05/31/2016

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, June 9, 2016
9:00 a.m.-10:30 a.m.
UWM Union, 2nd Floor, Wisconsin Room
2200 East Kenwood Boulevard
Milwaukee, Wisconsin

a. Approval of the Minutes from the February 4 and the February 5, 2016, reconvening of the Education Committee, as well as the Minutes of the April 7, 2016 meeting.

b. Report of the Vice President:
   1. Update on Academic and Student Affairs Issues

c. UW-La Crosse:
   1. Approval of the Master of Science in Microbiology;
      [Resolution I.1.c.(1)]
   2. Approval for UW-La Crosse to join as a partner in the collaborative and online Bachelor of Science in Health Information Management and Technology;
      [Resolution I.1.c.(2)]

d. UW-Extension: Approval of the UW Flexible Option Bachelor of Science in Business Administration;
   [Resolution I.1.d]

e. UW-Stevens Point: Approval of the online/hybrid Master of Natural Resources (M.N.R.) in Natural Resources;
   [Resolution I.1.e]

f. UW-Platteville: Approval of the Bachelor of Science in Dairy Science;
   [Resolution I.1.f]

g. Approval of the Proffers from the Vilas Trust Fund to UW-Milwaukee and UW-Madison;
   [Resolution I.1.g]

h. UW-Oshkosh: First Reading of the Proposed Mission Change;

i. UW-Eau Claire: Proposed Mission Addendum; and
   [Resolution I.1.i)

j. UW-Milwaukee Host Presentation by Provost Johannes Britz, “UWM's Dual Mission: On the Same Track to Success.”

Program Authorization (Implementation)
Master of Science in Microbiology
UW-La Crosse

EDUCATION COMMITTEE

Resolution I.1.c.(1):

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

NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN
MICROBIOLOGY
AT UW-LA CROSSE

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 Microbiology at the University of Wisconsin-La Crosse is presented to the Board of Regents for consideration. UW-La Crosse's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c.(1), approving the implementation of the Master of Science in Microbiology degree program at the University of Wisconsin-La Crosse.

DISCUSSION

The University of Wisconsin-La Crosse proposes to establish a 30- to 32-credit Master of Science (M.S.) in Microbiology to be housed in the College of Science and Health. Microbiology and clinical microbiology are currently concentrations in the M.S. in Biology at UW-La Crosse, and the proposed degree would elevate the existing fields to a stand-alone degree program.

The goal of this graduate program will be to provide students with the knowledge, critical thinking, and communication skills to work in a wide range of science-related fields. Graduates will be better equipped for assuming positions in clinical diagnostics, biotechnology, the pharmaceutical industry, academia, and education. The program will offer unique and specialized training in the fight to control infectious disease, with a focus on diagnostics, and also will focus on aspects of human and animal infection by pathogens. The combination of advanced microbiology coursework, clinical rotation, and research experience prepares students for a wide variety of career and advanced educational opportunities.

UW-La Crosse expects that in the first two years seven students will enroll in the M.S. in Microbiology program, but then this number will increase to approximately nine students by year five. By the end of year five, it is expected that 39 students will have enrolled, and 30 students will have graduated from the program.

The 2016 full-time student tuition is $8,022.36 for residents and $17,609.88 for nonresidents, including an Academic Initiatives Differential Fee of $139.92 and segregated fees of $1,072.90 for both residents and nonresidents. In addition, students in the clinical microbiology emphasis will pay $3,932 in clinical experience fees over the course of the program.

There is high demand for UW-La Crosse microbiology graduates; students are often hired before they graduate. According to Wisconsin Department of Workforce Development projections, jobs in scientific research and development in biotechnology (which is a related field) are expected to increase 16 percent from 2012 to 2022. Similarly, jobs in pharmaceutical and medicine manufacturing and medical and diagnostic laboratories, for which microbiology graduates are qualified, are projected to increase by 23 percent and 11 percent, respectively, in the same time frame. Furthermore, the U.S. Bureau of Labor Statistics projects a national four-percent growth in medical microbiologists, five-percent growth in food scientists, and eight-percent growth in medical research scientists from 2014-2024, with the average growth of all occupations at seven percent.

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN MICROBIOLOGY AT UW-LA CROSSE PREPARED BY UW-LA CROSSE

ABSTRACT

The University of Wisconsin-La Crosse proposes to establish a 30- to 32-credit Master of Science (M.S.) in Microbiology to be housed in the College of Science and Health. The proposed M.S. in Microbiology will provide students with a high-quality graduate degree in a Science, Technology, Engineering and Mathematics (STEM) field. Microbiology and clinical microbiology are currently concentrations in the M.S. in Biology at UW-La Crosse, and the proposed degree would elevate the existing fields to a stand-alone degree program. The goal of this graduate program will be to provide students with the knowledge, critical thinking, and communication skills to work in a wide range of science-related fields. Graduates will be better equipped for assuming positions in clinical diagnostics, biotechnology, the pharmaceutical industry, academia, and education.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-La Crosse

Title of Proposed Program
Microbiology

Degree/Major Designations
Master of Science

Mode of Delivery
Single institution, on campus, face to face delivery

Projected Enrollments by Year Five

Currently, there are 23 students enrolled in the microbiology and clinical microbiology concentrations within the M.S. in Biology degree program offered by the Department of Biology. This enrollment reflects the acceptance of five to eight students per year into the two programs. Upon implementation of the proposed M.S. in Microbiology, these students will now enroll and graduate under the M.S. in Microbiology program. It is anticipated that in the first two years seven students will enroll in the M.S. in Microbiology program, but then this number will increase to approximately nine students by year five.

Table 1 below reflects enrollment and graduation projections for students entering the program over the next five years. Based on historical enrollment within the current microbiology and clinical microbiology concentrations, the annual attrition rate is expected to be 10 percent. By the end of year five, it is expected that 39 students will have enrolled, and 30 students will have graduated from the program.

Table 1: Projected Program Enrollment for the M.S. in Microbiology

Students/Year	1st Year	2nd Year	3rd Year	4th Year	5th Year
New students admitted	7	7	8	8	9
Continuing students	16	15	15	15	16
Total enrollment	23	22	23	23	25
Graduating students	6	5	6	6	7

Tuition Structure

For the 2015-16 academic year, the full-time tuition is $8,022.36 for residents and $17,609.88 for nonresidents, including an Academic Initiatives Differential Fee of $139.92 and segregated fees of $1,072.90 for both residents and nonresidents.

In addition, students in the clinical microbiology emphasis will pay $3,932 (FY16) in clinical experience fees over the course of the program.

Department or Functional Equivalent

The proposed program will reside within the Department of Microbiology.

College, School, or Functional Equivalent

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

Proposed Date of Implementation

September 2016

INTRODUCTION

Rationale and Relation to Mission

The Department of Microbiology, created in 1999, is well positioned to administer a graduate program in microbiology, a field that focuses on the study of microorganisms, their activities, and the important role that microorganisms play. The department consists of eight tenure-track faculty, three instructional academic staff, and three support staff. Faculty members have maintained strong records of teaching, scholarship, and service.

The proposed M. S. in Microbiology aligns well with the UW-La Crosse mission, in particular fulfilling the goal to foster "curiosity and life-long learning through collaboration, innovation, and the discovery of new knowledge." The degree program aims to produce students who:

1. Have mastered general knowledge of microbiology and detailed knowledge of one specialized aspect of microbiology;
2. Can critically evaluate scientific papers;
3. Can effectively communicate scientific knowledge in written and oral forms; and
4. Can design, conduct and interpret scientific experiments.

Faculty within the Department of Microbiology have established strong partnerships in La Crosse and throughout Wisconsin with Gundersen Health System, La Crosse County Solid Waste Department, Marshfield Clinic, and Wisconsin State Laboratory of Hygiene. These partnerships provide experiences for students to apply the study of microbiology within healthcare and environmental settings.

Additionally, the UW-La Crosse mission states, "The University offers graduate programs related to areas of emphasis and strength within the institution." Microbiology at UW-La Crosse is exceptional in the depth and breadth of coverage within the discipline, making microbiology a unique strength of UW-La Crosse. This strength is evidenced by receipt of a UW System "Center of Excellence in Microbiology" designation in 1988. Moreover, there is a track record of past graduates of the clinical microbiology and microbiology in the M.S. in Biology concentrations meeting the aforementioned aims; these graduates have gone on for more advanced degrees (Ph.D., M.D, D.V.M.), and worked for the Centers for Disease Control, the U.S. Army Epidemiology and Disease Surveillance Division, state public health microbiology labs (in Wisconsin and elsewhere), hospital diagnostic labs, and pharmaceutical, biotechnology, and food and industrial microbiology companies.

Need as Suggested by Current Student Demand

There is currently a high demand for admission into the clinical microbiology and microbiology concentrations within the biology M.S. program despite modest promotion of the graduate programs. UW-La Crosse consistently denies admission to qualified students to the M.S. in Biology microbiology concentrations, especially to the clinical microbiology field, because of limited clinical placement sites. Over the past ten years, there have been an average of 14 applicants to the clinical microbiology program for three to four placements. Applications to the microbiology M.S. program have increased in recent years, with an average of eight applicants over the past several years for three to four placements. Based on this history, and with increased program visibility in coming years, demand should remain solid.

Need as Suggested by Market Demand

There is high demand for UW-La Crosse microbiology graduates; students are often hired before they graduate. According to Wisconsin Department of Workforce Development projections, industries in which UW-La Crosse graduates could find employment have robust projected growth. Jobs in scientific research and development in biotechnology (which is a related field) are expected to increase 16 percent from 2012 to 2022. Similarly, jobs in pharmaceutical and medicine manufacturing and medical and diagnostic laboratories, for which microbiology graduates are qualified, are projected to increase by 23 percent and 11 percent, respectively, in the same time frame.[1] Furthermore, the U.S. Bureau of Labor Statistics *Occupational Outlook Handbook* projects a national four-percent growth in medical microbiologists,[2] a five-percent growth in food scientists,[3] and an eight-percent growth in

[1] http://wisconsinjobcenter.org/labormarketinfo. Please see job projections tab, which links to an Excel spreadsheet with the data.
[2] http://www.bls.gov/ooh/life-physical-and-social-science/microbiologists.htm.
[3] http://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm.

medical research scientists[4] from 2014-2024, with the average growth of all occupations at seven percent.

DESCRIPTION OF PROGRAM

Institutional Program Array

The microbiology and clinical microbiology concentrations are already an important part of the UW-La Crosse graduate program array. Shifting the two concentrations to the M.S. in Microbiology degree and housing them in the Department of Microbiology (instead of the Department of Biology) will not change the programs but, with the creation of an additional stand-alone program, will increase the emphasis and visibility of graduate programs in the STEM fields at UW-La Crosse.

Faculty within the microbiology program at UW-La Crosse have a diverse breadth of interest within the field of microbiology including immunology, virology, industrial microbiology and clinical microbiology. One broad area of research involving a number of faculty is the development of novel anti-microbial agents from natural extracts. Microbiology faculty were involved in founding *Mycophyte Discovery LLC* in 2005. In 2006 Microbiology faculty received the WiSys Innovation Scholar Award for their discovery and characterization of a novel anti-infective agent.

Furthermore, the clinical microbiology program at UW-La Crosse is truly distinct in that there is no other program similar to this program in the United States. This program offers unique and specialized training in the fight to control infectious disease. In this program, there is considerable focus on diagnostics, but this program also focuses on aspects of human and animal infection by pathogens such as bacteria, viruses, fungi and protozoa. The combination of advanced microbiology coursework, clinical rotation, and research experience prepares students for a wide variety of career and advanced educational opportunities.

Other Programs in the University of Wisconsin System

The UW-La Crosse M.S. in Microbiology will be the only M.S in Microbiology program in the state, although UW-Madison grants a master's degree in a microbiology-related field with an M.S. in Bacteriology, and both UW-Oshkosh and UW-Milwaukee offer master's degrees in Biology with an emphasis in Microbiology. Thus, the UW-La Crosse M.S. in Microbiology will be well positioned to serve Wisconsin by providing advanced education for individuals interested in microbiology in the healthcare and public health settings, and the food, biotechnology, and pharmaceutical industries.

Diversity

The faculty of the Department of Microbiology are diverse in age, gender and ethnicity and actively work to promote student diversity through involvement in UW-La Crosse programs. UW-La Crosse has several programs designed to support diverse students in the STEM fields, including FYRE (First Year Research Experience), WiscAMP (Wisconsin Alliance for Minority Participation), and a McNair Scholars program. While these programs are not graduate-specific, they do illustrate the commitment of UW-La Crosse to Inclusive Excellence in preparing diverse

[4] http://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm.

and underserved students for admission to graduate study. Of particular note is the McNair program, which aims to prepare low-income, first-generation undergraduates for graduate school. Specific to graduate education at UW-La Crosse, diversity is promoted primarily through the availability of graduate assistantships for diverse students. Since 2011, twelve diversity assistantships have been awarded to graduate students in microbiology fields.

Student Learning Outcomes

Upon completion of the M.S. in Microbiology, students will:

1. Demonstrate thorough knowledge in an area of specialization within the microbiological sciences,
2. Develop and complete a scientifically sound research product in an ethical manner,
3. Demonstrate the ability to critically evaluate scientific literature, and
4. Demonstrate the ability to communicate scientific ideas using both oral and written skills.

Assessment of Objectives and Student Learning Outcomes

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

- An oral exam given to all graduate students during their last year of graduate studies. This exam assesses students' basic knowledge of science in their major area of study, focusing on the students' knowledge of their coursework. Also evaluated are oral communication skills and critical thinking skills related to interpreting data and experimental design. A faculty committee evaluates student performance.
- A thesis that includes a written proposal of graduate student research and a thesis defense to a faculty committee. These two measures assess students' basic scientific knowledge, written and oral communication skills, understanding of primary literature in their areas of study and, if undertaking thesis research, the ability to design experiments to meet research objectives and analyze, interpret, and report the results of their research to the scientific community.
- Exit feedback interviews upon completion of the degree serve as an indirect assessment measure of the program.
- An alumni survey conducted after graduation will provide indirect assessment into preparation for employment.

Information gathered from these assessment activities is compiled to evaluate the program. Information is shared with members of the Department of Microbiology at the end of the spring semester each year, and improvements based on assessment results are subsequently implemented. Assessment information is also shared with the College of Science and Health and the Office of the Provost.

Program Curriculum

The M.S. in Microbiology program curriculum is comprised of 30-32 credits. As the M.S. in Microbiology is replacing the current microbiology and clinical microbiology concentrations within the M.S. in Biology, all courses within the curriculum are already being offered, and there are no new courses associated with this change. The M.S. in Microbiology will include a clinical microbiology emphasis option as shown below.

M.S. in Microbiology Curriculum[a,b]

Required Courses (8 credits)

MIC 751: Graduate Seminar	2 credits
MIC 799: Research: Master's Thesis	6 credits

Elective Courses (22 credits)

MIC 507: Pathogenic Bacteriology	4 credits
MIC 510: Immunology Laboratory	2 credits
MIC 516: Microbial Genetics	5 credits
MIC 520: Introductory Virology	3 credits
MIC 521: Virology Laboratory	2 credits
MIC 525: Bacterial Physiology	5 credits
MIC 527: Industrial and Fermentation Microbiology	3 credits
MIC 528: Fermentation Microbiology Laboratory	2 credits
MIC 534: Aquatic Microbial Ecology	3 credits
MIC 540: Bioinformatics	2 credits
MIC 542: Plant Microbe Interactions	3 credits
MIC 554: Mechanisms of Microbial Pathogenicity	2 credits
MIC 555: Field and Laboratory Methods in Disease Research	3 credits
MIC 560: Symposium in Microbiology	1-3 credits
MIC 714: Advanced Genetics	3 credits
MIC 721: Directed Studies	1-2 credits
MIC 730: Biodegradation and Bioremediation of Env Contaminants	2 credits
MIC 753: Epidemiology of Infectious Disease	2 credits
MIC 755: Advanced Immunology	2 credits
CLI 540: Clinical Parasitology	1 credit
BIO 506: Parasitology	4 credits
BIO 512: Mycology	4 credits
BIO 513: Medical Mycology	3 credits
BIO 535: Molecular Biology	3 credits
BIO 536: Molecular Biology Laboratory	1 credit
BIO 563: Aquatic Animal Health	3 credits
BIO 701: Communication in the Biological Sciences	4 credits

TOTAL	**30 Credits**

M.S. in Microbiology: Clinical Microbiology Emphasis Curriculum[a,b]

Required Courses (23-27 credits)

MIC 500: Orientation to Clinical Microbiology	2 credits
MIC 554: Mechanisms of Microbial Pathogenicity	2 credits
MIC 751: Graduate Seminar	2 credits
MIC 753: Epidemiology of Infectious Disease	2 credits
MIC 755: Advanced Immunology	2 credits
MIC 770: Clinical Microbiology Practicum I	5 credits
MIC 780: Clinical Microbiology Practicum II	4 credits
MIC 790: Clinical Microbiology Practicum III	2 credits
MIC 799: Research: Master's Thesis	6 credits
or	
MIC 761: Research and Seminar in Microbiology	2 credits

Elective Courses (5-9 credits)

MIC 516: Microbial Genetics	5 credits
MIC 520: Introductory Virology	3 credits
MIC 521: Virology Laboratory	2 credits
MIC 525: Bacterial Physiology	5 credits
MIC 540: Bioinformatics	2 credits
MIC 555: Field and Laboratory Methods in Disease Research	3 credits
MIC 560: Symposium in Microbiology	1-3 credits
MIC 721: Directed Studies	1-2 credits
BIO 506: Parasitology	4 credits
BIO 512: Mycology	4 credits
BIO 513: Medical Mycology	3 credits
BIO 535: Molecular Biology	3 credits
BIO 536: Molecular Biology Laboratory	1 credit
BIO 701: Communication in the Biological Sciences	4 credits
CHM 517: Biochemistry I: Macromolecules	4 credits
CHM 518: Biochemistry II: Metabolism and Genetic Information	3 credits
CLI 540: Clinical Parasitology	1 credit
PH 755: Epidemiology and Public Health Issues	3 credits

TOTAL	**32 Credits**

[a] At least half of the minimum credits must be in 700-level (graduate only) courses.

[b] 500-level courses are sometimes offered in conjunction with a 400-level companion course; however, students enrolled in the 500-level course have unique higher-level objectives and assignments, such as primary literature review papers and independent laboratory projects.

Projected Time to Degree

The projected time to degree for full-time students is two to three years, and three to seven years for part-time students.

Institutional Review

The first internal review of the M.S. in Microbiology program will occur five years after program implementation. Thereafter, the program will be reviewed, along with the other programs in the Microbiology Department, on a seven-year cycle. These internal reviews include reviews by external consultants, the Dean of the College of Science and Health, the UW-La Crosse Graduate Program Review Committee, the UW-La Crosse Graduate Director, the Faculty Senate, and the Provost. Evaluations of program curriculum, assessment of student learning, degree of program success, new initiatives, personnel, and program support are all included in these reviews. Based on the reviews, recommendations will be generated to facilitate continuous program improvement.

Accreditation

No accreditation is required for the proposed M.S. in Microbiology.

University of Wisconsin - La Crosse
Cost and Revenue Projections For M.S. in Microbiology

	Items	Projections				
		2017	2018	2019	2020	2021
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	7	7	8	8	9
	Enrollment (Continuing Student) Headcount	16	15	15	15	16
	Enrollment (New Student) FTE	6	6	7	7	7.5
	Enrollment (Continuing Student) FTE	13.5	13	13	13	13.5
II	**Total New Credit Hours (# new sections x credits per section)**	0	0	0	0	0
	Existing Credit Hours	274	274	280	286	290
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	1.17	1.17	1.17	1.17	1.17
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.04	0.04	0.04	0.04	0.04
IV	**New Revenues**					
	From Tuition (new credit hours x FTE)	$150,067	$150,067	$153,353	$156,639	$158,830
	From Fees	$0	$0	$0	$0	$0
	Program Revenue - Grants	$0	$0	$0	$0	$0
	Program Revenue - Other	$17,000	$17,000	$17,000	$17,000	$17,000
	Reallocation	$0	$0	$0	$0	$0
	Total New Revenue	$167,067	$167,067	$170,353	$173,639	$175,830
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$99,650	$99,650	$99,650	$99,650	$99,650
	Other Staff	$4,822	$4,822	$4,822	$4,822	$4,822
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$553	$553	$553	$553	$553
	Other:	$4,264	$4,264	$4,357	$4,451	$4,513
	Total Expenses	$109,289	$109,289	$109,382	$109,476	$109,538
VI	**Net Revenue**	$57,778	$57,778	$60,971	$64,163	$66,292

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

Section I - Calculation on headcount and FTE is based on 85% full time.

Section II - As this program is changing from microbiology and clinical microbiology M.S. concentrations within the Biology degree program to a M.S. Microbiology major, there are no new credit hours associated with this change.

Section III - Other program review includes capitation/clinical experience fees.

Section IV - Other staff includes administrative and lab manager program support.

Section V - Other expenses include lab supplies, office supplies, professional development and business travel, recruitment expenditures.

Provost's Signature:

Date:

May 20 2016

UNIVERSITY of WISCONSIN
LA CROSSE

March 24, 2016

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

Dear President Cross,

I am writing to express my support for the University of Wisconsin-La Crosse's proposed Masters of Science in Microbiology major. The Department of Microbiology, created in 1999, is well positioned to administer their own graduate program. The department consists of eight tenure-track faculty, three instructional academic staff and three support staff and has become a cohesive body of researchers and educators, with many collaborative projects leading to research contributions in the field of microbiology. The current microbiology programs at UWL under the M.S. Biology major have a proven record of producing critical thinkers and skilled practitioners as evidenced by the success of those who have graduated from the program. The implementation of a M.S. degree in Microbiology would further strengthen the Department of Microbiology by giving the M.S. program more visibility and recognition off campus.

There is university-wide support for the M.S. in Microbiology. The program has received approval by the Department of Microbiology, College of Science and Health, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. UW-La Crosse has the necessary financial and faculty resources in place to continue to offer this high quality program now as a M.S. in Microbiology and administer the program within the Department of Microbiology.

The program will undergo regular program evaluation through both college and university-wide review. These internal reviews will include evaluations by an external consultant, the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,

Betsy Morgan
UW-La Crosse interim Provost and Vice Chancellor for Academic Affairs

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Program Authorization (Implementation)
Collaborative Online Bachelor of Science
in Health Information Management and Technology
UW-La Crosse

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon the recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor is authorized to implement the collaborative online Bachelor of Science in Health Information Management and Technology at UW-La Crosse. UW-La Crosse will be a new partner in the collaborative delivery of the degree by UW-Green Bay, UW-Parkside, and UW-Stevens Point, with support from UW-Extension.

NEW PROGRAM AUTHORIZATION
ONLINE COLLABORATIVE BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT AND TECHNOLOGY AT UW-LA CROSSE

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 proposal represents UW-La Crosse's request to join UW-Green Bay, UW-Parkside, and UW-Stevens Point in delivering the existing Bachelor of Science in Health Information Management and Technology (with financial and administrative support from UW-Extension), approved by the Board in 2011. UW-La Crosse's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c.(2), approving the implementation of the collaborative and online Bachelor of Science in Health Information Management and Technology degree program at the University of Wisconsin-La Crosse.

DISCUSSION

The University of Wisconsin-La Crosse proposes to join the three partner institutions currently delivering the collaborative and online Bachelor of Science (B.S.) degree in Health Information Management and Technology (B.S. in HIMT), implemented in 2012, as a degree-granting institution. Each individual institution must be authorized to offer the degree to meet the requirements of the Higher Learning Commission and Board of Regents policy.

The B.S. in HIMT program will be housed in the Information Systems Department in the College of Business Administration (CBA) at UW-La Crosse. UW-Extension's Division of Continuing Education, Outreach and E-Learning provides administrative and financial support for the program. UW-La Crosse has been providing faculty and curriculum to the degree but now wants to become a full partner. Students can now choose UW-La Crosse as their home campus and receive their degree there. The majority of students will enroll part-time. It is expected that 150 students will be graduating from the online collaborative program by the end of year five. Some of these 150 students (a yet undetermined number, depending on students' choices) will receive their degree from UW-La Crosse.

Program tuition for the online collaborative B.S. in HIMT degree program is set at $390 per credit for 2016-17 and is identical at all partner institutions. The tuition amount represents an all-inclusive fixed tuition, and students will not be charged any additional fees (such as segregated fees) as part of the program, except for the costs of their books. There is no tuition differential for out-of-state students. This tuition-pricing approach and structure follows the

current UW System pricing guidelines for distance education programs. All partners share equally in net revenues realized from the program.

The current market demand continues to be demonstrated by the growth in enrollment in the B.S. in HIMT from 20 students in 2012-13 to 149 students in 2015-16, since the launch of the program. Growth from fall 2015 to fall 2016 alone was 38 percent.

The U.S. Bureau of Labor Statistics projects a 17-percent growth nationally in health information managers and a 15-percent growth in information technology directors, with the average growth of all occupations at seven percent. Furthermore, according to Wisconsin Department of Workforce Development projections, industries in which HIMT graduates could find employment have robust projected growth. Careers including computer and information systems managers, computer systems analysts, computer security analysts, and medical records and health information technicians are expected to increase between 13 percent and 26 percent from 2012 to 2022 overall in Wisconsin. In western Wisconsin the growth for these occupations is expected to experience an even larger increase between 24 and 39 percent.

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A COLLABORATIVE ONLINE BACHELOR OF SCIENCE DEGREE IN HEALTH INFORMATION MANAGEMENT AND TECHNOLOGY AT UW-LA CROSSE WITH SUPPORT FROM UW-EXTENSION PREPARED BY UW-LA CROSSE

ABSTRACT

The University of Wisconsin-La Crosse proposes to join the three partner institutions currently delivering the collaborative and online Bachelor of Science (B.S.) degree in Health Information Management and Technology (B.S. in HIMT), implemented in 2012, as a degree-granting institution. Partner institutions already offering this 60-credit degree completion program include UW-Green Bay, UW-Parkside, and UW-Stevens Point, with administrative and financial support from the University of Wisconsin-Extension. UW-La Crosse has been involved as a unique partner in this collaboration since its inception, contributing faculty and curriculum to the collaborative effort. With the recent external accreditation of the program by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), UW-La Crosse is moving forward in seeking formal approval to offer this degree program with support from existing collaborative partners.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-La Crosse

Title of Proposed Program
Health Information Management and Technology (HIMT)

Degree/Major Designations
Bachelor of Science

Mode of Delivery
Collaborative, distance delivery (online)

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program through all partner campuses over the next five years and is based, in part, on program history and the experience with similar University of Wisconsin System distance education programs. It is also assumed that the majority of students will enroll part-time. As shown below, the collaborative partners are anticipating strong enrollments, with 320 new students enrolling in the program and 150 students graduating from the program by the end of year five. The average annual attrition rate is 20 percent based on data compiled from 2012-2016 that include both graduates and stop-outs.

Table 1: Five-Year Projected Program Enrollment for the Online Collaborative B.S. in HIMT with UW-La Crosse as a new partner

Students/Year	FY 15-16 Actual	FY 16-17 Projected	FY 17-18 Projected	FY 18-19 Projected	FY 19-20 Projected
New Students	73	67	60	60	60
Continuing Students	133	155	164	168	174
Total Headcount	206	222	224	228	234
Graduating Students	30	30	30	30	30

Tuition Structure

Program tuition for the online collaborative B.S. in HIMT degree program is set at $390 per credit for 2016-17 and is identical at all partner institutions. The degree delivery partners anticipate the tuition cost to remain the same due to the tuition freeze set by the Wisconsin legislature. This fixed tuition rate will be charged outside of the UW-La Crosse credit plateau. The tuition amount represents an all-inclusive fixed tuition, and students will not be charged any additional fees (such as segregated fees) as part of the program, except for the costs of their books. There is no tuition differential for out-of-state students. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. However, they will not be required to pay these fees if they do not take advantage of associated resources. This tuition-pricing approach and structure follows the current UW System pricing guidelines for distance education programs.[1] All partners share equally in net revenues realized from the program.

Department or Functional Equivalent

The B.S. in HIMT program will be housed in the Information Systems Department in the College of Business Administration (CBA) at UW-La Crosse. The UW-Extension's Division of Continuing Education, Outreach and E-Learning (EOEL) provides administrative and financial support for the program.

Proposed Date of Implementation

September 2016

INTRODUCTION

Rationale and Relation to Mission

The B.S. in HIMT program provides a degree in a recognized high-demand area as supported by research that included extensive input from employers throughout the state, and develops competencies that will enable graduates to be placed in this high-demand employment area. It is a degree targeted at adult and nontraditional students and thus broadens access to the university. Students enroll at a home institution of their choice. If approved, the degree will now be available to students who choose UW-La Crosse as their home institution. It will increase the array of programs offered through the College of Business Administration at UW-La Crosse and complement the healthcare management program to be developed under the CBA strategic plan.[2]

The B.S. in HIMT program contributes directly to the institutional mission of UW-La Crosse by supporting four of its core values:

- Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- Promote the integration of the Extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- Support activities designed to promote the economic development of the state.

Need as Suggested by Current Student Demand

In 2011, the Board of Regents of the University of Wisconsin System approved the collaborative online Bachelor of Science degree in Health Information Management and Technology to be delivered by UW-Parkside, UW-Green Bay and UW-Stevens Point. This collaborative program was launched in the spring of 2012, and has experienced steady growth. With the recent external accreditation of the program by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), it is anticipated that the student demand will continue to grow.

From fall 2014 to fall 2015, the program experienced a 37-percent growth and, based on current financial projections, is expected to continue to experience double-digit growth over the next several years. In spring 2016, the program supported 160 students through 436 course enrollments. The current prospect pool for this program includes over 8,300 contacts (those individuals expressing formal interest but not enrolling in the program since program inception), with approximately 2,600 of those individuals expressing interest from February 2015 to April 2016. A significant number of these individuals are in an active recruitment status, and many are advancing toward formal application and matriculation into the program. All prospects would receive information on the addition of UW-La Crosse as a new degree-granting partner so that students know they can choose UW-La Crosse as a home institution once the program is approved by the Board of Regents and the Higher Learning Commission.

One of the many recognized and significant benefits of the collaborative program model is the extended reach or scope of contacts provided through the involvement of multiple academic partners located within unique markets throughout the state. UW-La Crosse has significant relationships, a strong reputation, and strength-of-brand within its geographical region and throughout the state. The B.S. in HIMT program has strong partnerships in La Crosse with major healthcare providers and health information management (HIM) professional organizations. The Wisconsin Health Information Management Association (WHIMA) headquarters is located in La Crosse. The B.S. in HIMT program is a corporate partner with WHIMA. The B.S. in HIMT program manager is on the WHIMA board serving as the HIM Awareness Coordinator for the state of Wisconsin. The program's advisory board consists of HIM professionals from the Mayo Clinic in La Crosse as well as students who have completed their capstone experience at Gundersen Health System. UW-La Crosse looks for those established partnerships to continue.

Need as Suggested by Current Market Demand

The current market demand continues to be demonstrated by the growth in enrollment from 20 students in 2012-13 to 149 students in 2015-16, an increase of 645 percent since the launch of the program; growth from fall 2015 to fall 2016 alone was 38 percent. UW-La Crosse has been a full partner in the B.S. in HIMT collaborative degree from the beginning but did not accept students. With the continued growth of the program, it is advantageous to the collaborative degree to add UW-La Crosse as a partner that can accept students; the number of students per campus and the associated responsibilities will be shared among four campuses instead of three.

The U.S. Bureau of Labor Statistics projects a 17-percent growth nationally in health information managers[3] and a 15-percent growth in information technology directors,[4] with the average growth of all occupations at 7 percent. Furthermore, according to Wisconsin Department of Workforce Development projections, industries in which HIMT graduates could find employment have robust projected growth. Careers including computer and information systems managers, computer systems analysts, computer security analysts, and medical records and health information technicians are expected to increase between 13 percent and 26 percent from 2012 to 2022 overall in Wisconsin. In western Wisconsin the growth for these occupations is expected to experience an even larger increase between 24 percent and 39 percent.[5]

The B.S. in HIMT degree has an advisory board consisting of representatives from leading employers in Wisconsin, including the La Crosse area, and other states with employers who are interested in improving the ability to interpret and share medical information. Also on the board are the academic directors from each of the four partner campuses, the UW-Extension program manager for the B.S. in HIMT program, and a dean's representative from UW-Extension's CEOEL. This group continues to express its support for the B.S. in HIMT program and validates the need for entry-level professionals in the field. Students currently enrolled in the B.S. in HIMT program come from 16 different states. Negotiations are currently underway with a large healthcare system based in North Carolina that is looking for an education partner to enroll up to 120 health information management and information systems employees in the B.S. in HIMT program over the next two years.

Emerging Knowledge and Advancing New Directions

The degree focuses on the information sector of the healthcare industry because it is one of the fastest growing and evolving segments of the industry. The advances in health-related technologies and patient records brings new regulations and additional concerns for privacy and security. Highly skilled professionals are needed to manage this area. Graduates of the B.S. in HIMT program will have the knowledge and skills necessary to:

- Apply information technology to improve overall quality of care for patients.
- Analyze work flow systems, identify problems/issues, and research and implement IT solutions.
- Facilitate and lead systems change by collaborating with end users and administrators to improve operating efficiencies.
- Manage the collection, reporting, and storage of data.
- Structure and report data for multiple audiences.

- Improve the exchange of medical data and information within organizations and among users.
- Assess and evaluate IT systems regarding life cycles, customizations, and general fit for organization needs.
- Understand legal and ethical considerations in the application of health information technology.

DESCRIPTION OF PROGRAM

General Structure

The collaborative, online B.S. in HIMT degree-completion program represents a 60-credit major and is intended primarily for adult and nontraditional students. To be eligible for admission to the program, students are required to have an associate degree or 60-credits of equivalent, transferable, college-level credits of coursework from a regionally or nationally accredited institution. Prerequisites for admission to the HIMT major are introductory college algebra, introductory biology, and introductory communications courses, or their course equivalents, passed with grades of C or better. Students entering the program must have a cumulative 2.0 G.P.A., along with having satisfied the minimum general education breadth requirements of humanities and fine arts, natural sciences/mathematics, social sciences, and integrated studies, as determined by the general education and graduation requirements of UW-La Crosse. Students wishing to complete a baccalaureate degree entirely online may do so by entering through UW Colleges Online and then gaining admission to the online B.S. in HIMT program.

Institutional Program Array

The B.S. in HIMT program will serve as a valuable complement to the existing undergraduate program array at UW-La Crosse and will not compete with any program currently offered. While the B.S. in HIMT program teaches students how to use and manage information technology for supporting healthcare operations and decision making, it does not duplicate the focus of the computer science discipline. On the other hand, graduates from the B.S. in HIMT program will manage and provide pertinent health information to caregivers and their supporting staff with degrees from UW-La Crosse's healthcare-related disciplines (e.g., radiation therapy), but will not compete with them for employment.

Other Programs in the University of Wisconsin System

The most comparable undergraduate programs that exist in the UW System are at UW-Milwaukee (where an undergraduate certificate program in Healthcare Informatics is offered) and at UW-Stevens Point (where an undergraduate major with a healthcare informatics option is offered). Both of these programs are offered in the face-to-face format. A face-to-face graduate program in Healthcare Informatics is also offered at UW-Milwaukee.

Collaborative Nature of the Program

The B.S. in HIMT is a collaborative degree program that benefits from the shared resources of all partner institutions. UW System encourages and supports systemwide cooperative and collaborative efforts among its institutions to develop need-based programs of mutual interest, benefit, and value to all partners; add to the existing base of quality academic

offerings within the System; and more effectively and efficiently address the needs of both traditional and nontraditional learners as well as employers within the state. The proposed addition of UW-La Crosse to the degree delivery partners adds to UW System's ability to offer a high-quality, sustainable program without a requirement to extend significant local resources or a risk of compromising existing programs.

At its initial approval stage, UW- La Crosse also contributed to the development of the program curriculum and competencies. The partner institutions approved all courses for the program in fall 2011. UW-La Crosse governance bodies approved the program and all courses in spring 2016. No new courses are being added with UW-La Crosse joining the existing collaboration. UW-Extension will continue providing administrative support, financial investment, marketing, and student services for the program. Although students choose a home institution at which they receive the degree, all the courses will continue to be housed at UW-Extension. The cohesive development and course offerings ensure that students have a consistent experience even though the faculty work at the different partner institutions. All courses will be listed in the UW-La Crosse campus registration system. All partners share equally in net revenues realized from the program.

Diversity

The B.S. in HIMT program continues to strive to achieve Inclusive Excellence by enrolling, retaining, and graduating students from underrepresented populations, primarily second-career, adult learners. The demographics of current learners are an average age of 33 years, 80 percent female, and 20 percent male. The 80/20 split is consistent with the industry.

This degree targets primarily nontraditional student populations. Many students of color, first-generation Americans, first-generation college students, and low-income students are, often by necessity, nontraditional students because they have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format provides opportunities to those students who are time and place bound (do not reside within close proximity to an existing UW institution).

UW-Extension has several initiatives currently underway to attract working adults to the UW System. The program manager for the B.S. in HIMT program employed by UW-Extension conducts outreach and is currently working with employers, especially focusing on underrepresented minorities. In addition, the HIMT Advisory Board provides support in this area by helping the program extend its reach to diverse prospective students and communities.

The faculty of the Department of Information Systems are diverse in age, gender and ethnicity, and actively work to promote student diversity through involvement in UW-La Crosse programs. UW-La Crosse has several programs designed to support diverse students in the STEM fields, including FYRE (First Year Research Experience), WiscAMP (Wisconsin Alliance for Minority Participation), and a McNair Scholars program. While these programs may not directly align with online programs, they do illustrate the commitment of UW-La Crosse to Inclusive Excellence.

Ensuring that a higher number of diverse student populations enter the B.S. in HIMT program than the current number is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The UW-Extension student advisor works closely with all students to self-identify barriers to their success either to help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. Currently, the academic director on the campus supports the students. The other partners have at least one advisor assigned to support the HIMT students (it is up to each campus to decide on the number of advisors needed, based on enrollments) and UW-Extension has one support staff assigned to HIMT along with the program manager. It is a collaborative effort between the campus and UW-Extension to support students. UW-La Crosse students will have the academic director and an assigned advisor to provide additional support.

UW-Extension maintains online student environments that allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. UW-Extension-curated social media opportunities for student connection are available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program.

Student Learning Outcomes and Program Objectives

The addition of UW-La Crosse as one of the delivery units for the B.S. in HIMT program will prepare knowledgeable and skillful professionals to fill leadership positions within the public and private sectors. Within organizations, an HIMT professional will be able to manage and administer health information and technologies that span across divisions, departments, and businesses.

Graduates of the B.S. in HIMT program will be able to:

1. Demonstrate knowledge of healthcare billing, coding, and reimbursement policies.
2. Demonstrate knowledge of healthcare terminology and medical conditions.
3. Demonstrate knowledge of dynamic healthcare delivery systems and regulatory environments.
4. Apply principles of healthcare privacy, confidentiality, and data security, and address legal and ethical issues.
5. Apply critical and creative thinking, problem solving, and effective interprofessional communication skills related to health information management.
6. Evaluate, use, and integrate information technology to support medical decision making and processes.
7. Apply quantitative methodologies to process healthcare information.

Assessment of Program Objectives and Student Learning Outcomes

The assessment of student learning outcomes for the B.S. in HIMT degree program is managed by an assessment team composed of the academic directors from each partner campus (and will now include UW-La Crosse directors) as well as the program manager. This team also serves as the oversight and decision-making body for the program. The team meets biannually in

person; however, teleconferences have been used to meet more frequently whenever the need arises.

The assessment team identifies and defines measures and establishes a rubric for evaluating how well students are meeting the program's competency areas. The team also identifies what data will be assessed and serves as the collection point for the data. As a part of the course development process, the assessment team determines which examples of student work would be most appropriate to demonstrate competency in a specific student learning outcome. As part of the requirement for annual reporting to CAHIIM, first-year program graduates and employers are surveyed to determine success in securing employment related to the major and regarding the types of roles and careers that graduates have entered. A standardized questionnaire from CAHIIM is routinely administered to students.

The assessment team also receives data collected by UW-Extension each semester. UW-Extension has collected and monitored data on new enrollments, retention rates, and graduation rates since the program was implemented in 2012. Because this program is part of the UW-Extension Adult Student Initiative, pertinent student demographics is collected to determine whether the degree is reaching adult students and whether students in the program are part of a traditionally underserved demographic (as defined by UW System).

The assessment team compiles the data and completes an annual report summarizing the data, the assessment of the data, and the decisions regarding improvements to the curriculum, structure, and program delivery. This report is shared with the faculty of the program and other stakeholders. Decisions made by the assessment team move through the established curricular processes at each partner institution, now including UW-La Crosse. The assessment team is responsible for ensuring that recommendations for improvements are implemented.

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

Program Curriculum

The B.S. in HIMT consists of 24 three-credit courses in the major as listed below. The HIMT curriculum has two tracks: Health Information Management (HIM) and Health Information Technology (HIT). All students take 16 common core courses (48 credits), along with an additional four courses (12 credits) in their chosen track, to complete the degree. There are no electives. Interested students may choose to take courses in both tracks. A capstone is taken as the last course of the B.S. in HIMT degree program.

Curriculum for the B.S. in Health Information Management and Technology

Required Associate Degree or transferable, college-level credits (60 credits)

HIMT Core (48 credits)	**Institution**
HIMT 300 Survey of Contemporary Computing	UW-Green Bay
HIMT 310 Healthcare Systems and Organizations	UW-Green Bay
HIMT 320 Survey of Information Technology in Healthcare	UW-La Crosse
HIMT 330 Health Care I: Terminology & Body Systems	UW-Stevens Point
HIMT 340 Ethical Issues, Security Management and Compliance	UW-La Crosse
HIMT 350 Statistics for Healthcare	UW-Stevens Point
HIMT 360 Health Care II: Survey of Disease & Treatments	UW-Parkside
HIMT 370 Healthcare Systems: Analysis & Design	UW-La Crosse
HIMT 380 Healthcare Billing, Coding and Reimbursement	UW-Parkside
HIMT 400 Healthcare Information and Technology-Data	UW-Parkside
HIMT 410 Healthcare Systems: Implementation and Integration	UW-Parkside
HIMT 420 Healthcare Systems: Project Management	UW-La Crosse
HIMT 430 Quality Assessment and Improvement	UW-Green Bay
HIMT 440 Group Processes, Team Building and Leadership	UW-Green Bay
HIMT 450 Healthcare Information and Technology – Standards	UW-Parkside
HIMT 490 Capstone	UW-La Crosse
Healthcare Management Track (12 credits)	
HIMT 355 Principles of Management for HIMT Professionals	UW-Green Bay
HIMT 365 Healthcare Economics	UW-Stevens Point
HIMT 415 Human Resource Management in Healthcare	UW-Green Bay
HIMT 445 Application of Leadership & Management in Healthcare Technology	UW-Parkside
Healthcare Technology Track (12 credits)	
HIMT 345 Programming and Software Development	UW-Stevens Point
HIMT 375 Database Structures and Management Systems	UW-Stevens Point
HIMT 425 Data Warehousing and Mining	UW-Stevens Point
HIMT 435 Data Communications and Networks in Healthcare	UW-La Crosse

TOTAL	**120 Credits**

Projected Time to Degree

Based on current program data, on average students are taking six courses per year, three HIMT classes each fall and spring. If a student does take summer classes, the student is taking 1.6 HIMT classes on average. Currently, the majority of students entering with the required associate degree or 60-credits of equivalent, transferable, college-level credits of coursework and not needing any remedial instruction, complete the program within two to three years. Students may enter the program for the spring, summer, or fall semester. Students may take courses in any sequence as long as they meet the internal prerequisites listed in the course descriptions.

Institutional Review

The collaborative partners review the program annually. Academic directors, faculty, and administrators from all partner institutions provide input into programmatic changes and upcoming needs. UW-Extension, as the fiscal agent for this program, manages the resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program is made collaboratively by all partners. As defined in the partner agreement, the program engaged in an internal three-year review focusing on both program and fiscal matters. In addition, the program will conduct a formal five-year review as required by UW System policies and submit the review results to UW System Administration.

Each of the partner institutions provides a comprehensive review of academic programs. At UW-La Crosse, academic programs undergo an Academic Program Review (APR) on a regular cycle as one component of the commitment to academic excellence. The Faculty Senate's Academic Program Review Committee coordinates the review process and provides an opportunity for program faculty to reflect on curriculum, assessment, new initiatives, personnel, and support for achieving the goals of the program. Programs that have external accreditation participate in UW-La Crosse's APR the year following their accreditation review. Programs without external accreditation participate in the process, which includes an external review, every seven years.

Accreditation

There are currently no special accreditation requirements for this degree. However, the partner campuses collectively decided to pursue external accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), the credentialing body of the American Health Information Management Association (AHIMA). The B.S. in HIMT program at UW-Green Bay received accreditation on April 10, 2015. Since the degree program is identical at the partner institutions, an umbrella accreditation is being pursued with the AHIMA. The CAHIIM program accreditation will not only bring prestige to the program but also qualify the graduates to sit for the Registered Health Information Administrator (RHIA) certification exam. The resulting certificate could significantly enhance students' employment prospects.

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[1] University of Wisconsin System (2001). ACIS-5.4 Revised: Programming for the Non-Traditional Market in the University of Wisconsin System. Retrieved from https://www.wisconsin.edu/program-planning/download/acis_documents/Programming-for-the-Non-Traditional-Market-in-the-UW-System.pdf.

[2] University of Wisconsin-La Crosse College of Business Administration Strategic Plan, 2012, Retrieved from http://www.uwlax.edu/uploadedFiles/Academics/Colleges_Schools/College_of_Business_Administration/CBA_strategic_plan_2012.pdf.

[3] U.S. Bureau of Labor Statistics, 2016, Retrieved from http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm.

[4] U.S. Bureau of Labor Statistics, 2016, Retrieved from http://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm.

[5] Wisconsin Department of Workforce Development, Office of Economic Advisors Long Term Employment Projections 2012-2022, Retrieved from http://worknet.wisconsin.gov/worknet.

University of Wisconsin System

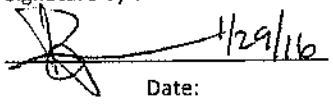
Cost and Revenue Projections for Collaborative Health Information Management and Technology Program

		FY 2017 Year 1	FY 2018 Year 2	FY 2019 Year 3	FY 2020 Year 4	FY 2021 Year 5
I	**Enrollments (New Students) Headcount**	73	67	60	60	60
	Enrollments (Continuing Student) Headcount	133	155	164	168	174
	Enrollment (New Student) FTE	69	63	56	56	56
	Enrollment (Continuing Student) FTE	282	315	334	347	360
II	**Total New Credit Hours (# new sections x credits per section)**					
	Existing Credit Hours					
III	**FTE of New Faculty/Instructional Staff**					
	FTE of Current Fac/IAS	5.875	6.250	6.500	6.750	7.000
	FTE of New Admin Staff					
	FTE of Current Admin Staff	3.500	3.500	3.500	3.500	3.500
V	**New Revenues**					
	From Tuition	1,233,180	1,326,780	1,370,070	1,413,360	1,460,160
	From Fees					
	Program Revenue - Grant					
	Program Revenue - Other					
	Reallocation					
	Total new Revenue	**1,233,180**	**1,326,780**	**1,370,070**	**1,413,360**	**1,460,160**
VI	**New Expenses**					
	Salaries Plus Fringes					
	Faculty/Instructional Staff	475,623	504,664	524,024	543,385	562,745
	Other Staff	446,866	446,866	421,866	421,866	421,866
	Other Expenses					
	Facilities					
	Equipment					
	Other	131,500	133,000	134,000	135,000	136,000
	Total Expenses	**1,053,989**	**1,084,530**	**1,079,890**	**1,100,251**	**1,120,611**
VII	**Net Revenue**	**179,191**	**242,250**	**290,180**	**313,109**	**339,549**

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

The Health Information Management and Technology (HIMT) is an existing undergraduate multi-institutional online program between UW-Green Bay, La Crosse, Parkside, Stevens Point, and Extension that began enrolling students in fiscal year 2012-13. UW-Green Bay, Parkside, and Stevens Point are degree-granting institutions with UW-La Crosse granting course support. UW-La Crosse is now seeking authority and approval to enroll students and award the degree. With UW-La Crosse approved to offer the degree, new students will have four degree-granting UW institutions to choose from when selecting a home campus. Thus, there is no financial impact to the current model in the form of new revenues and expenses with the addition of UW-La Crosse awarding the HIMT degree. The table above reflects the financial projections for the continuation of the Health Information Management and Technology program.

Signature by the Provost:



1/29/16

Date:

UNIVERSITY of WISCONSIN
LA CROSSE

March 30, 2016

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

Dear President Cross,

I am writing to express my support for the University of Wisconsin-La Crosse's proposal to join the established online Bachelor of Science Degree in Health Information Management and Technology (HIMT) collaborative as a degree-granting institution. UWL has been involved in this collaborative since inception providing faculty and curriculum support. With support from the existing collaborative partners, UWL is moving forward in seeking formal approval to offer this degree program.

There is university-wide support for the B.S. in HIMT major. The program has received approval by the Information Systems Department, College of Business Administration, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. UW-Extension will provide ongoing administrative and financial support to the program. UWL has the faculty resources to continue to support this program.

The program will undergo regular program evaluation through both college and university-wide review. These internal reviews will include evaluations by the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,

Betsy Morgan
UW-La Crosse interim Provost and Vice Chancellor for Academic Affairs

OFFICE OF THE PROVOST and VICE CHANCELLOR FOR ACADEMIC AFFAIRS
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Program Authorization (Implementation)
UW Flexible Option Bachelor of Science in Business Administration
UW-Extension

EDUCATION COMMITTEE

Resolution I.1.d:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Extension and the President of the University of Wisconsin System, the Chancellor is authorized to implement the UW Flexible Option Bachelor of Science in Business Administration at UW-Extension.

NEW PROGRAM AUTHORIZATION
UW FLEXIBLE OPTION BACHELOR OF SCIENCE IN BUSINESS ADMINSTRATION
AT UNIVERSITY OF WISCONSIN-EXTENSION

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 UW Flexible Option Bachelor of Science in Business Administration at the University of Wisconsin-Extension is presented to the Board of Regents for consideration. UW-Extension's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.d, approving the implementation of the UW Flexible Option Bachelor of Science in Business Administration degree program at the University of Wisconsin-Extension.

DISCUSSION

The University of Wisconsin-Extension (UW-Extension) proposes to establish an online, competency-based UW Flexible Option Bachelor of Science in Business Administration (B.S. in Business Administration) through the Division of Continuing Education, Outreach and E-Learning (CEOEL). The University of Wisconsin System competency-based education (CBE) program is known as the UW Flexible Option. In December 2015, the UW System Board of Regents approved a change to the UW-Extension mission to permit the institution to offer competency-based credit certificates, associate degrees, and baccalaureate degrees in the area of business and management. The proposed B.S. in Business Administration represents the first program presented to the Board for authorization.

The proposed B.S. in Business Administration program has been designed by content-expert faculty from UW-Parkside, UW Colleges, UW-Milwaukee, UW-La Crosse, and UW-Oshkosh, an adjunct faculty member from UW-Superior, and a retired faculty member from UW-Whitewater. These faculty make up the "distributed department" that will continue to oversee and review the curriculum and ensure that the quality of the curriculum remains high. Though most faculty are anticipated to be part-time, full-time faculty members may be hired in the future to support the program as the program grows.

Students enrolled in the B.S in Business Administration will progress through the degree program requirements by demonstrating mastery of established competencies as acquired through formal and informal learning, whether that knowledge was gained through prior coursework, military training, on-the-job training, or other learning experiences. The degree is designed to be equivalent to a two-academic-year degree-completion program. The 111 business competencies

that comprise degree program requirements represent the last two academic years of a traditional four-year degree program, commonly comprised of 60 credits. All competencies will be assessed through a sequence of performance measures that include quizzes, tests, short essays, reports, oral presentations, poster presentations, demonstrations, interactive video presentations, case studies, and projects – all asking students to demonstrate what they know in real-world settings.

UW-Extension anticipates that by the end of year five, 704 new students will have enrolled in the program and 96 students will have graduated from the program. Graduates will demonstrate broad knowledge of several business functional areas including accounting, finance, human resources, operations, sales, marketing, supply chains, and information systems. Further, graduates will be employable across a number of industry sectors including, but not limited to, insurance, retail, finance, manufacturing, healthcare, real estate, public relations, customer service, construction, emergency management, transportation, warehousing, and information technology.

UW-Extension expects that most students will enroll part-time and take an average of 45 to 65 competencies per year (out of the 111 total across the curriculum of this degree). Students will enroll in a three-month subscription period at the beginning of each month. At that rate, students who enter the program with an associate degree could complete the program in 1.75 to 2.5 years. Because the proposed B.S. in Business Administration is entirely a self-paced program, students will not have the same degree completion rates as the traditional degree program students who complete their degree in two academic years.

Tuition for the subscription period will be $2,250 for students enrolling in multiple competencies (i.e., multiple projects), with no limit on the number of competencies students can complete. This subscription is referred to as the "all you can learn" enrollment option. Students who wish to complete only a single project in a subscription period will pay $900 to complete assessment competencies associated with the single project. No student will be charged segregated or additional fees. There will be no tuition differential for out-of-state students. If a student enrolls for two academic years, tuition costs are $13,500 (i.e., three 3-month subscription periods at $2,250, for each of two years).

According to the U.S. Bureau of Labor Statistics (BLS), employment of business management occupations (specifically General and Operations Managers and Administrative Services Managers) is projected to grow six percent from 2014 to 2024 nationally. According to the Wisconsin Department of Workforce Development, employment of management occupations in Wisconsin is projected to grow 8.38 percent between 2012 and 2022.

According to Wisconsin State Educational Approval Board (EAB) data, from 2012 to 2014, nearly 19,000 Wisconsin residents were pursuing bachelor-level degrees at non-UW institutions, illustrating that a sizeable market exists of Wisconsin students seeking bachelor's degrees outside of existing UW options. Of those students, twenty-one percent (3,990) are pursuing a business-related bachelor's degree.

UW-Extension is currently in the process of seeking regional accreditation from the Higher Learning Commission (HLC) to operate degree programs, and submitted its preliminary

evidence in January 2016. UW-Extension plans to pursue and obtain candidacy status from the Higher Learning Commission in fiscal year (FY) 17-18, with full accreditation anticipated in FY 2022-23. As part of this process, UW-Extension will seek HLC approval to offer the B.S. in Business Administration degree in an online and direct assessment format. UW-Extension does not intend to pursue accreditation by business administration program accreditors at this time.

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A UW FLEXIBLE OPTION BACHELOR OF SCIENCE IN BUSINESS ADMINSTRATION AT UNIVERSITY OF WISCONSIN-EXTENSION PREPARED BY UW-EXTENSION

ABSTRACT

The University of Wisconsin-Extension (UW-Extension) proposes to establish an online, competency-based UW Flexible Option Bachelor of Science in Business Administration (B.S. in Business Administration). The University of Wisconsin System competency-based education (CBE) program is referred to as the UW Flexible Option. In December 2015, the UW System Board of Regents approved a change to the UW-Extension mission to permit the institution to offer competency-based credit certificates, associate degrees, and baccalaureate degrees in the area of business and management. The proposed B.S. in Business Administration represents the first program presented to the Board for authorization.

Graduates with a B.S. in Business Administration will be prepared to apply the knowledge and skills employers require for success in today's dynamic global business environment by demonstrating broad knowledge of several business functional areas including accounting, finance, human resources, operations, sales, marketing, supply chains, and information systems. Graduates will be employable across a number of industry sectors including, but not limited to, insurance, retail, finance, manufacturing, healthcare, real estate, public relations, customer service, construction, emergency management, transportation, warehousing, and information technology.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Extension

Title of Proposed Program
UW Flexible Option B.S. in Business Administration

Degree/Major Designations
Bachelor of Science

Mode of Delivery
Distance education (online), direct assessment Competency-Based Education modality

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program from 2017-2022. Projections are based on the institution's experience with similar UW Flexible Option degree-completion programs. UW-Extension anticipates that by the end of year five, 704 new students will have enrolled in the program and 96 students will have graduated from the program. Because the program will attract primarily working professionals, the majority of students will enroll part-time and may stop in and out of the program.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students*	47	113	150	188	206
Continuing Students	0	28	96	158	203
Total Headcount**	47	141	246	346	409
Graduating Students	0	0	0	28	68

*New Students are first-time subscribers to a Flexible Option program.

**60% of students who start in a Flexible Option program are expected to persist to graduation. The retention rate is expected to increase to 75% once the program is accredited by the Higher Learning Commission. Because the date of accreditation is unknown at this time, this table represents a 60% retention rate.

Tuition Structure

Program tuition will follow the established fee structure for UW Flexible Option undergraduate programs. Students will enroll in a three-month subscription period at the beginning of each month. Tuition for the subscription period will be $2,250 for students enrolling in multiple competencies (i.e., multiple projects), with no limit on the number of competencies students can complete. This subscription is referred to as the "all you can learn" enrollment option. Students who wish to complete only a single project in a subscription period will pay $900 to complete assessment competencies associated with the single project. In all cases, students will not be charged segregated or additional fees. Students may be required to purchase textbooks, though many competencies do not require textbooks, and the program will strive to minimize textbook expenses. There will be no tuition differential for out-of-state students.

The B.S in Business Administration degree is designed to be equivalent to a two-academic-year degree-completion program. That is, the 111 business competencies that comprise degree program requirements represent the last two academic years of a traditional four-year degree program, commonly comprised of 60 credits. Because the proposed B.S. in Business Administration is entirely a self-paced program, students will not be expected to complete their degree in two academic years. Some students may complete sooner, some later. However, for the purposes of tuition comparison, if a student enrolls for two academic years, his or her tuition costs would equal $13,500 (three 3-month subscription periods at $2,250, for each of two years).

Department, College, School, or Functional Equivalent

UW-Extension will offer and fully support the B.S. in Business Administration degree through the Division of Continuing Education, Outreach and E-Learning (CEOEL).

Proposed Date of Implementation

December 2016

INTRODUCTION

Rationale and Relation to Mission

On December 11, 2015, the UW System Board of Regents approved a mission change for the University of Wisconsin-Extension. The revised mission statement includes language clarifying the institution's commitment to serve the professional development needs of working adults within and outside of the state through the delivery of professionally-focused and cross-disciplinary competency-based credit certificates, associate degrees, and baccalaureate degrees in the area of business and management.

The proposed B.S. in Business Administration is the first program developed and offered directly by UW-Extension. The program will be an important addition to the current array of competency-based and collaborative (with other UW institutions) online degree programs supported and administered by UW-Extension's Division of Continuing Education, Outreach and E-Learning (CEOEL). The proposed program will directly support one of the primary goals of CEOEL and of UW-Extension – to increase access to education by delivering innovative programs that target diverse and/or underserved, nontraditional, student audiences. The unique, 100-percent online, competency-based direct assessment format expands access to adult and nontraditional students whose schedules and obligations preclude their participation in semester-based instruction. The program design also allows students to directly demonstrate proficiencies developed through previous formal and informal learning. In doing so, the program also supports the University of Wisconsin System mission, which stipulates a commitment to "[…] discover and disseminate knowledge; to extend knowledge and its application beyond the boundaries of its campuses […]"

Need as Suggested by Current Student and Workforce Demand

The proposed B.S. in Business Administration directly responds to the demand for business majors regionally and nationally. According to the National Center for Education Statistics, a bachelor's degree in business is the most popular postsecondary major in the United States with over twice as many degrees conferred in this area than the next nearest degree.[i] The degree is in demand by students and employers, in large part, based on its possible application across all industry sectors. Any industry that deals with insurance, finance, manufacturing, construction, consumer products, customer service, engineering, product development, and information technology needs graduates with a business degree.

In addition, a recent report from The Learning House and Aslanian Market Research identified that a bachelor's degree in business management/ administration represents the most popular online field of study and degree. Business and related fields continue to enroll the most online students with more than 25 percent of the total, suggesting sustainable demand.[ii]

According to the American Council on Education, only 15 percent of undergraduates are "traditional" – i.e., younger than 24, attending full-time, and living on or near a university.[iii] The National Center for Education Statistics defines "nontraditional" students as those learners over the age of 24 who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.[iv] In Wisconsin alone, recent census data indicate that 21 percent of its citizens, or over 800,000 adults, fit this

nontraditional description. Many of these individuals have some college credits, but are not currently being served by institutions within the UW System. Therefore, this population represents a significant pool of prospective students for this unique, competency-based degree.[v]

The ideal student market for the UW Flexible Option business bachelor's degree consists of students who are not currently served by UW business degree programs. Data exist on this population and their educational choices through the Wisconsin State Educational Approval Board (EAB). The EAB maintains a database of Wisconsin residents involved in higher education programs at private for-profit and private not-for-profit institutions of higher education.

According to EAB data, from 2012 to 2014, nearly 19,000 Wisconsin residents were pursuing bachelor-level degrees at non-UW institutions, illustrating that a sizeable market of Wisconsin students is seeking bachelor's degrees outside of existing UW options. Of those students, twenty-one percent (3,990) are pursuing a business-related bachelor's degree, illustrating that business programs are highly sought after among Wisconsin residents. Among students in the EAB database who are pursuing business-related degrees, 96 percent of students are enrolled in general business programs (e.g., business administration, business, management).[vi] The proposed B.S. in Business Administration is a general business degree and thus presents an attractive option among Wisconsin students currently seeking this type of degree program at non-UW institutions.

According to the EAB database, 53 non-UW institutions have enrolled Wisconsin resident students in business-related bachelor degree programs from 2012 through 2014. Sixty-two percent of those institutions are private for-profit. Of those, 53 institutions offer 89 business-related programs, 98 percent of which are available in an online format. Fourteen (14) of the 53 institutions account for 76 percent of Wisconsin resident students enrolled in bachelor-level, business-related programs at non-UW schools in the years 2012 through 2014. Of those 14 institutions, 12 (86 percent) are for-profit colleges and universities. These data show that for-profit institutions currently enroll the majority of nontraditional Wisconsin students seeking online business bachelor's degrees.[vi] The UW Flexible Option offers the opportunity to serve, through its innovative competency-based model, the large segment of Wisconsinites seeking nontraditional education from a marketplace dominated by for-profit institutions. These data also illustrate that the B.S. in Business Administration will not compete for these students with existing UW programs, even those programs that are online, because the most likely students who will enroll in the new B.S. in Business Administration are not enrolled in any UW program.

Evidence also exists that a B.S. in Business Administration in a competency-based direct assessment format would realize significant enrollment growth. Currently, five institutions nationally are providing a business bachelor's degree in a competency-based modality: Northern Arizona University, Southern New Hampshire University, Brandman University, Capella University, and Western Governors University. Degrees conferred by these institutions from 2012 to 2014, indicate a general business program similar to that planned by UW-Extension, grew by an impressive 47 percent among these five institutions. Western Governors University (offering a Bachelor of Science in Management) and Brandman University (offering a Bachelor of Business Administration) have shown the largest percentage growth in their general business

programs (92 percent and 230 percent, respectively). This data suggests that student interest (represented as degrees conferred) in business-related bachelor's degrees delivered in a CBE modality is strong and growing.[vii]

Need as Suggested by Current Market Demand

According to the U.S. Bureau of Labor Statistics (BLS), employment of business management occupations (specifically General and Operations Managers and Administrative Services Managers) is projected to grow six percent from 2014 to 2024 nationally, about as fast as the average for all occupations, which will result in about 505,400 new jobs.[viii] According to the Wisconsin Department of Workforce Development, employment of management occupations in Wisconsin is projected to grow 8.38 percent between 2012 and 2022.[ix] The BLS predicts that employment growth will be driven by the formation of new organizations and the expansion of existing ones, which will require more workers to manage these operations. The median annual wage for management occupations in the U.S. was $97,230 in May 2014, which was the highest wage of all the major occupational groups. (BLS salary data represents national, averaged earnings for the occupations listed and includes workers at all levels of education and experience).[x]

DESCRIPTION OF PROGRAM

General Structure

The UW Flexible Option program (see http://flex.wisconsin.edu/faqs/ for further information) is a self-paced, direct assessment, and competency-based education format that allows working adults to start any month, study at their own pace, and earn credit using their existing knowledge.

The proposed B.S in Business Administration is structured to comprise the last two years of the business and management degree. Students will be required to achieve the general education requirements in addition to the 111 competencies making up the degree-completion program. Graduates will demonstrate mastery of fundamental management skills applicable in nearly every career field. Specific competencies in multiple functional areas – Microeconomics, Macroeconomics, Financial Accounting, Managerial Accounting, Business Communication, Business Law and Ethics, Business Statistics, Information Systems, Finance, Operations Management, Marketing, Organizational Behavior and Leadership, Human Resource Management, Global Business, Strategic Management, Project Management, Sales, and Supply Chain Management – will be included as part of the degree program.

UW-Extension's admission review process considers many factors when assessing an application for admission to a UW Flexible Option program. The student's high school records, strength of prior college coursework, rigor of curriculum and academic readiness, test scores, grade point average, academic goals, relevant work experience, and other indicators of potential for success are considered. Based on data for students admitted to current collaborative Flexible Options programs, it is anticipated that individuals admitted to this program will have completed previous college coursework. Students who previously matriculated and earned at least 60 credits at another institution of higher education and who meet the minimum admissions requirements as a transfer student will be admitted to the program as new transfer students. A

credit transfer evaluation will be conducted to determine how previous coursework equates to general education and degree program requirements. Students who do not have 60 credits may be admitted on a provisional basis if they meet other admissions criteria.

Initially, until a complete set of general education program competencies is developed for the B.S. or any UW-Extension degree program, students who have not demonstrated completion of required general education competencies may be directed to UW Colleges to complete either the Associate of Arts and Science (A.A.S.) degree or relevant/required GE competencies. UW Colleges offers the A.A.S. in multiple formats including face-to-face, online, and flexible option formats.

Upon matriculation, enrolled students can begin their studies at the beginning of any month of the year. Students have two enrollment options at two different price points: (1) pursuing as many projects as they wish within a three-month subscription period (the "all-you-can-learn" model) or (2) pursuing individual projects within a three-month subscription period. The subscription period begins on the second day of any month and ends the last day of the third month of the subscription. During the subscription period, a student enrolls in one or more projects that should be completed by the end of the subscription period. Any unfinished competencies may be completed during the next three-month subscription period, as long as the student pays tuition for that period. In the "all-you-can learn" subscription period, students may access as much content and as many assessments as they wish. Students may re-enroll continuously, or they can take breaks in one-month increments between their subscription periods. Enrollment in an individual project will consist of working on and finishing only a few competencies during a 3-month period. Both faculty and academic success coaches will assist students as they proceed through their degrees.

A department chair will oversee the faculty and curriculum and work closely with the academic support services. The department chair will engage regularly with academic success coaches who will provide regular and consistent support to students as they progress in the self-paced, competency-based program. In addition to being a faculty member in the program, the department chair will oversee the operational aspects of the program with duties ranging from interacting with enrolled students, administering academic policies, resolving academic issues, working with faculty to administer the program, and improving program efficiency. Support staff from admissions, registration, advising and other key support areas will work with coaches and faculty to provide a holistic approach for student success.

Full academic support including admissions, registration, financial aid, student services and technical support will be provided through UW-Extension as the degree-granting institution. Students enrolled in this program will have access to an extensive array of online resources including writing labs, learning readiness assessments, digital library resources, and career advising. A dedicated program manager will work closely with the department chair, academic success coaches, academic support units and others to provide general program information, problem resolution, and additional supports.

Faculty welcome each student enrolled in competency projects including a template that suggests the order and timeline for completing the work for the project within the subscription

period. For each piece of work submitted by students, faculty are required to provide extensive feedback, based on well-defined rubrics that structure students' next steps. Based on student needs, faculty provide learning resources for students to master each competency within the projects, and address questions related to the subject matter.

Graduates of the B.S. in Business Administration at UW-Extension will be required to successfully complete the 111 assessment-level competencies, which are specific to the business disciplines. In addition to these 111 competencies, students need to successfully complete the general education competencies while maintaining the distribution requirements in humanities, arts, social sciences, and natural sciences areas. In addition, students are expected to demonstrate diversity, communication (both oral and written), and quantitative literacy competencies. All competencies required for the degree will need to be completed at the level of mastery.

General Education Requirements

UW System shared learning goals form the foundation of all competencies that are part of the B.S. in Business Administration degree program, including the general education program requirements. UW System shared learning goals include:

- Knowledge of Human Cultures and the Natural World including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
- Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
- Effective Communication Skills including listening, speaking, reading, writing, and information literacy.
- Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures, to lead or contribute support to those who lead, and to empathize with and understand those who are different than they are.
- Individual, Social, and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

A robust general education program provides the foundation for student success in the B.S. in Business Administration degree program. Consistent with the UW System shared learning goals, all degree programs that UW-Extension will be authorized to implement will include the following distribution of general education competency requirements:

- Arts and the Humanities: Competencies in the history, philosophy, theory, or practice of the creative and interpretive arts (e.g., visual arts, dance, music, theatre, creative writing).
- Natural Sciences: Competencies in the area of natural sciences including laboratory or field experience, generation and testing of data, and the application of concepts and knowledge to the solution of problems.

- Social Sciences: Competencies in the political, social, behavioral, and developmental sciences.
- Cultural Diversity: Competencies relating to the study of life experiences of African Americans, Hispanic/Latino Americans, American Indians or Asian Americans.

In addition to the distributive requirements, students will be expected to demonstrate communication (both oral and written) and quantitative literacy competencies.

Core Business Degree Requirements

The following definitions will apply to the discussion of program requirements:

- *Competency*: The knowledge, skills and abilities students demonstrate as a function of the degree program.
- *Program-Level Competency*: The "top level" competencies that define the scope of the program, and through which all other competencies are connected. One can think of a program-level competency as a higher-order set of skills knowledge – for example, "the ability to apply financial tools and techniques to meet organizational objectives." The B.S. in Business Administration contains eight program-level competencies.
- *Assessment-Level Competency*: The specific competencies defined at a finer-grain level. Assessment-level competencies are aligned with program-level competencies – for example, "the ability to prepare, analyze, and interpret financial statements." Assessment-level competencies will be grouped in projects that students will undertake to progress through the B.S. in Business Administration. See the definition for "Projects" below. Faculty determine whether students have mastered each assessment-level competency by assessing students' work via their projects. The B.S. in Business Administration will contain between 110 and 130 assessment-level competencies.
- *Outcome*: A learning outcome is a written statement of what the successful student/ learner is expected to be able to do for each assessment-level competency. Outcomes are very specific, with each assessment-level competency containing one to six outcomes.
- *Competency Area*: Competency area refers to a functional area of business (such as finance, marketing, HR management, etc.) and is used to align assessment-level competencies to different functional areas of traditional business degrees. UW-Extension anticipates using these competency areas to assist in its ability to help students transfer credits in and out of the B.S. in Business Administration.
- *Projects*: Students progress towards their degree by completing projects, with each project evaluated by faculty to determine student mastery of the group of assessment-level competencies within it. For example, a project might consist of creating a marketing plan for a new coffee drink for a local coffee roaster and cafe. The group of competencies required to create this marketing plan includes students' ability to conduct market research, design print and social media, develop a budget, and present it in a compelling manner both orally and in writing. Competency groupings will also provide a mechanism for registration when students enroll in the $900/subscription

period option. That is, for $900, students will be expected to complete one project within the subscription period.

- *Curated Content*: Curated content refers to an array of learning materials including background information, internet readings, videos, and self-assessments. Students will be provided curated content for each assessment-level competency. Students who need to improve their knowledge related to a competency before attempting the assessments can use curated content as a resource to review, revise, and master the required knowledge.

Students enrolled in the B.S in Business Administration will progress through the degree program requirements by demonstrating mastery of established competencies as acquired through formal and informal learning, whether that knowledge was gained through prior coursework, military training, on-the-job training, or other learning experiences. Content expert faculty from the UW System institutions defined and developed competencies for the B.S. in Business Administration. Students will be required to prove mastery of the subject through authentic assessments that demonstrate a theory-application connection. Authentic assessments may include tests, projects, papers, and other methods. UW System faculty will oversee and review the curriculum and ensure that the curriculum is current, of high quality, up-to-date, and relevant.

Institutional Program Array

The proposed B.S. in Business Administration will be an addition to the current array of competency-based and collaborative online degree programs supported and administered by UW-Extension's Division of Continuing Education, Outreach and E-Learning.

Other Programs Within and Outside the University of Wisconsin System

Higher education in Wisconsin and across the U.S. is rapidly changing, and it is under increasing pressure to adjust to new competitors, new technologies, and new needs, all within the context of reduced state funding. Internal challenges and external pressures require new delivery models and new approaches to address unmet needs for quality education in the state and beyond. The B.S. in Business Administration will serve as a strategic addition to the portfolio of programs offered across the University of Wisconsin System. While all of the UW comprehensive and doctoral institutions offer a bachelor's degree in an area of business management or administration, and a number of UW institutions offer online programs, no institutions offer the degree program in a direct assessment format. Given the alternative delivery format of the proposed program, implementation of the program is not intended to compete with business programs currently offered by UW System institutions.

Several regional and national institutions currently offer a competency-based bachelor's degree in business administration/management. These include Capella University, Southern New Hampshire University, Northern Arizona University, Brandman University, and Western Governors University. By offering competency-based programs, particularly in highly sought-after disciplines such as business administration and management, the UW System, via UW-Extension, will be directly satisfying state and regional workforce needs as well as the needs and interests of nontraditional students in Wisconsin and beyond.

Collaborative Nature of the Program

UW-Extension will work with UW Colleges and other UW campuses that want to create consortial arrangements for students who would like to complete general education competencies at another UW institution.

Diversity

The proposed Flexible Option B.S. in Business Administration will achieve inclusive excellence by enrolling, retaining, and graduating sufficient numbers of students from underrepresented populations. Further, UW-Extension plans to engage faculty from underrepresented populations and implementing multidimensional approaches to teaching and learning, including diversity in the curriculum for the B.S. in Business Administration degree; and leveraging resources so that the program is able to respond to students' evolving and growing needs. Advertisements in traditional academic and trade sites and minority-focused websites and periodicals will be employed to promote the program. Since this degree will be offered online, search engine optimization tools will be used to engage and attract diverse populations. In addition, the program will target primarily nontraditional students – a recognized underserved audience within the UW System. The online, competency-based delivery format will provide opportunities to those students who are both time and place bound. Recruitment and marketing efforts for this degree will focus on underrepresented populations.

UW-Extension will maintain online student environments that allow individuals from diverse ethnic backgrounds to connect with other students to build points of commonality and understanding. Academic success coaches provide proactive and wrap-around academic advising, content support and program guidance. Social media opportunities will aid in peer and mentor engagement as well as help students in their career advancement (e.g., Facebook, LinkedIn).

The B.S. in Business Administration curriculum includes diversity issues in a number of ways. First, the cultural, ethnic, political, social, and geographical diversity issues are articulated in the following two program-level competencies:

- Program-Level Competency #7: Apply intercultural knowledge, interpersonal skills and teamwork to function effectively in diverse environments.
- Program-Level Competency #6: Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.

Second, diversity issues will be integrated into the general education curriculum through the cultural diversity requirement. Third, diversity will be addressed in assessment-level competencies and outcomes. For example, outcomes related to assessment-level competencies such as "Articulate the role of cultural differences to manage interactions in global organizations" and "Perform a market segmentation analysis and select an appropriate target market" will include diversity issues as part of outcomes and assessments.

Competencies and Student Learning Outcomes

Competencies are strategic learning outcomes. Each competency is structured within Bloom's Taxonomy to depict how student understanding is applied in context. There are eight program-level competencies in the proposed program that are summarized in the "Program Curriculum" section of this document as well as in appendices. Graduates of the program will:

- Demonstrate social and personal responsibility and ethical behavior for organizational contexts.
- Apply financial tools and techniques to meet organizational objectives.
- Design and evaluate operations, supply chain, marketing, human resources, management systems, structures, and processes in organizations.
- Apply information technology and research methods to improve organizational decision-making.
- Evaluate scenarios impacting an organization and respond using diverse communication strategies.
- Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.
- Apply intercultural knowledge, interpersonal skills and teamwork to function effectively in diverse environments.
- Employ critical and systems thinking principles to create an integrated multifunctional strategy to meet organizational objectives.

Assessment of Student Mastery

Faculty will assess student mastery. The faculty whom UW-Extension hired across the UW System as part-time employees, working as a "distributed department," will identify and define all academic standards and establish clear and transparent rubrics for each competency. All competencies will be assessed through a sequence of performance measures that include quizzes, tests, short essays, reports, oral presentations, poster presentations, demonstrations, interactive video presentations, case studies, and projects – all asking students to demonstrate what they know in real-world settings. Student evaluation is conducted via rubrics established by the faculty in the distributed department. In addition, students will be required to complete integrative capstones that require them to work on a business issue, arrive at solutions, and demonstrate the ability to implement them.

Regular assessment of the program itself will be the responsibility of an established *Program Assessment Workgroup* made up of the academic director, representative program faculty, administrators from UW-Extension, and others who will meet regularly to review processes and concerns and make adjustments as necessary. The workgroup will use a number of methods for program assessment such as student evaluations, graduating student surveys, assessment results for competencies, and regular program reviews. Program graduates will be surveyed periodically to identify opportunities for program improvement, and assessments will be evaluated and potentially redefined each year. Program staff will monitor data on enrollments, retention rates, and graduation rates. The assessment workgroup will compile these various sources of data and complete an annual report summarizing the data, the analysis of the data, decisions regarding improvements to the curriculum, and program structure and delivery.

The workgroup is responsible for ensuring that recommendations for improvement are implemented.

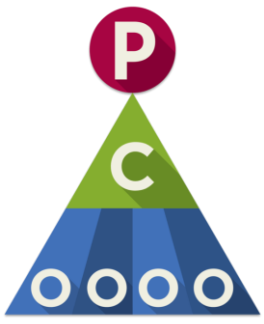
Further, the curriculum, enrollment information, assessment results, and program highlights will be shared periodically with external stakeholders to include a developing B.S. in Business Administration Program Advisory Board made up of 12-15 professionals from diverse industry sectors throughout the state and region. This group will provide valuable and consistent input and advice to program staff and will serve as ambassadors and referral agents to the program. The B.S. in Business Administration Program Advisory Board will meet biannually. The board members will also be asked to host students working on capstone projects, and to create and facilitate school-to-work transitions.

Program Curriculum

Faculty from UW-Parkside, UW Colleges, UW-Milwaukee, UW-La Crosse, and UW-Oshkosh (approved by their institutions) are participating in the development of the curriculum as well as an adjunct faculty member from UW-Superior and a retired faculty member from UW-Whitewater. Though most faculty are anticipated to be part-time, full-time faculty members may be hired in the future to support the program, especially as the program grows. The UW-Extension Faculty Senate oversees the curriculum in ways consistent with faculty governance stipulations within the UW System.

Student mastery of each of the program-level competencies will be demonstrated through a set of connected assessment-level competencies, each with its own corresponding learning outcomes. In order to graduate, students will have to pass authentic assessments attached to each assessment-level competency. Figure 1 below provides a graphical representation of the competency levels including program-level competencies (P) at the top, assessment-level competencies (C) in the middle, and outcomes (O) at the bottom. The format of the curriculum, the competencies that comprise it, and the assessments that determine student mastery will be available to employers if they want clear information about what students know and can do as a result of graduating from this program. The curriculum planning workgroup also identified English composition and college algebra as program prerequisites.

Figure 1: Flexible Option Competency Pyramid



These program-level competencies can be translated into assessment-level competencies for different *competency areas*. Table 2 illustrates the competency areas and a brief description of each area. A complete table of the assessment-level competencies within all competency

areas can be found in Appendix A. The table also illustrates the alignment between the assessment-level competencies and the program-level competencies.

Table 2: Competency Areas and Their Descriptions

Competency Area	Competency Area Description
Microeconomics	Identify, analyze, and evaluate the microeconomic factors for business decisions.
Macroeconomics	Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.
Financial Accounting	Gather, record, analyze, and evaluate financial accounting information in the organization.
Managerial Accounting	Identify and utilize relevant accounting and financial information for managerial decisions.
Business Communication	Effectively communicate a business issue and alternative solutions in written and oral communication format.
Business Law and Ethics	Describe the legal environment and ethical considerations that govern businesses.
Business Statistics	Apply statistical methods to solve business problems.
Information Systems	Design and construct information systems for business processes and utilize them for effective decision-making.
Finance	Apply financial principles and tools such as time value of money, risk and return trade-off, bond and stock valuations, financial statements, and capital budgeting to arrive at corporate financial decisions.
Operations Management	Demonstrate knowledge of qualitative and quantitative decision support tools and techniques for management decision-making in operations.
Marketing	Demonstrate marketing techniques related to pricing, promotion, distribution, and buyer behavior variables to promote organization's products and services.
Organizational Behavior and Leadership	Apply organizational leadership theories and organizational behavior principles to manage business issues.
Human Resource Management	Apply policies, procedures, and theories of human resource management in the business context.
Global Business	Demonstrate knowledge of cultural, operational, financial, and managerial challenges and techniques to manage them in global business organizations.
Strategic Management	Apply strategic management tools and techniques to arrive at strategic directions for the organization.
Project Management	Apply project management principles to organization's projects.
Sales	Demonstrate effective sales principles to manage organization's sales and key accounts.
Supply Chain Management	Evaluate and manage business supply chains from quality, procurement, and cost perspectives.

Integrative Capstone Project	Critique the selected business organization from a managerial perspective, and solve business problems/issues using a multifunctional strategy.

Projected Time to Degree

There are no restrictions on the number of competencies that students can attempt in any subscription period. Based on experience with similar competency-based offerings within the UW System and the typical adult student profile, it is assumed that most students will enroll part-time and take an average of 45 to 65 competencies per year (out of the 111 total across the curriculum of this degree). At that rate, students who enter the program with an associate degree could complete the program in 1.75 to 2.5 years.

Institutional Review

Consistent with existing programs administered by UW-Extension, the program will be reviewed annually by an established Program Assessment Workgroup made up of the academic director, representative program faculty and administrators from UW-Extension, all of whom will have input into programmatic changes and upcoming needs. This workgroup will also engage in an internal 3-year review focusing on both program and fiscal matters. This program will be reviewed approximately five years after initial implementation. All continuing programs are reviewed on a seven-year cycle. The review process will be initiated by the CEOEL dean, and the self-study will be conducted by program faculty and other parties. 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. Program review will consider many aspects including (but not limited to) the following: assessment information, program learning goals, evidence of student success in the flex business degree, recruiting, admissions, enrollment trends, degree completion patterns and trends, time for degree completion, student services, and academic support.

Accreditation

UW-Extension is currently in the process of seeking regional accreditation from the Higher Learning Commission (HLC) to operate degree programs, and submitted its preliminary evidence in January 2016. UW-Extension plans to pursue and obtain candidacy status from the Higher Learning Commission in FY17-18, with full accreditation anticipated in FY22-23. As part of this process, UW-Extension will seek HLC approval to offer the B.S. in Business Administration degree in an online and direct assessment format. UW-Extension does not intend to pursue or secure additional external accreditations at this time.

Endnotes

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[viii] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, [salary data accessed July 21, 2015] [bls.gov/oes]. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [career information accessed July 21, 2015] [bls.gov/ooh/].
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[x] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, [salary data accessed July 21, 2015] [bls.gov/oes]. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, [career information accessed July 21, 2015] [bls.gov/ooh/].

APPENDIX A

UW-Extension Flexible Option B.S. in Business Administration
Assessment Level Competencies

Assessment Level Competencies and Alignment with Program Level Competencies
(P = Primary Alignment; S = Secondary Alignment; T = Tertiary Alignment)

Competency Area	**Assessment Competency Description**	**PLC1**	**PLC2**	**PLC3**	**PLC4**	**PLC5**	**PLC6**	**PLC7**	**PLC8**
Microeconomics	Demonstrate a working knowledge of economic terms and concepts.						P		
	Analyze the consumer behavior and how it determines demand and analyze the producer behavior and how it determines the supply.		S	T			P		
	Construct and apply microeconomic models of supply and demand to analyze the impact of economic factors on markets.		S				P		
	Apply the concept of marginal analysis from consumer and business perspective.		S				P		
	Analyze the effect of competition on market price and output in the short run and in the long run.		S				P		
	Apply microeconomic principles and models to analyze the implications of government regulations.		S				P		
	Analyze how the demand and supply function in resource markets.		S				P		
Macroeconomics	Demonstrate a working knowledge of economic terms and concepts.						P		
	Explain and apply macroeconomic models of economic aggregates. Note: Outcomes for this competency should include national income, GDP, unemployment, inflation, economic growth and how growth rates vary over time among different economies.						P		
	Analyze the effectiveness of monetary and fiscal policies on the economy.						P		
	Explain how changes in aggregate supply and aggregate demand affect business cycles.						P		
	Illustrate the significant relationships between employment, unemployment, inflation, and output in the short- and long-runs.						P		
	Analyze global trade policies and the impact of changes in exchange rates on exports and imports.		S				P		

Financial Accounting	Analyze transactions to record and summarize financial information based on accepted accounting theory.		P						
	Analyze the strengths and limitations of accounting information in applied scenarios.		P						
	Prepare, analyze, and interpret financial statements.		P		S				
	Effectively and ethically communicate an organization's financial information to internal and external stakeholders.	P						S	
	Apply internal control activities to reduce opportunities for fraud in the accounting process.	P							
	Analyze and interpret financial information using calculated ratios in applied scenarios.		P						
Managerial Accounting	Demonstrate knowledge of managerial accounting information and the ways it is used in an ethical fashion by management for planning, controlling, and decision-making.	S	P						T
	Classify cost components into appropriate categories to aid in making decisions.		P						
	Apply appropriate overhead rates and determine the resulting impact on income.		P						
	Distinguish between product costing methods and analyze their relevance for inventory valuation, product pricing, and profit measurement.		P						
	Generate a master budget, including management of cash flow, to effectively plan for an accounting cycle.		P						
	Calculate and compare variances to determine appropriate recommendations to improve quality, efficiency, and/or costs.		P		S				
	Compare costs and benefits of various investment and financing alternatives to make informed business decisions.		P		S				
Business Statistics	Compute measures of central tendency, location, and variability and demonstrate understanding of its implications.			S	P				
	Demonstrate knowledge of probability terminology and concepts, and compute probabilities.			S	P				
	Apply concepts of distributions to solve business problems.			S	P				
	Construct confidence intervals and conduct hypothesis testing for means.				P				
	Apply appropriate Chi-square technique and interpret test results.				P				

	Identify and apply appropriate ANOVA test for business decision-making.				P				
	Develop regression model and predict dependent variable.			S	P				
Business Communication	Evaluate and assess communication situations.					P			
	Write clearly for target audiences, purposes, and contexts.					P		S	
	Design effective documents and data displays.	P			S				
	Deliver effective formal presentations in organizational contexts.					P			
	Design appropriate and effective communication strategies that meet professional and business communication purposes.						S	P	
Business Law and Ethics	Demonstrate understanding of dispute resolution processes.						P		
	Explain the role of contracts in transaction of business.			P			S		
	Distinguish between legal forms of organizations.			P			S		
	Analyze government regulation of business.						P		
	Apply ethical theories to business scenarios.	P					S		
Information Systems	Construct and utilize spreadsheets effectively. Note: This competency to become a prerequisite for any competency that deals with spreadsheets.				P				
	Develop information systems for decision-making. Note: Outcomes for this competency should include databases and spreadsheet software.				P				
	Create information system management plans. Note: Outcomes for this competency should include creating flowcharts, process diagrams, risk management plans, etc.					P			
	Analyze the role of information systems as a management resource. Note: Outcomes to include competitive advantage, Porter's model, DSS, ESS, etc.			P					
	Develop and communicate a plan for an E-Commerce System. Note: Include B2C, B2B as outcomes; requirements of an E-Commerce System; understanding processes.				P				

	Distinguish between enterprise-wide information systems used in organizations. Note: Outcomes for this competency should include coverage of CRM and ERP.			P					
Finance	Differentiate between different capital budgeting techniques and decision criteria based on them.		P						
	Distinguish between different types of financial markets and financial institutions.		P						
	Apply financial ratio analysis as a tool for business decision-making.		P						
	Use financial calculators to analyze financial scenarios.		S		P				
	Articulate the concept of diversification, different risk measures, and the relationship between risk and return.		P						
	Describe methods for determining the valuation of a firm.		P						
	Evaluate potential sources of capital using cost of capital concepts.		P						
Operations Management	Articulate strategic role of operations in the business context.			P					
	Identify tools and techniques to improve organizational efficiency and effectiveness. (Former OM3-outcome 1)			P					
	Assess the effectiveness of an improvement plan.			P					S
	Prioritize improvement needs with the goal of maximizing value delivered to the customer subject to financial, capacity and time constraints. (Former OM2-outcome 2)			P					
	Formulate a communication plan to convey operations improvement targets. (Former OM2-outcome 3)					P			
Marketing	Articulate the role of marketing in the successful operation of an organization.			P					
	Apply the concepts of the marketing mix.			P					
	Describe the importance of marketing research and analytics in the marketing of products and services.			P					
	Evaluate the impact of the external environment on marketing strategies.						P		
	Develop marketing plans for organization's products and services.					P			
	Present marketing plans to key stakeholders.					P			
	Perform a market segmentation analysis and select an appropriate target market.			P				S	

Organizational Behavior and Leadership	Evaluate the individual in interpersonal and team settings based on behavioral theories.	S						P	
	Apply the theories of team dynamics to improve organizational performance.	S		T				P	
	Assess the organizational culture and structure.			T				S	P
	Recommend the best leadership style for a variety of organizational settings.	S		T					P
	Create a strategic plan for organizational change.							S	P
Human Resource Management	Describe the role of human resource management within organizations.			P					
	Evaluate practices and procedures in HR functional areas to meet organizational goals. Note: Outcomes will include planning, recruiting, selection, training, compensation, and development of employees.			P					
	Apply different types of performance management techniques based on situational context. Note: Include performance appraisal, discipline, and discharge as outcomes for this competency.			P					
	Analyze and interpret human resource metrics across HR functional areas.				P				
	Describe the implications of employment and labor law. Outcomes: employer responsibilities, employee rights, and regulations related to equal rights, safety and health, and terms and conditions of employment.						P		
	Apply ethical practices related to human resource management.	P							
Global Business	Explain the strategic reasons for doing business globally.						P		
	Examine major global political and economic systems.						P		
	Describe the benefits and challenges in global business.							P	
	Describe current trends in global business.						P		
	Articulate the role of cultural differences to manage interactions in global organizations.							P	
Strategic Management	Recognize the hierarchy of planning within an organization. Outcomes: tactical, strategic, operational.			P					
	Apply strategic management tools and principles to measure and achieve organizational objectives.			S					P

	Develop a strategic plan for an organization.								P
	Prepare an implementation strategy for a strategic plan.							S	P
	Design feedback mechanisms that lead to continuous improvement.			T				S	P
Project Management	Explain the interrelationship among project management processes, process groups, and knowledge areas.			P					
	Create a comprehensive project plan.			P		S			
	Apply techniques and tools designed to manage team members and interact with stakeholders.			P				S	
	Plan and monitor project budget and schedule.			S	P				
	Evaluate project quality and risk using the basic tools of project risk and quality management.			S	P				
Sales	Explain the key steps in the sales process from prospecting to customer care.			P					
	Develop a sales call plan.			P		S			
	Create a territory management plan.			P		S			
	Analyze the effectiveness of sales calls in the context of major sales models, buyer type, and buying situations.			P					
	Successfully close a sale in a mock training environment. Note: Integrate with BC4, BC5, MKT5, MKT6.								P
	Describe the various organizational structures for sales teams and the roles of each team member. Note: Integrate with OBL5.								P
Supply Chain Management	Demonstrate the knowledge of the interrelationship between competitive strategy and supply chain strategy.			S					P
	Recognize the importance of managing customer relationships.			P					
	Evaluate strategic sourcing decisions.			P					
	Demonstrate how to develop and maintain relationships with suppliers.			S					P
	Apply different techniques and models to plan and manage inventories across supply chains.			S	P				

	Examine the role of information technology, information sharing, and risk management in context of supply chains.			S	P				
	Apply principles of quality management for products and services offered by supply chains.			P					
Integrative Capstone Project	Prioritize business challenges using qualitative and quantitative criteria.								P
	Develop solution approaches for a business challenge from a multifunctional perspective.								P
	Select and justify an appropriate approach to a business challenge.								P
	Propose the solution, develop a plan to measure, and monitor its effectiveness.								P

University of Wisconsin - Extension
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**[1]	47	113	150	188	206
	Enrollment (Continuing Student) Headcount[2]	0	28	96	158	203
	Enrollment (New Student) FTE[3]	24	28	38	47	52
	Enrollment (Continuing Student) FTE	0	32	46	62	73
II	**Assessment Level Competencies Offered**	111	111	111	111	111
	Active 3-mo Subscriptions (aggregate) [4]	62	241	335	436	498
III	**FTE of New Faculty**					
	FTE of Current Faculty[5]	10.22	6.94	6.94	6.94	6.94
	FTE of New Academic Staff					
	FTE Current Academic Staff	4.5	4.35	5.05	5.45	5.85
IV	**New Revenues**					
	From Tuition[6]	$139,500	$542,250	$753,750	$981,000	$1,120,500
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	$139,500	$542,250	$753,750	$981,000	$1,120,500
V	**New Expenses**					
	Salaries plus Fringes					
	Faculty	$250,062	$130,427	$166,294	$204,831	$228,488
	Academic Staff	$358,888	$460,826	$534,930	$613,871	$662,740
	Other Expenses					
	Facilities					
	Equipment					
	Other: (marketing and recruitment)	$64,780	$102,154	$102,154	$102,154	$102,154
	Total Expenses	$673,730	$693,407	$803,378	$920,856	$993,382
VI	**Net Revenue**[7]	-$534,230	-$151,157	-$49,628	$60,144	$127,118

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

1 *New student is a 1st time subscriber to a Flexible Option Program. Headcount represents a unique student enrolled in the program.*

2 *Continuing student is a student who has subscribed to two or more subscription periods.*

3 *One student FTE equates to 4 subscription enrollment periods, based on a full academic year (AY). Yr.1 reflects a partial AY*

4 *Reflects the total number of active 3 mo subscriptions taken by all enrolled students.*

5 *Represents the number full time equivalent faculty. All program faculty are currently employed at another UW, and will hold a part-time joint appointment with UWEX to delivery the B.S. in Business Administration.*

6 *Tuition revenue was calcuated using the # of aggregate subscription periods per FY x $2,250 (3 mo subscription period price)*

7 *UWSA provided one-time funding to UWEX to develop UW Flexible Option programs. These funds will be used to support the implementation of this degree program, mitigating any program budget deficit. As the program grows, degree program operations will become increasingly sustained by program revenues. By year four, the degree program will be solely sustained by degree program revenues and will be revenue positive.*

Provost's Signature: 

Date: 5/17/2016

University of Wisconsin-Extension

Provost and Vice Chancellor

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Date: May 12, 2016

TO: Ray Cross, President
University of Wisconsin System

FROM: Aaron Brower, Provost
University of Wisconsin-Extension
Email: Aaron.Brower@uwex.edu

On behalf of Chancellor Cathy Sandeen and University of Wisconsin-Extension, I request authorization to implement the Bachelor of Science in Business Administration (BSBA).

In December 2015, the University of Wisconsin System Board of Regents approved a change to the UW-Extension mission, authorizing the institution to offer new competency-based certificate and undergraduate degree programs in the field of business and management. The proposed UW-Extension BSBA is the first program presented to the Board for authorization under its new mission.

UW-Extension proposes to establish an online, competency-based BSBA, using the UW Flexible Option format. The UW Flexible Option format allows students to progress towards their degree by demonstrating mastery over the skills, abilities, and knowledge (i.e., "competencies") required for said degree. Student progress towards a degree is not measured in credits accrued, but in the learning they can demonstrate through application.

Graduates from the BSBA will be prepared to apply the knowledge and skills employers value and require for success in today's dynamic global business environment. Graduates will demonstrate broad knowledge of several business functional areas including accounting, finance, human resources, operations, sales, marketing, supply chains, and information systems. Graduates will be employable across a number of industry sectors including, but not limited to, insurance, retail, finance, manufacturing, healthcare, real estate, public relations, customer service, construction, emergency management, transportation, warehousing, and information technology.

The BSBA has been designed to meet institutional standards of quality and to make a meaningful contribution to UW System's overall academic plan and program array. The BSBA degree is designed to be equivalent to a two academic-year degree-completion program. Its degree requirements consist of 111 business competencies, organized into projects that are linked to real-world business applications. Students complete projects to complete their BSBA. The BSBA's curriculum is designed to be equivalent to the last two

academic years of a traditional four-year degree program (commonly comprised of 60 credits). However, the UW Flex BSBA is entirely self-paced, and students will not be expected to complete their degree in two academic years. Some may complete sooner, some later.

Faculty governance approved the curriculum and structure of the BSBA on April 5, 2016. The necessary financial and human resources have been committed to implement and sustain the program. Finally, the BSBA will be integrated into UW-Extension's assessment and accreditation processes and program review procedures.

The attached Authorization document provides more detail about the structure, content, pricing, and enrollment plans for the BSBA.

Program Authorization (Implementation)
Master of Natural Resources in Natural Resources
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 Natural Resources in Natural Resources at UW-Stevens Point.

NEW PROGRAM AUTHORIZATION
MASTER OF NATURAL RESOURCES IN NATURAL RESOURCES
AT UW-STEVENS POINT

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 Natural Resources (M.N.R.) at the University of Wisconsin-Stevens Point is presented to the Board of Regents for consideration. UW-Stevens Point's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.e, approving the implementation of the Master of Natural Resources in Natural Resources degree program at the University of Wisconsin-Stevens Point.

DISCUSSION

The University of Wisconsin-Stevens Point proposes to establish a professional Master of Natural Resources (M.N.R.) degree to be housed in the College of Natural Resources. The university is responding to the growth and innovation in graduate education, which has focused on master's programs that are tailored to working professionals and can be pursued in a mix of traditional, online, or hybrid formats. The 33-credit terminal degree for natural resources professionals is designed to enhance professional development by providing the skills necessary for leadership and management positions. Students will study natural resources sub-disciplines, including wildlife, forestry, water resources, soils, and environmental education.

The proposed M.N.R. degree will replace UW-Stevens Point's existing non-thesis Master of Science in Natural Resources option with a more professionally-oriented master's degree. Students receiving this degree will be in management positions with federal, state and local agencies, non-governmental conservation organizations, and public and private schools, within Wisconsin, across the country, and internationally. The core curriculum consists of courses in leadership and management, research evaluation, diversity, and communication, and includes a comprehensive examination.

By the end of year five, it is expected that 116 students will have enrolled in the program and 63 students will have graduated from the program. Based on experience with UW-Stevens Point's other graduate programs, the institution assumed 50 percent of those students enrolled would attend full-time and 50 percent would attend on a half-time basis.

For the current 2015-16 academic year, the tuition rate is $437.20 per credit for resident students and $959.69 per credit for nonresident students. The tuition rate for full-time resident students who enroll in nine credits and above is $3,934.80 and for full-time nonresident students

who enroll in nine credits and above is $8,637.21 per term. Full-time student segregated fees are $596.61, which would be in addition to the tuition rates stated. An online fee of $50 per credit will be charged to support IT infrastructure to deliver this program.

The 2014 Bureau of Labor Statistics figures indicate that more than 225,000 people are engaged in natural resource-related careers in the United States (U.S. Bureau of Labor Statistics, 2014). Because the M.N.R. program will replace the current non-thesis M.S. degree option, in which currently 40 students have enrolled, the institution anticipates that some students will choose to switch-over to the new M.N.R. degree program.

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF NATURAL RESOURCES DEGREE AT UW-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Master of Natural Resources (M.N.R.) degree to be housed in the College of Natural Resources. The proposed program is intended to be a 33-credit terminal degree for natural resources professionals and is designed to enhance professional development by providing the skills necessary for leadership and management positions. Concurrently, the proposed professional degree will help strengthen students' knowledge of natural resources sub-disciplines, including: wildlife, forestry, water resources, soils, and environmental education. The M.N.R. program is intended to replace UW-Stevens Point's existing non-thesis Master of Science in Natural Resources option with a more professionally-oriented M.N.R. degree. Students receiving this degree will be in management positions with federal, state and local agencies, non-governmental conservation organizations, public and private schools, within Wisconsin, across the country, and internationally. The core curriculum consists of courses in leadership and management, research evaluation, diversity, and communication, and includes a comprehensive examination.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin–Stevens Point

Title of Proposed Program
Natural Resources

Degree/Major Designations
Master of Natural Resources

Mode of Delivery
Single institution; distance education.

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years (beginning fall 2018). By the end of year five, it is expected that 116 students will have enrolled in the program and 63 students will have graduated from the program. Based on experience with UW-Stevens Point's other graduate programs, the institution assumed 50 percent of those students enrolled would attend full-time and 50% would attend on a half-time basis. Attrition in the existing Master of Science in Natural Resources program is very low, and therefore the projection for this related program is at zero percent attrition.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	18	24	30	32
Continuing Students	0	6	12	16	21
Total Students	12	24	36	46	53
Graduating Students	6	12	20	25	30

Tuition Structure

For students enrolled in the M.N.R. program, the standard graduate tuition rate applies. For the current 2015-16 academic year, the tuition rate is $437.20 per credit for resident students and $959.69 per credit for non-resident students. The tuition rate for full-time resident 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 non-resident students who enroll in nine credits and above is $8,637.21 per term (also taking into account the current credit plateau). Full-time student segregated fees are $596.61, which would be in addition to the tuition rates stated. An online fee of $50 per credit will be charged to support IT infrastructure to deliver this program. No other special fees or charges are anticipated.

Department, College, School or Functional Equivalent

The proposed program will be housed within the College of Natural Resources (CNR).

Proposed Date of Implementation

September 2018

INTRODUCTION

Rationale and Relation to Mission

Through the discovery and dissemination of knowledge, UW-Stevens Point stimulates intellectual growth, providing a liberal education that prepares students for a diverse and sustainable world. The College of Natural Resources prepares students to be responsible natural resources managers by combining theory with practice. The new M.N.R. degree program will fit with UW-Stevens Point and UW System strategic goals of increasing and improving graduate education offerings. The M.N.R program contributes directly to the mission of the UW System by developing human resources, extending the application of knowledge beyond the boundaries of campus, and enhancing the scientific, professional and technological expertise of students participating in the program.

The proposed M.N.R. degree program will augment career development for natural resource professionals by providing an integrated educational experience designed to sharpen skills, broaden knowledge, and hone the critical thinking skills necessary to solve today's complex environmental and natural resources management issues. The College of Natural Resources has established strong collaborative relationships with state and federal resource management agencies as well as with non-governmental organizations that promote the scientific management of our natural resources. The proposed program has a strong national reputation for training outstanding resource management professionals, and this program will serve to strengthen that reputation even further.

Need as Suggested by Current Student Demand

The College of Natural Resources currently offers a Master of Science (M.S.) in Natural Resources, and students may choose between a thesis-based and a non-thesis option. Considering both options cumulatively, the overall enrollment in this M.S. program has been historically robust and stable. The proposed new M.N.R. program is intended to replace UW-Stevens Point's current non-thesis M.S. option with a more professionally-oriented M.N.R. degree. Based on past years' enrollment patterns, approximately 25 students are enrolled in the on-campus thesis-based M.S. in Natural Resources. Additionally, during the 2015-16 academic year there were 40 students participating in the current non-thesis option. Based upon student academic goals, career plans, and employment status, faculty and the program coordinator will advise existing and future graduate students into either the thesis-based M.S. in Natural Resources or the new M.N.R. in Natural Resources.

Because the M.N.R. program will replace the current non-thesis degree option in which currently 40 students have enrolled, the institution anticipates that some currently enrolled M.S. students will choose to switch over to the new M.N.R. degree program, and these switch-overs are estimated and reflected in Table 1 of this document. UW-Stevens Point expects future M.N.R. enrollments to replace the historically-stable enrollments for the non-thesis based M.S. degree. Furthermore, because of advising and the specific academic goals of students currently enrolled in the existing thesis-based M.S. program, the university does not expect the proposed M.N.R. degree will impact future enrollment in the remaining thesis-based M.S program.

Need as Suggested by Market Demand

The 2014 Bureau of Labor Statistics figures indicate that more than 225,000 people are engaged in natural resource-related careers in the United States (U.S. Bureau of Labor Statistics, 2014). More than ever, the ability to achieve career and salary advancement in these natural resource disciplines is tied to possession of an advanced degree. However, completing traditional thesis and dissertation programs that emphasize several years of campus residency is problematic for many already in the job market, or for those whose schedules are otherwise inflexible. Much of the growth and innovation in graduate education has focused on master's programs that are tailored to working professionals and can be pursued in a mix of traditional, online, or hybrid formats (Allen and Seaman 2011, 2013). For this reason, many of the leading university natural resources programs in the United States have developed and marketed Master of Natural Resource (M.N.R.) degrees (Table 2; Natural Resources Distance Learning 2016). As a recognized leader in traditional, online, and hybrid natural resources education, UW-Stevens Point is uniquely positioned and qualified to develop and market the proposed M.N.R. program, providing broader access to graduate education at the state, regional, and national levels.

Table 2: U.S. Institutions Offering Non-Thesis Master of Natural Resources Degrees

Institution	Degree
Colorado State University	Master of Natural Resource Stewardship
North Carolina State University	Master of Natural Resources
Ohio State University	Master of Natural Resources
Texas A&M	Master of Natural Resources

University of Alaska	Master of Natural Resource Management
University of Idaho	Master of Natural Resources
Utah State University	Master of Natural Resources
Virginia Tech	Master of Natural Resources

DESCRIPTION OF PROGRAM

Institutional Program Array

The proposed M.N.R. degree will be a structured terminal, professional degree as a course-based program focusing on breadth across natural resource disciplines with options to take courses on campus or online. Existing course offerings for the M.S. degree will also service the proposed M.N.R. degree. The proposed M.N.R. program will draw almost entirely from courses already offered at UW-Stevens Point.

Other Programs in the University of Wisconsin System

There are several excellent, traditional M.S. programs in the UW System focusing on specific disciplines (e.g., wildlife, forestry, environmental education) within natural resource management: UW-Madison offers an M.S. in Environmental Conservation; UW-Green Bay offers an M.S. in Environmental Science and Policy; and UW-Stout offers a Professional Science Master's (P.S.M.) in Conservation Biology and an M.S. in Sustainable Management. The proposed M.N.R. program at UW-Stevens Point would fill a unique niche within the UW System, state, and region, providing a terminal degree broadly focused on natural resource management that is ideal for working professionals by providing the flexibility to complete degree requirements completely on campus, online, or as a combination of both.

Collaborative Nature of the Program

The UW-Stevens Point will independently offer this degree. The current resources within the College of Natural Resources are sufficient to support the proposed M.N.R. degree. The program of courses may be taken entirely online, face to face, or as a hybrid of both.

Diversity

Consistent with the university's institutional mission, the M.N.R. program will strive to achieve Inclusive Excellence by enrolling, retaining, and graduating sufficient numbers of graduate students from underrepresented populations. As previously outlined in this document, recruitment of students for this degree program will primarily target currently-employed professionals in the field of natural resources. Consequently, the recruitment methods will be necessarily distinct from undergraduate or other graduate programs. Therefore, the faculty managing the M.N.R. program will work with employers to encourage and support the education of their employees. Part of this outreach will include exhibiting at professional conferences, job fairs, and other venues to promote program opportunities, and UW-Stevens Point faculty will especially focus recruiting efforts toward underrepresented minorities, including Native Americans and people of color, including: Latino/Hispanic, Black and African-American, and Asian Pacific Islander/Asian-American.

Ensuring that diverse student populations enter the M.N.R program is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The faculty and staff will work closely with all students to self-identify barriers to their success either to help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them.

The faculty will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Simply put, an essential goal of this M.N.R. program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the assessment areas will focus on diversity.

On the curricular side, faculty will incorporate topics and discussions related to diversity and inclusivity into courses as deemed valuable and appropriate to ensure students have an understanding of these issues and how they impact decisions. In addition, the faculty recognize that adult students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. It follows then that the strength of this program and the success of its students as natural resources 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 allow professionals who wish to develop their skills and expertise in natural resources an opportunity to do so while continuing to work. The intended audience of this program is natural resource professionals across a wide range of disciplines with at least three years of experience who wish to move into leadership positions in their organizations. This graduate program targets students with an interest in natural resources broadly, with a focus in areas such as: natural resource planning and policy, forestry and wildlife, environmental education and interpretation, educational sustainability, and youth programming/camp management.

Graduates of the M.N.R. program will be able to:

- Demonstrate application of research to help natural resources managers make informed decisions;
- Apply leadership and administration skills relevant to management positions within natural resources;
- Demonstrate professional communication skills including writing, conflict resolution, and facilitation;
- Apply the knowledge and understanding of diversity to their role as a leader within their organization; and
- Contribute to the professionalism of their respective natural resources-based organizations.

Assessment of Objectives

A primary responsibility of the program coordinator will be to assist instructors with assessing student learning in each course and the overall program objectives. The program objectives and student learning outcomes listed above will be mapped onto the required coursework. The curriculum map will provide a blueprint for both students and faculty to ensure alignment between the learning outcomes of the program and the individual courses being offered. Working with the program coordinator, faculty in the College of Natural Resources will utilize the map to conduct program and course-level assessment. In each course, instructors will develop rubrics for assignments that assess the designated program learning outcomes. On an annual basis, the program coordinator will meet with instructors to construct, evaluate, and update the curriculum map. The curriculum map will also serve as a valuable resource for developing a customized academic plan during advising sessions.

The coordinator will also assist instructors with development and refinement of rubrics to assess student learning with respect to specific assignments. Assessment of student learning within each course may include both formative and summative assessments. These methods will include, but not be limited to, exams, written papers and projects (e.g., development of a management plan), case studies, critiques of scientific literature, and student reflections. The coordinator will also develop a database to track course-specific assessment results as well as program learning outcomes. Student evaluation of courses will also be conducted for each course in accordance with UW-Stevens Point policies. Peer evaluations of course instructors will be conducted once every three years.

In the fifth year of the program, a comprehensive assessment report will be submitted to the Assessment Subcommittee (AS), in accordance with typical campus-wide reporting cycles. After this initial review during the fifth year, the program will submit assessment reports to the AS every five years and comprehensive self-studies every ten years as required by UW-Stevens Point's *University Handbook.*

Program Curriculum

It is anticipated that the M.N.R. program will emphasize specialized coursework based on student objectives that reflect the different needs of CNR disciplines (Fisheries and Water Resources, Forestry, Human Dimensions of Natural Resource Management, Paper Science and Engineering, Soil and Waste Resources, and Wildlife Ecology). Students will be required to earn at least 33 credits in graduate courses, consisting of 15 credits from designated core courses and 18 credits of elective courses that will be approved by the M.N.R. program coordinator. This program is designed as a non-thesis option that culminates in a comprehensive final examination. Core courses will be offered primarily face-to-face with technology available to include distance learners. Some courses may only be offered using an online format. The core courses will be modified from existing 700-level courses currently offered or listed under special topics.

Core Courses:

NRES 703 - Leadership Development in Natural Resources: Diversity	3 credits
NRES 720 - Advanced Topics in Natural Resources and Public Relations	3 credits
NRES 750 - Introduction to Evaluation and Research	3 credits

NRES 772 - The Natural Resource Management Leader	3 credits
NRES 796 - Independent Study (Comprehensive Exam)	3 credits

Electives:

Electives will be offered based on the needs of the student in specific areas of study. For example, courses electives will include, but not be limited to, the following:

EDSU 712 – Political Ecology & Sustainability	3 credits
NRES 610 – Selected Topics in Environmental Education	1-3 credits
NRES 701 – Readings in Environmental Education	1-3 credits
NRES 760 – Grant and Proposal Development	1-3 credits
NRES 767 – Fundamentals of Natural and Cultural Interpretation	3 credits
NRES 797 – Research Methods, Design, & Analysis	3 credits
NRES 558 – Biodiversity and Conservation Biology	1 credit
WATR 750 – Water Resources in Society	1-3 credits
WATR 760 – Water Resources and the Science, Policy, and Politics of Climate Change	2 credits
WLDL 693 – Wildlife Field Seminar	1-2 credits
WLDL 742 – Ecological Data Analysis	3 credits
WLDL 752 – Advanced Studies in Wildlife	1-3 credits
WLDL 758 – Animal Ecology and Conservation Biology	3 credits

Projected Time to Degree

It is anticipated that students will enroll in this program through a formal admissions process that will allow for either the fall or spring terms to serve as the starting point for degree completion. Full-time students could potentially complete the program in three semesters whereas part-time students would take six to eight semesters for completion.

Institutional Review

The College of Natural Resources Graduate Committee will review the program annually. This committee, in conjunction with the CNR Associate Dean for Academic Affairs, will make recommendations to the faculty for programmatic changes. The M.N.R. will undergo a more rigorous internal review and assessment by the CNR Graduate Committee during its third year (2020). Based upon this evaluation, adjustments may be made to the program structure and curriculum. In addition, the program will be assessed every 5 years based on the UW-Stevens Point assessment cycle.

Accreditation

There is no specific accreditation for a Master of Natural Resources degree. However, because the proposed M.N.R. degree program represents a new degree type, subsequent to the approval by the UW Board of Regents, UW-Stevens Point will be securing authorization from the Higher Learning Commission to offer this new degree program.

REFERENCES

Allen, I. and Seaman, J. 2011. *Going the Distance: Online Education in the USA*. Babson Survey Research Group: Wellesley, MA.

Allen, I., and Seaman, J. 2013. *Changing Course: Ten Years of Tracking Online Education in the United States*. Babson Survey Research Group: Wellesley, MA.

Natural Resources Distance Learning (NRDLC). Utah State University, 2016. Web. Feb. 2016, https://nrdlc.usu.edu/

U.S. Bureau of Labor Statistics. *Occupational Employment Statistics, May 2014*. Web. Feb. 2016, http://www.bls.gov/oes/current/oessrci.htm

University of Wisconsin System

Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	12	18	24	30	32
	Enrollment (Continuing Student) Headcount	0	6	12	16	21
	Enrollment (New Student) FTE (Note 1)	9	13.5	18	22.5	24
	Enrollment (Continuing Student) FTE	0	3	6	8	10.5
II	Total New Credit Hours (# new sections x cr/section)	15	15	15	15	15
	Existing Credit Hours	18	18	18	18	18
III	FTE of New Faculty/Instructional Staff (Note 2)	0	0	0	0	0
	FTE of Current Fac/IAS (Note 3)	1.375	1.375	1.375	1.375	1.375
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
IV	New Revenues					
	From Tuition (new credit hours x FTE)	35,413	64,924	94,435	120,011	135,751
	From Fees (Note 4)	12,119	22,219	32,319	41,072	46,458
	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 (Note 5)	47,533	87,143	126,754	161,083	182,209
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff (Note 6)	78,550	78,550	78,550	78,550	78,550
	Other Staff					
	Other Expenses					
	Facilities	0	0	0	0	0
	Equipment	0	0	0	0	0
	Other: Course revision and creation	5,000	2,000	1,000	1,000	1,000
	Total Expenses	83,550	80,550	79,550	79,550	79,550
VI	Net Revenue	-36,017	6,593	47,204	81,533	102,659

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

Note 1	For the estimate of student FTE, we assume 50% of students will enroll full-time and 50% will enroll half-time.
Note 2	All courses can be offered without new faculty or staff.
Note 3	Faculty FTE estimate is based on 33 credits per year divided by 24 credits for full-time FTE.
Note 4	These figures include student segregated fees and the revenue from the online course fee that will be used to support technology infrastructure and delivery costs.
Note 5	The 5-year projection assumes no changes in tuition or fees.
Note 6	These figures represent the existing salaries multiplied by FTE for the assigned faculty and administrative support personnel.

Signature by the Provost: _____

Date: 5/6/2016

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 Natural Resources (MNR)
Date: April 14, 2016

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Master of Natural Resources (MNR) program for which we are presently seeking authorization.

The MNR is designed as a terminal degree for natural resource professionals and the proposed MNR program is designed to provide a flexible graduate education option that will allow the College of Natural Resources (CNR) to serve professionals seeking to advance their skills in resource management disciplines. In a changing world, management of our natural resources, both renewable and nonrenewable, is of paramount concern. The degree program is intended to enhance students' professional development by acquiring the skills necessary for leadership and management positions while concomitantly strengthening their knowledge of natural resources sub-disciplines such as wildlife, forestry, water resources, soils, and environmental education. Students receiving this degree will be employed in management positions with federal, state, and local agencies, non-governmental conservation organizations, public and private schools, within Wisconsin, across the country and even internationally.

The proposed MNR program has been crafted to leverage the expertise of our CNR faculty and to extend their laudable success in delivering graduate education. The MNR program is distinct, however, from the Masters of Science degree currently offered by the college as it will not emphasize research-based learning objectives, but rather focus on the development of professional skills. In achieving these outcomes, the proposed MNR degree program will significantly augment and promote career development for natural resource professionals by providing an integrated educational experience designed to sharpen skills, broaden knowledge, and hone the critical thinking skills necessary to solve today's complex environmental and natural resources management issues.

Finally, the proposed MNR 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.

Program Authorization (Implementation)
Bachelor of Science in Dairy Science
UW-Platteville

EDUCATION COMMITTEE

Resolution I.1.f:

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

NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN
DAIRY SCIENCE AT
UW-PLATTEVILLE

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 Bachelor of Science in Dairy Science at the University of Wisconsin-Platteville is presented to the Board of Regents for consideration. UW-Platteville's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.f, approving the implementation of the Bachelor of Science in Dairy Science degree program at the University of Wisconsin-Platteville.

DISCUSSION

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Dairy Science. Dairy Science is currently an emphasis within the Animal Science degree program. As a stand-alone baccalaureate degree program, the proposed B.S. in Dairy Science will be comprised of 120-128 credits with students taking 52 credits in the major, 11 credits of School of Agriculture core requirement courses, 41 credits in Animal Science and Dairy Science core courses, and up to 24 credits in minor and emphasis areas.

The development of the program responds to the need for individuals qualified to take on the increasing demands of a diverse dairy industry in Wisconsin and the Tri-State region including northern Illinois and eastern Iowa. Students will engage with the dairy industry and its professionals through classroom, laboratory, and on-farm experiences. Graduates will be better equipped to meet the demands of the dairy industry by aligning their expanding network and skills with opportunities that will emerge locally, regionally, nationally, and globally.
By the end of its fifth year after implementation, it is expected that 125 students will have enrolled and over 100 students will have graduated from the Dairy Science program.

For the current academic year, the residential tuition and fees total $3,769 per semester for a full-time student who is enrolled in 12-18 credits. Tuition for undergraduate nonresidents is $7,075; with fees, nonresident tuition is $7,695. Residents of Illinois and Iowa would be charged at the Tri-State Initiative tuition rate of $4,949, for a total of $5,569, including fees. Textbook rental fees are included in the tuition.

With this tuition rate, UW-Platteville will continue to be among the most affordable Dairy Science programs in the region. The proposed tuition and fees for the Dairy Science major

reflects the cost of offering the program. The additional revenue will be used to directly impact instruction and for the purchase of new equipment and improvements to facilities in instructional labs on campus and at the Dairy Center of Pioneer Farm; an increased opportunity for students to interact with industry professionals through on-campus programming; and travel to workshops, conferences, and intercollegiate competitions.

The state of Wisconsin dairy industry generates over $43 billion in revenue each year, accounting for about 40 percent of the jobs in the state. The Wisconsin Department of Workforce Development predicts a steady increase in employment in all agriculture sectors with the greatest growth occurring in food production, of which dairy is a critical component. The U.S. Bureau of Labor Statistics estimates a nine-percent increase in available career positions in animal and food science, categories that include Dairy Science, through 2022. Increased demand for graduates in Dairy Science is expected to be fueled by the need for food and dairy products in domestic and international markets.

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

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE IN DAIRY SCIENCE AT UW-PLATTEVILLE PREPARED BY UW-PLATTEVILLE

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Dairy Science. Dairy Science is currently an emphasis within the Animal Science degree program, and the proposal represents an elevation of the emphasis to a stand-alone academic degree program. The development of the program responds to the need for individuals qualified to take on the increasing demands of a diverse dairy industry in Wisconsin and the Tri-State region including northern Illinois and eastern Iowa. Establishing the proposed program at UW-Platteville will provide students with a unique setting to experience and investigate traditional practices and emerging technologies within the dairy industry. The goal of the program will be to provide students with a diversity of opportunities to become engaged with the dairy industry and its professionals through classroom, laboratory, and on-farm experiences. Graduates will be better equipped to meet the demands of the dairy industry by aligning their expanding network and skills with opportunities that will emerge locally, regionally, nationally, and globally. The proposed program will be comprised of 120 credits to include the following: 52 credits in the major (11-credit School of Agriculture core requirements, 41-credit Animal Science and Dairy Science core requirements) and 24 credits in minors and emphasis areas.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Platteville

Title of Proposed Program
Dairy Science

Degree/Major Designations
Bachelor of Science

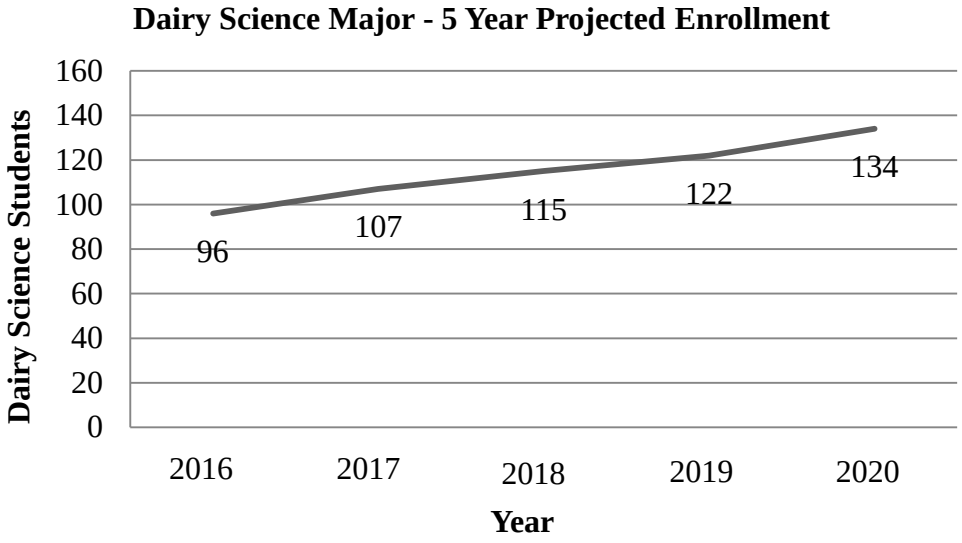
Mode of Delivery
Single institution

Projected Enrollments by Year Five

Enrollment and graduation projections for students entering the new degree program over the next five years are represented in Figure 1. The enrollment in the current Dairy Science emphasis within the Animal Science degree program (shown in Figure 2 on page 4) has grown by about 50 percent in the last 10 years, from 47 students in 2004 to 92 students in 2015. Growth has been increasing each year over the last decade, giving UW-Platteville a solid picture of how enrollment is likely to grow over the course of the next five years. By the end of its fifth year after implementation, it is expected that 125 students will have enrolled and over 100 students will have graduated from the Dairy Science program. Figure 1 indicates an attrition rate

of approximately four percent based on current numbers of students in the Dairy Science emphasis. Projected graduation numbers for the next five years are indicated in parentheses on the chart (from 20 in 2016 to 27 in 2020).

Figure 1: Five-year projected enrollment for Dairy Science majors



Tuition Structure

For students enrolled in the Dairy Science program, the following tuition and fees rates will apply. For the current academic year, the residential tuition and fees total $3,769 per semester for a full-time student who is enrolled for 12-18 credits. Of this amount, $620 is attributable to segregated fees ($535); differential tuition ($60)[1]; and a registration fee ($25); the remainder, $3,149, is attributable to undergraduate resident tuition. Tuition for undergraduate non-residents is $7,075, for a total, with fees, of $7,695. Residents of Illinois and Iowa would receive tuition at the Tri-State Initiative tuition rate of $4,949, for a total of $5,569, including fees. Textbook rental fees are included in the tuition.

With this tuition rate, UW-Platteville will continue to be among the most affordable Dairy Science programs in the region (see Table 1). The proposed tuition and fees for the Dairy Science major reflects the cost of offering the program. The additional revenue will be used to directly impact the instruction and experiences of the students claiming a Dairy Science major and is intended to be used for the purchase of new equipment and improvements to facilities in instructional labs on campus and at the Dairy Center of Pioneer Farm, and for increased opportunities for students to interact with industry professionals through on-campus programming and travel to workshops, conferences, and intercollegiate competitions.

[1] The Board of Regents approved differential tuition for all UW-Platteville undergraduate students beginning in the Fall Semester of 2008-09 on April 11, 2008.

Table 1: Comparative full-time undergraduate tuition

Full-Time Tuition and Fees/Semester (18 Credits)		
	Resident	Nonresident
University of Illinois	$7,311	$14,891
UW-Madison	5,208	14,833
UW-River Falls	4,075	7,861
UW-Platteville	**3,994**	**7,920***
Iowa State University	3,985	10,742

*Tri-State Initiative tuition and fees for Illinois and Iowa residents are $5,794.

Department or Functional Equivalent

The proposed program will reside within the School of Agriculture as part of the Animal Science degree program.

College, School, or Functional Equivalent

The proposed B.S. in Dairy Science will be housed within the College of Business, Industry, Life Science and Agriculture (BILSA).

Proposed Date of Implementation

The proposed program will be implemented by September 2016.

INTRODUCTION

Rationale and Relation to Mission

The Dairy Science program contributes directly to the mission of the UW System by training students who have a direct connection with their communities, utilizing their professional and technical skills to serve society, and who continue to educate themselves to further enhance their lives (https://www.wisconsin.edu/regents/policies/the-university-of-wisconsin-system-mission/).

The proposed Dairy Science program, as a STEM major, is aligned with the mission of the University of Wisconsin-Platteville, by focusing on hands-on experiences and enhancement of the student as a responsible, more global-minded individual. The proposed Dairy Science program at UW-Platteville supports the four main priorities of the university's strategic plan: (1) provide an outstanding education, (2) foster a community of achievement and respect, (3) control one's destiny, and (4) enrich the Tri-State region (http://www.uwplatt.edu/chancellor/mission).

Specifically, the faculty, staff, and students of the Dairy Science program will strive to provide an outstanding education on campus and off campus, through hands-on learning

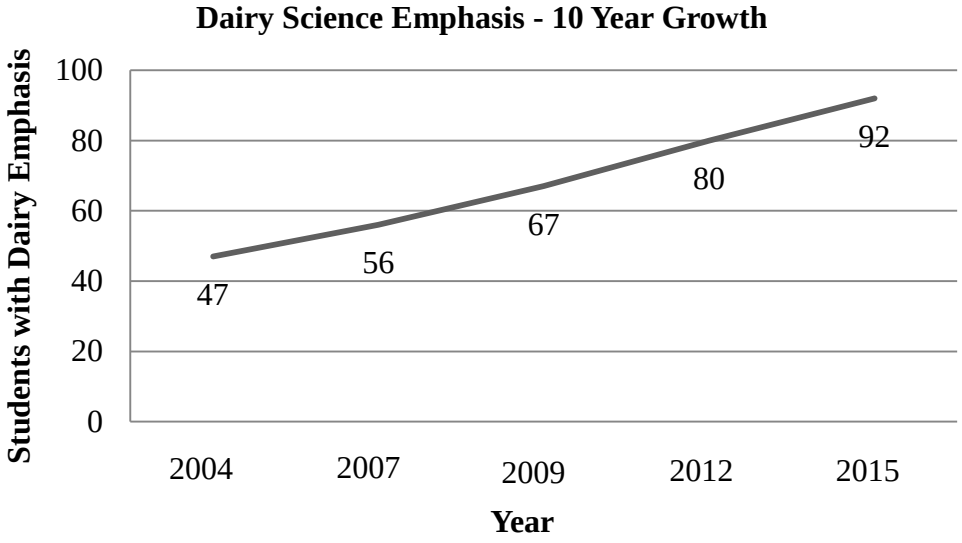
experiences and positive interaction with stakeholders at all levels. The Dairy Science program will foster a community of achievement and respect by holding those engaged in the program to a standard that will provide students with the opportunity to find their place in the industry and to engage potential employers and future students in conversations as to how to improve the dairy industry. By enriching the dairy industry in the Tri-State region and beyond, the Dairy Science program will be able to seek out new resources to allow the program, the School of Agriculture, and UW-Platteville to achieve their goals and maintain their reputation for excellence.

This program will equally contribute to the objectives of the College of Business, Industry, Life Science and Agriculture by encouraging students not only to be scientifically and technically minded, but also to view their role in society as a collaborative one. Finally, the Dairy Science program supports the mission of the School of Agriculture by encouraging faculty, staff, and students to engage with the world on many levels, professionally and personally, and to communicate effectively and solve problems not only within the dairy industry but also in agriculture and other related fields (http://www.uwplatt.edu/agriculture/mission-and-vision).

Need as Suggested by Current Student Demand

Enrollment in the Dairy Science emphasis has grown rapidly since 2004 (Figure 2). The College's analysis indicates that this trend should continue for the foreseeable future with the program eventually growing to over 125 undergraduates (see Figure 1).

Figure 2: Ten-year growth of the number of students declaring the Animal Science major with the Dairy Science emphasis (2004-2015)



UW-Platteville does not anticipate duplication of the current curriculum used for this new degree program since the courses will be derived from existing programs.

Need as Suggested by Market Demand

The state of Wisconsin dairy industry generates over $43 billion in revenue each year, accounting for about 40 percent of the jobs in the state.[2] The U.S. Department of Agriculture, Trade and Consumer Protection (DATCP) has put forward the Dairy 30 x 20 Initiative, with a goal of producing 30 billion pounds of milk annually by 2020.[3] This is true not only for the state of Wisconsin, but also for the Tri-State and Midwest regions. The Iowa dairy industry has over $4 billion in revenue each year with a large percentage of dairies being located in northeastern Iowa,[4] in close proximity to UW-Platteville.

The Wisconsin Department of Workforce Development predicts a steady increase in employment in all agriculture sectors with the greatest growth occurring in food production, of which dairy is a critical component. The U.S. Bureau of Labor Statistics estimates a 9-percent increase in available career positions in animal and food science, categories that include dairy science, through 2022.[5] Increased demand for graduates in dairy science is expected to be fueled by the need for food and dairy products in domestic and international markets.

Obtaining a degree in Dairy Science will likely have a positive impact on students' marketability in the workplace. A degree in Dairy Science is more recognizable than a degree in Animal Science with a Dairy emphasis. Each semester UW-Platteville's Career Fair brings between 20 and 30 employers seeking students for internships and full-time employment, specifically within the dairy industry. The median pay for graduates with baccalaureate degrees in Dairy Science ranges from $40,000 to $50,000 per year. UW-Platteville graduates possessing a baccalaureate degree in Animal Science with an emphasis in Dairy Science typically report starting salaries between $35,000 and $38,000 per year.

This information shows a limit to the marketability for UW-Platteville's Dairy Science students due to the misunderstanding of the knowledge base and practical experience associated with the name of the current degree. The additional revenue generated by the Dairy Science program will allow increased exposure of students to industry professionals as well as opportunities for students to demonstrate their skills and leadership through travel to conferences and intercollegiate competitions.

Every year, 30 to 40 students are placed in internships through networking and connections made outside of the Career Fair, via guest speakers in courses, by networking at events such as World Dairy Expo, and other opportunities. Beyond coursework, dairy students are heavily involved in organizations across campus, specifically the Pioneer Dairy Club, which has seen membership increase 50 percent in five years, growing from around 60 students to over 90 students.

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[2] Wisconsin Milk Marketing Board (http://media.eatwisconsincheese.com/dairyimpact/facts.aspx)
[3] Wisconsin Department of Agriculture, Trade and Consumer Protection (http://datcp.wi.gov/Farms/Dairy_Farming/)
[4] Iowa State Dairy Association, *Iowa's Dairy Industry: An Economic Review* (http://www.iowadairy.org/)
[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Agricultural and Food Scientists. Retrieved from http://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm (May 2015)

Given the continued growth of the number of graduating students with emphases in Dairy Science, there are a substantial number of alumni of the program who are interested in giving back to the School of Agriculture and the new major, with resources that include time (networking with students and speaking to classes and clubs), money (scholarships and donations for the Dairy Judging and Dairy Challenge Teams), and in-kind gifts (volunteering time at the Pioneer Classic consignment sale and substantial contributions to Pioneer Farm).

The School of Agriculture at UW-Platteville has offered Dairy Science as an emphasis in its Animal Science program for over 30 years. During this period, the program has attracted students from southern Wisconsin, Illinois and Iowa, UW-Platteville's typical student service region. Placement of Animal Science graduates into upwardly mobile positions has been nearly 100 percent. Development of this major will make Dairy Science students more marketable in their desired career positions, clearly distinguishing these graduates as prepared for work in the dairy industry. Graduates move on to veterinary school, graduate programs, or employment as nutritional consultants, herd managers, sales and consulting professionals, quality control personnel, communication and marketing specialists as well as into positions in numerous allied industries.

The number of faculty serving Animal Science students has increased from four to six since 2009. The endorsement of the current Dairy Science program and its students can be seen by the increased community support of the annual Pioneer Dairy Club consignment sale (from 30 head of dairy cattle in 2000 to over 70 head in 2015), an increased number of scholarships targeted toward dairy students (from five in 1995 to ten in 2015), and increased funding (over $50,000 in the last five years) of dairy-related research and community engagement projects.

DESCRIPTION OF PROGRAM

General Structure

The program will be 120 credits at a minimum and include 52 required core credits (School of Agriculture, Animal and Dairy Science) and 24 credits associated with a minor or Dairy Science emphasis. The four most popular minors chosen among students currently include Agricultural Business, Soil and Crop Science, Biology, and Spanish. Dairy Science emphases include Agribusiness, Public Relations, Production, Pre-Vet, and Science.

Institutional Program Array

The program will fit well with other agriculture and science programs at UW-Platteville. The Dairy Science major specifically aligns with degrees in Agricultural (Ag) Engineering and Industrial Technology, Agribusiness, and Soil and Crop Science, similar to programs that students with a Dairy Science emphasis have chosen in the past. Dairy Science students show particular interest in agricultural programs that are strengthened by their involvement in the program, such as Dairy Science students working on robotics in an Ag Engineering course. These programs have shown the ability to sustain current student interest and are equipped to handle growth as the Dairy Science program expands beyond the Dairy emphasis numbers, currently at 90 students.

Implementation of a Dairy Science major can be accomplished using existing resources. The School of Agriculture faculty and staff are constructing an interdisciplinary curriculum that integrates courses from the School of Agriculture, Biology, Chemistry, Engineering, and programs with strength in journalism and technical writing. In addition to current courses offered on campus, the addition of a Dairy Science major will allow for more strategic use of student labor at Pioneer Farm, specifically in the Dairy Center, expanding the ability of the Animal Science program to efficiently utilize that valuable resource.

Other Programs in the University of Wisconsin System

Currently, UW-Madison and UW-River Falls offer majors in Dairy Science. Unlike other Dairy Science programs in the state of Wisconsin, however, the proposed UW-Platteville program will include a focus on the farm-to-fork evaluation of the whole dairy industry (cows, goats, and sheep), from dairy farm management to dairy food processing. Students will be immersed in a curriculum built from a hybrid of scientific knowledge and hands-on, practical learning that occurs both on the farm and in the laboratory.

Agriculture, and specifically the dairy industry, is strong and growing in Wisconsin, the Tri-State region, and nationally.[6] As graduates of UW-Platteville with a Dairy emphasis are successfully entering the workforce, the industry can readily support three Dairy Science programs in the state. Each of the three institutions offers different types of opportunities for students interested in the dairy industry, from the specific strengths of each program and the overall institutional strengths to the location of each institution and the different production systems that typify each area. In addition, the initiatives of the U.S. Department of Agriculture, Trade and Consumer Protection will increase the production of food products and increase revenue that will result in a greater demand for knowledgeable and well-trained professionals from a variety of programs.

Due to the varied strengths of the Dairy Science programs at each UW System institution, no duplication of UW System resources will occur. The collaborative nature of the university's programs (see below) allows for efficient use of resources inside the UW System and within the Dairy Science industry.

Collaborative Nature of the Program

The Dairy Science program will continue to expand upon the collaborative nature of the Animal Science program with the Animal and Dairy Science programs at UW-Madison and UW-River Falls. In particular, faculty in meat and dairy products at all three institutions have worked together to share expertise. Alumni ties among the faculty at each institution are strong, resulting in invitations to speak and share in their areas of expertise. UW-Platteville's School of Agriculture Advisory Council consists of alumni across various industries (such as agribusiness, agronomy, and animal science) that are in full support of the new Dairy Science major. In addition, the existing Animal Science program attracts students from a variety of other programs across the state in the Technical College system as well as community colleges in neighboring states, such as Highland Community College in Illinois and Northeast Iowa Community College.

[6] Wisconsin Department of Workforce Development (http://worknet.wisconsin.gov/worknet/)

Diversity

As mentioned earlier, one of the top four strategic priorities of UW-Platteville is to foster a community of achievement and respect. While agriculture has been traditionally viewed as a male-dominated industry, the faculty, staff, and students at UW-Platteville are devoted to improving gender and ethnic diversity in agriculture. Currently, about 75 percent of the students enrolled in UW-Platteville's Dairy Science emphasis are women. Dairy Science courses also attract students with non-farm backgrounds because of increased farm-to-fork awareness and community engagement. Diversity in faculty and students can also be seen in the nature of interests and expertise (technology advances on the farm and in processing, organic dairy, grazing initiatives, urban farming, etc.). Expansion of this program will help improve diversity among the student body in the School of Agriculture as UW-Platteville graduates a more diverse workforce for leadership positions in the agriculture industry.

Student Learning Outcomes and Program Objectives

Graduates of the Dairy Science program will be:

1. Conscious of and sensitive to the issues involved with care, welfare and health of all animals, particularly dairy animals.
    - Students recognize the importance of producing food safely.
    - Students are aware of various perspectives of animal health and welfare.
2. Able to understand the basic form, structure, and function of the major mammalian physiological systems at the microscopic and macroscopic level.
    - Students demonstrate how physiological systems relate directly to production of food animals.
    - Students integrate and apply basic sciences (chemistry, biology, and math) to Animal/Dairy Science concepts.
3. Able to identify processes of integrated management to optimize the use of available resources particular to sustainable agricultural and animal science practices.
    - Students recognize and compare optimal/maximal production practices.
    - Students have an awareness of environmental impacts in sustainable agricultural practices.
4. Informed and aware of local, regional, national and international issues, opportunities and experiences in agriculture.
    - Students have generated interest and increased participation in cross cultural experiences.
5. Critical thinkers with effective oral and written communication skills as individuals and as team members.
    - Students can communicate effectively with consumers and communicate as an animal scientist, using appropriate scientific terminology.
    - Students demonstrate the ability to independently investigate, analyze and conclude management decisions clearly and concisely.

Assessment of Objectives

The above program objectives and student learning outcomes are assessed annually through a variety of measures and tools. Depending on the student learning outcome, faculty within the School of Agriculture use the following: pre- and post-tests of course content,

analysis of exam questions, internship surveys, evaluation of student work in capstone courses, surveys of alumni and graduating seniors, and evaluation of community engagement projects.

Overall, curriculum is reviewed annually, particularly after receiving assessment results from employers, the Agriculture Advisory Board, and graduating students. Curriculum changes are reviewed by faculty in the School of Agriculture and College of Business, Industry, Life Science and Agriculture as well as at the university level. Review of the faculty and staff within the program occurs annually, with the process depending on job title. Updates to content of courses and teaching methods occur on an as-needed basis, depending on analysis of coursework and supervisor evaluations from internships and other capstone experiences.

Program Curriculum

The program will be 120 credits at a minimum and include 52 required core credits (School of Agriculture, Animal and Dairy Science) and 24 elective credits associated with a minor or Dairy Science emphasis.

Dairy Science Support Courses:	
English 1130/1230 (College Writing)	6 credits
Chemistry 1050 or 1140	4-5 credits
Biology 1150 or 1650	5 credits
Math 1830 (Elementary Statistics)	3 credits
Entry-level college experience	1 credit
	19-20 credits
General education courses required for graduation:	
Humanities/Fine Arts/Historical Perspective	6 credits
Social Science (at least two areas)	6 credits
Public Speaking	2 credits
International Education, Gender and Ethnic Studies[1]	(9 credits)[1]
Wellness	2 credits
Foreign language (most often met prior to university)	(4 credits)
	16-29 credits
School of Agriculture Core Courses:	
Pre-Capstone Seminar in Animal Science – ANSCI 2900	1 credit
Capstone Experience (variable)	3 credits
Capstone Symposium in Animal Science – ANSCI 4990	1 credit
Two foundation courses[2]	6 credits
	11 credits

Animal Science Core Courses:

Anatomy and Physiology – ANSCI 2010	4 credits
Animal Nutrition – ANSCI 3000	3 credits
Feeds and Feeding – ANSCI 3600	2 credits
Genetics of Livestock Improvement – ANSCI 3030	3 credits
Reproductive Physiology – ANSCI 3110	4 credits
	16 credits

Dairy Science Major Courses:

Calf and Heifer Production Systems – ANSCI 2040	3 credits
Dairy Cattle Evaluation – ANSCI 2050	3 credits
Dairy Records Analysis – ANSCI 3200	1 credit
Dairy Product Processing – ANSCI 3010	3 credits
Animal and Food Microbiology – ANSCI 3130	4 credits
Dairy Cattle Management – ANSCI 4070	4 credits
Beef or Small Ruminant Animal Management	4 credits
Biology of Lactation – ANSCI 4150	3 credits
	25 credits
Total credit range (assuming 24 credit minor/emphasis with electives)	120-125

[1] The International Education, Gender, and Ethnic Studies requirements are most often satisfied in conjunction with other required coursework.

[2] Introduction to Animal Science and one other agriculture foundation course are required for the School of Agriculture core.

Projected Time to Degree

Full-time students within the Dairy Science degree program can reasonably expect to finish their degree in four years. Two core courses, totaling eight credits (Anatomy and Physiology and Reproductive Physiology), are regularly offered during summer session, and three courses offering high impact practices (3 credits each: ANSCI 4200 – Individual Study in Animal Science, ANSCI 4970 – Animal Science Internship, and ANSCI 4980 – Undergraduate Research in Animal Science) are regularly offered during summer and winter sessions, giving students the potential to reduce their time to graduation by a full semester.

Program Review Process

Animal Science faculty review program and course outcomes for relevancy to the industries UW-Platteville serves on an annual basis. If program and curricular changes are deemed necessary, appropriate review documents are taken through the School of Agriculture Curriculum Committee, followed by the BILSA College Curriculum Committee, and finally to the University Undergraduate Curriculum Committee. The Animal Science faculty has embarked upon a two-year process of curriculum mapping in preparation for the 2016 comprehensive review of the Animal Science program by the Academic Planning Council (outlined below). The courses that will be required for the Dairy Science program are currently part of this process.

Institutional Review

All programs at UW-Platteville are reviewed on annual and six-year cycles. The annual review consists of a brief report of program enrollment, graduation, and staffing statistics as well

as cost of program operations. This comprehensive review includes an in-depth review by the Assessment Oversight Committee, University Budget Commission, and Institutional Technology Commission. Each committee/commission has a separate form to collect relevant data and allows for self-reporting of outcomes, assessment, budget projections, etc. Committee recommendations resulting from each review are sent to program directors and department chairs, college dean, provost/vice chancellor, members of the faculty senate, the chancellor, and UW System Administration.

Accreditation

No accreditation of this program is necessary.

University of Wisconsin System
Cost and Revenue Projections For the B.S. in Dairy Science

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	96	107	115	122	134
	Enrollment (Continuing Student) Headcount	0	0	0	0	0
	Enrollment (New Student) FTE	96	107	115	122	134
	Enrollment (Continuing Student) FTE	0	0	0	0	0
II	Total New Credit Hours (# new sections x credits per section)	25	28	25	28	25
	Existing Credit Hours	95	95	95	95	95
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.3	1.3	1.3	1.3	1.3
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.1	0.1	0.1
V	New Revenues					
	From Tuition (new credit hours x FTE)	$614,400	$766,976	$736,000	$874,496	$857,600
	From Fees	$4,320	$4,815	$5,175	$5,490	$6,030
	Program Revenue - Grants					
	Program Revenue - Other ($250/student/semester)	$48,000	$53,500	$57,500	$61,000	$67,000
	Reallocation					
	Total New Revenue	$666,720	$825,291	$798,675	$940,986	$930,630
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$72,867	$76,617	$72,867	$76,617	$72,867
	Other Staff	$70,703	$70,703	$70,703	$70,703	$70,703
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$48,000	$53,500	$57,500	$61,000	$67,000
	Other:	$281,700	$281,700	$281,700	$281,700	$281,700
	Total Expenses	$473,270	$482,520	$482,770	$490,020	$492,270
VII	Net Revenue	$193,450	$342,771	$315,905	$450,966	$438,360

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

Section I: New Student enrollment includes current Animal Science-Dairy Emphasis majors AND new incoming students - there are no continuing students as this is a new program

Section II: New credit hours includes the dairy science major courses only (25 credits per semester + one new section will need to be added every-other year)

Existing Credit Hours include the Animal Science Core Courses that will be required for the Dairy Science majors

Section III: Of the 6 total Animal Science Faculty 1.3 FTE will be dedicated to the Dairy Science Program / School of Agriculture currently shares 1.0 FTE of administrative help. This is not expected to change

Section V: Tuition assumes all Resident students taking a total of 25 credits per year ($3,194 per student per semester) - per credit rate = 3194/25 = $255.52/credit

Fees generated are calculated as the increased number of students taking the dairy science major x the average of $45 per student per year fee charge for the courses they will take throughout their program. This is program revenue.

New program fee of $250/student/semester is being proposed to advance student learning outcomes for the program

Section VI: Average salary of Animal Science faculty = $56,052 x 1.3 = 72,867

One additional section of ANSCI 3010 - Dairy Products to be taught every other year to keep on top of the projected enrollment for that course, thus we have included that figure as a new salary expense in 2017 and 2019.

Salaries for other staff includes:10% of admin assistant = $3,484 AND 10% School of Ag Director = $9,684 AND 20% of Pioneer Farm Dairy Enterprise Manager = $11,081 AND Assistant Enterprise Manager for Dairy Herd = $38,380 AND 20% Farm Director = $8,074

Equipment purchases are estimated to be equivalent to the revenue generated from the program fees charged to the students ($250/semester)

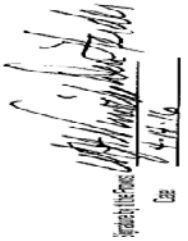
Other expenses includeand estimation regular supplies, phone and copier expenses, travel and training etc of $15,000 AND 40% of gross revenue overhead charge for other administrative expenses (financial services, custodial, etc)

a - Number of students enrolled

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

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

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



UNIVERSITY OF WISCONSIN
PLATTEVILLE
ACADEMIC AFFAIRS

April 8, 2016

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

RE: Letter of Commitment from the Provost

Dear President Cross,

The University of Wisconsin-Platteville and the School of Agriculture have completed the internal governance process required to offer a new major in Dairy Science. After completing the preapproval process in 2013-2014, the School of Agriculture completed the approval process in November 2015. Subsequently, the new Dairy Science program was approved by the College, University Undergraduate Curriculum Council, Academic Planning Council, University Budget Commission and Faculty Senate.

The University of Wisconsin-Platteville pledges support of this new Dairy Science major and can assure that there will be quality control of this new program through the School of Agriculture. As Provost, I can also assure the UW System that there are adequate resources, particularly in light of the fact that with this new Dairy Science major we are proposing a new program rate. The new minor will utilize existing courses in the content areas currently on campus. The new Dairy Science program will replace the current Dairy emphasis within the Animal Science major.

We are excited about this new Dairy Science program as it provides new opportunities for our students interested in pursuing careers in the very vibrant dairy industry in Wisconsin as well as regionally, nationally, and internationally. As Provost, I can assure the Regents that I am fully behind this program, and, in fact, recommend it to President Cross and the Regents for adoption and inclusion into the System array.

Sincerely,

Mittie Nimicka Den Herder

Dr. Mittie Den Herder
Provost & Vice Chancellor
for Academic Affairs

Mittie N. Den Herder, Provost and Vice Chancellor
2507 Ullsvik Hall | 608.342.1261 | Fax: 608.342.1270 | denherderm@uwplatt.edu
1 University Plaza | Platteville WI 53818-3099 | www.uwplatt.edu

EDUCATION COMMITTEE

Resolution I.1.g:

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the Chancellor of the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Board of Regents approves the proffer of $7,024,478.23 made by the Trustees of the William F. Vilas Trust Estate as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

2016 PROFFER TO UW-MILWAUKEE AND UW-MADISON FROM THE TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS, PROFESSORSHIPS, AND SPECIAL PROGRAMS IN ARTS AND HUMANITIES, SOCIAL SCIENCES, AND MUSIC

BACKGROUND

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

REQUESTED ACTION

Adoption of resolution I.1.g, accepting the proffer in the sum of $7,024,478.23 total, for UW-Madison and for UW-Milwaukee for continuation of approved programs and one-time only allocations from the Trustees of the William F. Vilas Trust Estate.

DISCUSSION

The Board of Regents approved the UW-Milwaukee and UW-Madison requests at its April 8, 2016 meeting. Following that approval, due to new interest earning results the Trust received, the Trustees adjusted the total amount available to $7,024,478.23. UW System President Cross sent the amended formal request to the Trustees on May 10, 2016. On May 24, 2016, the President received the proffer issued by the Vilas Trustees of the funding available to the UW-Milwaukee and UW-Madison for 2016-17.

From funding for continuation of approved programs, UW-Milwaukee will receive $60,000 for salary and auxiliary allowance for the Vilas Research Professor of English Kumkum Sangari, and $58,269 for the UW-Milwaukee Department of Music request (total: $118,269).

From the funding for continuation of approved programs, UW-Madison will receive $3,187,813 and $2,965,896 for one-time only program allocations (total $6,153,709).

In addition, the Trustees are accumulating the remaining net income of $752,500.23 in a special fund for the construction of a music performance building adjacent to the Chazen Museum at the University of Wisconsin, Madison, as requested by Chancellor Blank's letter to President Cross dated May 4, 2016 (see attachments).

THE UNIVERSITY of WISCONSIN MADISON

March 2, 2016
Revised April 25, 2016

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

Dear President Cross:

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

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2016-2017 is: **$6,153,709.**

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

1.	Continuation of 10 Vilas Undergraduate Scholarships at $400 each		4,000
2.	Continuation of 10 Vilas Graduate Fellowships:		
	a. 5 at $600 each	3,000	
	b. 5 Traveling Fellowships at $1,500 each	7,500	10,500
3.	Continuation of 21 Vilas Research Professors at $10,000 salary plus $50,000 auxiliary allowances each		1,260,000
4.	Continuation of additional graduate and undergraduate scholarships		
	a. Continuation of 50 additional undergraduate scholarships at $400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at $600 each	30,000	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at $400 each under the provisions of		

	Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas	32,000
6.	Retirement benefits for nine (9) Vilas Professors: Bird, Brock, Hauser, Hermand, Keisler, Kung, Mueller, Vansina, and Weinbrot at $2,500 each	22,500
7.	14 Vilas Associates in the Arts and Humanities	496,083
8.	13 Vilas Associates in the Social Sciences	496,098
9.	14 Vilas Associates in the Physical Sciences	535,290
10.	15 Vilas Associates in the Biological Sciences	253,675
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	27,667
Total Continuation Request:		**$ 3,187,813**

B. ONE-TIME PROGRAM ALLOCATIONS

1.	College of Engineering Start-up Package Funds, used to support new faculty hired for its Trans-disciplinary Institute initiative (in collaboration with the Grainger Foundation). Funds in the start-up package would need to be spent within two years and may be used for any legitimate professional research expense, per UW-Madison rules, except that they may not be used for summer salary support of the professor.	850,000
2.	Vilas Life Cycle Professorship Program	465,896
3.	14 Vilas Distinguished Achievement Professorships	700,000
4.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed $50,000 per year (or, in the case of awardees who receive a two-year award up to $100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	950,000
Total of One-time Part B. Program Allocations:		**$2,965,896**
Total of Part A and Part B:		**$6,153,709**

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

Please let me know if you have any questions.

Sincerely,

Rebecca M. Blank
Chancellor

Attachments

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

Vilas Research Professors

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

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

Susan Coppersmith – Vilas Research Professor
of Physics, College of Letters and Science

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

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

Steven Durlauf – Vilas Research Professor
of Economics, College of Letters and Science

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

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

Gregg Mitman - Vilas Research Professor
of History of Science, College of Letters and Science

Emiko Ohnuki-Tierney - Vilas Research Professor
of Anthropology, College of Letters and Science

Elliott Sober - Vilas Research Professor
of Philosophy, College of Letters and Science

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

Erik Olin Wright - Vilas Research Professor
of Sociology, College of Letters and Science

Sau Lan Wu - Vilas Research Professor
of Physics, College of Letters and Science

James Dumesic – Vilas Research Professor
of Chemical & Biological Engineering, College of Engineering

Chiao-Ping Li – Vilas Research Professor
of Dance, School of Education

Thomas Loeser – Vilas Research Professor
of Art, School of Education

William Reese – Vilas Research Professor
of History, College of Letters and Science

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

Gurindar Sohi – Vilas Research Professor
of Computer Science, College of Letters and Science

Monica Turner – Vilas Research Professor
of Zoology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2012-13 Cohort

Michael Bell – Community and Environmental Sociology, College of Agricultural and Life Sciences

Cynthia Carlsson – Geriatrics, School of Medicine & Public Health

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

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

Hongrui Jiang – Electrical and Computer Engineering, College of Engineering

Clark Johnson – Geoscience, College of Letters and Science

Jack Ma – Electrical and Computer Engineering, College of Engineering

Anna Huttenlocher – Pediatrics, School of Medicine and Public Health

Wei Xu – Oncology, School of Medicine and Public Health

Robert Mathieu – Astronomy, Letters and Science

Naomi Chesler – Biomedical Engineering, College of Engineering

Vilas Distinguished Achievement Professors, 2013-14 Cohort

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

Sean Palecek – Chemical and Biological Engineering, College of Engineering

Michael Graham – Chemical and Biological Engineering, College of Engineering

Hussain Bahia – Civil and Environmental Engineering, College of Engineering

Jordan Ellenberg – Mathematics, College of Letters & Science

Matthew Turner – Geography, College of Letters & Science

Anna Gade – Religious Studies/ Language and Cultures of Asia, College of Letters and Science

John Hawks – Anthropology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2014-15 Cohort

Amy Barger - Astronomy, College of Letters and Science

Kristin Eschenfelder - Library Systems, College of Letters and Science

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

Stephen Kantrowitz – History, College of Letters and Science

Lingjun Li – Pharmacy, School of Pharmacy

David Lynn - Chemical & Biological Engineering, College of Engineering

Mano Mavrikakis - Chemical & Biological Engineering, College of Engineering

Katherine McMahon - Civil & Environmental Engineering, College of Engineering

Rob Nixon – English, College of Letters and Science

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

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

Lih-Sheng Turng - Mechanical Engineering, College of Engineering

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

Chi Jin – Mathematics, College of Letters and Science

Vilas Distinguished Achievement Professors, 2015-16 Cohort

Elaine Alarid – Oncology, School of Medicine and Public Health

Lawrence Berger – Social Work, College of Letters and Science

John Booske – Biomedical Engineering, College of Engineering

Geoffrey Borman - Educational Leadership & Policy Analysis, School of Education

Leslie Bow - English, College of Letters and Science

Mark Eriksson - Physics, College of Letters and Science

Dorothy Farrar-Edwards - Kinesiology, School of Education

Stephen Gammie - Zoology, College of Letters and Science

Padma Gopalan - Materials Science & Engineering, College of Engineering

Jeffrey Johnson - Pharmacy, School of Pharmacy

Laura Kiessling – Biochemistry and Chemistry, College of Agricultural and Life Sciences

Leonora Neville – History, College of Letters and Science

Jon Pevehouse – Political Science, College of Letters and Science

Kenneth Raffa – Entomology, College of Agricultural and Life Sciences

James Rawlings – Chemical and Biological Engineering, College of Engineering

David Shaffer – Educational Psychology, School of Education

John Yin – Chemical and Biological Engineering, College of Engineering

Jin-Wen Yu – Dance, School of Education

Ellen Zweibel – Astronomy, College of Letters and Science

Mikko Lipasti – Engineering, Electrical & Computer Engineering

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

May 4, 2016

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

Dear President Cross:

This memo is an addendum to our request of April 25, 2016. We are requesting that any unexpended income from the proceeds from the Vilas Trust in 2016-17, be applied to the special building fund for the Music Performance Building at the University of Wisconsin, Madison. We understand the amount to be $752,500.23.

Please let me know if you have any questions.

Sincerely,

Rebecca Blank
Chancellor

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

Chancellor Rebecca M. Blank
Morgridge Friends Distinguished Chair of Leadership
Bascom Hall University of Wisconsin–Madison 500 Lincoln Drive Madison, Wisconsin 53706
608-262-8967 Fax: 608-262-8333 TTY 608-263-2473

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs

Provost and Vice Chancellor

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

March 3, 2016

TO: Ray Cross, President
The University of Wisconsin System

FROM: Johannes Britz
Provost and Vice Chancellor

RE: UW-Milwaukee 2016-17 Vilas Trust Request

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

1. Vilas Research Professor Kumkum Sangari, Department of English. Total Request: $60,000.00 ($50,000 for Research Support and $10,000 for Salary Support)

2. Department of Music, Peck School of the Arts. "*Wisconsin, A Community of Musical Experiences*". Total Request: $58,269 (see attached proposal).

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

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

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

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Peck School of the Arts

Office of the Dean

Art Building
P.O. Box 413
Milwaukee, WI
53201-0413
414 229-4762 phone
414 229-6154 fax

March 3, 2016

MEMORANDUM

TO: Dev Venugopalan
Associate Vice Chancellor, Academic Affairs

FROM: Scott Emmons
Dean, Peck School of the Arts

SUBJECT: 2016-17 William F. Vilas Trust Proposal

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

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

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

cc: Jon Welstead
Amanda Obermeyer

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Peck School of the Arts
Department of Music

Music Building
PO Box 413
Milwaukee, WI
53201- 0413
414 229 - 5162 phone
414 229 - 2776 fax

March 2, 2016

TO: Scott Emmons, Dean
Peck School of the Arts

FROM: Jon Welstead, Music Department Chair

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

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

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

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

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

Thank you,

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

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

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

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

Office of the President

1700 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-2321 Phone
(608) 262-3985 Fax

e-mail: rcross@uwsa.edu
website: www.wisconsin.edu/

May 10, 2016

Response Requested by May 18, 2016

William F. Vilas Trust Estate
602 Pleasant Oak Drive, Suite F
Oregon, WI 53575

Dear Vilas Trustees:

The Board of Regents, upon my recommendation and the recommendations of the Chancellor of the University of Wisconsin-Madison and the Chancellor of the University of Wisconsin- Milwaukee, approved on April 08, 2016, a revised request that the Trustees of the William F. Vilas Trust Estate supply funds for the fiscal year July 1, 2016 through June 30, 2017, subject to fund availability, as provided by the terms of the William F. Vilas Trust. On behalf of the Board of Regents, I am submitting this revised request to you for consideration by the Vilas Trust Estate.

The amounts requested, by category, are as follows:

I.	UW-MADISON	
A.	Continuation of Trustee Approved Programs	$ 3,187,813
B.	One-time Program Allocations	$2,965,896
C.	UW-Madison Music Performance Building	$752,500.23
	Total Requested by UW-Madison	**$6,906,209.23**

II.	UW-MILWAUKEE	
A.	Department of Music Request	$ 58,269
B.	Vilas Research Professor Kumkum Sangari	$ 60,000
	Total Requested by UW-Milwaukee	**$118,269**

TOTAL AMOUNT REQUESTED **$7,024,478.23**

The attached documents provide a detailed breakdown of the specific elements of the request. Thank you for your consideration of this matter.

Sincerely,

Ray Cross

Ray Cross

Attachments

CC: James P. Henderson, Vice President for Academic and Student Affairs
Rebecca M. Blank, Chancellor, UW-Madison
Mark Mone, Chancellor, UW-Milwaukee
Jane Radue, Executive Director and Corporate Secretary, Board of Regents
Carmen Faymonville, Special Assistant to the Vice President for Academic and Student Affairs

May 24, 2016

The Regents of the University of Wisconsin
1860 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1557

Dear Regents:

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2016. The Trustees met on Monday, April 18, 2016, to consider the annual audited financial statements, the revised request for funding for the Madison campus, as set forth in Chancellor Rebecca M. Blank's letter of April 25, 2016, to President Ray Cross, and the request for funding from the Milwaukee campus, as set forth in Provost and Vice Chancellor Johannes Britz's letter to President Cross dated March 3, 2016.

Our audit confirmed that the Trust realized net income of $7,024,478.23 this year. After considering the requests for funding, the Trustees have resolved to fund the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust, as described in the letters of Chancellor Blank and Provost and Vice Chancellor Britz. The Trustees have also resolved to fund College of Engineering Start-up Package Funds described in B.1.; Vilas Life Cycle Professorship program described in B.2.; Vilas Research Investigator Awards described in B.3.; and Vilas Faculty Young/Mid-Career Investigator Awards described in B.4. of Chancellor Blank's letter.

In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **$6,271,978.00** for its fiscal year July 1, 2016, to June 30, 2017, to be expended in the following manner:

A. CONTINUATION OF APPROVED PROGRAMS

1. Continuation of ten (10) Vilas Undergraduate Scholarships for the 2016-2017 academic year at $400.00 each — $ 4,000.00

2. Continuation of ten (10) Graduate Fellowships for the 2016-2017 academic year:
   a. Five (5) Resident Fellowships at $600.00 each — $ 3,000.00
   b. Five (5) Traveling Fellowships at $1,500.00 each — 7,500.00
   — 10,500.00

3. Continuation of the salaries and the respective allowances of twenty-two (22) Vilas Research Professorships:

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

Salary	10,000.00	
Auxiliary Allowance	50,000.00	60,000.00

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

Salary	10,000.00	
Auxiliary Allowance	50,000.00	60,000.00

Susan Coppersmith – Vilas Research Professor of Physics, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	50,000.00	60,000.00

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

Salary	10,000.00	
Auxiliary Allowance	50,000.00	60,000.00

Richard Davidson – Vilas Research Professor of Psychology and Psychiatry, College of Letters and Science and Medical School, Madison

Salary	10,000.00	
Auxiliary Allowance	50,000.00	60,000.00

James Dumesic – Vilas Research Professor of Chemical and Biological Engineering, College of Engineering, Madison

Salary	10,000.00	
Auxiliary Allowance	50,000.00	60,000.00

Steven Durlauf – Vilas Research Professor of Economics, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Morton Gernsbacher – Vilas Research Professor of Psychology, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Judith Kimble – Vilas Research Professor of Biochemistry and Medical Genetics, College of Agricultural and Life Sciences and Medical School, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Chiao-Ping Li – Vilas Research Professor of Dance, School of Education, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Thomas Loeser – Vilas Research Professor of Art, School of Education, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Gregg Mitman – Vilas Research Professor of History of Science, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Emiko Ohunki-Tierney – Vilas Research Professor of Anthropology, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
William Reese – Vilas Research Professor of History, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00

Kumkum Sangari – Vilas Research Professor of English, College of Letters and Science, Milwaukee			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Mark Seidenberg – Vilas Research Professor of Psychology, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Elliott Sober – Vilas Research Professor of Philosophy, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Gurindar Sohi – Vilas Research Professor of Computer Science, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Karen Strier – Vilas Research Professor of Anthropology, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Monica Turner – Vilas Research Professor of Zoology, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Erik Olin Wright – Vilas Research Professor of Sociology, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
Sau Lan Wu - Vilas Research Professor of Physics, College of Letters and Science, Madison			
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00

4. a. Continuation of fifty (50) additional undergraduate scholarships at $400.00 each — 20,000.00

   b. Continuation of fifty (50) additional graduate fellowships at $600.00 each — 30,000.00 — 50,000.00

5. Continuation of eighty (80) additional undergraduate scholarships at $400.00 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance: 32,000.00

   As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraphs ~~5 and 6~~4 and 5, above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."

6. Retirement benefits for nine (9) Vilas Professors at $2,500.00 each: Bird, Brock, Hauser, Hermand, Keisler, Kung, Mueller, Vansina and Weinbrot 22,500.00

7. Fourteen (14) Vilas Associates in the Arts and Humanities 496,083.00

8. Thirteen (13) Vilas Associates in the Social Sciences 496,098.00

9. Fourteen (14) Vilas Associates in the Physical Sciences 535,290.00

10. Fifteen (15) Vilas Associates in the Biological Sciences 253,675.00

11. Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:

a.	Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music	27,667.00	
b.	Milwaukee: Department of Music Request	58,269.00	85,936.00
		TOTAL CONTINUATION REQUEST	**$3,306,082.00**

The foregoing Continuation Request is fully supported by the income earned by the Vilas Trust Estate**.** In addition, in response to the written request from Chancellor Blank, the Trustees are able to support the following one-time only program allocations described below.

B. ONE-TIME ONLY PROGRAM ALLOCATION

1.	College of Engineering Start-up Package Funds to support newly-hired faculty for trans-disciplinary institute initiative, to be spent within two years for professional research expenses, but not for summer salary support:	850,000.00
2.	Renewal of Vilas Life Cycle Professorship Program:	465,896.00
3.	Fourteen (14) Vilas Distinguished Achievement Professorships funded for two years, in the amount of $50,000.00 for each professor:	700,000.00
4.	Vilas Faculty Young/Mid-Career Investigator Awards (up to $50,000 per award per year for one or two years) pursuant to Article 4, Section (E) as described in part B, paragraph 4 of Chancellor Blank's letter of April 25:	950,000.00
	TOTAL ONE-TIME ONLY ALLOCATION	**$2,965,896.00**
	TOTAL PROFFER FOR 2016 – 2017	**$6,271,978.00**

In addition, the Trustees are accumulating the remaining net income of $752,500.23 in a special fund for the construction of a music performance building adjacent to the Chazen Museum at the University of Wisconsin, Madison, as requested by Chancellor Blank's letter to President Ray Cross, dated May 4, 2016.

Very truly yours,

Robert R. Stroud
Secretary of the Trustees

RRS/bh
cc: President Ray Cross
Chancellor Rebecca M. Blank, UW-Madison
Chancellor Michael R. Lovell, UW-Milwaukee
Sandy Shackelford

Chancellor Rebecca Blank
161 Bascom Hall
500 Lincoln Drive
Madison, WI 53706

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

Chancellor Michael R. Lovell
University of Wisconsin-Milwaukee
Chapman Hall 202
2310 E. Hartford Avenue
Milwaukee, WI 53201

Sandy Shackelford
William Vilas Trust Estate
602 Pleasant Oak Drive, Suite F
Oregon, WI 53575

CHANGE TO THE DISTINCT MISSION STATEMENT
UNIVERSITY OF WISCONSIN-OSHKOSH
FIRST READING

BACKGROUND

Section 36.09(1)(b), Wis. Stats., or BOR Policy 1-2 and ACIS 1.0 require that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

The University of Wisconsin-Oshkosh requests approval of its revised mission statement and mission addendum. A UW System Administration review of UW institutions' mission statements revised after 2009 revealed that some mission statements were no longer compliant with BOR Policy 1-2 and ACIS 1.0. UW-Oshkosh was asked to add a statement to its current mission that delineated the specific program responsibilities and degrees offered. Appendix A lists the university's degree programs.

The UW-Oshkosh Strategic Planning Steering Committee shared the draft mission statement at on-campus and off-campus public meetings. The Leadership Council endorsed the mission statement at the March 9, 2016 Leadership Council meeting. The Steering Committee also presented the mission statement for endorsement at a campus forum on April 28, 2016, and a public forum on April 29, 2016. Further, the new mission statement has been shared with the Chancellor's two Advisory Boards, the UW Oshkosh Foundation Board, and the Oshkosh community.

REQUESTED ACTION

No action at this time.

DISCUSSION

UW-Oshkosh has engaged in a year-long strategic planning process focusing on a renewed mission statement and identification of four strategic priorities: enhance student success, promote academic excellence, expand community engagement and economic development, and build an inclusive and supportive institutional environment. As a result of this process, the proposed UW-Oshkosh mission statement contains the following changes:

1. A description and list of the academic programs offered by the campus at the bachelor's, master's, and professional doctorate levels. This element was missing in the last version of the mission statement and was added to comply with Regent policy.

2. The addition of a statement on liberal education to reflect the significant curriculum reform efforts that took place on the campus over the last five years through the development of the University Studies Program, which is UW-Oshkosh's general education program.

3. The addition of a global learning outcome.

4. The addition of an emphasis on economic development and entrepreneurship reflecting UW-Oshkosh's programmatic additions of three collaborative engineering technology programs as well as the development of a degree and certificates related to information technology. The university's numerous efforts in economic development through the Business Success Center and various research initiatives provide additional support for this addition to the mission.

5. The addition of civic engagement as a new element of the mission statement. This addition reflects the significant amount of time that students spend in community-based learning experiences in the University Studies Program.

6. The addition of sustainability as a new element of the mission statement to be reflected in learning outcomes, coursework, research, and service at UW-Oshkosh.

Below are listed the current select mission statement, the proposed mission statement with tracked changes, and the clean version showing how the mission statement would read, if approved. Appendices A and B list UW-Oshkosh's academic program offerings.

The current Mission of the University of Wisconsin-Oshkosh was approved in 2010 and reads as follows:

> The University of Wisconsin Oshkosh provides a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation and dissemination of knowledge. The interaction of our dedicated faculty, staff and students fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society.

Below is the revised version with tracked changes. Bolded words are newly-added terms. Strikethroughs represent deletions.

> The University of Wisconsin Oshkosh provides **a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society.** ~~wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation and dissemination of knowledge. The interaction of our dedicated faculty, staff and students fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society.~~ **Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond.**
>
> **High-quality academic programs in nursing, education, business, social sciences, natural science, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies--all delivered in an innovative and inclusive learning environment--lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.**

UW-Oshkosh's revised mission statement and mission addendum with changes incorporated would read as follows:

> The University of Wisconsin Oshkosh provides a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society. Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond.
>
> High-quality academic programs in nursing, education, business, social sciences, natural science, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies--all delivered in an innovative and inclusive learning environment--lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.

RELATED REGENT POLICIES

Regent Policy Document 1-2 (cluster mission directives)
ACIS 1.0

APPENDIX A
UNIVERSITY OF WISCONSIN-OSHKOSH DEGREE PROGRAMS

Undergraduate Programs

College of Business

B.BA Degrees (Bachelor of Business Administration)

- Accounting
- Economics
- Finance
- Human Resource Management
- Interactive Web Management
- Information Systems
- Management
- Marketing
- Supply Chain Management

College of Education and Human Services

BSE Degrees (Bachelor of Science in Education)

- Broad Field Natural Science
- Broad Field Social Science
- Early Childhood
- Special Education and Early Childhood Education (Dual)
- Elementary Education
- English as a Second Language
- Mathematics Education
- Music Education
- Special Education
- Physical Education

BS Degree (Bachelor of Science)

- Human Services Leadership

College of Letters and Science

AAS Degree (Associate of Arts and Science Degree)

Programs below are either BA or BS Degree (both Bachelor of Arts or Bachelor of Science unless indicated)

- Anthropology

- Art (including Bachelor of Fine Arts)
- Athletic Training (BS only)
- Biology (BSE also)
- Chemistry (BS or BSE only)
- Communication Studies
- Computer Science (BSE also)
- Criminal Justice
- Economics
- Electrical Engineering Technology (collaborative) (BS only)
- English (BSE also)
- Environmental Engineering Technology (collaborative) (BS only)
- Environmental Health
- Environmental Studies
- French (BSE also)
- Geography (BSE also)
- Geology (BSE also in Earth Science)
- German (BSE also)
- History (BSE also)
- Individually Planned Major
- Interactive Web Management (also BBA)
- International Studies
- Japanese Studies (collaborative program) (BS only)
- Journalism
- Kinesiology (BS only)
- Mechanical Engineering Technology (collaborative) (BS only)
- Math (BSE also)
- Medical Technology (BS only)
- Microbiology
- Music (including BSE or Bachelor of Music also)
- Philosophy
- Physics (BSE also)
- Political Science
- Psychology
- Public Relations
- Radio/TV/Film
- Radiologic Science (BS only)
- Religious Studies
- Social Work (BSW Bachelor of Social Work)

- Sociology
- Spanish (BSE also)
- Theatre
- Urban Planning
- Women's and Gender Studies

College of Nursing

BSN Degree (Bachelor of Science in Nursing)

- Traditional program
- Collaborative program
- Accelerated program

Lifelong Learning and Community Engagement

BLS (Bachelor of Liberal Studies)

- Liberal Studies

BAS (Bachelor of Applied Studies)

- Leadership and Organizational Studies
- Fire and Emergency Response Management

Graduate Programs

Master's Degree Programs:

MS Biology (Master of Science)

- (Biology)
- (Microbiology)

MBA (Master of Business Administration)

(Emphases in Finance, Health Care Management, Human Resource Management, International Business, Marketing, MIS, Project Management)

- Professional Path
- Executive Path

MS Data Science (Collaborative)

MS Educational Leadership and Policy

- General

MA English (Master of Arts)

MSE Literacy and Language (Master of Science in Education)

- 17 Reading Specialist Licensure

MS Mathematics Education

MSN Nursing (Master of Science in Nursing)

- Clinical Nurse Leader
- Nurse Educator

MSE Professional Counseling

- School Counselor
- Clinical Mental Health Counselor
- Student Affairs/College Counseling

MS Psychology

- Cognitive and Affective

MPA Public Administration (Master of Public Administration)

- General
- Health Agency

MSW Social Work (Master of Social Work)

- Health Care Practice
- Mental Health

MSE Special Education

- Cross Categorical
- Early Childhood
- Non-licensure/degree only
- Director of Special Education/Pupil Services

MS Sustainable Management (Collaborative)

MSE Teaching and Learning

- Early Childhood Education – Individually Designed Program
- ESL

- ESL/Bilingual Education
- Math Intervention
- Middle Childhood/Early Adolescence
- Science Education
- Secondary Education – Individually Designed Program

MSE Transnational Human Services Leadership

Doctoral Degree Programs:

Ed.D. Educational Leadership and Policy – The Superintendency (Begins Fall 2016)

DNP Nursing

- BSN to DNP with FNP specialty
- MSN to DNP with FNP specialty
- MSN to DNP with Nurse Anesthetist specialty (pending COA approval)

UNIVERSITY OF WISCONSIN OSHKOSH

May 11, 2016

President Ray Cross
University of Wisconsin System Administration
1700 Van Hise Hall
1220 Linden Drive.
Madison, WI 53906

Dear President Cross,

I am writing to ask that the new mission statement for the University of Wisconsin Oshkosh be placed on the June agenda of the Board of Regents. The campus has engaged in a year-long strategic planning process focusing on a renewed mission statement and identification of four strategic priorities: Enhance Student Success, Promote Academic Excellence, Expand Community Engagement and Economic Development, and Build an Inclusive and Supportive Institutional Environment. It is our desire to have the statement approved by the Regents and endorsed at a public hearing in compliance with System policy. There are a few noteworthy changes that I would like to describe regarding the new mission statement.

1. This mission statement contains a description and list of the academic programs offered by the campus at the bachelor, masters and professional doctorate levels. This element was missing in the last version of the plan and was added to comply with Regent policy.

2. The new statement mentions liberal education to reflect the significant curriculum reform efforts that took place on our campus over the last five years through the development of the University Studies Program (our new general education program). Liberal education reflects the integration of the institutional learning outcomes through both general education and the major.

3. Since the institution added a global learning outcome as a required course, we felt that this should be reflected in the new mission. This also supports one of our major learning outcomes "civic engagement: both local and global."

4. An emphasis on economic development and entrepreneurship reflects our programmatic additions of three collaborative engineering technology programs as well as the development of a degree and certificates related to information technology. Our numerous efforts in economic development through our Business Success Center and various research initiatives provide additional support for this addition to the mission.

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5. Civic engagement is a new element of the mission statement. This reflects the significant amount of time that students spend in community-based learning experiences in our general education program.

6. Sustainability continues to be a major initiative in terms of learning outcomes, coursework, research and service at this campus, and it was fitting to reflect this direction in the new mission statement.

The Strategic Planning Steering Committee shared the draft mission statement at numerous on-campus and off-campus public hearings. The Leadership Council endorsed the mission statement at the March 9, 2016 Leadership Council meeting. The Steering Committee also presented the mission statement for endorsement at a campus forum on April 28, 2016 and a public forum on April 29, 2016. The statement has been shared with the Chancellor's two Advisory Boards, the UW Oshkosh Foundation Board, and the Oshkosh community.

Please feel free to contact me if you have further questions.

Sincerely,

Andrew Leavitt
Chancellor

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Revised Mission Statement Addendum
(Approval) UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.i

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin-Eau Claire's addendum to the mission statement.

ADDENDUM TO MISSION STATEMENT
UNIVERSITY OF WISCONSIN-EAU CLAIRE
(APPROVAL)

BACKGROUND

Section 36.09(1)(b), Wis. Stats., or BOR Policy 1-2 and ACIS 1.0 require that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

The University of Wisconsin-Eau Claire requests approval for its revised mission statement which now includes a mission addendum. A UW System Administration review of UW institutions' mission statements revised after 2009 revealed that some mission statements were no longer compliant with state law, Board of Regent Policy 1-2, and UW System Policy ACIS 1.0. UW-Eau Claire was asked to add a statement to its current mission, last approved in June 2010, that delineated the specific program responsibilities and degrees offered. Appendix A lists the university's degree programs.

The proposed revised mission statement with the addendum was approved by the UW Eau Claire University Senate on May 10th, 2016. Other university governance groups were also consulted. Appendix A contains UW-Eau Claire's complete list of degree programs.

REQUESTED ACTION

Adoption of Resolution I.1.i, approving the addendum to UW-Eau Claire's mission statement.

DISCUSSION

What follows below is the current mission statement (approved in 2010) and the proposed revision with the addendum paragraph underlined.

UW-Eau Claire's current mission reads as follows:

In addition to the University of Wisconsin System Mission and the Core Mission of the University Cluster Institutions, the University of Wisconsin-Eau Claire has the following select mission:

We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

We fulfill our mission through a pervasive university commitment to provide:

- Rigorous, intentional and experiential undergraduate liberal education for life and livelihood;

- Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;
- Multicultural and international learning experiences for a diverse world;
- Exemplary student-faculty research and scholarship that enhance teaching and learning;
- An inclusive campus community that challenges students to develop their intellectual, personal, cultural and social competencies;
- Educational opportunities responsive to the needs of our communities, state, region and beyond; and
- Academic leadership in transforming liberal education.

The new UW-Eau Claire mission is proposed as follows:
(The last paragraph with the underlined language is the addendum).

In addition to the University of Wisconsin System Mission and the Core Mission of the University Cluster Institutions, the University of Wisconsin-Eau Claire has the following select mission:

We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

We fulfill our mission through a pervasive university commitment to provide:

- Rigorous, intentional and experiential undergraduate liberal education for life and livelihood;
- Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;
- Multicultural and international learning experiences for a diverse world;
- Exemplary student-faculty research and scholarship that enhance teaching and learning;
- An inclusive campus community that challenges students to develop their intellectual, personal, cultural and social competencies;
- Educational opportunities responsive to the needs of our communities, state, region and beyond; and
- Academic leadership in transforming liberal education.

<u>The University offers undergraduate programs and degrees in the arts, humanities, social sciences, health sciences, sciences, select engineering fields, education, nursing, and business. The institution also offers graduate programs related to areas of strength within the institution, including business, education, nursing, human sciences, humanities, and sciences</u>.

RELATED REGENT POLICIES

Regent Policy Document 1-2 (cluster mission directives)
ACIS 1.0

APPENDIX A
UNIVERSITY OF WISCONSIN-EAU CLAIRE DEGREE PROGRAMS

UNDERGRADUATE DEGREE PROGRAMS

College of Arts and Sciences

Bachelor of Arts or Bachelor of Science

- American Indian Studies
- Art
- Biochemistry/Molecular Biology
- Biology
- Chemistry
- Chemistry with Business Emphasis
- Communication
- Computer Science
- Criminal Justice
- Economics
- English
- French
- Geography
- Geology
- German
- History
- Journalism
- Latin American Studies
- Mass Communications
- Materials Science
- Materials Science and Engineering
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Theatre Arts
- Women's Studies

Bachelor of Fine Arts

Bachelor of Liberal Studies

Bachelor of Music

Bachelor of Professional Studies

Bachelor of Science in Environmental Public Health

College of Business

Bachelor of Business Administration

- Accounting
- Business Administration
- Business Finance
- Economics
- Health Care Administration
- Information Systems
- International Business
- Management
- Marketing

College of Education and Human Sciences

Bachelor of Arts

- Art
- Economics
- German
- History
- Social Studies
- Sociology

English
French
Latin American Studies
Political Studies
Spanish
Theatre Arts

Bachelor of Music Education

Bachelor of Science

Athletic Training
Biology
Chemistry
Communication Sciences and Disorders
Elementary Education
Geography
Geology
Kinesiology
Mathematics
Physical Science
Physics
Physics-Mathematics
Special Education

Bachelor of Social Work

College of Nursing and Health Sciences

Bachelor of Science in Nursing

GRADUATE DEGREE PROGRAMS

Doctor of Nursing Practice

Master of Arts

English
History

Master of Science

Communication Sciences and Disorders
Data Science

Master of Business Administration

Master of Science in Teaching

Elementary Education
English
Reading

Master of Science in Education

School Psychology
Special Education

Master of Science in Nursing

Master of Education-Professional Development

Specialist in Education

School Psychology

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May 13, 2016

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

Dear President Cross:

On behalf of the faculty, staff, and students of the University of Wisconsin-Eau Claire (UW-Eau Claire), I respectfully request that the attached proposed revision to the *UW-Eau Claire Select Mission Statement* be placed on the Board of Regents' meeting agenda for approval. The proposed revision is the result of comprehensive discussion with the UW-Eau Claire University Senate Executive Committee where we gathered input and feedback. Other university governance groups were also consulted.

The proposed revision was approved without dissent by our University Senate on May 10, 2016. The enclosed documents provide a detailed account of the proposed change.

Please feel free to contact me if you have any questions. Thank you in advance for your consideration.

Sincerely,

James C. Schmidt
Chancellor

Enclosure: *Select Mission Statement Revision*