research.

Other Programs in the University of Wisconsin System

Currently, UW-Milwaukee is the only other institution offering a Master of Science in Athletic Training. Other UW System institutions, including UW-Green Bay, UW-Eau Claire, and UW-Oshkosh, have completed their notices of intent to develop a graduate degree and will ask for approval from the Board of Regents in the near future. Other regional institutions that offer a graduate program in athletic training include Concordia University Wisconsin, Minnesota State University-Mankato, Adrian College, and the College of St. Scholastica.

The M.S. in Athletic Training at UW-Stevens Point will be the only graduate-level program in the field in central Wisconsin. Further, UW-Stevens Point also has strong ties to areas in northern Wisconsin and northeast Wisconsin, as illustrated by well-developed career placement connections, alumni relationships, and clinical education collaborations. With the projected increase in demand for athletic trainers, the university wants to ensure that there are graduates within the areas of both central and northern Wisconsin to serve their communities as health care professionals. Because of the hybrid nature of its courses, UW-Stevens Point has the unique ability to provide students with clinical education opportunities within its local area as well as in different locations or settings in Wisconsin.

Diversity

The proposed program will strive to enroll, retain, and graduate sufficient numbers of graduate students from underrepresented populations and minorities. Recruitment of students for this degree program will target those students who are currently enrolled in health-related majors at UW-Stevens Point and continue within the state and nationally at professional conferences and other venues to promote program opportunities. One goal of the proposed M.S. in Athletic Training program is to increase both the access to this degree for diverse audiences and the success of those students once they enter the program. To ensure this goal is met, one of the assessment areas will focus on meeting diversity goals.

The proposed program represents an opportunity to further enhance these efforts by providing a hybrid model of instruction to support inclusion. Students will have the ability to learn and grow as professionals at UW-Stevens Point for a portion of the curriculum and then within a clinical environment of interest to them and possibly closer to support networks. The target audience of young, or transitional, professionals is likely to attract students from both urban and rural backgrounds as well as open the possibility for key partnerships in areas across the country.

With respect to curriculum, faculty will incorporate topics and discussions related to diversity and inclusivity, such as culturally competent care, into courses as deemed valuable and appropriate to ensure students have an understanding of these issues and how they impact decisions. In addition, faculty recognize adult students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and are looking for opportunities to share that knowledge with others. It follows then that the strength of this program and the

success of its students as athletic training professionals is, in large part, based on the faculty's ability to attract and retain a diverse adult student audience.

Student Learning Outcomes and Program Objectives

The goal of this proposed program is to provide a quality graduate-level education to students seeking national certification in athletic training. The knowledge, skills, and professional behaviors required by program graduates are established by the CAATE and are divided into the following content domains:

1. Evidence-based practice
2. Prevention and health promotion
3. Clinical examination and diagnosis
4. Acute care of injury and illness
5. Therapeutic interventions
6. Psychosocial strategies and referral
7. Healthcare administration
8. Professional development and responsibility

To meet the program vision, the M.S. in Athletic Training program will establish the following program goals and learning outcomes that not only meet, but also exceed, the CAATE expectations:

1. Develop successful athletic training professionals who have comprehensive knowledge of athletic training practice and are ambassadors for cooperative and effective health care for active individuals. Specifically, the program will achieve the following student learning outcomes:
    a. Demonstrate mastery of skills and abilities necessary of a successful athletic training professional as outlined by the CAATE Professional Standards and the BOC Role Delineation Study.
    b. Demonstrate and apply reason and critical thinking skills for competent professional practice.
    c. Demonstrate the ability to interpret and implement evidence-based practice in athletic training and health care.
    d. Exhibit effective interpersonal skills, communication skills, and professional and ethical behaviors with patients, professionals, and all individuals involved in providing education and proper health care to the active individual.
    e. Demonstrate attitudes, behaviors and practices that support life-long learning and professional engagement.
2. Deliver an inclusive and collaborative learning environment centered on problem-based learning and authentic clinical experiences.
3. Recruit and retain faculty who are outstanding clinicians, educators and researchers who provide mentorship to produce future leaders in the athletic training profession.

Assessment of Objectives

A primary responsibility of the M.S. in Athletic Training program director will be program assessment. The CAATE requires a programmatic assessment plan for the M.S. in Athletic Training which includes evaluation of program goals and learning outcomes, evaluation of didactic and clinical education, and assessment of student success. An assessment team,

consisting of faculty/staff and clinical faculty, will serve to identify and define measures, create a curricular map for program assessment, and establish rubrics for evaluating how the learning outcomes and program goals are being met. The assessment team will determine what data will need to be collected as well as what examples of student work will be most appropriate to demonstrate competency in student learning outcomes. The assessment team will also be responsible for revisiting the curriculum and learning outcomes to ensure the proposed program is meeting the professional demands of the athletic trainer in all health care settings. A similar assessment process is currently established with UW-Stevens Point's undergraduate athletic training program as required by the CAATE on an annual basis.

All faculty, including course instructors and clinical faculty, will be asked to collect data related to student performance in coursework and clinical rotations. On an annual basis, the program director will meet with faculty to assist in the process and request feedback. The program director is required to submit an annual report to the CAATE to be in compliance with accreditation. This information collected will inform the annual report and ensure compliance with both the CAATE Standards and UW-Stevens Point program review process.

Program graduates will be surveyed to assess their satisfaction with the M.S. in Athletic Training program, gauge their confidence in athletic training skills, evaluate faculty involvement with student success and retention, and get feedback on students' success in securing employment and success as practicing athletic trainers. The results of this assessment will help to inform the program director of any deficiencies within the curriculum or problems with student support. Repeated assessment will help to ensure the quality of all educational experiences and assess whether or not students feel competent upon graduation. The assessment team will also be responsible for revisiting the curriculum and student learning outcomes to ensure the proposed program is meeting the professional demands of the athletic trainer in all health care settings.

Program assessment and evaluation occur on an annual basis. The CAATE Standards requires a comprehensive assessment plan that includes BOC passing rates, program outcomes, learning objectives and curricular assessment. The proposed program will also be required to submit a comprehensive review and site visit based on the accreditation cycle granted by the CAATE.

Program Curriculum

The proposed M.S. in Athletic Training program will consist of a minimum of 66 credits. The core courses will be developed and approved by the Graduate Council and Common Council prior to course offering.

	Credits
Summer I (10 credits)	
Foundations of Professional Practice in Athletic Training	3
Evaluation and Analysis of the Lower Kinetic Chain	4
Emergency Response to Injury and Illness	3
Fall I (12 credits)	
Evaluation and Analysis of the Upper Kinetic Chain	4

Psychosocial Aspects of Caring for the Active Population	3
Therapeutic Interventions I	2
Introduction to Evidence-Based Practice	1
Clinical Education I	2
Spring I (12 credits)	
Evaluation and Analysis of the Spine	2
Therapeutic Interventions II	2
Biostatistics	3
Research Design	1
Functional Movement and Performance	2
Clinical Education II	2
Summer II (10 credits)	
Clinical Skill Practicum I	3
Therapeutic Interventions III	2
FN 650 – Sports Nutrition for Fitness and Athletic Performance	3
Research Seminar I	2
Fall II (5 credits of coursework - variable credits based on clinical assignment for Clinical Education. Minimum of 12 over the fall and spring)	
Documentation and Medical Ethics	1
Pharmacology for Health Professionals	2
Research Seminar II	2
Clinical Education III	4-8
Spring II (5 credits of coursework - variable credits based on clinical assignment for Clinical Education. Minimum of 12 over the fall and spring)	
Management Strategies in Athletic Training	3
Research Seminar III	2
Clinical Education IV	4-8

Prerequisite coursework for admission to the M.S. in Athletic Training:

- Biology – with lab
- Chemistry – with lab (one semester)
- Physics – with lab (one semester)
- Human Anatomy (with lab)
- Human Physiology (with lab)
- Exercise Physiology (with lab)
- Nutrition (2-3 credits)
- Kinesiology or Biomechanics
- Psychology (3 credit hours)
- Statistics (3+ credits)

Additional admission requirements: Graduate Record Exam (GRE) examination score submission, Test of English as a Foreign Language (TOEFL) scores submission (international applicants only), minimum of 40 observation hours with a certified athletic trainer, and ability to pass a criminal background check.

Projected Time to Degree

The program will be a two-year course of study designed to be completed in six consecutive terms. The program will require full-time enrollment and a curriculum sequence as approved by CAATE. Students will enter the program in the summer.

Institutional Review

The program will be reviewed annually by the athletic training faculty in accordance with the CAATE Annual Report. Academic directors, faculty, clinical preceptors, and administration will have input into programmatic changes and needs assessment. This review occurs at five-year intervals based on the reporting cycles of the Assessment and Department Review Subcommittees. Institutional program review will be accomplished by the program director and the athletic training graduate faculty. The evaluation will be reported to the School of Health Care Professions, the College of Professional Studies, and the Department Review Subcommittee of the Academic Affairs Committee under Common Council.

Accreditation

The accrediting body for athletic training is the Commission on Accreditation of Athletic Training Education (CAATE). The B.S. in Athletic Training was granted accreditation until 2021 contingent upon approval of the annual report. The proposed M.S. in Athletic Training will be completing a change of degree process prior to May 2018, which is an abbreviated form of the full accreditation review. A comprehensive accreditation review will occur in 2021.

References:

1. AT Strategic Alliance. Professional Degree Decision. (2015). Retrieved from http://caate.net/the-professional-degree/
2. Professional education in athletic training: An examination of the professional level degree. (2013). Retrieved from http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf
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4. Professional education in athletic training: An examination of the professional level degree. (2013). Retrieved from http://www.nata.org/sites/default/files/The_Professional_Degree_in_Athletic_Training.pdf
5. U.S. Department of Labor. Occupational Outlook Handbook. (2016). Retrieved from http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm
6. Wisconsin's Work Net. Occupation Profile in Wisconsin-Healthcare practitioners and technical occupations. (2016). Retrieved from http://worknet.wisconsin.gov/worknet/hotocc.aspx?menuselection=ce&level=5&group=C&area=55&areatype=1&areaname=Wisconsin
7. Department of Workforce Development. State of Wisconsin. Wisconsin Workforce Investment Act. 2013-2017. Retrieved from https://dwd.wisconsin.gov/dwdwia/PDF/eligibility_documentation_201507.pdf
8. U.S. Department of Labor. Occupational Outlook Handbook. (2016). Retrieved from http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm

University of Wisconsin System

Cost and Revenue Projections For M.S. in Athletic Training Program UW-Stevens Point

	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	20	20	24	24
	Enrollment (Continuing Student) Headcount	0	14	19	19	23
	Enrollment (New Student) FTE	15	20	20	24	24
	Enrollment (Continuing Student) FTE	0	14	19	19	23
II	Total New Credit Hours (# new sections x cr/section)	34	32	0	0	0
	Existing Credit Hours (Note 1)	0	34	66	66	66
III	FTE of New Faculty/Instructional Staff (Note 2)	0.0	0.0	0.0	0.0	1.0
	FTE of Current Fac/IAS	3.0	3.0	3.0	3.0	3.0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	New Revenues					
	From Tuition (new credit hours x FTE) (Note 3)	163,950	371,620	426,270	469,990	513,710
	From Fees (Note 4)	7,500	10,000	10,000	12,000	12,000
	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	171,450	381,620	436,270	481,990	525,710
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff (Note 5)	282,271	310,572	310,572	310,572	373,148
	Other Staff	24,505	24,505	24,505	24,505	24,505
	Other Expenses					
	Facilities	0	0	0	0	0
	Equipment	7,500	10,000	10,000	12,000	12,000
	Other: Supplies, expenses, and equipment maintenance (Note 6)	58,850	58,850	58,850	58,850	58,850
	Total Expenses	373,126	403,927	403,927	405,927	468,503
VI	Net Revenue	-201,676	-22,307	32,343	76,063	57,207

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program

Note 1	66 credits (34 and 32 credits for the first and second years respectively) is the minimum number of credits required for program completion.
Note 2	In 2021 (Year 4), new student enrollment increases to 24 and a 1.0 FTE position is added in Year 5 to assist with instruction and clinical supervision.
Note 3	Model conservatively assumes in-state tuition at full time graduate rate for summer, fall, and spring terms.
Note 4	A $500 fee is charged to 1st-year students to purchase liability insurance, a medical kit, uniforms, CPR/AED training, and National Athletic Traniers' Asscociation membership. This fee is also reflected in the expenses.
Note 5	Reflects salary for fall/spring/summer with instructional cost increases from Year 1 to Year 2 for additional summer credits with two cohorts enrolled. Additionally, Year 5 reflects the additional 1.0 instructional FTE referenced in Note 2.
Note 6	These expenses include costs associated with: accreditation fees, consumable supplies, travel for clinical education and professional development, student recruitment, instructional design, and the purchase and maintenance of medical equipment.

Signature by the Provost: Greg Summers

Date: 6/22/2016

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

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Master of Science in Athletic Training (MS-AT)
Date: June 22, 2016

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Master of Science in Athletic Training (MS-AT) program for which we are presently seeking authorization.

As health care needs become more complex, the required knowledge, skills, and abilities in athletic training have increased and the attendant educational requirements of athletic trainers have also expanded. The MS-AT program is being proposed in response to recently-announced changes to athletic training accreditation requirements as determined by the Commission on Accreditation of Athletic Training Education (CAATE). Specifically, CAATE has mandated that accredited institutions transition baccalaureate athletic training programs to the master's level by 2022. Our proposed graduate program includes additional coursework and clinical experiences to more fully prepare athletic trainers for future diverse professional employment opportunities.

The current UW-Stevens Point baccalaureate program in athletic training has been highly successful since its inception as a major in 1999. The proposed MS-AT program will continue to build on this tradition and provide students with an excellent education and robust clinical experiences. The transition to a master's degree allows for growth of the clinical education program components which have been more challenging to provide at the baccalaureate level. The proposed program will offer students greater exposure to clinical settings outside our local area, allow for creativity in hybrid course offerings, and provide more time for the students to focus on their professional education.

The MS-AT program also aligns well with the UW-Stevens Point strategic plan entitled the *Partnership for Thriving Communities*. Assisting communities to become more vibrant, healthy, prosperous and sustainable are the hallmark pillars of this plan. The MS-AT program supports the strategic plan by developing a strong professional health care program to support the Healthy Communities Initiative - the "Healthy" pillar of UW-Stevens Point's strategic plan. The Healthy Communities Initiative strives to ensure students receive the best possible education by enhancing health care curricula as well as providing first-rate professional programs in health care and wellness. The proposed MS-AT program at UW-Stevens Point will be the only one in central Wisconsin. Given the projected increase in demand for athletic trainers, we seek to ensure there are graduates to serve communities within central and northern Wisconsin. With this proposed program we have the unique ability to provide students with clinical education opportunities within our local area while (with the hybrid nature of our courses) also providing them experiences in different locations or settings.

Finally, the proposed MS-AT program 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.

Approval of Reappointments to the
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.f

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the reappointments of Dr. Sharon Dunwoody and Dr. Kenneth Rhoads Bradbury for terms effective immediately and ending July 1, 2019, as University of Wisconsin System representatives to the Natural Areas Preservation Council.

UW SYSTEM REAPPOINTMENTS TO THE NATURAL AREAS PRESERVATION COUNCIL

BACKGROUND

Established by statute in 1951, the Natural Areas Preservation Council (NAPC) advises the Wisconsin Department of Natural Resources' State Natural Areas Program on issues relating to the establishment, protection, and management of Wisconsin's natural areas. It is composed of 11 members with backgrounds in conservation biology, botany, zoology, ecology, and geology. Council members are appointed for three-year terms by their respective appointing institutions. The UW System makes four of these appointments, which must be approved by the Board of Regents. The UW System is one of five appointing institutions; others are the Wisconsin Department of Natural Resources; the Wisconsin Academy of Sciences, Arts & Letters; the Wisconsin Department of Public Instruction; and the Milwaukee Public Museum. More information on the NAPC is available at: http://dnr.wi.gov/topic/lands/naturalareas/council.html.

Among the Council's activities during the past year are the following:

- Updated staff guidelines to Department of Natural Resources (DNR) rules including those on invertebrate collecting, roads, fire and forest management.
- Developed new draft guidelines on sourcing seeds for ecological restoration and use of biological controls.
- Reviewed DNR land sales and State Natural Areas land acquisitions.

The Regents are asked to approve the reappointments of two expert members who have been serving on the NAPC since 2013, Dr. Sharon Dunwoody and Dr. Kenneth Rhoads Bradbury.

REQUESTED ACTION

Approval of Resolution I.1.f, authorizing the reappointments of Dr. Sharon Dunwoody and Dr. Kenneth Rhoads Bradbury as University of Wisconsin System representatives to the Natural Areas Preservation Council.

DISCUSSION

Professor Dunwoody, Professor Emeritus of the Department of Journalism and Mass Communication at the University of Wisconsin-Madison, was first appointed to the Council in June 2013. According to the Council chair, Dr. James Bennett, Professor Dunwoody has greatly enhanced the Council's efforts to better communicate with the public and with other stakeholders, and helped to develop marketing strategies to make state natural areas more salient to all. Professor Dunwoody has also worked with DNR communications staff to generate publications (i.e., articles in the DNR magazine) that make State Natural Areas (SNA) more visible. Dunwoody is the only Council member with this expertise, and her continued appointment will enable the Council to better communicate the existence of SNAs to the public.

Dr. Kenneth Rhoads Bradbury, Director and State Geologist of the Wisconsin Geological and Natural History Survey (WGNHS) in Madison, Wisconsin, fills the roles of expert geologist and hydrogeologist on the Council. Understanding the geological setting is critical for almost all of the State Natural Areas. In addition, water resources (springs, lakes, wetlands) are an intrinsic part of many State Natural Areas, and he lends his professional expertise to the Council and DNR in understanding these features. Finally, as Director of the WGNHS, he helps with access to other WGNHS resources (maps, data sets, reports, professional expertise) related to SNAs. Geological and hydrogeological features in Wisconsin SNAs will gain in importance in the future, making it critical to keep Bradbury's appointment.

If approved, Dr. Dunwoody's and Dr. Bradbury's terms will expire on July 1, 2019. Attached in Appendices A and B are their short-form curricula vitae.

RELATED STATE STATUTES

Wis. Stats., s. 15.347(4).
Wis. Stats., s. 23.26.

APPENDIX A

Sharon Dunwoody
Evjue-Bascom Professor Emerita
School of Journalism and Mass Communication
University of Wisconsin-Madison
Madison WI 53706
dunwoody@wisc.edu

Professional Preparation

1978, Ph.D.	Indiana University, Major: Mass Communication
1975, M.A.	Temple University, Major: Mass Communication
1969, B.A.	Indiana University, Major: Journalism

Appointments

2003-2010	Associate Dean for Social Studies, The Graduate School, University of Wisconsin-Madison
1981-2013	Faculty member (from assistant to full professor), School of Journalism and Mass Communication, University of Wisconsin-Madison Director, 1998-2003
1978-81	Assistant Professor, School of Journalism, Ohio State University
1977-78	Instructor, School of Journalism, Ohio State University

Honors

2014	Indiana University School of Journalism Distinguished Alumna
2013	Hilldale Award, University of Wisconsin-Madison
2011	Paul J. Deutschmann Award for Excellence in Research, Association for Education in Journalism and Mass Communication
2008	Fellow, Society for Risk Analysis
2008	Inductee, 2008-09 Gallery of Success, Temple University
2008	Bonnier Guest Professor, Department of Journalism, Media and Communication, Stockholm University
2005	Fellow, Midwest Association for Public Opinion Research
1995	Fellow, American Association for the Advancement of Science
1982	Fulbright Fellow, Brazil

Relevant Publications

Kohl, P.A., Kim, S.Y., Peng, Y., Akin, H., Koh, E.J., Howell, A. & **Dunwoody, S.** 2016. The influence of weight-of-evidence strategies on audience perceptions of (un)certainty when media cover contested science. *Public Understanding of Science*. Online. DOI: 10.1177/0963662515615087

Dunwoody, S. 2015. Environmental scientists and public communication. In Hansen, A. and Cox, R. eds. *Handbook of Environment and Communication*. London: Routledge, pp. 63-72.

Spartz, J.T., Su, Leona Y.F., **Dunwoody, S**., Griffin, R., Brossard, D. 2015. YouTube, Social Norms and Perceived Salience of Climate Change in the American Mind. *Environmental Communication: A Journal of Nature and Culture*. **DOI:**10.1080/17524032.2015.1047887.

Dunwoody, S. 2014. Science journalism: prospects in the digital age. In Bucchi, M. and Trench, B., eds. *Handbook of Public Communication of Science and Technology*, 2nd ed. London: Routledge, pp. 27-39.

Liang, X., Tsai, J-Y, Konieczna, M., Mattis, K. & **Dunwoody, S**. 2014. Exploring attribution of responsibility in a cross-national study of TV news coverage of the 2009 global climate meeting in Copenhagen. *Journal of Broadcasting & Electronic Media*, *58*(2), 253-271. **DOI:** 10.1080/08838151.2014.906436

Konieczna, M., Mattis, K., Liang, X., Tsai, J-Y & **Dunwoody, S.** 2014. Global journalism in decision-making moments: A case study of Canadian and American television coverage of the 2009 United Nations Framework Convention on Climate Change in Copenhagen. *Environmental Communication* 8(4): 489-507. **DOI:** 10.1080/17524032.2014.909509

Allgaier, J., **Dunwoody, S**., Brossard, D., Lo, Y-Y & Peters, H.P. 2013. Journalism and social media as means of observing the contexts of science. *Bioscience* 63(4): 284-287.

Griffin, R. J., **Dunwoody, S**. & Yang, Z. J. 2013. Linking risk messages to information seeking and processing. In C. Salmon (Ed.) *Communication Yearbook 36*. New York: Routledge Taylor & Francis, 323-362.

Dudo, A., **Dunwoody, S.** & Scheufele, D.A. 2011. The emergence of nano news: Tracking thematic trends and changes in U.S. newspaper coverage of nanotechnology. *Journalism & Mass Communication Quarterly* 88(1): 55-75.

Dunwoody, S., Brossard, D., & Dudo, A. 2009. Socialization or rewards? Predicting U.S. scientist-media interactions. *Journalism & Mass Communication Quarterly* 86(2): 299-314.

Peters, H.P., Brossard, D., de Cheveigne, S., **Dunwoody, S**., Kallfass, M., Miller, S. & Tsuchida, S. 11 July 2008. Interactions with the mass media. *Science* 321: 204-205.

Dunwoody, S. 2007. The challenge of trying to make a difference using media messages. In Susi Moser and Lisa Dilling, eds. *Creating a Climate for Change*. Cambridge, MA: Cambridge University Press, 89-104.

Sharon Friedman, **Sharon Dunwoody** and Carol Rogers, eds. *Communicating Uncertainty: Media Coverage of New and Controversial Science*. Erlbaum, 1999.

A Sampling of Recent Talks

"Writing Wisconsin's Climate." Wisconsin Academy of Sciences, Arts & Letters, Madison, WI 2016. http://www.wisconsinacademy.org/video/writing-wisconsins-climate

"It's How You Tell the Story: Cueing Attitudes and Behaviors Using Social Norms." Wisconsin Wetlands 20th anniversary Science Conference, Madison, WI, 2015.

"You Don't Do Rocket Science; You Just Explain It." Sharing Science: Writing and Communication Skills for the 21st Century, University of Wisconsin-Madison, 2014.

"The Visible Scientist." Wednesday Night at the Lab, University of Wisconsin-Madison, 2014. http://video.wpt.org/video/2365314534/

The impact of journalistic storytelling on perceptions of uncertainty. "Strategic Functions of Un-Certainty Claims in Public Communication of Science" conference, Jülich, Germany, 2013.

Explaining Science. "The Art of Conversation" workshop at the Wisconsin Institute for Discovery, University of Wisconsin-Madison, 2013.

When communicating good science is not good enough. Science Services Statewide Meeting, Wisconsin Department of Natural Resources, Madison, 2013.

Professional Affiliations

American Association for the Advancement of Science
    Chair, Section Y: General Interest in Science and Engineering, 2012-13, 1992-93
    Member, Committee on the Public Understanding of Science & Technology, 2006-09, 1992-98
Association for Education in Journalism and Mass Communication
    President, 2005-06
International Environmental Communication Association
Midwest Association for Public Opinion Research
    President, 1989-90
National Association of Science Writers, Inc.
Society of Environmental Journalists
Society for Risk Analysis

National, Regional Activities

Aldo Leopold Foundation
    Board of Directors, 2013 –
    Vice Chair, 2015-
Aldo Leopold Leadership Program
    Advisory Committee, 2003 –
Natural Areas Preservation Council, 2013 -
The National Academies (Science, Medicine, Engineering)
    Member, Communications Advisory Committee, 2001-05
    Member, Nuclear and Radiation Studies Board, 2005
UC Center for Environmental Implications of Nanotechnology
    External Science Advisory Committee, 2009 -
Wisconsin Initiative on Climate Change Impacts, 2007 -
    Member, Science Committee, 2007-14
    Co-chair, Science Advisory Board, 2014 -

APPENDIX B

KENNETH RHOADS BRADBURY

CURRENT POSITION

Director and State Geologist (2015-present)
Wisconsin Geological and Natural History Survey
University of Wisconsin - Extension
3817 Mineral Point Road
Madison, WI, USA 53705

608-263-7921; ken.bradbury@wgnhs.uwex.edu

EDUCATION

University of Wisconsin - Madison - Ph.D., 1982, Hydrogeology
Indiana University - M.A., 1977, Geology
Ohio Wesleyan University - B.A., 1974, Geology

PREVIOUS POSITIONS

Wisconsin Geological and Natural History Survey/University of Wisconsin-Extension: *Assistant Director for Science* (2013-2015), *Program Leader, Water and Environment Programs* (1997-2014).

Wisconsin Geological and Natural History Survey/University of Wisconsin-Extension: *Research Hydrogeologist/Professor* (with Tenure) 1994-2015; *Associate Professor* (with Tenure) 1988-1994; *Assistant Professor*, 1982-1988

Affiliate Faculty, Department of Geoscience , University of Wisconsin-Madison, 1989-present

RESEARCH INTERESTS

Regional groundwater modeling, groundwater flow in fractured media, aquitard hydrogeology, virus transport in groundwater, groundwater/surface water interaction, groundwater recharge

PROFESSIONAL AFFILIATIONS

Geological Society of America (elected *Fellow*, 2003)
American Water Resources Association (Wisconsin Section)
National Ground Water Association
Association of American State Geologists
Licensed Professional Hydrologist in Wisconsin (license #29)

PROFESSIONAL SERVICE

Wisconsin Groundwater Coordinating Council, *2015-present*
Wisconsin Natural Areas Preservation Council, *2013-present;*
Wisconsin Geographic Names Council, *2014-2015;*

Research Subcommittee, Wisconsin Groundwater Coordinating Council, *1987-2015*
Groundwater Research Advisory Council, University of Wisconsin System, *1987-present*
Advisor to the Editor-in-Chief, *Journal of Ground Water, 2001-2010*
Water Science and Technology Board, National Research Council, *2002-2004*
Committee on USGS Water Resources Research, National Research Council, *1996-2000; Chair, 1998-2000*
Joint Board of Wisconsin Professional Geologists, Hydrologists, and Soil Scientists, *(Chair, Hydrology Section, 2014-present)*
SE Wisconsin Regional Water Supply Advisory Committee, *2008-2010*
Agrichemical Technical Advisory Council, Wisconsin Dept. of Agriculture, Trade, and Consumer Protection, *2010-2015*
NE Wisconsin Karst Task Force, *2006-2007*
Technical Advisory Committee, Madison Water Utility, *2010-2015*
Distinguished Service Award Committee, Hydrogeology Division, Geological Society of America, *2003-2004*
Awards Committee, National Groundwater Association, *2013-2014*

AWARDS

Distinguished Alumnus Award, UW-Madison Department of Geoscience, 2015
Chancellor's Award, University of Wisconsin-Extension, *2013*
2013 Research Award, Wisconsin Water Association, *2013*
Distinguished Service Award, American Water Resources Association (Wisconsin Section), *2007*
Fulbright Senior Specialist Grant, Cape Town, South Africa, *2007*

RECENT PEER-REVIEWED PUBLICATIONS

Parsen, M.J., K.R. Bradbury, R.J. Hunt, and D. T. Feinstein. In press. A new groundwater flow model for Dane County, Wisconsin. Bulletin, Wisconsin Geological and Natural History Survey.

Rayne, T.W., K.R. Bradbury, and C. Zheng. 2014. Correct delineation of capture zones using particle tracking under transient conditions. *Ground Water*. V. 52, no 3, p 332-334.

Hunt, R.J., M.A. Borchardt, and K.R. Bradbury. 2014. Viruses as tracers; Using ecohydrology to characterize short travel times in aquifers. *Ground Water*. V. 52, no 2, p 187-193.

Gellasch, C. A.; Wang, H.F., Bradbury, K. R.; Bahr, J. M., and Lande, L.L. 2014. Reverse water-level fluctuations associated with fracture connectivity. *Ground Water*. V 52, No. 1, p 105-117.

Bradbury, K.R., M.A. Borchardt, M. Gotkowitz, S.K. Spencer, J. Zhu, and R J. Hunt. 2013. Source and transport of human enteric viruses in deep municipal water supply wells. *Environmental Science & Technology*. 47 (9), 4096-4103.

Gellasch, C. A.; Bradbury, K. R.; Hart, D. J.; Bahr, J. M., 2012. Characterization of fracture connectivity in a siliciclastic bedrock aquifer near a public supply well (Wisconsin, USA). *Hydrogeol J* 2012, 1-17

Bradbury, K.R., and A.C. Runkel, 2011. Recent Advances in the Hydrostratigraphy of Paleozoic Bedrock in the Midwestern United States. *GSA Today*, v.21, no. 9. p. 10-12.

Dr. Kenneth R. Bradbury

Rayne, T.W., and K.R. Bradbury. 2011. Evaluating impacts of subdivision density on shallow groundwater in southeastern Wisconsin, U.S.A. *Journal of Environmental Planning and Management.* Vol 54, N0. 5, p. 559-575.

Borchardt, M. A., K R. Bradbury, E. Calvin Alexander Jr., R. J. Kolberg, S. C. Alexander, J. R. Archer, L. A. Braatz, B. M. Forest, J. A. Green and S. K. Spencer. 2011. Norovirus Outbreak Caused by a New Septic System in a Dolomite Aquifer *Ground Water*, Vol. 49, No.1, p. 85–97.

Wilcox, J.D., M.B. Gotkowitz, K.R. Bradbury, and J.M. Bahr. 2010. Using groundwater models to evaluate strategies for drinking-water protection in rural subdivisions. *Journal of the American Planning Association*. Vol 76, No 3. P 295-304.

Swanson, S.K., K.R. Bradbury, and D.J. Hart. 2009. Assessing the vulnerability of spring systems to groundwater withdrawals in southern Wisconsin. Geoscience Wisconsin, vol. 20, part 1. Published online at http://www.uwex.edu/wgnhs/pdfs/geoscipdf/1_GS20.pdf. Wisconsin Geological and Natural History Survey. 14 p.

Bradbury, K.R., and T.W. Rayne. 2009. Shallow Groundwater Quantity Sustainability Analysis Demonstration for the Southeastern Wisconsin Region. *Technical Report 48*. Southeastern Wisconsin Regional Planning Commission. 38 p.

Hart, D.J., P. Schoephoester, K.R. Bradbury. 2008. Groundwater recharge in southeastern Wisconsin estimated by a GIS-based water-balance model. *Technical Report 47,* Southeastern Wisconsin Regional Planning Commission. 23 p.

Eaton, T.E, M.P. Anderson, and K.R. Bradbury. 2007. Fracture control of ground water flow and water chemistry in a rock aquitard. *Ground Water* v 45, no 5., p. 601–615.

Borchardt, M. A.; Bradbury, K.R.; Gotkowitz, M. B.; Cherry, J. A.; Parker, B. L.. 2007. Human enteric viruses in groundwater from a confined bedrock aquifer. *Environmental Science and Technology*. 41(18); 6606-6612.

Dripps, W., and Bradbury, K.R.. 2007. A simple, daily soil-water balance model for estimating the spatial and temporal distribution of groundwater recharge in temperate humid areas. *Hydrogeology Journal*. v15, p 433-444.

Hart, D.J., Bradbury, K.R., and Feinstein, D.T. 2006. The vertical hydraulic conductivity of an aquitard: an evaluation of the Maquoketa Formation at two spatial scales. *Ground Water*. v 44, no 2. p 201-211.

Approval of the School of Engineering
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.g

That, upon recommendation of the President of the University of Wisconsin System and the Chancellor of UW-Stout, the Board of Regents approves the School of Engineering at UW-Stout.

CREATION OF A SCHOOL OF ENGINEERING IN THE COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS AND MANAGEMENT (CSTEMM) AT UW-STOUT PREPARED BY UW-STOUT

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Program Planning and Review (ACIS 1.0, revised May 2016, available at https://www.wisconsin.edu/program-planning/). The University of Wisconsin-Stout is seeking UW System Administration and Board of Regents approval to establish a School of Engineering within the College of Science, Technology, Engineering, Mathematics and Management (CSTEMM), effective September 1, 2016. Chancellor Robert Meyer, Dean Charles Bomar, Provost Patrick Guilfoile, and campus governance groups endorse the establishment of the School. An institutional letter of commitment from Chancellor Meyer and an organizational chart are attached to this document.

REQUESTED ACTION

Adoption of Resolution I.1.g, approving the creation of a School of Engineering at UW-Stout.

DISCUSSION

The School of Engineering is being established as a result of a substantial pledged gift from a currently anonymous donor. At its October 2016 meeting, the Board of Regents is expected to consider the proposed naming of the proposed School of Engineering.

UW-Stout has been offering engineering programs for over two decades, and the scope of its engineering programming has expanded substantially during that time, most recently with the addition of a B.S. in Mechanical Engineering in the fall of 2015. The creation of the School will aid in the coordination of UW-Stout's current programs and the development of new programs, and will allow the university to more effectively raise funds to advance engineering programming on the campus.

In alignment with UW-Stout's mission as a polytechnic university, the School will support the university's mission as a career-focused institution where applied learning and research are integrated to solve real-world problems, grow the economy and serve a global society. The School would include degree programs in computer engineering, manufacturing engineering, mechanical engineering, plastics engineering, and any additional engineering majors that may be added in the future. These programs currently enroll 512 students majoring in those disciplines. The School would have an operating budget of approximately $1.25 million (not including grants and Foundation funds).

The formation of this School of Engineering will not require additional resources from the university. The newly developed administrative structure for the CSTEMM will be able to accommodate the new School.

RELATED REGENT AND UW SYSTEM POLICIES AND STATE STATUTE

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

Academic Information Series #1 (ACIS 1.0, revised July 2016): Statement of the UW System Policy on Academic Planning and Program Review.

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

UNIVERSITY OF WISCONSIN
STOUT
WISCONSIN'S POLYTECHNIC UNIVERSITY

OFFICE OF THE CHANCELLOR
325 Administration Building

715.232.2441
715.232.1416 fax

May 18, 2016

President Ray Cross
University of Wisconsin System
1700 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Cross,

I am requesting permission to create a new School of Engineering at UW-Stout, based on a pledged gift from a currently anonymous donor. Because our donor has requested that this plan remain confidential until an announcement is made on campus during the summer or fall, we request that this documentation be handled with discretion so we do not jeopardize this funding. This reorganization will not require any additional resources or new institutional funds, and the support from the donor will augment our existing funding streams.

It is my understanding that, since this is a reorganization of an existing unit, and doesn't involve the creation of a school offering new academic programs, this change does not require legislative approval. This new School will help us strengthen our curricular and research efforts related to engineering, and will help us focus fundraising for these disciplines. This plan has the support of shared governance and administrative leaders, as noted in the attached document.

I believe this designation is appropriate, based on the support this planned gift will provide for these programs, and the current breadth and size of our existing engineering majors. It will also help us communicate the prominence of these majors at our institution, which fits our mission as a polytechnic university.

Thank you for your consideration of this request.

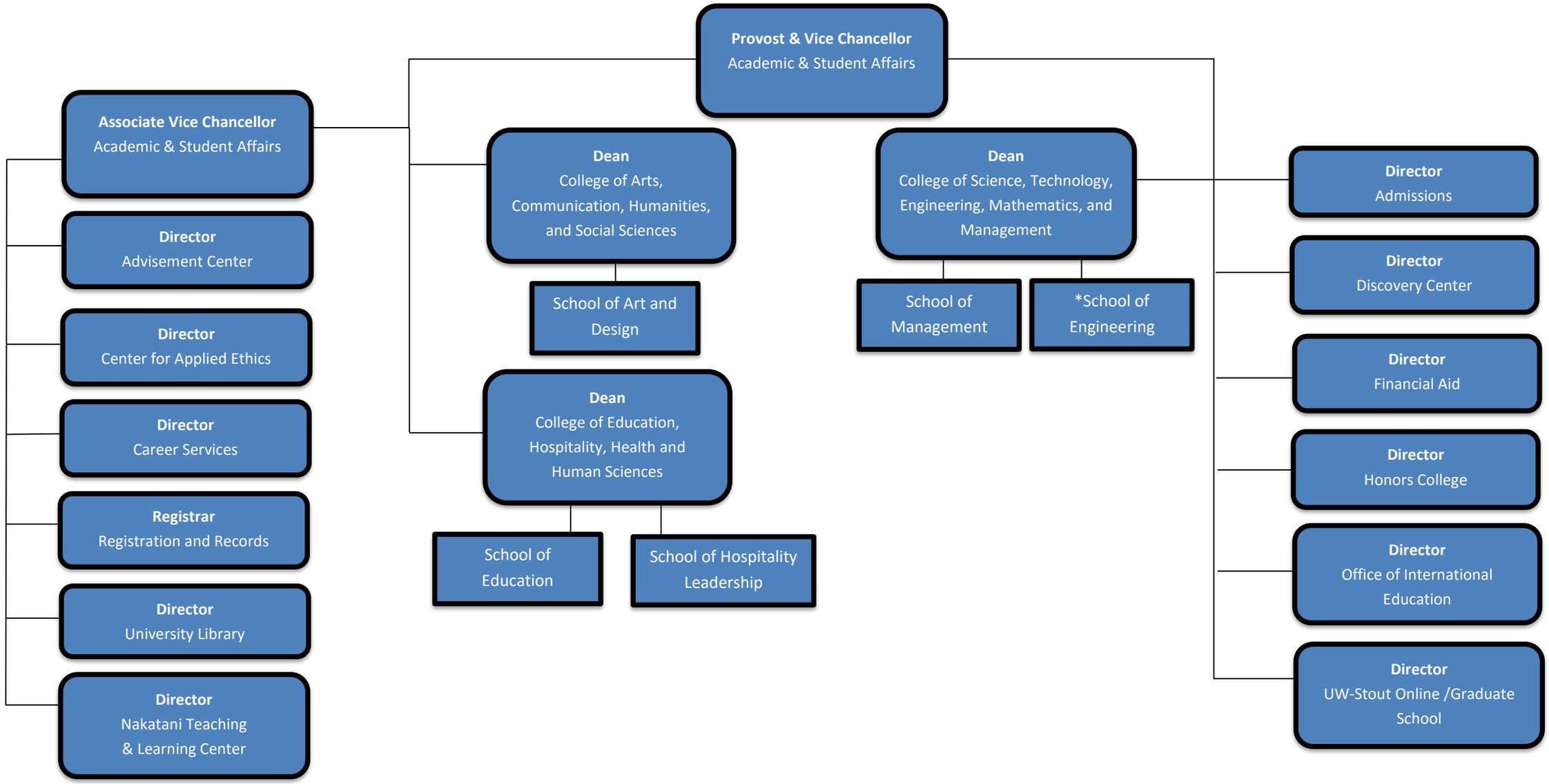
Sincerely,

Bob Meyer
Chancellor

attachment

c: Provost Guilfoile

University of Wisconsin-Stout
Academic and Student Affairs



Org Chart – 8/2016
*Planned 9/2016