# BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, July 6, 2017 10:45 a.m. - 11:45 a.m. Gordon Dining and Event Center 770 W. Dayton Street, 2<sup>nd</sup> Floor Symphony Room Madison, Wisconsin

- a. Approval of the Minutes of the June 8, 2017 meeting of the Education Committee;
- b. Report of the Vice President for Academic and Student Affairs
- c. UW-Eau Claire: Approval of the Bachelor of Science in Exercise Science [Resolution I.1.c.]
- d. UW-Eau Claire: Approval of the Bachelor of Science in Rehabilitation Science [Resolution I.1.d.]
- e. UW-Oshkosh: Approval of the Master of Science in Athletic Training [Resolution I.1.e.]
- f. UW-Superior: Approval of the Bachelor of Science in Environmental Science [Resolution I.1.f.]
- g. Approval of the UW-Green Bay Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination [Resolution I.1.g.]
- h. Approval of the Proffers from the Vilas Trust Fund to UW-Madison and UW-Milwaukee [Resolution I.1.h.]

Program Authorization (Implementation) Bachelor of Science in Exercise Science UW-Eau Claire

# EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Exercise Science.

# NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN EXERCISE SCIENCE UNIVERSITY OF WISCONSIN-EAU CLAIRE

### **EXECUTIVE SUMMARY**

## BACKGROUND

The University of Wisconsin-Eau Claire submits this request to establish a Bachelor of Science in Exercise Science. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at <a href="https://www.wisconsin.edu/program-planning/">https://www.wisconsin.edu/program-planning/</a>).

## **REQUESTED ACTION**

Adoption of Resolution I.1.c., approving the implementation of the Bachelor of Science degree in Exercise Science proposed by the University of Wisconsin-Eau Claire.

#### DISCUSSION

**Mission.** The proposed B.S. in Exercise Science program aligns with the university's mission in four distinct ways by providing: 1) rigorous, intentional and experiential undergraduate liberal education for life and livelihood; 2) multicultural learning experiences for a diverse world; 3) inclusive academic curricula that challenges students to develop their intellectual, personal, cultural, and social competencies; and 4) educational opportunities responsive to the needs of our communities, state, and region.

Additionally, the B.S. in Exercise Science aligns with three of UW-Eau Claire's strategic planning goals: 1) fostering purposeful learning; 2) promoting connected learning; and 3) focusing programmatic resources. As it is designed, the program will improve undergraduate students' time-to-degree. By eliminating the need for a second program (i.e., another major, minor, or certificate) required in the current emphasis and expanding the availability of elective courses within and outside of the department, students will have more flexibility and choice to navigate through their individual degree plan and potentially avoid schedule conflicts with high-demand courses. Finally, the proposed B.S. in Exercise Science will include built-in learning experiences to fulfill the university's service learning graduation requirement. Students pursuing the movement studies emphasis currently need to seek service learning opportunities outside the program which has proven challenging for students in fulfilling graduation requirements in a timely fashion.

**Program Description.** The University of Wisconsin-Eau Claire seeks approval for a Bachelor of Science degree in Exercise Science to be housed in the College of Education and Human Sciences. The major, while new in name, comprises a revision and promotion of the

existing Movement Studies emphasis within the current Kinesiology major. The purpose of this revision is to more accurately represent the focus and learning objectives of the degree for both students and employers. The program intentionally embraces the Exercise is Medicine® National Initiative, which promotes regular exercise and physical activity as a means of preventing chronic disease within a medical treatment paradigm.

As a degree program within the Department of Kinesiology, the B.S. in Exercise Science will be involved with the initiatives of the Institute for Health Sciences on the UW-Eau Claire campus. The multidisciplinary and interdisciplinary collaborative nature of this partnership, within areas such as curriculum development, research and scholarship, and service, will provide high quality advising and innovative learning experiences within the Health Sciences. The connections made in the community through the department's partnership with the Institute will provide internship experiences for B.S. in Exercise Science students at hospital- or clinic-based fitness or wellness programs. Many health and wellness providers in the region, such as the Center for Healthy Living, YMCA, and the L.E. Phillips Senior Center, are placement sites that students seek out to gain experience working with a wide range of clientele.

**Market and Student Demand.** According to a report from the Education Advisory Board (EAB, 2014), employer demand for graduates with Exercise Science skills, both regionally and locally, has increased by 152% and 64%, respectively. Data from EAB demonstrates that regional needs for undergraduates with a B.S. in Exercise Science consistently outpace local demand demonstrating the need for multiple institutions to address this gap. Nationally, increased employment opportunities are projected for graduates of such degree programs, and UW-Eau Claire is committed to preparing students for career fields with positive job outlooks. The U.S. Bureau of Labor Statistics estimates that there are currently 267,000 fitness trainers and instructors with a projected growth of 13% by 2022, which is about the average growth for all U.S. occupations (11%). The fields of health education/community health (99,400 positions) are expected to grow 19% to 2024 (faster than the U.S. average). Exercise physiologist (11%) and recreation workers (14%) are two other career areas graduates have pursued in the past, and statistics indicate that the growth in these areas are close to the US occupational growth average (US Bureau of Labor Statistics, 2017).

The proposed B.S. in Exercise Science at UW-Eau Claire is in direct response to comments from current and past students in the program for more hands-on and experiential learning opportunities to better prepare them to enter the workforce in a variety of careers. Through a graduate survey, KINS 476 Senior Seminar course comments, and discussions with faculty members, students have expressed the desire to engage in more practical and laboratory experiences in their degree program. The proposed B.S. in Exercise Science program is designed to provide a more hands-on experience in classes and through a required internship.

**Credit Load and Tuition.** This comprehensive major comprises 60 credits in a 120credit degree, thereby allowing students to complete all general education and university graduation requirements in four years, while simultaneously retaining the flexibility to choose courses that align with their career goals. The curriculum includes multiple high-impact practices, such as courses that involve applied clinical skills and research and a required internship experience, which will provide students with an immersive experience in their chosen profession.

Students will be assessed standard undergraduate tuition and fees that all UW-Eau Claire students pay. For the 2016-17 academic year, the residential tuition and segregated fees total \$4,407 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$3,681 is attributable to tuition and \$726 is attributable to segregated fees. No special course fees are required by this degree program.

**Program Funding and Management.** Based on enrollment from 2011-2016 in the Movement Studies emphasis, the projected total enrollment will grow from 20 to approximately 200 undergraduates within the next five years. By the end of the fifth year, it is anticipated that approximately 110 students will have graduated with a B.S. in Exercise Science. During this same time period, projected program revenue from student tuition will grow from \$130,540 to \$1,305,950. Because this degree program comprises a revision and promotion of the existing Movement Studies emphasis within the current Kinesiology major, additional funding to offer the Exercise Science major is not necessary. Moreover, five current faculty members will deliver the entire curriculum for this degree program, using the existing laboratory equipment.

# **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 EXERCISE SCIENCE AT UW-EAU CLAIRE PREPARED BY UW-EAU CLAIRE

# ABSTRACT

The University of Wisconsin-Eau Claire proposes to establish a Bachelor of Science (B.S.) degree in Exercise Science to be housed in the College of Education and Human Sciences. The major, while new in name, is more accurately described as a revision and promotion of the existing movement studies emphasis within the current kinesiology major. The purpose of this revision is to more accurately represent the focus and learning objectives of the degree for students and employers. This comprehensive major is comprised of 60 credits in a 120-credit degree. Additionally, students will be able to complete all liberal education and other university graduation requirements as part of the proposed degree in four years while allowing students flexibility to choose courses that align with their career goals. The curriculum will include multiple high-impact practices, such as a required internship experience and courses that involve applied clinical skills and research. The internship will provide the most immersive experience for students in this program.

# **PROGRAM IDENTIFICATION**

# Institution Name

University of Wisconsin-Eau Claire

**Title of Proposed Program** Exercise Science

**Degree/Major Designation** 

Bachelor of Science

# **Mode of Delivery**

Single institution, using primarily face-to-face instruction with some online course options

# **Projected Enrollments by Year Five**

Table 1 below represents enrollment and graduation projections for students entering the program over the first five years of program implementation. Based on enrollment from 2011-2016 in movement studies, the projected total enrollment will grow to 200 in the next five years. The values listed in Table 1 assume the current university-wide retention rates as well as an anticipated influx of students who transfer to the B.S. in Exercise Science if not admitted to the proposed B.S. in Rehabilitation Science. By the end of the fifth year, UW-Eau Claire anticipates that approximately 110 students will have graduated with a B.S. in Exercise Science.

-	1st	2nd	3rd	4th	5th
	Year	Year	Year	Year	Year
New Students Admitted	0	60	60	70	70
<b>Continuing Students</b>	20	17	66	105	130
<b>Total Enrollment</b>	20	77	126	175	200
Graduating Students	0	0	15	35	60

Table 1: Five-Year Projected Student Enrollments for the B.S. in Exercise Science

### **Tuition Structure**

Students will be assessed the standard undergraduate tuition and fees that all UW-Eau Claire students pay. For the 2016-17 academic year, the residential tuition and segregated fees total \$4,407 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$3,681 is attributable to tuition and \$726 is attributable to segregated fees. Full-time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$367 per credit.

### **Department or Functional Equivalent**

Department of Kinesiology

# **College, School, or Functional Equivalent**

College of Education and Human Sciences

# **Proposed Date of Implementation**

Fall 2017

# **INTRODUCTION**

## **Rationale and Relation to Mission**

The proposed B.S. in Exercise Science is intended to address current curricular shortcomings of the aforementioned movement studies emphasis and improve students' time-to-degree. The program intentionally embraces the Exercise is Medicine® national initiative, which is the promotion of applying regular exercise and physical activity as a means to prevent chronic disease within a medical treatment paradigm. The proposed B.S. in Exercise Science program aligns with the university's mission in four distinct ways by providing: 1) rigorous, intentional and experiential undergraduate liberal education for life and livelihood; 2) multicultural learning experiences for a diverse world; 3) inclusive academic curricula that challenges students to develop their intellectual, personal, cultural, and social competencies; and 4) educational opportunities responsive to the needs of our communities, state, and region.

Additionally, the B.S. in Exercise Science aligns with three of UW-Eau Claire's strategic planning goals: 1) fostering purposeful learning, 2) promoting connected learning, and 3) focusing programmatic resources. As it is designed, the program will improve undergraduate students' time-to-degree. By eliminating the need for a second program (i.e., another major,

minor, or certificate) required in the current emphasis and expanding the availability of elective courses within and outside of the department, students will have more flexibility and choice to navigate through their individual degree plan and potentially avoid schedule conflicts with high-demand courses. Finally, the proposed B.S. in Exercise Science will include built-in learning experiences to fulfill the university's service learning graduation requirement. Students pursuing the movement studies emphasis currently need to seek service learning opportunities outside the program, which has proven challenging for students in fulfilling graduation requirements in a timely fashion.

#### Need as Suggested by Current Student Demand

The proposed B.S. in Exercise Science at UW-Eau Claire is in direct response to comments from current and past students in the program for more hands-on and experiential learning opportunities to better prepare graduates to enter the workforce in a variety of careers. Through KINS 476 Senior Seminar course comments, a graduate survey, and informal conversation, students have expressed the desire to engage in more practical and laboratory experiences in their degree program. The proposed B.S. in Exercise Science program is designed to provide a more hands-on experience in classes and through a required internship.

#### Need as Suggest by Market Demand

According to a report from the Education Advisory Board (EAB, 2014), employer demand for graduates with exercise science skills both regionally and locally has increased by 152% and 64%, respectively. Data from EAB demonstrates that regional needs for undergraduates with a B.S. in Exercise Science consistently outpace local demand demonstrating the need for multiple institutions to address this gap. Nationally, increased employment opportunities are projected for graduates of such degree programs, and UW-Eau Claire is committed to preparing students for career fields with positive job outlooks. The U.S. Bureau of Labor Statistics estimates that there are currently 267,000 fitness trainers and instructors with a projected growth of 13% by 2022, which is about the average growth for all U.S. occupations (11%). The fields of health education/community health (99,400 positions) are expected to grow 19% to 2024 (faster than the U.S. average). Exercise physiologist (11%) and recreation workers (14%) are two other career areas that graduates have pursued in the past, and statistics indicate that the growth in these areas are close to the U.S. occupational growth average (U.S. Bureau of Labor Statistics, 2017).

#### **Emerging Knowledge and Advancing New Directions**

According to a report from the Education Advisory Board that examined regional and local job postings related to a B.S. in Exercise Science, undergraduate students will need a varied skillset that may include exercise physiology, fitness and wellness program design, and professional certification preparation (EAB, 2014). As private and public entities increasingly recognize the positive outcomes of employee health and wellness, incentives to engage in health and fitness activities with a goal to reduce health care costs is expected to increase the need for exercise and fitness professionals. In addition, as the baby-boom generation grows older, many individuals are electing to remain active to help prevent injuries and illnesses associated with aging, while a large percentage of older adults (>65 years) still remain inactive (CDC, 2013). There will also be greater demand for B.S. in Exercise Science graduates to work with older clients in nursing and residential care facilities. With increasing numbers of people residing in

these facilities and communities, jobs for exercise physiologists/scientists, fitness trainers/instructors, senior wellness, and recreation professionals are expected to rise in fitness centers at these locations.

Exercise physiologists/scientists work to improve overall patient/client health, especially in those managing health problems such as cardiovascular disease or obesity; they also provide health education and exercise plans and may work closely with primary physicians. Demand for professionals with a B.S. in Exercise Science will rise as hospitals emphasize exercise and preventive care as part of their treatment for chronic diseases and long-term rehabilitation. Additionally, employment growth may come from the continuing emphasis on exercise to combat obesity, reduce physical inactivity, and promote healthier lifestyles for youth. A number of federal, state, and local campaigns have been established to encourage young people to be physically active in response to growing rates of childhood obesity. As the focus on pediatric exercise programming increases, more professionals will be needed to work in fitness centers, strength and conditioning facilities, and camps specializing in meeting the needs of younger participants and their families (Belcher et al., 2010; Thompson, 2015).

# **DESCRIPTION OF PROGRAM**

## **Institutional Program Array**

The B.S. in Exercise Science is built upon an already integral part of the university's program array in the area of promotion/prevention of chronic disease. The department is positioned to deliver content in this area and to work in collaboration with the university's Institute for Health Sciences (a multidisciplinary program that exists to provide high-quality advising and innovative learning experiences to UW-Eau Claire students) to increase offerings in the area of promotion/prevention of chronic diseases. Graduates will gain knowledge in the science of exercise and movement, exercise prescription and physiological assessment, exercise instruction and leadership, social and behavioral science, and the basic sciences. This overall preparation will allow graduates to seek careers in community health promotion and education, worksite wellness, recreation, personal training and group exercise instruction, sport science, and preventative medicine/medically-based fitness. These students would also be prepared to pursue graduate study in these varied areas.

The program will be led by existing faculty/staff with expertise in the areas of strength and conditioning, sport psychology and sociology, exercise prescription and assessment, and clinical exercise physiology. The current infrastructure, including laboratory and exercise programming spaces to carry out program activities, combined with faculty scholarly expertise within the department, are sufficient to deliver this program in its proposed form. As the Institute of Health Sciences grows, more collaboration between the affiliated programs such as biology, nursing, and psychology will be developed. Currently, no overlap will exist with other programs on campus.

#### Other Programs in the University of Wisconsin System

During the pre-authorization period of degree planning, concerns of duplication/overlap were raised by a few UW System institutions. Three other UW System schools offer a major in exercise science, while others offer a minor or emphasis/concentration within a separate major

such as physical education. The UW-Madison's exercise and movement science program and UW-La Crosse's exercise science program are focused on pre-professional preparation and graduate study.

It is important to note that the department began offering programs in movement science (later renamed movement studies) and corporate exercise management housed within the physical education major in the 1980's. In 1999, the department developed a major in kinesiology that included emphases in exercise science and exercise management in order to increase the rigor of study for students who were interested in pursuing graduate program options. In 2004, these two emphases were combined into the human performance emphasis that included specialization tracks in the areas of fitness management, health promotion, sport performance, and pre-professional preparation. In short, UW-Eau Claire has been preparing students in the health and exercise sciences for many years—this is not a new focus for the department, but rather a revision of current offerings and, therefore, creates no additional overlap or duplication within the UW System. In fact, the degree in this revised form will better meet student demand as evidenced by the robust enrollment in the kinesiology department programs.

The department currently prepares students in movement studies to pursue careers that will now fall under the proposed B.S. in Exercise Science. Current offerings that will become the B.S. in Exercise Science have been offered at UW-Eau Claire longer than programs at sister institutions (e.g., UW-Stout health, wellness, and fitness program; UW-Parkside exercise science; UW-La Crosse pre-professional focus within exercise science). This expansion and establishment of the B.S. in Exercise Science will allow the department to highlight its strengths in the area of pre-professional training and experiential learning and refocus the preparation of students by providing a more rigorous and experience-based curriculum.

#### **Collaborative Nature of the Program**

As a degree program within the Department of Kinesiology, the B.S. in Exercise Science will be involved with the initiatives of the Institute for Health Sciences on the UW-Eau Claire campus. The multidisciplinary and interdisciplinary collaborative nature of this partnership, within areas such as curriculum development, research and scholarship, and service, will provide high-quality advising and innovative learning experiences within the health sciences. The connections made in the community through the department's partnership with the Institute will provide internship experiences for B.S. in Exercise Science students at hospital- or clinic-based fitness or wellness programs. Many health and wellness providers in the region, such as the Center for Healthy Living, YMCA, and the L.E. Phillips Senior Center, are placement sites that students seek out to gain experience working with a wide range of clientele.

#### Diversity

The design of the B.S. in Exercise Science curriculum provides room for the inclusion of high-impact practices through practicums and internships within and outside of the kinesiology department. The Department of Kinesiology offers outreach programs that provide exercise and physical activity opportunities for children and adults with disabilities, apparently healthy and middle-age to older adults at risk for developing chronic diseases, and cancer survivors. This work provides an opportunity for UW-Eau Claire students to interact with diverse populations defined by age, ethnicity, physical/functional/sensory abilities, cognitive/intellectual abilities,

and socioeconomic status. Students will also be afforded the opportunity to seek out internships through coursework in the major (KINS 498) in regional health, wellness, and fitness centers. With connections that the department has in the Twin Cities area, Madison, Milwaukee, Wausau, Green Bay, and other communities, students can choose to pursue internship opportunities to work with individuals from diverse racial and ethnic identities.

UW-Eau Claire tracks the percentage of students of color enrolled in programs through the Strategic Accountability Matrix (SAM). The latest SAM data show that 8.4% of the students enrolled in the kinesiology department programs are students of color, which is slightly greater than for UW-Eau Claire as a whole (7.0%). The department's percentage of students of color has increased from 5.6% in 2010-2011 to the present 8.4%, presumably as a result of the overall efforts on campus to diversify the student population. The Department of Kinesiology has contributed specifically to these efforts by participating in Multicultural Student Preview Days organized by the admissions office. During these visits, kinesiology faculty and staff meet with students of color, offer engaging laboratory activities and demonstrations, and provide academic information to highlight the career opportunities in the discipline. The department will continue to support these recruitment efforts.

#### **Student Learning Outcomes**

Graduates of the B.S. in Exercise Science program will pursue coursework in exercise physiology and biomechanics, motor development, exercise prescription and assessment, social and behavioral science, anatomy, and basic sciences. This overall preparation will allow graduates from this program to seek careers in community health promotion and education, worksite wellness, recreation, personal training, group exercise instruction, and sport science. These students will be prepared for application and pursuit of advanced degrees in these areas as well.

Preliminary learning outcomes are as follows: 1) demonstrate knowledge in scientific foundation as applied to the study of human movement, 2) identify and discuss research in exercise science and develop skills to critically analyze research literature, 3) develop basic technology skills specific to exercise science, and 4) communicate effectively within a discipline-specific context (oral and written work).

#### **Assessment of Objectives**

The B.S. in Exercise Science will be assessed through traditional academic methods such as coursework, laboratory experiences, and internship/practicum performance evaluation. The UW-Eau Claire assessment office coordinates efforts for consistent program review across campus. Currently, the Department of Kinesiology has a curriculum assessment plan for all programs, which will include the proposed B.S. in Exercise Science following final approval. The program will be reviewed on a five-year cycle, with each learning outcome assessed yearly across the cycle. A report will be generated at the departmental level and submitted to the University Assessment Committee for review and revision as necessary. The results of the assessment will be disseminated to the department and the College of Education and Human Sciences dean.

# **Program Curriculum**

The proposed curriculum for the B.S. in Exercise Science consists of three main areas: a department core course array (12 credits); a program core course array (21 credits); and a secondary area of courses that are chosen based on the individual student's career focus area (27 credits). The program core is specifically designed for the B.S. in Exercise Science in order to provide discipline-specific/foundational variety of coursework leading to the major capstone experience (KINS 476 Senior Seminar). The capstone will involve the design and proposal of an original research study over the course of one semester. Additional topics will focus on professional development and internship selection. Finally, the secondary area courses are integrated into the major so that students may choose courses that will be related to their individual professional preparation needs. Students will work closely with their faculty advisor to make elective choices appropriate for their career goals. The required internship experience (KINS 498) will provide the most immersive experience for students in this program. Admission to the program will require successful completion of three essential courses within the program (KINS 304, KINS 308, and KINS 309) with a grade of "C" or above and a 2.5 total cumulative GPA in all other university coursework. Students will be admitted to the program every fall and spring semester (70 students per year after full implementation). Table 2 below illustrates the curriculum.

KINS Core Courses (12 credits)	Credits
KINS 294 Anatomical Kinesiology	3
KINS 304 Biomechanical Kinesiology	3
KINS 308 Exercise Physiology	3
KINS 426 Motor Development Across the Lifespan	3
Exercise Science Core Courses (18-21 credits)	Credits
BIOL 196 Human Nutrition	3
KINS 309 Introduction to Exercise Science	3
KINS 312 Psychology of Sport and Physical Activity	3
KINS 357 Essentials of Strength & Conditioning	3
KINS 476 Senior Seminar	3
KINS 498 Exercise Science Internship	3-6
Exercise Science Secondary Area (30-37 credits from this list)	Credits
BCOM 206 Business Writing	3
BCOM 206 Business Writing BCOM 207 Business Presentation	3 3
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I	3 3 4
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult	3 3 4 3
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health	3 3 4 3 3
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health	3 3 4 3 3 3
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health ENPH 225 Introduction to Public Health	3 3 4 3 3 3 3
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health ENPH 225 Introduction to Public Health HCAD 222 Multidisciplinary Perspectives on Aging	3 3 4 3 3 3 3 3 3
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health ENPH 225 Introduction to Public Health HCAD 222 Multidisciplinary Perspectives on Aging KINS 200 Orientation to Kinesiology	3 3 4 3 3 3 3 3 1
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health ENPH 225 Introduction to Public Health HCAD 222 Multidisciplinary Perspectives on Aging KINS 200 Orientation to Kinesiology KINS 275 Prevention & Care of Injuries	3 3 4 3 3 3 3 3 1 2
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health ENPH 225 Introduction to Public Health HCAD 222 Multidisciplinary Perspectives on Aging KINS 200 Orientation to Kinesiology KINS 275 Prevention & Care of Injuries KINS 277 Prevention & Care Lab	3 3 4 3 3 3 3 3 1 2 1
BCOM 206 Business Writing BCOM 207 Business Presentation CHEM 103 General Chemistry I CSD 410 Communication Changes and Disorders of the Older Adult ENPH 110 Introduction to Environmental Health ENPH 115 Global Environmental and Public Health ENPH 225 Introduction to Public Health HCAD 222 Multidisciplinary Perspectives on Aging KINS 200 Orientation to Kinesiology KINS 275 Prevention & Care of Injuries KINS 277 Prevention & Care Lab KINS 290 Introduction to Physical Education	3 3 4 3 3 3 3 3 1 2 1 3

# Table 2: B.S. in Exercise Science Curriculum

KINS 300 Planning, Implementation, and Assessment: Invasion Games	2
KINS 301 PIA: Adventure activities	2
KINS 302 PIA: Rhythms and Dance	2
KINS 303 PIA: Fitness Concepts	3
KINS 305 PIA: Net Games	2
KINS 313 Sociology of Sport & PA	3
KINS 335 Intro to School Health Education and Current Health Issues	3
KINS 348 Exercise Science Apprenticeship	1-3
KINS 351 Cancer Recovery and Fitness Lab	1
KINS 352 Cancer Recovery and Fitness Seminar	1
KINS 445 Basic Electrocardiography	3
KINS 450 Appl Nutr in Kinesiology	3
NRSG 220 Language of Health Care	1
NRSG 375 Pharm/Patho for Allied Health Professionals	3
PHIL 306 Ethics of Health Care	3
PSYC 230 Human Development	3
PSYC 333 Psychology of Adulthood and Aging	3
PSYC 353 Health Psychology	3
PSYC 380 Behavior Modification	3
Required Liberal Education Courses (14-18)	Credits
BIOL 151 Biology of Humans	4
PHYS 100 Physical Science or PHYS 211 General Physics I	4-5
WRIT 114, 116, 118, or 120 Blugold Seminar	2-5
MATH 246 Elementary Statistics	4
Other Liberal Education Core and Professional Preparation Courses	
(32-46 credits)	
Total	120

# **Projected Time to Degree**

As it is designed, the program curriculum will allow students to graduate in four years. Attaining this time-to-degree target will be determined by the timing (i.e., sophomore year) of enrollment in KINS 309 Introduction to Exercise Science within the individual student's course of study.

### **Institutional Review**

Academic programs are generally reviewed at UW-Eau Claire every five years, and all kinesiology programs will be reviewed during this time. The review process includes a self-study conducted by the department chair along with faculty and staff, a review by a three- to five-member faculty internal review committee, and a review by an appointed external evaluator who also participates in a site visit. The perspectives and recommendations for improvement from these reviewers are forwarded to the Academic Policies Committee and the Office of the Provost for consideration. The proposed B.S. in Exercise Science would be included in the department's next program review cycle.

Aspects of the proposed program that will be evaluated to help determine program quality specific to the B.S. in Exercise Science will include the following: 1) department

graduates meet identifiable regional and state needs; 2) the department provides outreach, community service, and other external linkages that support the cultural, educational, and economic development of the region and state; 3) the department provides experiences and a high degree of student/faculty interaction that lead to transformative learning; 4) the department assessment process is well-developed, adequately documented with measurable student learning outcomes, and used to improve student learning; and 5) the department contributes in a unique or unusual way (through its students, faculty, and innovative curriculum) that enhances the university's identity and distinctiveness.

### Accreditation

Because UW-Eau Claire is accredited by the Higher Learning Commission (HLC), this undergraduate program will be reviewed by HLC evaluators on a routine basis, as part of the HLC Reaffirmation of Accreditation Process.

#### References

- Education Advisory Board. (2014). Market research report for UW-Eau Claire Department of Kinesiology, Exercise Science & Rehabilitation Science programs. The Advisory Board Company, Washington D.C.
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- U.S. Bureau of Labor Statistics. (2014). *Healthcare: Millions of jobs now and in the future*. http://www.bls.gov/careeroutlook/2014/spring/art03.pdf .
- Centers for Disease Control and Prevention. (2013). *The State of aging and health in America*. http://www.cdc.gov/aging/pdf/state-aging-health-in-america-2013.pdf.
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- Thompson, W. (2015). Worldwide survey of fitness trends for 2015: What's driving the market? *ACSM's Health and Fitness Journal*, 19, 9-18.

	University of Wiscon Cost and Revenue Projections F	nsin - Eau Claire or Newly Propose	ed Program			
	Items	Projections				
		2017	2018	2019	2020	2021
		Year 1	Year 2	Year 3	Year 4	Year 5
Ι	Enrollment (New Student) Headcount	0	60	60	70	70
	Enrollment (Continuing Student) Headcount	20	17	66	105	130
	Enrollment (New Student) FTE	0	60	60	70	70
	Enrollment (Continuing Student) FTE	20	17	66	105	130
Π	Total New Credit Hours (# new sections x credits per section)	0	0	0	0	0
	Existing Credit Hours	33	33	33	33	33
111						
111	FIE of New Faculty/Instructional Staff	0	0	0		0
	FIE of Current Fac/IAS	2	2	2	2	2
	FTE Ourrent Admin Staff	0	0	0		0
	r i E current Aunim Stall	U	U	0	0	0
IV	New Revenues					
	From Tuition (new credit hours x FTE)	\$147,240	\$566,874	\$927,612	\$1,288,350	\$1,472,400
	From Fees	\$0	\$0	\$0	\$0	\$0
	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	\$147,240	\$566,874	\$927,612	\$1,288,350	\$1,472,400
V	Expenses	然後的主要的			2010-23	
	Salaries plus Fringes	and a second	Star Weber		and the second	and the second second
	Faculty/Instructional Staff	\$16,700	\$64,070	\$104,850	\$145,600	\$166,450
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Uther Expenses	¢o	¢o	¢0.	¢ο	¢0.
	Facilities	\$0 \$0	\$0 \$0	\$0	\$0 \$0	\$0 \$0
	Other:	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
	Total Expenses	\$16 700	\$64 070	\$104 850	\$145 600	ەر \$166.450
		\$10,700	\$04,070	\$104,050	ψ1+5,000	\$100,450
VI	Net Revenue	\$130,540	\$502,804	\$822,762	\$1,142,750	\$1,305,950
	Narrative: Explanation of the Numbers and Other Ongoing	g Commitments t	hat will Ben	efit the Pro	posed Prog	ram
Secti	on I - Continuing students in Year 1 are those who transfer into the B.S. i	in Exercise Science	in the first yea	ar of implem	entation.	
Secti	on II - All courses are presumed to be single section courses offered each	semester. The exist	ting credit hou	irs only inclu	de Kinesiolog	y courses
speci	fically required for the B.S. in Exercise Science.					
Secti	on III - A total of 2.0 current faculty FTE will deliver the required curricu	ulum for the B.S. in	Exercise Scie	nce.		
Secti	on IV - Tuition revenue is calculated assuming constant tuition of \$3681	per semester. Segre	gated fees are	not included	l in the calcula	ation.

Section IV - No special course fees are required in the B.S. in Exercise Science curriculum. Section V - The increasing salary expenses from Year 1 to Year 5 reflect the progressively larger number of students enrolled in courses required for the B.S. in Exercise Science. 6

Provost's Signature:

Date: 5/10/17





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

April 12, 2017

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

Dear President Cross:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's proposed Bachelor of Science (B.S.) in Exercise Science for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The UW-Eau Claire Department of Kinesiology is well positioned to move forward to offer this degree. The department has developed a cutting edge curriculum, supported by modern facilities and advanced equipment, to provide students with multiple high impact experiences, including an immersive internship as well as courses with embedded applied clinical learning and research. The proposed B.S. in Exercise Science, while new in name, actually represents an update of the long-standing movement studies emphasis within the kinesiology major and, therefore, does not create any additional overlap or duplication with other programs within the UW System. More importantly, the elevation of the B.S. in Exercise Science to a stand-alone program allows UW-Eau Claire to more accurately describe the focus and learning objectives of the major to prospective students and employers.

As the proposal notes, the U.S. Department of Labor predicts continued growth in employment opportunities in this area, especially in light of the increasing recognition, by both public and private sectors, of the positive outcomes of employee health and wellness programs and the impact of these programs on lowering overall health care costs. The proposed B.S. in Exercise Science curriculum will provide UW-Eau Claire graduates with the knowledge, skills, and hands-on experiences to be competitive for positions in this growing employment sector.

After reviewing the proposal, I am confident internal allocation and managed enrollment will align with available resources to support and sustain the program. All instructional resources (five faculty along with associated laboratories and equipment) are in place to deliver the curriculum. As mentioned earlier, the proposed B.S. in Exercise Science is a revision and upgrade of our current movement studies emphasis, which has been delivered with our existing infrastructure for many years.

Excellence. Our measure, our motto, our goal.

President Ray Cross April 12, 2017 Page 2

The proposed degree has been approved through UW-Eau Claire's shared governance program approval process (November 8, 2016). All programs at the University are subject to an in depth review every five years. Student retention, time-to-graduate, graduation rates, and participation in high impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual departments. The kinesiology department has been successful in garnering these resources in the past and it is anticipated the B.S. in Exercise Science program will make the department even more successful.

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

Thank you in advance for your consideration.

Sincerely,

Patricia A. Kleine Provost and Vice Chancellor for Academic Affairs

jb

Program Authorization (Implementation) Bachelor of Science in Rehabilitation Science UW-Eau Claire

# EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Rehabilitation Science.

# NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN REHABILITATION SCIENCE UNIVERSITY OF WISCONSIN-EAU CLAIRE

# **EXECUTIVE SUMMARY**

# BACKGROUND

The University of Wisconsin-Eau Claire submits this request to establish a Bachelor of Science in Rehabilitation Science. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at <u>https://www.wisconsin.edu/program-planning/</u>).

## **REQUESTED ACTION**

Adoption of Resolution I.1.d., approving the implementation of the Bachelor of Science degree in Rehabilitation Science proposed by the University of Wisconsin-Eau Claire.

#### DISCUSSION

**Mission.** The proposed Bachelor of Science degree in Rehabilitation Science aligns with the University of Wisconsin-Eau Claire's mission in four distinct ways by providing: 1) rigorous, intentional and experiential undergraduate liberal education for life and livelihood; 2) exemplary student-faculty research and scholarship that enhances teaching and learning; 3) multicultural learning experiences for a diverse world; and 4) educational opportunities responsive to the needs of our communities, state, region and beyond. This program also aligns with two of UW-Eau Claire's strategic planning goals: 1) fostering purposeful learning, and 2) promoting connected learning.

**Program Description.** The University of Wisconsin-Eau Claire seeks approval for a Bachelor of Science degree in Rehabilitation Science to be housed in the College of Education and Human Sciences. The proposed degree program will be the first of its kind within the UW System, and it will prepare students for admission to professional graduate programs, and for work in medical-based exercise programs, such as cardiac rehabilitation, senior fitness, and rehabilitation for populations with disabilities. This multidisciplinary program will be housed in the College of Education and Human Services, and it will draw from existing degree programs in Kinesiology, Biological Sciences, Physical Sciences, Behavioral Sciences, and Humanities. The degree curriculum includes both the required academic coursework and the recommended experiential learning, which professional schools consider for admissions into their respective programs. Moreover, the curriculum will include multiple high-impact practices, such as courses that involve applied clinical skills, as well as undergraduate research opportunities, and required practicum experiences to include internships.

The major, while new in name, comprises a revision and promotion of the existing Pre-Professional Option within the Human Performance emphasis of the Kinesiology major. By promoting Rehabilitation Science to a stand-alone Bachelor of Science degree, prospective employers and professional school admission offices will better understand what students will be prepared to do both in the workforce and graduate school, as compared to the more general degree term of kinesiology. In addition, because more than one third of the students who are currently enrolled as Kinesiology majors are also enrolled in the Pre-Professional Option within the Human Performance emphasis, this degree program will provide students with a more concentrated curriculum to better prepare them for both the workforce and professional school application and matriculation.

The proposed degree will be directly aligned with the initiatives of the Institute for Health Sciences on the UW-Eau Claire campus. The multidisciplinary and interdisciplinary collaborative nature of this partnership, within areas such as curriculum development, research and scholarship, and service, will provide high quality advising and innovative learning experiences within the health sciences. The Department of Kinesiology will work with the university's Institute for Health Sciences to develop and strengthen formal relationships with regional healthcare providers, such as Sacred Heart Hospital, Mayo Clinic, St. Joseph's Hospital, Marshfield Clinic, and numerous satellite and independent centers and clinics. These collaborations will provide the students with clinical opportunities that will be transformative learning experiences while meeting specific requirements for their graduate school preparation.

**Market Demand.** According to a report from the Education Advisory Board (EAB), which profiled professional occupational and physical therapy degree programs, these types of programs receive between 300 and 600 applications each year and have experienced up to a 20-percent increase in applications over the last three years (EAB, 2014). In addition, employment growth in the healthcare sector is expected to remain high over the next decade (U.S. Bureau of Labor Statistics, 2017). Specifically, the careers that UW-Eau Claire graduates will pursue are poised for increased growth from 2014 to 2024, and include: physical therapy (34% increase), occupational therapy (27%), chiropractic care (17%), recreational therapists (12%), and clinical exercise physiologists (11%). Finally, because UW-Eau Claire is uniquely positioned through both geographical location and strong alumni ties to health sciences professionals in the region, this degree program will provide undergraduate students with access to professional networking opportunities and real world work experience, as they prepare for either the workforce or admission to professional and graduate schools.

**Credit Load and Tuition.** This comprehensive major comprises 60-61 credits in a 120credit degree. As it is designed, the program curriculum will allow students to complete all general education and other university graduation requirements in three and one-half to four years. Attaining this time-to-degree target will be determined by the application date within the individual student's course of study (by the sophomore year) and cohort (fall or spring application). Students delaying application to the program to their junior year would add one or two semesters to their time-to-degree.

The proposed curriculum consists of three areas: a department core course array (12 credits), a program core course array (25 credits), and a secondary area of courses required for

graduate school (23-24 credits). The department core courses will provide a foundation for the program, and the degree culminates in two capstone experiences that are specifically designed to expose students to a variety of clinical populations, such as older adults, and populations with disabilities, cardiac disease, and cancer. The first capstone course will focus on professional development and integration of knowledge gained in the program within the context of rehabilitation, as well as current topics discussions and presentations. The second capstone course will involve the design and implementation of an original research study over the course of one semester. The culminating experience is publication of research findings. Finally, the secondary area courses are integrated into the major in order for students to fulfill graduate school prerequisite course requirements and/or professional preparation needs.

Beyond the curriculum, the department intends to implement a formal application process for program admission, in order to align enrollment with available faculty and program resources. Recent growth in the number of students interested in pre-professional areas of study in the department necessitates such an application process. Student applications for the program will be reviewed following each fall and spring semester and require a 2.75 minimum total GPA for enrollment.

Students will be assessed the standard undergraduate tuition and fees that all UW-Eau Claire students pay. For the 2016-17 academic year, the residential tuition and segregated fees total \$4,407 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$3,681 is attributable to tuition and \$726 is attributable to segregated fees. Full-time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$367 per credit. The only additional fee assessed to students in this program will be a special course fee for KINS 355 (\$20). The fee will cover the cost of materials.

**Program Funding and Management.** Based on the enrollment during 2011-2016 in the Kinesiology Pre-Professional emphasis, projected student enrollment into this major will reach 200 by the fourth year and will remain at that level on an annual basis. By the fifth year, the university expects 150 students will have graduated. During this same time period, projected net program revenue from student tuition will grow from \$305,850 to \$1,223,400. Because this degree program comprises a revision and promotion of the existing Movement Studies emphasis within the current Kinesiology major, additional funding to offer the Exercise Science major is not necessary. Moreover, five current faculty members will deliver the entire curriculum for this degree program, using the existing laboratory equipment.

#### **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 REHABILITATION SCIENCE AT UW-EAU CLAIRE PREPARED BY UW-EAU CLAIRE

# ABSTRACT

The University of Wisconsin-Eau Claire proposes to establish a new Bachelor of Science (B.S.) degree in Rehabilitation Science to be housed in the College of Education and Human Services. The new program will be the first of its kind within the UW System. This comprehensive major is comprised of 60-61 credits in a 120-credit degree. Additionally, students will be able to complete all liberal education and other university graduation requirements as part of the proposed degree in four years. The curriculum will include multiple high-impact practices, such as required practicum experiences (e.g., internships) and courses that involve applied clinical skills and research. Finally, this program will prepare students for admission to professional graduate programs or for work in medical-based exercise programs (e.g., cardiac rehabilitation, senior fitness, and populations with disabilities).

# **PROGRAM IDENTIFICATION**

**Institution Name** University of Wisconsin-Eau Claire

**Title of Proposed Program** Rehabilitation Science

**Degree/Major Designation** Bachelor of Science

### **Mode of Delivery**

Single institution, using primarily face-to-face instruction with some online course options.

# **Projected Enrollments by Year Five**

Table 1 below represents enrollment and graduation projections for admitted students entering the program over the first five years of implementation. Admission into the B.S. in Rehabilitation Science will begin in the 2018-2019 academic year and will be 25 students per semester. Based on the enrollment during 2011-2016 in the kinesiology, pre-professional emphasis (the emphasis that the proposed B.S. in Rehabilitation Science will replace), the projected enrollment of students admitted into this major will reach 200 by the fourth year and will remain at that level. By the fifth year, the university expects 150 students will have graduated. Past history with pre-professional students who are admitted into the current emphasis demonstrates that attrition rates are minimal (perhaps one or fewer students per year). As with the current pre-professional emphasis, any attrition out of this track will occur before students are formally admitted to the B.S. in Rehabilitation Science program.

-	1st	2nd	3rd	4th	5th
	Year	Year	Year	Year	Year
<b>New Students Admitted</b>	50	50	50	50	50
<b>Continuing Students</b>	0	50	100	150	150
<b>Total Enrollment</b>	50	100	150	200	200
Graduating Students	0	0	50	50	50

Table 1: Five-Year Projected Student Enrollments for the B.S. in Rehabilitation Science

# **Tuition Structure**

Students will be assessed the standard undergraduate tuition and fees that all UW-Eau Claire students pay. For the 2016-17 academic year, the residential tuition and segregated fees total \$4,407 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$3,681 is attributable to tuition and \$726 is attributable to segregated fees. Full-time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$367 per credit. The only additional fee assessed to students in this program will be a special course fee for KINS 355 (\$20). The fee will cover the cost of materials.

# **Department or Functional Equivalent**

Department of Kinesiology

College, School, or Functional Equivalent

College of Education and Human Sciences

**Proposed Date of Implementation** Fall 2018

# **INTRODUCTION**

# **Rationale and Relation to Mission**

UW-Eau Claire is uniquely positioned through both geographical location and strong alumni ties to health sciences professionals in the region. The proposed B.S. in Rehabilitation Science aligns with the university's mission in four distinct ways by providing: 1) rigorous, intentional and experiential undergraduate liberal education for life and livelihood; 2) exemplary student-faculty research and scholarship that enhances teaching and learning; 3) multicultural learning experiences for a diverse world; and 4) educational opportunities responsive to the needs of our communities, state, region and beyond.

The proposed B.S. in Rehabilitation Science will draw from programs in kinesiology, biological sciences, physical sciences, behavioral sciences, and humanities. The proposed program will be the first of its kind within the UW System and provide undergraduate students a level of distinctiveness as they prepare for professional/graduate schools and/or the workforce. The proposed B.S. in Rehabilitation Science aligns with two of UW-Eau Claire's strategic planning goals: 1) fostering purposeful learning and 2) promoting connected learning.

#### Need as Suggested by Current Student Demand

Over one third of the current kinesiology majors are enrolled in the pre-professional option within the human performance emphasis. The proposed B.S. in Rehabilitation Science provides these pre-professional undergraduate students with a more concentrated curriculum to better prepare them for professional school application and matriculation. This curriculum includes both the required academic coursework and the recommended experiential learning that professional school administrators consider for admissions into their respective programs. The name of the degree may also add a level of distinctiveness for students applying to graduate schools. The B.S. in Rehabilitation Science better describes what students will be prepared to do in graduate school compared to the more general term of kinesiology.

### Need as Suggested by Market Demand

According to a report from the Education Advisory Board (EAB) profiling professional occupational and physical therapy programs, these programs receive between 300 and 600 applications each year and have experienced up to a 20-percent increase in applications over the last three years (EAB, 2014). In addition, employment growth in the healthcare sector is expected to remain high over the next decade (U.S. Bureau of Labor Statistics, 2017). The careers that UW-Eau Claire graduates will be pursuing and that are poised for increased growth from 2014 to 2024 include: physical therapy (34% increase), occupational therapy (27%), chiropractic (17%), recreational therapists (12%), and clinical exercise physiologists (11%).

# **DESCRIPTION OF PROGRAM**

#### **Institutional Program Array**

The establishment of the William J. and Marian A. Klish Health Careers Center and the Institute for Health Sciences at UW-Eau Claire in recent years is evidence of increased support for the advancement and visibility of pre-professional and professional health science programs at UW-Eau Claire. A key goal of these two entities is to promote the quality of advising and to increase high-impact educational opportunities for students who desire to pursue careers in the health sciences. The Department of Kinesiology is well-positioned to contribute to the facilitation of a greater healthcare career focus on campus through the proposed B.S. in Rehabilitation Science.

The proposed B.S. in Rehabilitation Science will be led by existing faculty with expertise in the areas of women's health issues (i.e., bone health), physical activity measurement, and promotion in special populations (e.g., individuals with disabilities, diabetes, metabolic syndrome, older adults, etc.), clinical exercise physiology, and body composition. The current infrastructure including laboratory and exercise programming spaces to carry out program activities combined with faculty scholarly expertise within the department are sufficient to deliver this program in its proposed form.

#### Other Programs in the University of Wisconsin System

During the pre-authorization period of degree planning, concerns were raised by UW-Stout regarding the proposed B.S. in Rehabilitation Science curriculum as not reflecting the intent of the field of rehabilitation science. In the 1997 Institute of Medicine Committee on Assessing Rehabilitation Science and Engineering report *Enabling America*, rehabilitation science and engineering was defined as a field of study that encompasses basic and applied aspects of the health sciences, social sciences, and engineering related to restoring functional capacity in a person and improving their interactions with the surrounding environment (Brandt and Pope). This document remains the foundational philosophy that provides guiding principles for working with individuals with disabilities. Based on the seminal principles in this report, the courses and accompanying experiential learning opportunities will provide students with exposure to the health sciences aspects of disability across the lifespan, while observing societal and environmental barriers that impact client/patient health. Department faculty have expertise in the areas of clinical exercise physiology, physical activity and aging, and physical activity and health promotion for populations with disabilities; they will provide the foundation to address the health sciences aspect of the rehabilitation sciences domain.

An examination of regional and national rehabilitation programs (mostly housed in professional schools for physical therapy and occupational therapy) demonstrates an alignment with the proposed major. UW-Stout's B.S. in Vocational Rehabilitation emphasizes the social sciences aspect of the rehabilitation domain with a particular focus on job preparation for serving individuals with disabilities. The proposed B.S. in Rehabilitation Science at UW-Eau Claire provides preparation for a wider range of future career options, given that most of the students will pursue professional training at the graduate level upon completion of the undergraduate degree. Based on information from Fall 2013 graduates up through the current junior cohort (Spring 2018 graduates), 83% (173 out of 208) of students in the pre-professional emphasis are currently pursuing or are planning to pursue advanced degrees in physical therapy, occupational therapy, chiropractic, clinical exercise physiology, nursing, and physician assistant programs. Thus, the university believes that there is no duplication between the degrees at UW-Eau Claire and UW-Stout, and therefore the proposed B.S. in Rehabilitation Science will provide a unique learning experience for students.

### **Collaborative Nature of the Program**

As noted previously, the proposed B.S. in Rehabilitation Science will be directly aligned with the initiatives of the Institute for Health Sciences on the UW-Eau Claire campus. The multidisciplinary and interdisciplinary collaborative nature of this partnership, within areas such as curriculum development, research and scholarship, and service, will provide high-quality advising and innovative learning experiences within the health sciences. To deliver such a program, the department will work together with the biology, chemistry, psychology, and physics departments to better prepare students for graduate study and work in health sciences fields. The Department of Kinesiology will work with the university's Institute for Health Sciences to develop and strengthen formal relationships with regional healthcare providers, such as Sacred Heart Hospital, Mayo Clinic, St. Joseph's Hospital, Marshfield Clinic, and numerous satellite and independent centers and clinics. These collaborations will provide the students with clinical opportunities that will be transformative learning experiences while meeting specific requirements for their graduate school preparation.

#### Diversity

The design of the B.S. in Rehabilitation Science curriculum provides room for the inclusion of high-impact practices through practicums and internships within and outside of the department. The Department of Kinesiology offers outreach programs that provide exercise and

physical activity opportunities for children and adults with disabilities, apparently healthy and middle-age to older adults at risk for developing chronic diseases, and cancer survivors. This work provides an opportunity for students to interact with and lead individuals from diverse populations defined by age, ethnicity, physical/functional/sensory abilities, cognitive/intellectual abilities, and socioeconomic status. A broader, theoretical emphasis on diversity will be included in program coursework (e.g., KINS 320 Foundations of Rehabilitation Science and KINS 484 Adapted Physical Activity) to act as a supplement to the experiential learning pieces that are intrinsic to the program.

UW-Eau Claire tracks the percentage of students of color enrolled in programs through the Strategic Accountability Matrix (SAM). The latest SAM data show that 8.4% of the students enrolled in the kinesiology department programs are students of color, which is slightly greater than for UW-Eau Claire as a whole (7.0%). The department's percentage of students of color has increased from 5.6% in 2010-2011 to the present 8.4%, presumably as a result of the overall efforts on campus to diversify the student population. Kinesiology has contributed specifically to these efforts by participating in Multicultural Student Preview Days organized by the admissions office. During these visits, kinesiology faculty and staff meet with students of color, offer engaging laboratory activities and demonstrations, and provide academic information to highlight the career opportunities in the discipline. The department will continue to support these recruitment efforts.

# **Student Learning Outcomes/Program Objectives**

The proposed B.S. in Rehabilitation Science is designed to provide foundational coursework and experiential learning with the intention to prepare students for professional school/graduate study in the areas of cardiac rehabilitation, physical therapy, occupational therapy, chiropractic medicine, therapeutic recreation, rehabilitation sciences or medical school, and physician assistant programs. In addition, this major will also prepare students to enter the workforce directly in medical-based fitness centers, cardiac rehabilitation programs, gerontology/senior fitness programs, and community centers involving physical activity programs for individuals with disabilities or special needs.

Students in the proposed B.S. in Rehabilitation Science will generally be expected to: 1) effectively communicate within a discipline-specific manner (oral and written work); 2) effectively assess physical fitness, function, and health/disability related parameters and utilize data to enhance individual fitness, health and functional capacity; 3) demonstrate scholarly learning, evidence-based practice, and critical thinking skills; and 4) provide evidence of appropriate professional development.

#### Assessment of Student Learning Outcomes/Objectives

The B.S. in Rehabilitation Science will be assessed through traditional academic methods such as coursework, laboratory experiences, and internship/practicum performance evaluation. UW-Eau Claire's assessment office coordinates efforts for consistent program assessment across campus. Currently, the Department of Kinesiology has a curriculum assessment plan for all majors, which will include the proposed B.S. in Rehabilitation Science following final approval. The program will be reviewed on a five-year cycle, with each learning outcome assessed yearly across the cycle. A report will be generated at the departmental level and submitted to the

University Assessment Committee for review and revision as necessary. The results of the assessment will be disseminated to the department and the College of Education and Human Sciences dean.

### **Program Curriculum**

The proposed curriculum for the B.S. in Rehabilitation Science consists of three areas: a department core course array (12 credits), a program core course array (25 credits), and a secondary area of courses required for graduate school (23-24 credits). The department core courses will provide a foundation for the program and are specifically designed for the B.S. in Rehabilitation Science to expose students to a variety of clinical populations (e.g., older adults, populations with disabilities, cardiac disease, cancer, etc.) and culminates in two capstone experiences. The first capstone course will focus on professional development and integration of knowledge gained in the program within the context of rehabilitation, as well as current topics discussions and presentations. The second capstone course will involve the design and implementation of an original research study over the course of one semester. The culminating experience is publication of research findings. Finally, the secondary area courses are integrated into the major in order for students to fulfill graduate school prerequisite course requirements and/or professional preparation needs. The table below illustrates the courses required for the major.

Beyond the curriculum, the department intends to implement a formal application process for program admission, in order to align enrollment with available faculty and program resources. Recent growth in the number of students interested in pre-professional areas of study in the department necessitates such an application process. Student applications for the program will be reviewed following each fall and spring semester (2.75 minimum total GPA to apply as dictated by prerequisites for KINS 320 enrollment). Retention in the proposed B.S. in Rehabilitation Science has two requirements: 1) maintaining a cumulative 3.00 GPA in all B.S. in Rehabilitation Science core courses; and 2) completing each course, lab and practicum experience in the core (KINS 320, 355, 358, 440, 464, 466, 474, and 484) with at least a C+.

KINS Core Courses (12 credits)	Credits
KINS 294 Anatomical Kinesiology	3
KINS 304 Biomechanical Kinesiology	3
KINS 308 Exercise Physiology	3
KINS 426 Motor Development Across the Lifespan	3
Rehabilitation Science Core Courses (25 credits)	Credits
KINS 320 Foundations of Rehabilitation Science	3
KINS 355 Exercise Science Lab Assessment	3
KINS 358 Health Fitness Instruction	4
KINS 440 Rehabilitation Sciences Seminar	2
KINS 464 Clinical Exercise Physiology	3
KINS 466 Community Fitness Programming	3
KINS 474 Research Methods in KINS	4
KINS 484 Adapted Physical Activity	3

## Table 2: B.S. in Rehabilitation Science - Curriculum

Rehabilitation Science Secondary Area (23-24 credits)	Credits			
CHEM 103 General Chemistry I	4			
BIOL 214 Anatomy and Physiology I	4			
BIOL 314 Anatomy and Physiology II	4			
PHYS 100 Physical Science or PHYS 211 General Physics I	4-5			
MATH 246 Elementary Statistics	4			
KINS 491 Practicum in Rehabilitation Science	3			
Required Liberal Education Courses (22-26 credits)	Credits			
PHYS 100 Physical Science or PHYS 211 General Physics I	4-5			
CHEM 103 General Chemistry I	4			
WRIT 114, 116, 118, or 120 Blugold Seminar	2-5			
MATH 246 Elementary Statistics	4			
KINS 474 Research Methods in Kinesiology	4			
Liberal Education Core Courses and Other Professional Preparation Courses (38 credits)				
Total	120			

### **Projected Time to Degree**

As it is designed, the program curriculum will allow students to graduate in three and a half to four years. Attaining this time-to-degree target will be determined by the application date within the individual student's course of study (by the sophomore year) and cohort (fall or spring application). Students delaying application to the program to their junior year would add one or two semesters to their time-to-degree.

# **Institutional Review**

Academic programs are generally reviewed at UW-Eau Claire every five years, and all kinesiology programs will be reviewed during this time. The review process includes a self-study conducted by the department chair along with faculty and staff, a review by a three- to five-member faculty internal review committee, and a review by an appointed external evaluator who also participates in a site visit. The perspectives and recommendations for improvement from these reviewers are forwarded to the Academic Policies Committee and the Office of the Provost for consideration. The proposed B.S. in Rehabilitation Science would be included in the department's next program review cycle.

Aspects of the proposed program that will be evaluated to help determine program quality specific to the B.S. in Rehabilitation Science will include the following: 1) track the number of graduates applying to and being accepted into professional schools; 2) survey professional schools and graduate programs that have accepted alumni from the program to elicit information regarding their undergraduate preparation; 3) track the number of graduates entering the workforce and categorize career placements (ensure alignment with course curriculum and experiences); 4) administer an alumni survey regarding program preparation for careers and suggested areas of improvement; 5) conduct an internal review of curriculum to align with professional school requirements that ensure student's competitiveness in the selection process; and 6) periodically (at least every 3 years) elicit feedback from regional professional programs (e.g., physical therapy, occupational therapy, chiropractic, etc.) on curriculum currency and rigor to maintain the appropriate level of preparation for graduate school admission.

### Accreditation

Because UW-Eau Claire is accredited by the Higher Learning Commission (HLC), this undergraduate program will be reviewed by HLC evaluators on a routine basis, as part of the HLC Reaffirmation of Accreditation Process.

### References

- Brandt, E. and Pope, A. (1997). *Enabling America: Assessing the role of rehabilitation science and engineering*. Washington, D.C.: The National Academies Press.
- Education Advisory Board. (2014). *Market Research report for UW-Eau Claire Department of Kinesiology, Exercise Science & Rehabilitation Science programs*. Washington, D.C.: The Advisory Board Company.
- U.S. Bureau of Labor Statistics. *Healthcare Occupations*. (2017). https://www.bls.gov/ooh/healthcare/home.htm
- U.S. Bureau of Labor Statistics. *Healthcare: Millions of jobs now and in the future*. (2014). https://www.bls.gov/careeroutlook/2014/spring/art03.pdf

	University of Wiscon Cost and Payanua Projections Fo	isin - Eau Claire	d Duoguom			
	Items					
	roms	2018	2019	2020	2021	2022
	5 C	Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	50	50	50	50	50
	Enrollment (Continuing Student) Headcount	0	50	100	150	150
	Enrollment (New Student) FTE	50	50	50	50	50
	Enrollment (Continuing Student) FTE	0	50	100	150	150
II	Total New Credit Hours (# new sections x credits per section)	0	0	0	0	0
	Existing Credit Hours	32	32	32	32	32
Ш	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	2.7	2.7	2.7	2.7	2.7
	FTE of New Admin Staff	0	0	0	0	0
CHOICE I	FTE Current Admin Staff	0	0	0	0	. 0
IV	New Revenues					Constant of the
	From Tuition (new credit hours x FTE)	\$368,100	\$736,200	\$1,104,300	\$1,472,400	\$1,472,400
	From Fees	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$369,100	\$737,200	\$1,105,300	\$1,473,400	\$1,473,400
V	Expenses	1. 19.19	and the	Canal As		16 S
	Salaries plus Fringes				a the series	
	Faculty/Instructional Staff	\$62,250	\$124,500	\$186,750	\$249,000	\$249,000
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Other: Supplies and Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	lotal Expenses	\$63,250	\$125,500	\$187,750	\$250,000	\$250,000
VI	Net Revenue	\$305,850	\$611,700	\$917,550	\$1,223,400	\$1,223,400
	Narrative: Explanation of the Numbers and Other Ongoing	g Commitments t	hat will Ber	nefit the Pro	posed Prog	ram
Section	on I - We anticipate minimal attritition once students are formally admitte	ed to the B.S. in Re	habilitation S	cience.		X
Section	on II - All courses are presumed to be single section courses offered each	semester. The exist	ting credit ho	urs only inclu	de Kinesiolog	y courses
speci	fically required for the B.S. in Rehabilitation Science.					
Sectio	on III - A total of 2.7 current faculty FTE will be needed to deliver the rec	quired curriculum o	f the B.S. in	Rehabilitatior	Science.	
Section	on IV - Tuition revenue is calculated assuming constant tuition of \$3681 p	per semester. Segre	gated fees are	e not included	in the calcula	ation.
Section	on IV - All B.S. in Rehabilitation Science students will be required to take	e KINS 355, which	has a \$20 pe	r student spec	ial course fee	
Section	on V - Other expenses are supplies and materials used by students in KIN	S 355. These exper	ises match th	e special cour	se fee for this	course.
Sectio	on V - The increasing salary expenses from Year-1 to Year 4 reflect the m	rogressively larger	number of stu	idents enrolle	d in courses re	equired for
the B	S. in Rehabilitation Science.					1
Prov	ost's Signature;	]	Date: /	1		
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			21			





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

April 12, 2017

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

Dear President Cross:

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

The UW-Eau Claire Department of Kinesiology is well positioned to move forward to offer this degree. The department has revised and updated its curriculum to provide students with an educational experience to better prepare them for admission to graduate and professional schools and for entry into the workforce. The proposed curriculum, based in chemistry, physics, biology, and mathematics, is supported by modern facilities and advanced equipment. Further, it will provide students with multiple high impact experiences, including embedded applied clinical learning and research. The proposed major is closely aligned with the goals of UW-Eau Claire's Institute for Health Sciences and the William J. and Marian A. Klish Health Careers Center, which were established to advance health care related educational opportunities for UW-Eau Claire students. The kinesiology department will build upon its established relationships with regional health care providers to offer the transformative applied clinical experiences that are an important part of the B.S. in Rehabilitation Science.

The proposed B.S. in Rehabilitation Science actually represents an update of the preprofessional human performance emphasis within the current kinesiology major. Given that the proposed program effectively replaces a long-standing and popular emphasis within the kinesiology program, it will not create any additional overlap or duplication with other programs within the UW System. Importantly for the students, the renaming and elevation of the B.S. in Rehabilitation Science to a stand-alone program provides a level of distinctiveness for graduates, and more accurately describes the focus and learning objectives of the program to prospective students, graduate school admission committees, and potential employers.

Excellence. Our measure, our motto, our goal.

President Ray Cross April 12, 2017 Page 2

As the proposal notes, the U.S. Department of Labor predicts significant continued employment growth in the health care field, especially in high growth areas of physical therapy and occupational therapy that are of particular interest to our students. The proposed B.S. in Rehabilitation Science curriculum will provide UW-Eau Claire graduates with the knowledge, skills, and hands-on experiences to be competitive in graduate and professional school admissions, and for obtaining permanent positions in this growing employment sector.

After reviewing the proposal, I am confident internal allocation and managed enrollment will align with available resources to support and sustain the program. All instructional resources (five faculty along with associated laboratories and equipment) are in place to deliver the curriculum. As mentioned earlier, the proposed B.S. in Rehabilitation Science is a revision and upgrade of the current pre-professional human performance emphasis, which has been delivered with our existing infrastructure for many years.

The proposed degree has been approved through UW-Eau Claire's shared governance approval process (November 8, 2016). All programs at the University are subject to an in depth review every five years. Student retention, time-to-graduate, graduation rates, and participation in high impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual departments. The kinesiology department has been successful in garnering these resources in the past, and it is anticipated the B.S. in Rehabilitation Science will make the department even more successful.

In closing, I enthusiastically support the B.S. in Rehabilitation Science degree proposal and look forward to UW System Administration and UW System Board of Regents granting UW-Eau Claire the authority to offer the program.

Thank you in advance for your consideration.

Sincerely,

Patricia A. Kleine Provost and Vice Chancellor for Academic Affairs

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

# EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Athletic Training.

# NEW PROGRAM AUTHORIZATION MASTER OF SCIENCE IN ATHLETIC TRAINING UNIVERSITY OF WISCONSIN-OSHKOSH

#### **EXECUTIVE SUMMARY**

## BACKGROUND

The University of Wisconsin-Oshkosh submits this request to establish a Master of Science in Athletic Training. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at <a href="https://www.wisconsin.edu/program-planning/">https://www.wisconsin.edu/program-planning/</a>).

## **REQUESTED ACTION**

Adoption of Resolution I.1.e., approving the implementation of the Master of Science degree in Athletic Training proposed by the University of Wisconsin-Oshkosh.

#### DISCUSSION

**Mission.** The proposed Master of Science in Athletic Training is consistent with UW-Oshkosh's mission to "provide a wide array of quality educational opportunities to the people of northeastern Wisconsin." In fulfillment of the university's mission, the program enables students to address problems in the health care area by using knowledge gained through clinical rotations, practicum experiences, traditional courses, and research inquiry. The proposed addition of this professional graduate program also aligns with UW-Oshkosh's strategic plan, which emphasizes student success and seeks to expand the university's community engagement as well as enhanced research opportunities for faculty, staff, and students. Specifically, the program will enhance collaboration and cooperation with health-based institutions within the Oshkosh community and the northeast Wisconsin region. The Oshkosh community is unique in that it offers a wealth of opportunities for students to gain clinical experiences through the university's partnering with a number of high-quality medical institutions. Many of these institutions, such as Ministry Health, ThedaCare, and Bellin, are already clinical education hosts for UW-Oshkosh students.

**Program Description.** The University of Wisconsin-Oshkosh proposes to establish a 69credit Master of Science (M.S.) in Athletic Training degree in the Department of Kinesiology. The proposed six-semester program can be completed by full-time graduate students within two years, and is designed for cohorts of 15 students who take both academic courses and participate in clinical education. The university currently offers a Baccalaureate degree in Athletic Training, which, since its approval by the Board of Regents in 2002, has excelled at developing successful graduates who are lifelong learners. The master's degree will build upon that success and help retain UW-Oshkosh students who otherwise would leave the region and Wisconsin to pursue their graduate education elsewhere. The Athletic Training profession is currently faced with a growing complexity of challenges, including an expansion in scope of knowledge, skills and abilities, and the need for better alignment with other health care professions. As the scope of the profession changes, so do the educational competencies and the time required for the advanced development of knowledge and skills. Moreover, because the field of Athletic Training now requires certified athletic trainers to develop the skills and knowledge to treat clients and patients in a variety of settings beyond the athletic context, Athletic Training professionals have progressively become an extension of other health practice areas. The proposed M.S. in Athletic Training program will embrace this new direction and provide experiences that integrate nontraditional settings into the curriculum. Notably, the program is designed to satisfy all of the requirements specified by the Commission on Accreditation of Athletic Training Education (CAATE), as well as the graduation requirements for UW-Oshkosh. Additionally, UW-Oshkosh will seek the transition of accreditation to the M.S.in Athletic Training program through CAATE, which will allow graduates of the program to sit for the Athletic Training Board of Certification (BOC) exam.

**Market Demand.** According to the U.S. Bureau of Labor Statistics, the job outlook for athletic trainers across the nation is anticipated to grow by a projected 21.3% from 2014-2024, which is much faster than the average for all occupations.<sup>3</sup> According to the Job Center of Wisconsin, there is a projected 9.83% increase in the number of Athletic Training jobs in Wisconsin from 2014-2024.<sup>4</sup> This projected increase indicates the continued need for athletic trainers both in Wisconsin and nationally.

In addition, baccalaureate programs in Athletic Training may no longer enroll students after the fall semester of 2022, because after this deadline, Athletic Training candidates must possess an M.S. in Athletic Training to sit for the BOC exam, and to work as certified Athletic Trainers. It is anticipated that all of the remaining UW System undergraduate programs will be transitioning to an M.S. in Athletic Training as the requirement by CAATE is phased in over the next several years. UW-Milwaukee and UW-Stevens Point already have transitioned their undergraduate Athletic Training programs to the graduate level, and in December 2016, the Board approved a new M.S. in Athletic Training at UW Green-Bay because of the demonstrated demand in the state.

**Credit Load and Tuition.** The M.S. in Athletic Training degree program will be a fulltime two-year graduate degree program. The program will consist of 69 total credits over six semesters, and will be cohort-based with a single admissions cycle per year. Students will be required to take courses in sequence and must enter the program during the summer term. The cohort will begin in the summer session, and the expected time to degree will be two full years, ending in June, after the second spring semester.

Students enrolled in the program will pay standard graduate tuition rates for on-campus delivery in the amount of \$424.470 per credit for in-state students, per existing UW-Oshkosh policies for the 2017-18 academic year. Non-resident students will be charged \$931.74 per credit, with several tuition exchanges and reciprocities available. An additional fee of \$25 per credit will be charged to cover accreditation fees and expenses required to provide students the ability to seek certification and licensure. The UW-Oshkosh segregated fees rate for full-time resident and nonresident graduate students is \$62.33 per credit.

**Program Funding and Management.** The proposed 69-credit M.S. in Athletic Training will replace the current undergraduate B.S in Athletic Training major, which will be phased out with the M.S. implementation. The program will admit up to 15 full-time students each year. By the end of the fifth year, it is expected that 59 students will have enrolled, and 40 students will have graduated, from the program.

Designed as a cost-recovery program, all expenses will be funded from tuition, and the program is projected to be revenue-generating after it reaches two cohorts of 10 students. It is anticipated that no new faculty appointments, beyond the existing faculty and academic staff currently teaching in the undergraduate program, will be needed. The reason is that as the undergraduate program will be phased out by 2020, the cost of delivering the classes for the proposed graduate program is proportional to the decrease in cost for delivering fewer and fewer of the undergraduate classes.

# **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 ATHLETIC TRAINING AT UW-OSHKOSH PREPARED BY UW-OSHKOSH

# ABSTRACT

The University of Wisconsin-Oshkosh proposes to establish a 69-credit Master of Science (M.S.) in Athletic Training degree in the Department of Kinesiology. The university's goals are to remain a leader in the field of athletic training, to follow external accreditation standards, and to increase the development of collaborative scholars. This proposal aligns with the recent decision by the Commission on the Accreditation of Athletic Training Education (CAATE) and the Strategic Alliance partners to require all athletic training programs to be offered at the master's level by 2022 (AT Strategic Alliance, 2016). Advancing the level of degree in athletic training is advantageous to the needs of entry-level professionals in current and future health care settings. It will permit students the time necessary to focus on the advanced clinical skills and knowledge needed in the profession and provide increased opportunities in clinical education.

The program is designed to satisfy all of the requirements specified by the Commission on Accreditation of Athletic Training Education programs, as well as the graduation requirements for UW-Oshkosh. Additionally, UW-Oshkosh will seek the transition of accreditation to the M.S.in Athletic Training program through CAATE, which will allow graduates of the program to sit for the Athletic Training Board of Certification (BOC) exam. The proposed six-semester program can be completed by full-time students within two years and is designed for cohorts of 15 students who take both academic courses and participate in clinical education. The M.S. in Athletic Training will provide the foundation for UW-Oshkosh students to obtain credentials (certification and licensure) as certified athletic trainers. The program will strengthen community partnerships and retain alumni from the UW System who are seeking careers as certified athletic trainers.

# **PROGRAM IDENTIFICATION**

**Institution Name** University of Wisconsin-Oshkosh

**Title of Proposed Program** Athletic Training

**Degree/Major Designation** Master of Science

# **Mode of Delivery**

Single institution. The program will be face-to-face with classroom, laboratory, and clinical instruction assisted by technology. Clinical/practicum rotations will occur at UW-Oshkosh and in the surrounding northeast Wisconsin communities.

## **Projected Enrollment by Year Five**

Table 1 below represents enrollment and graduation projections for students entering the program over the first five years of program implementation. The model is based on a cohort approach to student admission, admitting up to 15 full-time students every year with each cohort beginning in the summer session. By the end of the fifth year, it is expected that 59 students will have enrolled in the program and 40 students will have graduated from the program. If students enroll part-time, the two-year time frame will be expanded.

	1st Year	2ndYear	3rd Year	4th Year	5th Year
New Students Admitted	10	10	12	12	15
Continuing Students	0	9	9	11	11
Total Enrollment	10	19	21	23	26
Graduating Students	0	9	9	11	11

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

## **Tuition Structure**

The M.S. in Athletic Training degree will consist of 69 credits. Coursework will start with the summer semester in year one and students will graduate after the spring semester of year two. The coursework is separated into three categories: didactic courses, clinical courses, and research courses. Designed as a cost-recovery program, all program credits will be funded from tuition generated by the program.

Students enrolled in the program will pay standard graduate tuition rates for on-campus delivery in the amount of \$424.47 per credit for in-state students, per existing UW-Oshkosh policies for the 2017-18 academic year. Non-resident students will be charged \$931.74 per credit, with several tuition exchanges and reciprocities available. An additional fee of \$25 per credit will be charged to cover accreditation fees and expenses required to provide students the ability to seek certification and licensure. The UW-Oshkosh segregated fees rate for full-time resident and nonresident graduate students is \$62.33 per credit.

## **Department, College, School or Functional Equivalent**

The proposed program will be housed in the Department of Kinesiology within the College of Letters and Science.

**Proposed Date of Implementation** Summer 2019

## INTRODUCTION

#### **Rationale and Relation to Mission**

According to the National Athletic Trainers' Association, "Athletic trainers are health care professionals who collaborate with physicians to provide preventative services, emergency

care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions" (National Athletic Trainers' Association, 2016). The athletic training profession is currently faced with a growing complexity of challenges, including an expansion in scope of knowledge, skills and abilities, and the need for better alignment with other health care professions. As the scope of the profession changes, so do the educational competencies and the time required for the advanced development of knowledge and skills. The proposed M.S. in Athletic Training is positioned to help graduates successfully navigate these challenges.

The proposed M.S. in Athletic Training is consistent with UW-Oshkosh's mission to "provide a wide array of quality educational opportunities to the people of northeastern Wisconsin." In fulfillment of the university's mission, the program enables students to address problems in the health care area by using knowledge gained through clinical rotations, practicum experiences, traditional courses, and research inquiry. The proposed addition of this professional graduate program also aligns with UW-Oshkosh's strategic plan, which emphasizes student success and seeks to expand the university's community engagement as well as enhanced research opportunities for faculty, staff, and students. Specifically, the program will enhance collaboration and cooperation with health-based institutions within the Oshkosh community and the northeast Wisconsin region. The Oshkosh community is unique in that it offers a wealth of opportunities for students to gain clinical experiences through the university's partnering with a number of high-quality medical institutions. Many of these institutions, such as Ministry Health, ThedaCare, and Bellin, are already clinical education hosts for UW-Oshkosh students.

The university currently offers a baccalaureate degree in Athletic Training, which, since its approval by the Board of Regents in 2002, has excelled at developing successful graduates who are lifelong learners. The master's degree will build upon that success and help retain UW-Oshkosh students who otherwise would leave the region and the state to pursue their graduate education.

Further, the addition of a graduate professional degree to the university's existing healthrelated graduate programs, for instance, those in nursing and professional counseling, will allow for increased collaborative learning for the athletic training program and the College of Nursing graduate students.

## Need as Suggested by Current Student Demand

UW-Milwaukee and UW-Stevens Point have transitioned their undergraduate programs to the graduate level or are in the process of implementation. In December 2016, the Board approved a new M.S. in Athletic Training at UW Green-Bay because of the demonstrated demand in the state. It is anticipated that all of the remaining UW System undergraduate programs will be transitioning to an M.S. in Athletic Training as the requirement by CAATE is phased in over the next several years. The technology-assisted instruction will be an attractive component of UW-Oshkosh's program, along with its history and reputation in northeast Wisconsin. The Bachelor of Science (B.S.) in Kinesiology currently offered at UW-Oshkosh will align well with the M.S. in Athletic Training and function as the preferred and publicized route to the graduate program. UW-Oshkosh will allow up to five applying freshmen the

opportunity for direct admittance into the M.S. in Athletic Training program, contingent upon successfully maintaining and completing the required prerequisite courses and requirements.

After the start of the fall 2022 semester, baccalaureate programs in athletic training may no longer enroll students. After this deadline, athletic training candidates must possess an M.S. in Athletic Training to sit for the BOC exam and practice as a certified athletic trainer. Whereas in the first few years, student demand in the state might be slightly lower because other options still exist, all prospective students will have to transition to graduate programs in order to be certified. Therefore, the demand from students who enroll in high-quality athletic training education at UW-Oshkosh will remain stable, and UW-Oshkosh will enroll qualified students at capacity.

## Need as Suggested by Market Demand

According to the U.S. Bureau of Labor Statistics, the job outlook for athletic trainers across the nation is anticipated to grow by a projected 21.3% from 2014-2024, which is much faster than the average for all occupations (U.S. Bureau of Labor Statistics, 2016). According to the Job Center of Wisconsin, there is a projected 9.83% increase in the number of athletic training jobs in Wisconsin from 2014-2024 (Wisconsin Department of Workforce Development, 2017). This projected increase indicates the continued need for athletic trainers both in Wisconsin and nationally.

## **Emerging Knowledge and Advancing New Directions**

The field of athletic training now requires certified athletic trainers to develop the skills and knowledge to treat clients and patients in a variety of settings beyond the athletic context. Athletic training professionals have progressively become an extension of other health practice areas. The proposed M.S. in Athletic Training program will embrace this new direction and provide experiences that integrate nontraditional settings into the curriculum. Graduates of the UW-Oshkosh M.S. in Athletic Training program will be equipped to participate in diverse professional practices and develop the knowledge and skills necessary to contribute to the field in multiple capacities.

## **DESCRIPTION OF PROGRAM**

### **General Structure**

The proposed M.S. in Athletic Training graduate program will be designed as a residential graduate degree within a two-year program (six semesters comprised of two summer, two fall, and two spring semesters). At the time of admission, a student must have a Bachelor of Science or a Bachelor of Arts degree from an accredited institution. Students applying to the M.S. in Athletic Training program must have a cumulative 2.75 G.P.A and 50 hours of supervised observation in athletic training in addition to having completed specific prerequisite undergraduate courses in human anatomy, human physiology, statistics, medical terminology, and other areas. Graduate applicants who do not have the required prerequisite undergraduate courses or their equivalents for admission will have to complete them before entering the master's program. Transfer students' transcripts will be evaluated for equivalence in coursework and competencies acquired at other institutions.

Students in the kinesiology major at UW-Oshkosh will be encouraged to apply, but must complete all B.S. and university graduation requirements before beginning the M.S. in Athletic Training curriculum. UW-Oshkosh will allow up to five applying freshmen the opportunity for direct admittance into the M.S. in Athletic Training program, contingent upon successfully maintaining and completing the required prerequisite courses and requirements.

The external accreditation standards for athletic training programs include requirements of interprofessional, integrated education as well as the teaching of diversity-specific content. Graduate athletic training programs follow the educational structure of most professional health care programs, which include a didactic classroom curriculum and a variety of clinical experiences (approximately 750 contact hours at a minimum).

Following stringent accreditation standards, UW-Oshkosh will partner with the community to provide traditional clinical rotations. Required clinical experiences include exposure to treatment and care of injuries related to physical activities and contact/noncontact athletics. Additional clinical rotations, including the physician office and industrial settings, would also be a requirement of the program.

The learning model will be a combination of integrated didactic courses and clinical education courses, which will be designed to maximize the clinical opportunities for students enrolled in the program. The flexibility of the various course offering schedules and methods will allow for unique classroom and clinical education opportunities, which will include a full-time clinical experience in the fall semester of the second year that will serve as a capstone clinical integration.

Following the completion of this program, students would be eligible to sit for the Athletic Training Board of Certification exam and enter the profession of athletic training.

## **Institutional Program Array**

The proposed M.S. in Athletic Training program will be the first graduate program within the Kinesiology department, and the current Kinesiology undergraduate degree will be the preferred and publicized route to the graduate program in Athletic Training. The M.S. in Athletic Training program will expand the array of graduate programs within the area of health professions at the university, which are primarily found within the College of Nursing. These current health profession programs will provide opportunities for interprofessional education and experiences, which can help to increase curriculum breadth and depth. There are also several non-professional graduate programs within the College of Letters and Science that offer opportunities for integrated interprofessional collaboration. The proposed M.S. in Athletic Training aims to retain students in northeast Wisconsin who would otherwise leave the region or the state to obtain their graduate degree credentials in the discipline. The existing undergraduate degree program in athletic training will be phased out by 2020. There will be a decrease in course offerings at the undergraduate level proportional to the increase in the offerings at the graduate studies level.

## Other Programs in the University of Wisconsin System

Before UW System institutions began their transitions from undergraduate to graduate program instruction, there were six athletic training programs within the UW System and ten total programs in the state of Wisconsin.

There are currently two M.S. in Athletic Training programs offered in the state of Wisconsin: at UW-Milwaukee and Concordia University. The Board of Regents recently approved UW-Stevens Point's transition from an undergraduate-level to a graduate program and UW-Green Bay's request to implement a new graduate-level program. (UW-Green Bay did not have an undergraduate program to start with, so the total number of athletic training programs within the UW System will be seven.)

It is anticipated that all UW System undergraduate programs will be transitioning to an M.S. in Athletic Training as the requirement by CAATE is phased in over the next several years. While offering strong programs for other regions of the state, the existing Wisconsin degree programs do not meet the needs of many working, post-traditional students in northeastern Wisconsin, especially those who are place-bound.

## **Collaborative Nature of Program**

External accreditation and required clinical components of the program prevent most collaboration at the program level among UW System institutions. All UW System institutions will be making the transition of their undergraduate athletic training programs to graduate degree programs as single institutions. Internal collaborations among programs at UW-Oshkosh will include the Department of Kinesiology in the College of Letters and Science and the College of Nursing, which house the necessary facilities and equipment.

## **Diversity**

The proposed M.S. in Athletic Training program will serve a diverse student body that will be recruited regionally and nationally, including nontraditional students. Guided by principles of Inclusive Excellence and the UW-Oshkosh University Learning Outcomes on Intercultural Knowledge, the university and the Department of Kinesiology, in which the proposed program will be housed, are committed to finding ways to expand the diversity of the campus community. The CAATE-required content on diversity will be instructed and assessed in KIN 746 and KIN 720.

UW-Oshkosh faculty and staff are engaging in several strategic initiatives to recruit a more diverse student and faculty body and seek to offer a wide range of experiences and perspectives throughout the academic programming and extramural education efforts. This work is reflected in the Annual Academic Program and Student Success Plan, which provides a strategic framework to advance diversity initiatives that promote successful outcomes for underrepresented student populations. Graduate students pursuing an M.S. in Athletic Training may also be eligible for the Advanced Opportunity Program (AOP), which provides tuition assistance to graduate students of color and non-minority disadvantaged students.

The anticipated student body of the proposed program will include in-state, out-of-state, and international students. The program will be advertised at the regional, national, and global levels. Students will engage with diverse populations in their clinical learning environments. Diversity is also reflected in the athletic training program faculty. The marketing of the program will also be targeted to professional networks that reflect underrepresented populations.

As part of its expansion of global perspectives and their infusion into the curriculum and career preparation for students, the institution initiated a global scholars program designed to develop and recognize commitment to the UW-Oshkosh Inclusive Excellence Initiative. The Office of Graduate Studies also assists with the recruiting, retention, and graduation of multicultural, bilingual, and international students. Finally, the Office of International Education facilitates international student success for students while attending at UW-Oshkosh.

Program faculty will examine transfer paths and articulation agreements with the Wisconsin Technical College System institutions and the two-year UW Colleges, which have historically served a diverse student population.

## **Student Learning Outcomes**

CAATE provides detailed student learning outcomes for accredited athletic training programs. The competencies outlined in this document are the minimum requirements for a student's professional education.

In addition to classroom and laboratory instruction, students will fulfill these competencies through clinical rotations and integrated research experiences. Graduates of the UW-Oshkosh athletic training program will have the following knowledge and skills:

- 1. Use critical and creative thinking in order to guide clinical decision making;
- 2. Exhibit written and oral communication skills necessary to successfully communicate effectively and respectfully with a variety of individuals, professionals, and groups;
- 3. Integrate and synthesize the Knowledge, Skills, and Responsibilities required for professional success in athletic training;
- 4. Use teamwork, leadership, and problem solving as a valued allied health professional in the larger healthcare framework; and
- 5. Exhibit technological, informational, and quantitative literacy through integrating Evidence-Based Practice (EBP) skills into clinical decision making.

## **Assessment of Program Objectives**

The M.S. in Athletic Training program will begin with the same assessment plan as the current undergraduate program, in order to make sure that the current successful outcomes are maintained. The current undergraduate program has recently implemented the use of a dedicated software program for assessment documentation and reporting.

The program objectives for the proposed M.S. in Athletic Training are all measured in either direct or indirect methods through large course assignments, clinical evaluations by preceptors, external certification exams, and graduation/employment rates. The assessment plan will continue to monitor student learning, program effectiveness, and quality of instruction annually as required by the external accreditation body.

The M.S. in Athletic Training didactic courses (i.e., lectures and labs) will be taught in a traditional face-to-face format on the UW-Oshkosh campus. The clinical courses will be taught at medical institutions and athletic facilities in the surrounding community.

## **Program Curriculum**

The proposed M.S. in Athletic Training program will be a full-time two-year graduate degree program. The program will be cohort-based with a single admissions cycle per year. The cohort will begin in the summer session, and the expected time to degree will be two full years, ending in June, after the second spring semester. The program will consist of 69 total credits over those six semesters.

Students applying to the M.S. in Athletic Training program must complete the following prerequisites prior to beginning the M.S. program in the summer session. In the following, UW-Oshkosh course numbers are provided for identifying the required courses or their equivalents: : Biology (with lab) (26-105), Human Anatomy (with lab) (26-211), Human Physiology (with lab) (26-212), Chemistry (with lab) (32-105), Physics (with lab) (80-109), Statistics course (67-201), Introduction to Psychology (86-101), Medical Terminology (77-170), Prevention & Treatment of Athletic Injuries (77-171), Applied Anatomy/Kinesiology (77-173), Nutrition (77-351), Biomechanics (77-280), Exercise Physiology (77-350), and Research Techniques/Design (77-368). Students must earn a C or better in all of these courses in order to qualify for admission to the master's program. Additional prerequisite requirements include 50 hours of supervised observation in athletic training and a 2.75 cumulative G.P.A. in all undergraduate coursework.

The program curriculum is completely redesigned and will consist of all new courses. The proposed curriculum is listed below by term.

#### Summer Year #1 (11 credits)

KIN 610 – Introduction and Orientation to Clinical Skills (4 cr.) - 8 weeks KIN 613 – Advanced Functional Anatomy (2 cr.) -  $1^{st}$  4 weeks of the semester KIN 621 – Evidence-Based Medicine in Injury Evaluation (2 cr.) –  $2^{nd}$  4 weeks KIN 618 – Emergency Medical Conditions and Techniques (3 cr.) - 8 weeks

## Fall Year #1 (15 credits)

KIN 741 – Assessment, Diagnosis, and Treatment of the Lower Extremity (5 cr.) - 1<sup>st</sup> 7 weeks

KIN 742 – Assessment, Diagnosis, and Treatment of the Upper Extremity (5 cr.) - 2<sup>nd</sup> 7 weeks

KIN 780 – Athletic Training Clinical I (4 cr.) - 17 weeks KIN 661 – Evidence-Based Medicine in Research I (1 cr.) - 3 weeks during interim term

## **Spring Year #1 (14 Credits)**

KIN 745 – Assessment, Diagnosis, and Treatment of the Head and Spine (5 cr.) - 1<sup>st</sup> 7 weeks KIN 746 – Assessment, Diagnosis, and Treatment of General Medical Conditions (5 cr.) -2<sup>nd</sup> 7 weeks\* KIN 781 – Athletic Training Clinical II (4 cr.) - 17 weeks

## Summer Year #2 (6 credits)

KIN 783 –Athletic Training Clinical III – (Emerging Settings) (3 cr.) - 8 weeks Course Elective (Additional Certification Prep) (3 cr.) - 8 weeks

## Fall Year #2 (12 Credits)

KIN 710 - Transition to Professional Practice (3 cr.) - 14 weeks KIN 784 – Athletic Training Clinical IV – (Immersive) (6 cr.) - 17 weeks Course Elective (IPE) (3 cr.) - 3 weeks during interim term

## Spring Year #2 (11 Credits)

KIN 720 – Administrative Practices (3 cr.) - 14 weeks KIN 785 – Athletic Training Clinical V (4 cr.) - 17 weeks KIN 761 – Evidence-Based Medicine in Research II (2 cr.) - 1<sup>st</sup> 7 weeks KIN 721 – Evidence-Based Medicine in Clinical Practice (2 cr.) - 2<sup>nd</sup> 7 weeks

## **Projected Time to Degree**

Students who apply to the M.S. in Athletic Training program with a baccalaureate degree (with the prerequisite courses) will complete the degree in two full years (including summers). Students will be required to take courses in sequence and must enter the program during the summer term.

#### **Institutional Review**

The M.S. in Athletic Training program will be guided by the program mission statement and the educational standards set forth by the external accreditation body. The program mission will guide the assessment of program objectives, while the accreditation standards will drive the content and specific student learning outcomes. The program will be reviewed via numerous processes due to institutional policies and external accreditation.

The program review process at UW-Oshkosh begins five years after implementation and continues on a schedule provided by the provost's office. The program is also reviewed every two years through its biennial assessment update report to the Faculty Senate Committee on the Assessment of Student Learning. The external accreditor CAATE will need to review the new

program through a substantive change review at implementation to transition the accreditation to the graduate degree.

The program must then submit annual reports to maintain external accreditation, with self-study and institutional review occurring every five to ten years. CAATE standards require assessment of student learning, program effectiveness, and quality of instruction in the overall assessment plan, so these are already included in the current assessment plan that will be used. These measures include alumni surveys, assessment of clinical sites and preceptors, student opinion surveys of instructors, and graduate outcomes such as graduation, retention, certification, and employment rates. Assessment of these outcomes will help to evaluate equity and inclusive excellence. The new admissions process will also provide additional data on applicant demographics, which will be included in the assessment of equity and inclusive excellence.

UW-Oshkosh's Graduate Council is charged with oversight of all graduate programs, including review and approval of all credit courses and all academic programs at the graduate level.

## Accreditation

The program will need to be approved through the Higher Learning Commission. In order for students to practice in the field, they must graduate from a CAATE-accredited program and pass the National Athletic Trainers' Association Board of Certification exam. The program must submit an annual report (and additional progress reports if requested) to CAATE, which includes changes to program, personnel, and fiscal matters. Initial CAATE accreditation of the program requires a five-year review, including a self-study, peer review, and site visit. Continuing accreditation may be granted by CAATE for a maximum of ten years.

#### References

- AT Strategic Alliance. *Professional Degree Decision*. (2016). The Athletic Trainers Strategic Alliance includes four organizations committed to the profession, including: the Board of Certification, Inc., the Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers' Association (NATA), and the NATA Research and Education Foundation. Retrieved from http://caate.net/the-professional-degree/
- National Athletic Trainers' Association. (2016). *Athletic Training*. Retrieved from <u>http://www.nata.org/about/athletic-training</u>
- U.S. Bureau of Labor Statistics. (2016). *Occupational Outlook Handbook. Healthcare, Athletic Trainers*. Retrieved from http://www.bls.gov/ooh/healthcare/athletic-trainers.htm

State of Wisconsin Department of Workforce Development. (2017). Wisconsin Long Term Occupational Projections 2014-2024. Athletic Trainers. Retrieved from <u>http://wisconsinjobcenter.org/labormarketinfo/5</u>. National Athletic Trainers' Association. (2014). *Athletic Training Education Competencies*. Retrieved from <u>http://caate.net/wp-</u> content/uploads/2014/06/5th-Edition-Competencies.pdf

University of Wisconsin Oshlash (MC in Athlatia Training)									
University of Wisconsin - Oshkosh (MS in Athletic Training)									
	Items								
		2019	2020	2021	2022	2023			
		Year 1	Year 2	Year 3	Year 4	Year 5			
Ι	Enrollment (New Student) Headcount	10	10	12	12	15			
1	Enrollment (Continuing Student) Headcount	0	9	9	11	11			
	Enrollment (New Student) FTE	10	. 10	12	12	15			
	Enrollment (Continuing Student) FTE	0	9	9	11	11			
TT	Total New Credit Hours (# and a string on N'	100	100	100	100	(00			
	Existing Credit Hours	400	400	480	480	600			
	Parsung Creat Hours		201	201	519	519			
III	FTE of New Faculty/Instructional Staff	2.00	3.37	3.37	3.37	3.37			
	FTE of Current Fac/IAS	0	. 0	0	0	0			
	FTE of New Admin Staff	0	0.50	0.50	0.50	0.50			
	FTE Current Admin Staff	0	0	. 0	0	0			
<b>TTT</b>									
IV.	New Revenues	\$1.CO. 500	\$200 5 <b>7</b> 5						
	From Tuttion (new creatt nours x FIE)	\$169,788	\$280,575	\$314,532	\$339,152	\$390,088			
8	From rees Program Revenue - Grants	\$10,000	\$10,525	\$18,525	\$19,975	\$22,975			
	Program Revenue - Other	\$0	\$0 \$0	\$0 \$0	20 20	\$U \$0			
	Reallocation	\$0 \$0	\$0 \$0	0¢ 02	\$0 \$0	\$0 \$0			
	Total New Revenue	\$179 788	\$297 100	\$333.057	\$359 127	\$413.063			
v	New Expenses	φ179,700	<i>Q251</i> ,100	4555,057	\$339,127	φ-15,005			
	Salaries plus Fringes								
	Faculty/Instructional Staff	\$165,835	\$274,076	\$276,816	\$279,585	\$282,380			
	Other Staff	\$0	\$22,431	\$22,655	\$22,882	\$23,111			
	Other Expenses								
	Facilities	\$0	\$0	\$0	\$0	\$0			
<i>*</i>	Equipment	\$2,500	\$12,500	\$12,500	\$12,500	\$12,500			
	Other:	\$12,000	\$20,500	\$20,500	\$22,500	\$25,000			
	Total Expenses	\$180,335	\$329,507	\$332,472	\$337,466	\$342,991			
VI	Net Revenue	\$5 <i>1</i> 7	\$22 407	¢595	\$21.660	\$70.072			
		-9347	-\$32,407	\$363	\$21,000	\$70,072			
N	arrative: Explanation of the Numbers and Other Ongoing	g Commitme	ents that wil	l Benefit the	e Proposed ]	Program			
	Please see attached budget narrative	2				8			
	Equipment: annual maintenance/calibration of current equipment and capital allocation required by accreditation								
Other expenses: accreditation fees, evalue licence for assessment, professional development, and recruiting									
Salary projections include a 1% increase every year									
a - Number of students enrolled									
p = 10 be based on 12 credits at the undergraduate level and / credits at the graduate level									
d Number of other stoff providing significant semilars for the new reasons									
u - INU	and of other start providing significant services for the program		Data	2					
1104			Date:	1					
	for 10 hour		6 1 ( -	s 1 ( 7)					

# UNIVERSITY OF WISCONSIN - OSHKOSH COST AND REVENUE PROJECTIONS NARRATIVE MASTER OF SCIENCE (M.S.) IN ATHLETIC TRAINING

The proposed 69-credit M.S. in Athletic Training will replace the current undergraduate B.S in Athletic Training major, which will be phased out with the M.S. implementation. All of the courses required to support the proposed M.S. in Athletic Training will be new courses that have been approved on campus. These courses will replace the current undergraduate athletic training courses and FTE. No additional faculty hires will be required; 0.5 FTE for administration will be added in Year 2. The budget projection has used standard UW-Oshkosh graduate tuition costs. The program budget includes a \$25 per credit accreditation and licensing fee to cover program expenses.

# Section I – Enrollment

All anticipated enrollments are considered new student headcount as the graduate program does not exist. Students enroll full-time for two years, with a new cohort beginning each summer. The projections include gradual increases in cohort size until reaching 15 students per cohort.

# <u>Section II – Credit Hours</u>

The proposed budget reflects the number of credit hours per estimated student FTE. All credit hours for these students will be within the Department of Kinesiology.

# <u>Section III – Faculty and Staff Appointments</u>

No new faculty appointments beyond the existing faculty and Instructional Academic Staff currently teaching in the undergraduate program in Athletic Training are anticipated. They are listed in the budget as new faculty because they are new to the graduate program. As the undergraduate program will be phased out by 2020, the cost of delivering the classes for the proposed graduate program is proportional to the decrease in cost for delivering fewer and fewer of the undergraduate classes.

# Section IV - Program Revenues

The program is structured as a cost-recovery program and is projected to be revenuegenerating after it reaches two cohorts of 10 students. The net loss in Years 1 and 2 will be covered by College of Letters and Science funds.

# Section V – Program Expenses

All of the courses required to support the proposed M.S. in Athletic Training will be taught by Kinesiology department faculty and academic staff. Therefore, the expenses that will be incurred for salary and fringe benefits are calculated based on the current personnel cost. There are adequate projections for equipment and other expenses included in the budget proposal for future years. The additional expenses include accreditation fees, assessment software licenses, liability insurance, professional development of faculty, and recruiting expenses. No additional advising staff expenses will be incurred, as graduate advising is provided by the program faculty.

# UNIVERSITY OF WISCONSIN

# PROVOST AND VICE CHANCELLOR

ACADEMIC AFFAIRS 800 Algoma Blvd. Oshkosh WI 54901–8622 PHONE (920) 424–0300 FAX (920) 424–0247 WEB uwosh.edu/provost

June 5, 2017

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

Dear President Cross,

UW Oshkosh proposes a new Master of Science (M.S.) degree in Athletic Training within the College of Letters and Science. I am writing to confirm the full commitment of the College of Letters and Science and the Office of the Provost and Vice Chancellor for this new addition to our professional graduate program array in the area of allied health programs.

The proposed program will align well with the new strategic plan and mission of the University by expanding regional and local outreach and economic opportunities as well as enhancing research and scholarship. With the increased demand for certified athletic trainers in a rapidly changing health care industry in the region, the M.S. in Athletic Training will provide an opportunity for UW Oshkosh to retain students, to provide a sufficient number of graduates in response to market and student demand, and to increase its profile in health care programs offered in collaboration with the College of Nursing.

The M.S. in Athletic Training program is being proposed in response to recently-announced changes to athletic training accreditation requirements as determined by the Commission on Accreditation of Athletic Training Education (CAATE). Specifically, CAATE mandates that accredited institutions transition baccalaureate athletic training programs to the master's level by 2022. The program is designed to satisfy all requirements specified by CAATE, as well as graduation requirements at UW Oshkosh. Upon completion of the program, students will be eligible to take the National Athletic Trainers' Association Board of Certification Exam.

This 2-year graduate level program will replace the existing UW Oshkosh B.S. in Athletic Training, which has been highly successful since its inception in 2002. The program will continue to build on the success of the undergraduate program and provide students with an excellent graduate education through flexible course scheduling, high-quality classroom instruction, and diverse clinical experiences by experienced faculty.

The College of Letters and Science, the Academic Policies Committee and the Faculty Senate all approved the new program. The College has the resources, faculty, and courses in place to implement this program and will apply the existing assessment and accreditation processes and program review procedures through the College of Letters and Science. This process will ensure its academic guality and continuous improvement.

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

Sincerely,

Lane R. Earns Provost and Vice Chancellor

An Equal Opportunity/Affirmative Action Institution

Program Authorization (Implementation) Bachelor of Science in Environmental Science UW-Superior

# EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Environmental Science.

# NEW PROGRAM AUTHORIZATION BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE UNIVERSITY OF WISCONSIN-SUPERIOR

## **EXECUTIVE SUMMARY**

## BACKGROUND

The University of Wisconsin-Superior submits this request to establish a Bachelor of Science in Environmental Science. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, revised May 2016, available at <u>https://www.wisconsin.edu/program-planning/</u>).

## **REQUESTED ACTION**

Adoption of Resolution I.1.f., approving the implementation of the Bachelor of Science degree in Environmental Science proposed by the University of Wisconsin-Superior.

## DISCUSSION

**Mission.** The proposed B.S. in Environmental Science complements the UW System Mission (1988) as well as UW–Superior's <u>Mission</u>, both of which emphasize developing students' intellectual, cultural, and humane sensitivities, career preparation, community outreach, scientific, professional expertise, and a sense of value and purpose. The proposed program strongly supports major themes in UW-Superior's strategic plan, <u>Superior Visions 2020</u>. The proposed program incorporates experiential learning designed to teach the skills required to make the transition to a career or professional schools (Initiative I of UW-Superior's strategic plan). The program will also help meet the community and regional needs for growth in environmental careers (Initiative II). Community engagement is a focus of the program, and this will be accomplished by strengthening collaborations with the research centers on campus as well as building partnerships with local businesses, environmental groups, and institutions. Finally, the program will help improve student retention and recruitment (Initiative III) since students will not have to leave to be enrolled in Environmental Science programs elsewhere.

**Program Description.** The intention of this major is to formally create a multidisciplinary degree program, which will promote existing resources, incorporate a broader array of coursework into a science curriculum, and inform and prepare students for their career interests following graduation. This degree will offer one of the most diverse curricula on campus with core classes including various science fields, as well as geography, economics, legal studies, and sociology. The curriculum is essential to helping students develop as responsible citizens who will understand and contribute to solving the many environmental challenges of our changing world and region, including critical environmental issues related to the Lake Superior and St. Louis River watershed. As the only UW campus located on Lake Superior, UW-Superior is uniquely positioned to serve as an Environmental Science research and learning laboratory on our nation's largest freshwater Great Lake.

The course array is designed to introduce students to the complexity of Environmental Science challenges, which extend into the spheres of sociology, business, economics, law, and ethics. For this reason, the curriculum and faculty invested in the program span multiple departments, including Human Behavior, Justice, and Diversity; Natural Sciences; Social Inquiry; and the School of Business and Economics. The program will also build stronger collaborative ties with the Learning Sciences Research Institute (LSRI) and the Lake Superior National Estuarine Research Reserve (LSNERR). These research centers are tied to the program primarily via a new Environmental Science Research Methods class that incorporates LSNERR and LSRI research scientists and their projects, most of which develop in partnership with stakeholders in UW-Superior's regional community.

**Market Demand. Need as Suggested by Student Demand.** According to the U.S. Bureau of Labor Statistics (2015b), a considerable number of jobs in the Twin Ports region (almost 6,000 jobs, 6.2% of the total in St. Louis County, and approximately 1,700 jobs, about 11% of the total jobs in Douglas County) are connected to Lake Superior, with over 80% connected to tourism, recreation, and the environment (National Oceanic and Atmospheric Administration [NOAA] Office for Coastal Management, 2017). This highlights the interconnection of the environment to the local economy; UW-Superior has built strong community relationships so that individuals trained in Environmental Science fields are positioned for employment.

The Occupational Outlook Handbook (Bureau of Labor Statistics, 2015a) predicts that the employment of environmental scientists and specialists is projected to grow 11% from 2014 to 2024, faster than the average for all occupations. Heightened public interest in the changes facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists.

Adding an Environmental Science major will also help to recruit new students to UW-Superior's campus. The Princeton Review's (2016) College Hopes & Worries Survey of 10,000 teens found that 61% said that a college's commitment to environmental issues, ranging from academic offerings to green practices on-campus, entered into their college choices. Moreover, while much of the current science curriculum is geared to environmental work, the lack of a clear Environmental Science major at UW-Superior has accounted for a loss of students and potential transfers primarily to a local Minnesota program. Specifically, the University of Minnesota-Duluth, with which UW-Superior directly competes for students, added a B.S. in Environmental Science seven years ago, and the program has quickly grown to support 125 students, with the first set of graduates completing their degree in 2010.

**Credit Load and Tuition.** The proposed degree program requires a minimum of 120 credits with a minimum of 66 credits of core courses in Environmental Science. The course sequence and curricular requirements consist of a set of classes designed to provide students with a rigorous foundation in the sciences, as well as interdisciplinary fields that address the economic, legal, and social aspects of environmental issues. An additional 16 credits, selected from at least two different disciplines, are designated electives and offer students the option to pursue interests in various specialized programs. In addition to the major coursework, all UW-

Superior students are required to complete a 42-credit set of University Studies courses, some of which are part of the core curriculum. Full-time students will be able to complete all degree requirements in eight semesters.

Students will be assessed the standard undergraduate tuition and fees. For the 2016-17 academic year, the residential tuition and segregated fees total was \$4,043.97 per semester for a full-time student enrolled in 12-18 credits per term. Of this amount, \$3,267.72 is attributable to tuition and \$776.25 is attributable to segregated fees. For students enrolled part-time in the program, the cost of tuition and segregated fees is \$986.96 per credit (UW-Superior Catalog, 2016). The only additional fees assessed to students in this program will continue to be the \$12 per credit differential fee charged to all students enrolled in Natural Science classes.

**Program Management and Funding.** This program will utilize existing faculty to teach all required courses in the major. However, two new courses are necessary for the major, and they will be funded from in-kind support from the College of Letters and Sciences and the UW System. By year five, the program is projected to enroll 20 students per year with a net annual revenue of \$17,624.

# **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 ENVIRONMENTAL SCIENCE AT UW-SUPERIOR PREPARED BY UW-SUPERIOR

# ABSTRACT

The proposed Bachelor of Science (B.S.) in Environmental Science at the University of Wisconsin-Superior is an interdisciplinary comprehensive science degree that emphasizes the human relationship to the environment. It will require 66 credits as part of a 120-credit degree. The degree has been developed in response to internal and external requests. The goal of the program is to provide students with the knowledge and skills necessary to enter the workforce or to continue on to graduate school while providing a program that promotes existing resources and strengthens community partnerships.

# **PROGRAM IDENTIFICATION**

**Institution Name** University of Wisconsin-Superior

**Title of Proposed Program** Environmental Science

**Degree** Bachelor of Science

# **Mode of Delivery**

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

# **Projected Enrollment by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The projected enrollment numbers for year one and two are based on identified interest from the UW-Superior Office of Admissions and the Vice Chancellor for Enrollment Management. By year three, broad marketing efforts in the region are expected to increase freshmen numbers. Given that almost all of the science courses for this new major are already part of other science majors, internal transfer of majors is expected. Internal and external transfers will allow for graduates beginning in year three. The ten-year average retention rates in natural sciences are 71%, 56%, and 49%. Retention for this major is expected to be similar and to initially pick up internal, as well as ongoing external, transfers into the major. By the end of year five, it is expected that 30 students will be enrolled in the major and ten students will have graduated.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students Admitted	5	8	10	12	15
Continuing Students		4	9	14	15
Total Enrollments	5	12	19	26	30
Graduating Students			1	4	5

Table 1. Student Enrollment and Graduation Projections from Year 1 to 5

## **Tuition Structure**

Students will be assessed the standard undergraduate tuition and fees. For the 2016-17 academic year, the residential tuition and segregated fees total was \$4,043.97 per semester for a full-time student enrolled in 12-18 credits per term. Of this amount, \$3,267.72 is attributable to tuition and \$776.25 is attributable to segregated fees. Full-time students will be able to complete all degree requirements in eight semesters. For students enrolled part-time in the program, the cost of tuition and segregated fees is \$986.96 per credit (UW-Superior Catalog, 2016). The only additional fees assessed to students in this program will continue to be the \$12 per credit differential fee charged to all students enrolled in natural science classes.

# Department, College, School or Functional Equivalent

The proposed program will be housed in the Department of Natural Sciences. UW-Superior does not use College designations.

## **Proposed Date of Implementation**

Fall 2017

# **INTRODUCTION**

## **Rationale and Relation to Mission**

The proposed B.S. in Environmental Science complements the UW System Mission (1988) as well as UW-Superior's <u>Mission</u>, both of which emphasize developing students' intellectual, cultural, and humane sensitivities, career preparation, community outreach, scientific, professional expertise, and a sense of value and purpose. This degree will have one of the most diverse curriculums on campus, with core classes including various science fields as well as geography, economics, legal studies, and sociology. The curriculum is essential to help students develop as responsible citizens who will understand and contribute to solving the many environmental challenges of our changing world and region, including critical environmental issues related to the Lake Superior and St. Louis River watershed. As the only UW campus located on Lake Superior, UW-Superior is uniquely positioned to serve as a research and learning laboratory on our nation's largest freshwater Great Lake.

The proposed program strongly supports major themes in UW-Superior's strategic plan, <u>Superior Visions 2020</u>. The proposed program incorporates experiential learning designed to teach the skills required to make the transition to a career or professional schools (Initiative I of UW-Superior's strategic plan). The program will also help meet the community and regional needs for growth in environmental careers (Initiative II). Community engagement is a focus of the program, and this will be accomplished by strengthening collaborations with the research centers on campus as well as building partnerships with local businesses, environmental groups, and institutions. Finally, the program will help improve student retention and recruitment (Initiative III) since students will not have to leave to be enrolled in environmental science programs elsewhere. The new degree will provide a pathway for students looking for an interdisciplinary science degree with an environmental focus, and the campus will formally market this new opportunity by highlighting the environmental science expertise, research, and experience existing at UW-Superior.

The present initiative to develop an Environmental Science major has been a collaborative effort that included faculty from multiple departments, as well as research scientists from the Lake Superior Research Institute (LSRI) and the Lake Superior National Estuarine Research Reserve (LSNERR). A concentration of faculty, courses, and student opportunities already support the environmental sciences work at UW-Superior. The intention of this major is to formally create a multidisciplinary program that will promote existing resources and strengths and incorporate a broader array of coursework into a science curriculum that will better inform and prepare students for their career interests following graduation.

## Need as Suggested by Student Demand

There is anecdotal evidence from advisors that students want environmental science majors at UW-Superior. While much of the current science curriculum is geared to environmental work, the lack of a clear major has accounted for a loss of students and potential transfers primarily to a local Minnesota program. UW-Superior is known for its environmental research institutes, and parents and students have expressed surprise at the lack of a clear environmental science major (C. Tremblay, personal communication, January 26, 2017).

Adding an Environmental Science major will recruit new students to UW-Superior's campus. An in-house estimate, based on National Research Center for College and University Admissions data, projected a minimum of five new students to be added to the proposed major each year. The University of Minnesota-Duluth, with which UW-Superior directly competes for students, added a B.S. in Environmental Science seven years ago, and the program has quickly grown to support 125 majors, with the first set of graduates completing their degree in 2010 (H. Mooers, personal communication, January 25, 2017). UW-Superior's smaller campus and classes, greater individualized attention, and research opportunities can compete due to its unique niche.

The University of Minnesota-Morris created an Environmental Science degree program in 2008. That program grew to 61 majors by 2015, including 20 incoming freshmen who declared environmental science as a major (J. Cottner, personal communication, October 14, 2015). The Fond du Lac Tribal and Community College in nearby Cloquet, Minnesota created a two-year program in Environmental Science in 2002 that results in an Associate of Science degree. The program graduates, on average, five students per year (A. Wold, personal communication, January 26, 2017). The Fond du Lac program in Environmental Science pairs well with UW-Superior's proposed program, and UW-Superior expects its degree program to become an attractive degree option for those graduates. The success of these relatively new programs suggests that UW-Superior is missing prospective students by not offering its particular brand of Environmental Science and expertise. The presence of environmental science programs can attract students to the campus who may not seek the major. The Princeton Review's (2016) College Hopes & Worries Survey of 10,000 teens found that 61% said that a college's commitment to environmental issues (ranging from academic offerings to green practices on-campus) entered into their college choices.

## Need as Suggested by Market Demand

According to the U.S. Bureau of Labor Statistics (2015b), a considerable number of jobs in the Twin Ports region (almost 6,000 jobs, 6.2% of the total jobs in St. Louis County, and approximately 1,700 jobs, about 11% of the total jobs in Douglas County) are connected to Lake Superior, with over 80% connected to tourism, recreation, and the environment (National Oceanic and Atmospheric Administration [NOAA] Office for Coastal Management, 2017). This highlights the interconnection of the environment to the local economy; and UW-Superior has built strong community relationships so that individuals trained in environmental science fields are positioned for employment.

The Occupational Outlook Handbook (U.S. Bureau of Labor Statistics, 2015a) predicts that the employment of environmental scientists and specialists is projected to grow 11% from 2014 to 2024, faster than the average for all occupations. Heightened public interest in the changes facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists.

## **Emerging Knowledge and Advancing New Directions**

Environmental and sustainability issues are emerging and growing concerns. The proposed Environmental Science degree, because of its interdisciplinary nature and partnerships with UW-Superior's research institutes and regional partners, guarantees that students will engage in cutting-edge studies that will provide them the necessary knowledge, skills, and real experiences to move into growing professions and disciplines. Rather than a narrowly defined degree, students will be working across disciplines before they graduate, thus preparing them for the dynamics of future markets.

## **DESCRIPTION OF PROGRAM**

## **Institutional Program Array**

As designed, the proposed B.S. in Environmental Science will require at least 66 credits of program-specific coursework. Eighteen credits of additional coursework in calculus and physics will be recommended for students planning to pursue graduate work in the sciences. The 66-credit course load is necessary to provide a broad science background plus allow for knowledge integration from the social sciences.

The program will be housed within the Department of Natural Sciences, which also offers B.S. degrees in chemistry (comprehensive), biology (non-comprehensive), broad field science (comprehensive), as well as minors in chemistry, biology, earth science, geography, geographic information systems, and physics. This means the proposed major will be well aligned with the other majors and minors in the department.

## Other Programs in the University of Wisconsin System

Environmental Science programs are increasingly common in the United States. Fouryear degrees in Environmental Science are currently offered at multiple UW campuses: Green Bay, Madison, Milwaukee, Parkside, River Falls, Stout, and Whitewater. These programs range from 36 to 68 credits and have different areas of emphasis often related to their location. The remaining campuses offer related programs (e.g., Environmental Studies at Oshkosh and Parkside), or minors titled Environmental Science or Studies. The initial Notice of Intent for UW-Superior's Environmental Science degree program was supported throughout the UW System. UW-Superior is the only comprehensive in the UW System that offers no formal major or minor program in Environmental Science.

There are unique reasons to implement an Environmental Science major at UW-Superior. The campus is the only one on Lake Superior, and it has a long history of involvement in environmentally related studies and research in the area. It builds on its dynamic partnership with LSRI and the LSNERR as well as other regional research centers and related agencies. The Twin Ports is a transportation hub, unique in the state, which brings together the benefit of working with a broad array of community partners. UW-Superior serves the northern tier of the state and draws students from this region; those students are asking for specific environmental degrees.

## **Collaborative Nature of the Program**

The planned Environmental Science major is not only a science degree. The inspiration and coordination of this degree plan has been a collaborative project that integrated voices from across the campus and both research centers. The course array is designed to introduce students to the complexity of environmental challenges, which extend into the spheres of sociology, business, economics, law, and ethics. For this reason, the curriculum and faculty invested in the program span three departments (Natural Sciences, Social Inquiry, and Human Behavior, Justice and Diversity) and the School of Business and Economics. The program will also build stronger collaborative ties with the LSRI and LSNERR. These research centers are tied to the program primarily via a new Environmental Science Research Methods class that incorporates LSNERR and LSRI research scientists and their projects, most of which develop in partnership with stakeholders in UW-Superior's regional community.

## Diversity

Faculty in the Natural Sciences department are aware of equity, diversity, and inclusion challenges in science and technology, including the difficulties in attracting and retaining women, people of color, and other underrepresented groups as students and faculty. Issues such as race, class privilege, poverty and social justice form key components of courses such as Environmental Studies, Ecological Economics, Environmental Law and Regulation, Advanced Topics in Human/Environment Interactions, and Environmental Ethics.

Applied research projects will be a major component of the proposed program, including attention to matters of diversity, identity, and privilege. For instance, a recently proposed research topic in an Environmental Sociology course incorporated content on wild rice, an object of environmental concern since it responds to water quality conditions and other environmental factors in the region and is also a political issue and an important symbol and resource for First

Nations peoples. Topics such as these can lead students into a consideration of regional histories of settlement, conflict, resistance, and environmental matters. Collaboration with the Fond du Lac Tribal and Community College around this major will strengthen ties and encourage student recruitment, and build cultural engagement.

## **Student Learning Outcomes**

The Environmental Science major coursework and senior year experience are designed to provide students with three broad learning outcomes:

- 1. *Disciplinary Knowledge* students will acquire fundamental knowledge of environmental science concepts
- 2. *Communication Skills* students will be able to communicate effectively (orally and in writing) about issues and principles related to the environmental sciences
- 3. *Field and Analytical Skills* students will develop and practice field and analytic skills related to environmental sciences

The UW-Superior Office of Assessment facilitates assessment of both the universitylevel Student Learning Goals (SLGs) and learning outcomes for individual programs (both majors and minors). There are three university-wide SLGs, broadly categorized as communication, individual and social responsibility, and creative and critical thinking. Assessment of the SLGs has been integrated into the University Studies curriculum, under supervision of each department, as well as by the University Studies committee and the Office of Assessment.

## **Assessment of Objectives**

Program-level assessment is planned within departments, and reports are submitted to the Office of Assessment. The Environmental Science major will adopt assessment strategies that are similar to those in place for the biology major. An exit exam will be provided to graduating seniors to assess disciplinary knowledge. The biology major uses an Area of Concentration of Achievement Test (ACAT). A similar exam is not available for Environmental Science, but a qualitatively similar exam will be designed by a committee of instructors who teach the core classes. The exam will be in place by the time the first cohort is in their final year of study. The exam will be useful for recognizing strengths and weaknesses and tracking student learning through time. Communication skills (both oral and in writing) will be tracked using rubrics designed by the biology program. The Senior Year Experience (SYE) presentation and final report in their Environmental Law and Regulation course will be assessed using the SYE rubric. Field and analytical skills will be assessed by the instructor of the Environmental Science Research Methods course. Finally, all graduates will be contacted within two years of graduation and asked to take an anonymous online survey to evaluate the quality of the program and offer recommendations. UW-Superior will also use the survey to compile employment and graduate school placement data from recent graduates.

## **Program Curriculum**

The proposed B.S. in Environmental Science requires a minimum of 120 credits with a minimum of 66 credits of core courses in environmental science. The course sequence and curricular requirements are outlined below. The program consists of a set of classes designed to provide students with a rigorous foundation in the sciences plus interdisciplinary fields that address the economic, legal, and social aspects of environmental issues. This extensive set of

classes in the major are meant to develop camaraderie among the Environmental Science major students. An additional 16 credits, selected from at least two different disciplines, are designated electives and offer students the option to pursue interests in various specialized programs. In addition to the major coursework, all UW-Superior students are required to complete a 42-credit set of University Studies courses, some of which are part of the core curriculum.

Core Classes	s [50+ credits, 15 credits are designated University Studies (US) courses			
BIOL 100	Environmental Science (US Environmental Science course)	2 credits		
BIOL 130:	Principles of Riology I (US Lab Science course)	4 credits		
BIOL 132:	Principles of Biology II	4 credits		
CHEM 105:	General Chemistry I (US Lab Science course)	5 credits		
CHEM 106:	General Chemistry II	4 credits		
GEOL 110:	Dynamic Earth (US Lab Science course)	4 credits		
MATH 113:	Algebra with Applications (or higher mathematics class)	3 credits		
ENST 200:	People and the Environment (US Social Science course)	3 credits		
ECON 235:	Economics in Society (US Social Science course)	3 credits		
GEOG 241:	Fundamentals of GIS I	4 credits		
BIOL 340:	Ecology	4 credits		
ECON 335:	Ecological Economics	3 credits		
ENSC 350:	Environmental Science Research Methods	3 credits		
LSTU 303:	Environmental Law and Regulation	3 credits		
ENSC 491 or 2	ENSC 496: Environmental Science Research or Internship	1-4 credits		
<b>Elective Class</b>	ses [at least 16 credits from at least two disciplines (i.e., prefixes);	,		
	12 credits must be taken at the 300 level or higher]			
BIOL 303:	Forest Ecology and Management	4 credits		
BIOL 305:	Evolution	3 credits		
BIOL 312:	Biogeography and Conservation	3 credits		
BIOL 325:	Plant Taxonomy	4 credits		
BIOL 335:	Aquatic Entomology	4 credits		
BIOL 350:	Limnology	4 credits		
BIOL 355:	General Microbiology	4 credits		
BIOL 360:	Parasitology	4 credits		
BIOL 367:	Ornithology	3 credits		
BIOL 365:	Entomology	4 credits		
BIOL 380:	Vertebrate Biology	4 credits		
BIOL 420:	Field Biology	1 credit		
BIOL 484:	Fish Population and Management	4 credits		
CHEM 205:	Quantitative Analysis Lecture	3 credits		
CHEM 206:	Quantitative Analysis Lab	2 credits		
CHEM 300:	Chemistry of Natural Waters	3 credits		
GEOG 343:	Fundamentals of GIS II	4 credits		
GEOG 357:	Advanced Topics in Human/Environment Interaction	3 credits		
GEOL 120:	Our Water Resources	4 credits		
GEOL 315:	Climatology	3 credits		
GEOL 360:	Geomorphology	4 credits		

GEOL 400:	Watershed Hydrology	4 credits
PHIL 130:	Environmental Ethics	3 credits
SMGT 315:	Global Environmental Chemistry	3 credits
SMGT 320:	Energy for Sustainable Management	3 credits

## **Projected Time to Degree**

A full-time student can complete this degree in four years. UW-Superior has verified this by mapping out scenarios for the typical student, the student who begins at the developmental level, and the student who wishes to double major or minor(s) in complementary programs (biology, broad field science, or environmental studies), or completes additional coursework in calculus and physics required for many graduate programs in the sciences. At this time, UW-Superior expects every core class to be offered at least once each year to ensure expeditious advancement to graduation.

## **Institutional Review**

UW-Superior has an Academic Program Review process, and all programs are reviewed every six years. In addition, as indicated in the Academic Program Review guidelines, each department submits an Annual Strategic Plan and Report to the Provost/Dean of Academic Affairs. Attention to the Environmental Science major will be part of the reporting process.

In addition to these externally mandated forms of review, the Environmental Science Advisory Committee will annually review the Environmental Science program, focusing on retention, time to graduation, graduation rates, and placement/employment rates.

## Accreditation

Because UW-Superior is accredited by the Higher Learning Commission (HLC), this undergraduate program will be reviewed by HLC evaluators on a routine basis, as part of the HLC Reaffirmation of Accreditation Process.

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University of Wisconsin - Superior Cost and Revenue Projections For Newly Proposed Program (Environmental Science)								
	Items Projections							
		2017	2018	2019	2020	2021		
		Year 1	Year 2	Year 3	Year 4	Year 5		
Ι	Enrollment (New Student) Headcount	5	8	10	12	15		
	Enrollment (Continuing Student) Headcount		4	10.4	18.4	28		
	Enrollment (New Student) FTE	3.5	5.6	7	8.4	10.5		
	Enrollment (Continuing Student) FTE		2.8	7.28	12.88	19.6		
тт	Total Nam Cuadit Hanna (#	(	(	(	(	(		
11	Total New Credit Hours (# new sections x credits per section)	0	6	0	0	0		
	Existing Credit Hours	00	00	00	60	00		
TTT	FTE of New Faculty/Instructional Staff		0.2		0.2			
	FTE of Current Fac/IAS	0.125	0.125	0.125	0.125	0.125		
	FTE of New Admin Staff	0.120	01120	01120	0.120	01120		
	FTE Current Admin Staff	0.05	0.05	0.05	0.05	0.05		
IV	New Revenues							
	From Tuition (new credit hours x FTE)	\$5,712	\$9,139	\$11,424	\$13,709	\$17,136		
	From Fees (segregated fees - per credit rate \$16.60 per credit)	\$349	\$558	\$697	\$837	\$1,046		
	Program Revenue - Grants							
	Program Revenue - Other (Differential Tuition - \$12/credit)	\$360	\$576	\$720	\$864	\$1,080		
	Reallocation							
	Total New Revenue	\$6,421	\$10,273	\$12,841	\$15,409	\$19,262		
V	New Expenses							
	Salaries plus Fringes				·			
	Faculty/Instructional Staff		\$4,140		\$4,140			
	Other Staff	\$1,638	\$1,638	\$1,638	\$1,638	\$1,638		
	Other Expenses							
	Facilities							
	Equipment							
	Other:	¢1 (20	¢= 770	¢1 (20	¢5 770	¢1 (20		
	1 otal Expenses	\$1,038	\$5,778	\$1,038	\$5,778	\$1,038		
VI	Net Revenue	\$4,783	\$4,495	\$11.203	\$9.631	\$17.624		
		1 ,	1 7	1 2	1- 7	1 - 7 -		
	Narrative: Explanation of the Numbers and Other Ongoing Com	mitments the	at will Benef	it the Propo	sed Program	1		
	This program will use existing faculty for all courses except one new 3-cr co	ourse (ENSC	350) that wil	l be taught e	very year.			
	Instruction of ENSC 350 will be funded in Year 1 of alternate years with in-	kind support	from LS NE	RR (\$6134 )	, and in Year	2 from		
	UWS (\$4140).							
	A new course ENST 200 will taught once per year and will be added to exis	ting load of f	faculty memb	er in Social I	nquiry as a U	Jniversity		
	Studies course.							
	Expected FTE for new students is 3.50 in year 1.							
$a - N_{\rm H}$	imber of students enrolled							
<i>b</i> - To	<b>b</b> - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level							
c - Ni	<i>c</i> - Number of faculty/instructional staff providing significant teaching and advising for the program							
a - Ni	imber of other staff providing significant services for the program		Data					
Prov	ost s Signature:		Date:					
	N. W. Jassan Surger		6/27/2017					
ļ	(mm							
	0							



May 12, 2017

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 provide you with this Letter of Commitment in enthusiastic support of the University of Wisconsin-Superior's proposed B.S. in Environmental Science.

The proposed B.S. in Environmental Science program is designed as a 120-credit interdisciplinary major. The program will build upon existing curriculum and provide opportunities for students to participate in applied research activities through our Lake Superior research institutes (i.e., the Lake Superior Research Institute and the Lake Superior National Estuarine Research Reserve). The goal of the program is to provide students with the knowledge and skills necessary to enter the workforce in the area or pursue graduate studies. The proposed degree was developed in response to student interest and builds upon UW-Superior's mission to foster "intellectual growth and career preparation within a liberal arts tradition" and to serve and engage the community and region.

The program will primarily be delivered face-to-face on campus, and applied research projects will be a major component of the proposed program. The campus is well positioned to offer this new degree, and the program will provide a pathway for students looking for an interdisciplinary science degree with an environmental focus. It is expected that the program will draw new students to UW-Superior, support regional workforce development and reduce student attrition due to those who are transferring to area campuses in Minnesota for their Environmental Science programs.

The proposed degree has been approved through the on-campus curriculum approval process and has the support of Chancellor Wachter and our administration as we are confident it is well aligned with existing resources.

Thank you for your consideration of this new program.

Sincerely,

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Jacalyn W. Weissenburger, Ph.D. Interim Provost and Vice Chancellor for Academic Affairs

Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination UW-Green Bay

# EDUCATION COMMITTEE

Resolution I.1.g.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement UWGB Chapter 5: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

# UW-GREEN BAY PROCEDURES RELATING TO FINANCIAL EMERGENCY OR PROGRAM DISCONTINUANCE REQUIRING FACULTY LAYOFF AND TERMINATION

# **EXECUTIVE SUMMARY**

# BACKGROUND

Section UWS 2.02, Wis. Admin. Code ("Faculty Rules: Coverage and Delegation"), states that: "Rules and procedures developed pursuant to UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents."

On March 10, 2016, the UW System Board of Regents created Regent Policy Document (RPD) 20-24, Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination. (Available for review at: <a href="https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination/">https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination/</a>) RPD 20-24 states that: "UW System institutions shall submit to the Board of Regents for approval any institutional policy developed in accordance with this Regent policy. The chancellor at each institution, with the advice and counsel of the faculty, shall be responsible for implementation of this Regent policy."

Accordingly, a memo from Chancellor Miller requesting approval from the Board of Regents for the UW-Green Bay Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination is attached to this document. The UW System Office of General Counsel and the Office of Academic and Student Affairs have reviewed the proposed procedures. The President recommends approval of the UW-Green Bay Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

# **REQUESTED ACTION**

Adoption of Resolution I.1.g., approving the UW-Green Bay Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

# DISCUSSION

On April 26, 2017, the UW-Green Bay Faculty Senate approved the university's new Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination. Attached to this document is Appendix A, containing the new UW-Green Bay Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination; followed by Appendix B, containing the former procedures, which have been wholly deleted.

# **RELATED REGENT POLICIES AND LAWS**

Section 36, Wis. Stats. Chapters UWS 2, 3, and 5, Wis. Admin. Code Regent Policy Documents, 20-23 and 20-24

## APPENDIX A New UW-Green Bay Chapter 5

## UWGB Chapter 5:

# Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination

## 5.01 Definitions

(1) For the purposes of this chapter, "program" shall mean a related cluster of creditbearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or functional equivalent, as defined in UWGB 53.01(A) and 53.06(A), that offers majors. Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units; programs shall not be defined to single out particular faculty members for layoff.

(2) For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-

22 shall mean formal program elimination or closure.

(3) For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21–22 shall mean a reduction in the size of a program.

(4) For the purposes of this chapter, "modification" or "redirection" as described in Wis. Stat. 36.21–22 shall mean great changes in the disciplinary content and focus of a program.

(5) For the purposes of this chapter, "financial emergency" is defined and may be declared as described in UWS 5.02.

(6) For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.

(7) For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of

Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in Wis. Stat. 36.22(11)-36.22 (15).

(8) For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. 36.22(13)-(14).

5.02 Layoff and Termination for Reasons of Financial Emergency or Educational Considerations

(1) Except as provided in 5.02(2) below, no faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

(2) The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of their appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under UWGB 3.11, regardless of reasons, is not a layoff or termination under this section.

(3) Any decision to discontinue a program should take a broad and inclusive view of both the financial costs and the academic contributions of the program and its faculty, with the following principles in mind:

(a) The primary mission of an academic program is to provide high quality academic and professional instruction. The professional contributions of the faculty, the design of the academic program, and the performance of the students in the program should all be considered.

(b) Academic programs can provide significant contributions to the primary mission of other units and to the university as a whole. The quality of and the need for these contributions should be part of any evaluation of an academic program.

(c) Academic programs can serve other programs and the university as a whole not only through courses but also through scholarship, outreach, and service activities. The value of these activities should be considered in the evaluation of an academic program.

(d) The cost of an academic program may be included in the evaluation of a program for discontinuation in combination with the criteria given above. This evaluation should not be limited to the cost of the resources needed to provide the academic program but should include the value of all of the contributions that the academic program makes to the mission of the university. The university may determine to support a high cost program that is critical to the mission and marketability of the university and not to support a low cost program that does not meet its primary mission.

5.03 Financial Emergency: Consultation and Recommendations

(1) The chancellor shall consult with the Faculty Consultative Committee if at any time a declaration of financial emergency is to be considered. This committee shall consist of the members of the University Committee, the Speaker of the Senate, the Secretary of the Faculty and Staff, and two members of the Senate elected by the Senate. The committee shall function as specified in UWS 5.04 through 5.06. It is the right and responsibility of the Faculty Consultative Committee to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.

(2) Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Committee and the University Staff Committee, as well as those other individuals and groups who may be able to provide valuable advice, including groups of students who might be affected by the changes (see UWS 5.05(1)(e) and RP 20-24, section III).

(3) The chancellor and the Faculty Consultative Committee shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of full-time faculty members to part-time status, expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.

(4) If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).

(5) Before any proposal to declare a financial emergency is made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.

(6) The chancellor and the chair of the Faculty Consultative Committee (or their designees), and representatives of affected colleges, schools, departments, and programs may appear before the Board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

5.04 Financial Emergency: Individual Designations

Once the Board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected program(s) to recommend which individuals shall have their appointments reduced or terminated.

Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

5.05 Educational Considerations

(1) The chancellor's recommendation to the Board to discontinue formally a program will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as described in Regent Policy Document 20-24, Section II,

Paragraphs A through G.

(2) Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.

(3) Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program, the institution will devote its best efforts to place the faculty member concerned in another suitable faculty position. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost where readaptation is feasible as provided in Wis. Stat. 36.22(12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 5.11.

(4) Faculty members may contest a proposed relocation under the hearing procedures described in section 5.08 below.

(5) Faculty members recommended for layoff or termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 5.07–5.10. below.

5.06 Seniority

(1) In the case of any faculty layoffs or terminations due to financial emergency or program discontinuance, the recommendations described in 5.05(5) shall follow seniority, unless a clear and convincing case is made that program or budget needs dictate other considerations.

(2) Seniority, for the purposes of Wis. Stat. 36.22(3)(b), is defined according to rank, and within rank, according to length of service at the University of Wisconsin-Green Bay and time at rank.

(3) Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Green Bay.

(4) If two or more individuals have identical seniority, then a process of random selection will be employed to give each a unique seniority position. The random process to be used will be determined by the Faculty Senate.

(5) The period of an approved leave of absence is included in determining length of service.

(6) If a faculty member is reappointed after having left the university, the new appointment shall be treated as an initial appointment in the determination of seniority.

# 5.07 Notification

. 1

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with Wis. Stat. 36.22(4) and 36.22(5).

# 5.08 Hearing

(1) A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in Wis. Stats. 36.22(7) and 36.22(8). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).

(2) The University Committee shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

5.09 Recommendations and Board Review

(1) The recommendations of the chancellor and the recommendations, if any, of the University Committee shall be forwarded to the president and the Board and acted upon by the Board in accordance with Wis. Stat. 36.22(9).

(2) Review by the Board is governed by Wis. Stat. 36.22(9) and 36.22(10).

5.10 Layoff Status and Retained Rights

(1) A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to Wis. Stat. 36.22(11).

(2) A faculty member designated for layoff or on layoff status shall have the rights provided in Wis. Stat. 36.22(12)-36.22(15).

(3) Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and

continue to be governed by the UWGB Faculty Handbook; in addition, the annual notice required in

Wis. Stat. 36.22(11)(b)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

5.11 Severance

A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted up to twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

5.12 Safeguards for Students in the Event of Academic Program Discontinuance

(1) Regent Policy Document 20-24 specifies the following:

UW System institutions will make every effort to accommodate students adversely affected by discontinuance of an academic program for reasons of financial emergency or because of educational considerations. Discontinuance of a program should be phased in over a reasonable time period to provide students with the opportunity to complete the program or transfer to another program. Completion of a program or transfer to another program cannot be guaranteed by the university.

(2) UWGB will adhere to the following safeguards, and every effort will be made to be attentive to the students' needs:

(a) Students should have opportunities to participate in discussions about programs proposed for termination.

(b) A discontinued program should be phased out over a reasonable period of time, preferably in a way that allows all or most students who are currently (and continuously) enrolled in the program to complete it.

(c) New students should not be permitted to enroll in programs that are being considered for discontinuance.

(d) All students enrolled in the affected program shall be informed in a timely fashion that a program is being discontinued. This communication should include the timeline for discontinuance and options that students have for either completing the program or transferring to another program.
### APPENDIX B Former UW-Green Bay Chapter 5 with strikeouts

# UWGB CHAPTER 5-LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY

UWGB 5.01 General.

Notwithstanding 36.13 of Wis. Stats., the Board may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, in the event of a financial emergency. Such layoffs or terminations may be made only in accord with the provisions of this Chapter, and imply the retention of rights indicated herein. A nonrenewal, regardless of reasons, is not a layoff or termination.

UWGB 5.02 Financial Emergency.

- 1. For the purpose of this Chapter, "financial emergency" is a state which may be declared by the Board to exist for an institution if and only if the Board finds that the following conditions exist:
  - a. The total general program operations (GPR/fee) budget of the institution, excluding adjustments for salary/wage increases and for inflationary impact on nonsalary budgets, has been reduced;
  - b. Institutional operation within this reduced budget required a reduction in the number of faculty positions such that tenured faculty must be laid off, or probationary faculty must be laid off prior to the end of their respective appointments. Such a reduction in faculty positions shall be deemed required only if in the Board's judgment it will have an effect substantially less detrimental to the institution's ability to fulfill its mission than would other forms of budgetary curtailment available to the institution; and

c. The procedures described in UWS 5.05 and 5.06 have been followed.

### UWGB 5.03 Layoff and Termination.

For the purposes of this Chapter, "layoff" is the indefinite suspension or an involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System. A laid off faculty member retains the rights specified in UWS 5.16 through 5.21, inclusive. For the purposes of this Chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System. A terminated faculty member retains rights specified in UWS 5.18 and 5.19.

UWGB 5.04 Faculty Consultative Committee.

The faculty consultative committee in a financial emergency consists of: (1) all members of the University Committee (2) the Speaker of the Senate (3) the Secretary of the Faculty and Staff and (4) two members of the Senate, elected by the Senate. The

committee shall function as specified in UWS 5.04 through 5.06.

### UWGB 5.05 Consultation.

- 1. In the event that a declaration of financial emergency is contemplated, the Chancellor of the affected institution shall consult with and seek advice from the faculty committee provided for in section 5.04 at least 3 months before the matter is taken to the Board. The Chancellor and committee shall:
  - a. Consider identifiable alternative methods of budget reduction;
  - b. Determine whether reductions in faculty positions under the provisions of this Chapter can be made with less detriment to the institution's ability to fulfill its mission than would follow from reasonable alternative courses of action;
  - c. Determine from which colleges, schools, departments, and programs faculty positions should be eliminated.
  - d. Consult with faculties of colleges, schools, departments, and programs potentially involved; and
  - e. Consult with such other individuals and groups as they feel may be able to provide valuable advice.

The committee shall prepare a report, with supporting documents, for submission to the Chancellor, the Faculty Senate, and the Board.

2. It shall be the primary responsibility of the faculty of the institution to establish criteria to be used by the Chancellor and committee for academic program evaluations and priorities. A decision to curtail or discontinue an academic program for reasons of financial emergency shall be made in accordance with the best interests of students and the overall ability of the institution to fulfill its mission.

#### UWGB 5.06 Recommendation to the System President and the Board.

- 1. If the Chancellor decides to recommend that the Board declare a state of financial emergency for his institution, his recommendation to the System President and the Board shall be accompanied by a report which shall include the following:
  - a.—A statement of the procedures followed in arriving at the recommendation, showing compliance with UWS 5.05;
  - b. Data clearly demonstrating the need for a reduction of faculty positions in accord with the provisions of this Chapter;
  - c. An identification of the colleges, schools, departments, or program areas in

which reductions will be made, with data indicating the appropriateness of such choices;

- d. The report of the faculty committee, expressing its views on these matters; and
- e. A report of any action of the Faculty Senate on this matter.
- 2. The Chancellor and the chairman of the faculty committee, or their designees, and representatives of affected colleges, schools, departments and programs, may appear before the Board at the time the recommendation is considered. Other interested parties may submit in writing alternative recommendations or challenges to any part of the report.

#### UWGB 5.07 Individual Designations.

Once the Board has declared a state of financial emergency, it shall be the primary responsibility of the tenured members of the affected department(s) to recommend which individuals are to be laid off. These recommendations shall follow seniority, as provided in UWS 5.08, unless a clear and convincing case is made that program needs dictate other considerations, e.g., the need to maintain diversity of specializations within a department. The department may seek the advice of other groups or individuals in formulating its recommendations. The departmental recommendation shall be forwarded to the Chancellor, and the Chancellor shall prepare recommendations for the System President and the Board, as provided in UWS 5.14.

### UWGB 5.08 Seniority.

- 1. The form of seniority to be followed by departments in recommending which individuals are to be laid off in accordance with UWS 5.07 and UWS 5.08 shall be according to rank, and within rank, according to length of service at the University of Wisconsin-Green Bay.
- 2. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Green Bay.
- 3. If two or more individuals have identical seniority, then a process of random selection will be employed to give each a unique seniority position. The process to be used will be determined by the Faculty Senate.
- 4. The period of an approved leave of absence is included in determining length of service.
- 5. If a faculty member is reappointed after having left the university, the new appointment shall be treated as an initial appointment in the determination of seniority.

#### UWGB 5.09 Notification.

Each faculty member whose position is recommended for elimination shall receive prompt written notification from the Chancellor. This statement of notification shall include:

- 1. A summary of the reasons and evidence supporting the declaration of a state of financial emergency and of the reasons and data leading to the choice of the colleges, schools, departments or programs in which reductions are to be made;
- 2. A statement of the basis on which the individual position was selected for elimination (if on the basis of seniority, the criterion used and data supporting the choice; if on another basis, the data and reasons supporting that choice);
- 3. A statement of the date on which the layoff is to be effective (this must be consistent with the provisions of UWGB 5.10); and
- 4. A copy of these rules and such other information or procedural-regulations as the Chancellor or faculty hearing committee shall deem appropriate.

#### UWGB 5.10 Notification Period.

For an academic year appointment the effective date of layoff must coincide with the end of an academic year. For an annual appointment it shall be June 30. In either case, notification must be given at least 12 months in advance of the effective date. The notification referred to here is that specified in UWS 5.09 informing the faculty member that his/her position has been recommended for elimination.

During this period, and prior to entering layoff status (UWGB 5.16), the Chancellor may offer as appropriate, and the faculty member may accept:

a. Terminal leave and early retirement

b.-Relocation leave accompanied by resignation.

Acceptance of either of these options will terminate the faculty member's association with the University of Wisconsin System at the end of the leave period.

UWGB 5.11 Hearing Committee.

The University Committee will serve as the faculty hearing committee. The University Committee shall operate as the hearing agent for the Board pursuant to section 227.09 Wis. Stats., and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of law and decision to the Board according to section UWS 5.14. UWGB 5.12 Review Hearing.

- 1. A faculty member whose position is recommended for elimination is entitled to a hearing before the faculty hearing committee as to the appropriateness of the decision to lay off that particular individual. The existence of a state of financial emergency and the designation of the colleges, schools, departments, or programs in which faculty positions are to be eliminated are not subject to review in the hearing.
- 2. A hearing must be requested within 20 days of the receipt by the faculty member of notification of recommended layoff. The request shall state with particularity the grounds to be relied upon in establishing the impropriety of the decision. Relevant information supplementary to that contained in the notification statement may be requested. The question to be considered in the review is whether one or more of the following improper factors entered into the decision to lay off:
  - a. Conduct, expressions, or beliefs on the faculty member's part which are constitutionally protected, or protected by the principles of academic freedom; or
  - b. Factors proscribed by applicable State or Federal law regarding fair employment practices; or
  - c. Improper selection of the individual to be laid off. For the purposes of this section, "improper selection" occurs if material prejudice resulted from any of the following:
    - 1. The procedures required by rules of faculty or Board were not followed; or
    - 2. Available data bearing materially on the role of the faculty member in the institution were not considered; or
    - 3. Unfounded or arbitrary assumptions of faculty were made; or
    - 4. Immaterial or improper factors other than those specified above entered into the decision.
- 3. The faculty member shall present evidence on whether one or more of the improper factors specified above entered into the decision to lay off. The committee shall then consider whether the evidence presented establishes a prima facie case that such factor or factors did enter significantly into the layoff decision.
- If the committee finds that a prima facie case has not been established, the layoff decision shall be found to have been proper and the hearing shall be ended. The committee shall report this finding to the Chancellor and faculty member.
- 4. If the committee finds that a prima facie case has been established, the Chancellor

or his designee shall be entitled to present evidence to support the layoff decision, and thereafter, the faculty member may present evidence in rebuttal. On the basis of all the evidence presented, the committee shall make its determination as follows:

- a. The committee shall first consider whether one or more of the above specified improper factors entered significantly into the decision to lay off. Unless the committee is convinced that such factors did significantly enter into that decision, the committee shall find the decision to have been proper.
- b. If the committee believes that improper factors may have entered into the decision, but is convinced that the same decision would have been reached had the error(s) not occurred, it shall find the decision to have been proper.
- c. If the committee is convinced that improper factors entered significantly into and affected the decision, it shall be found to be improper.
- 1. The committee shall report its findings and recommendations to the Chancellor and the faculty member.

UWGB 5.13 Hearing Procedure.

- 1. If the faculty hearing committee requests, the Chancellor shall provide legal counsel to the committee. The hearing shall be closed unless the faculty member whose position has been recommended for elimination requests an open-hearing, in which case it shall be open (19.85 Wis. Stats., Open Meeting Law).
- 2. The faculty hearing committee may, on motion of either party, disqualify any one of its members for cause by a majority vote. If one or more of the faculty hearing committee members disqualify themselves or are disqualified, the remaining members may select a number of other members of the faculty equal to the number who have been disqualified to serve, except that alternative methods of replacement may be specified in the rules and procedures adopted by the faculty establishing the standing committee under UWS 5.11. No faculty member who participated in the decision to lay off or who is a material witness may sit in on the hearing committee.
- 3. The faculty member shall be given at least 10 days notice of the hearing; such hearing shall be held not later than 20 days after the request except that this time limit may be extended by mutual consent of the parties or by order of the hearing committee.
- 4. The faculty member shall have access to the evidence on which the administration intends to rely to support the decision to lay off, and shall be guaranteed the following minimal procedural safeguards at the hearings:

a. A right to be heard in his/her own behalf;

b. A right to counsel and/or other representatives, and to offer witnesses;

- c. A right to confront and cross-examine adverse witnesses;
- d. A verbatim record of the hearing, which might be a sound recording, provided at no cost;
- e. Written findings of fact and decision based on the hearing record; and
- f. Admissibility of evidence governed by 227.08 Wis. Stats.
- 5. Adjournments shall be granted to enable either party to investigate evidence as to which a valid claim of surprise is made.

UWGB 5.14 Recommendations and Review by the Board.

The recommendations of the Chancellor and the recommendations, if any, of the faculty hearing committee, shall be transmitted to the President of the University of Wisconsin System and to the Board and acted upon as follows:

- 1. If the faculty member has not requested a hearing before the faculty hearing committee, the recommendation shall be deemed proper and shall be reported for information to the System President and the Board.
- 2. If the faculty member has requested a hearing and the faculty hearing committee has found the decision to be proper, the report of the faculty hearing committee shall be forwarded to the System President and Board by the Chancellor with his recommendation. The faculty member may request a review by the Board, and the Board review panel may at its option grant a review. Unless the Board review panel grants the request for review, the recommended findings of fact and decision of the standing committee shall be the final decision of the Board of Regents.
- 3. If, after a hearing, the faculty hearing committee's recommended findings of fact and decision are that the initial decision was improper, the Chancellor shall review the matter and give careful consideration to the committee's findings. If the Chancellor accepts the committee's findings, the Chancellor's decision shall be final. If the Chancellor contests the recommended findings that the decision was improper, the verbatim record, a summary of the evidence, and the recommended findings of law and decision shall be forwarded to the Board review panel (UWS 5.15). The Chancellor and the faculty member shall be furnished with copies of this material and shall have a reasonable opportunity to file written exceptions to such summary and proposed findings and decision and to argue with respect to them orally and in writing before the Board review panel. The Board review panel shall hear and decide the case in accordance with section 227.09, Wis. Stats.

The decision of the Board review panel shall be final.

### UWGB 5.15 Board Review.

A review panel shall be appointed by the President of the Board of Regents, and shall include 3 members of the Board, and 2 nonvoting staff members from the academic affairs office of the University System. The panel shall review the criteria and reasoning of the Chancellor and the findings and recommendations of the faculty hearing committee in each case forwarded for its review, and shall reach a decision on the recommendation to be approved. The decision shall be final and binding upon the Chancellor and the faculty member affected unless one or more of the Regent members of the review panel request that the decision be reviewed by the full Board of Regents, in which case the record shall be reviewed and a decision reached by the full Board.

#### UWGB 5.16-Layoff Status.

- 1. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this Chapter shall, at the end of the appropriate notice period, be placed on layoff status, unless the layoff notice has been rescinded prior to that time.
- 2. The faculty member whose notice period has expired, and who is placed on layoff status shall remain on layoff status until:
  - a. For probationary faculty, the probationary appointment would have expired under its own terms;
  - b. For tenured faculty, one of the following occurs:
    - 1. Reappointment to the position from which laid off. Failure to accept such reappointment would terminate the faculty member's association with the University of Wisconsin System.
    - 2. Acceptance of an alternative continuing position in the University of Wisconsin System. Failure to accept an alternate appointment would not terminate the faculty member's association with the University of Wisconsin System.
    - 3. Resignation.
    - 4. Failure by the affected faculty member to notify the Chancellor not later than December 1 of each year while on layoff status as to his/her location, employment status, and desire to remain on layoff status. Failure to provide such notice of desire to remain on layoff status shall terminate the faculty member's association with the University of Wisconsin System.

#### UWGB 5.17 Alternative Employment.

UWGB shall devote its best efforts to securing alternative appointments within the university in positions for which faculty laid off under this Chapter are qualified under

existing criteria. In addition, the University of Wisconsin System shall provide financial assistance for one year for faculty who are designated for layoff to readapt within the department or within another department of the institution, where such re-adaptation is feasible. Further, the University of Wisconsin System shall devote its best efforts to ensure that faculty members laid off or terminated in any institution shall be made aware of openings within the System.

UWGB 5.18 Reappointment Rights.

UWGB shall establish administrative procedures and policies to ensure that where layoff or terminations occur for reasons of financial emergency, no person may be employed at that institution within 3 years to perform reasonably comparable duties to those of the faculty member laid off or terminated without first offering the laid off or terminated faculty member reappointment without loss of tenure, seniority and other rights. The three-year period shall be computed from the effective date of layoff as specified in the original notice.

#### UWGB 5.19 Retention of Rank and Salary.

Any faculty member at UWGB reappointed within three years after layoff or termination shall be reappointed with a rank and salary at least equivalent to his/her rank and salary when laid off or terminated, together with such other rights and privileges which may have accrued at that time; any faculty member relocated within an institution or within the University of Wisconsin System shall not have either rank or salary adversely affected except by consent at the time of relocation.

#### UWGB 5.20 Rights of Faculty Members on Layoff.

A faculty member at UWGB on layoff status in accord with the provisions of this Chapter has the re-employment rights guaranteed by UWS 5.18 and 5.19, and has the following minimal rights:

- 1. Such participation in fringe benefit programs as is allowed by State regulations governing rights of laid-off State employees;
- 2. Such continued use of campus facilities as is allowed by policies and procedures established by the department and institution, and
- 3. Such participation in departmental and institutional activities as is allowed by guidelines established by the department and institution.

#### UWGB 5.21 Lack of Faculty Action.

If the Faculty of UWGB is given due notice of its rights and responsibilities under this Chapter, and does not act, the Chancellor may act as follows in lieu of the faculty action:

1. If a faculty committee provided for in UWS 5.04 is not established, the

Chancellor may consult those members or representatives of the faculty he considers appropriate to satisfy the intent of section UWS 5.05. All departments potentially involved shall be consulted and representatives of the faculty may dispute the Chancellor's recommendation for a state of financial emergency before the Board.

- 2. If the Faculty does not act to determine the form of seniority to be followed, the Chancellor may designate the form. Such designation shall be effective campus wide and shall be made prior to the declaration by the Board of a state of financial emergency.
- 3. If an affected department or program does not recommend individuals for layoff or termination following declaration of a state of financial emergency, the Chancellor shall determine the individuals to be affected, using such advice as is deemed of value.
- 4. If a faculty hearing committee provided for in UWS 5.11 is not established by the faculty, the Chancellor may appoint a committee of faculty members to provide this function.



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May 18, 2017

GARY L. MILLER Chancellor

# MEMORANDUM

TO:	James P. Henderson, Vice President for Academic and Student Affairs
FROM:	Gary L. Miller, Chancellor
SUBJECT:	CHANGES TO UW-GREEN BAY FACULTY CODIFICATION

It is my pleasure to submit for your consideration proposed changes in the UW-Green Bay Faculty Codification, Chapter 5 – Layoff and Termination for Reasons of Financial Emergency of the University of Wisconsin, as adopted by the Faculty Senate on April 26, 2017.

Thank you.

Enclosures: UWGB Faculty Handbook Section Chapter 5

c: Steve Meyer, Secretary of the Faculty and Staff

INNOVATION TRANSFORMATION PLACE

2420 NICOLET DRIVE • GREEN BAY, WISCONSIN 54311-7001 • 920-465-2207 • FAX 920-465-2192 • millerg@uwgb.edu

UW-Madison and UW-Milwaukee Acceptance of the Proffer from the Trustees of the Vilas Estate

# EDUCATION COMMITTEE

### Resolution I.1.h.:

That, upon the 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 \$6,876,878.00 made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2017 to June 30, 2018, 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.

# PROFFER TO UW-MADISON AND UW-MILWAUKEE 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.h, accepting the proffer in the sum of \$6,758,609.00 for UW-Madison and \$118,269.00 for UW-Milwaukee from the Trustees of the William F. Vilas Trust Estate.

# DISCUSSION

The Board of Regents approved the UW-Madison and UW-Milwaukee requests at the June 9, 2017 meeting. Following that approval, UW System President Cross sent the formal request to the Trustees. On June 21, 2017, President Cross received the proffer issued by the Vilas Trustees of the funding available to the UW-Madison and UW-Milwaukee for 2017-18. The Board of Regents is asked to approve the proffer for both universities at its July 7, 2017 meeting.

#### WILLIAM F. VILAS TRUST ESTATE 602 Pleasant Oak Dr., Suite F Oregon, Wisconsin 53575

June 21, 2017

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, 2017. The Trustees met on Monday, April 17, 2017, 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 May 1, 2017, to President Ray Cross, and the request for funding from the Milwaukee campus, as set forth in Provost and Vice Chancellor Johannes Britz's undated letter to President Cross.

Our audit confirmed that the Trust realized net income of \$8,008,609.66 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 Vilas Life Cycle Professorship program described in B.1.; 14 Vilas Distinguished Achievement Professorships described in B.2.; Vilas Faculty Young/Mid-Career Investigator Awards described in B.3.; continuation of the expansion of scholarships and fellowships described in B.4.a., b., and c.; and supplemental funds for the auxiliary allowances of the Vilas Research Professors, as set forth in B.5.-17. 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 **\$6,876,878.00** for its fiscal year July 1, 2017, to June 30, 2018, to be expended in the following manner:

### A. CONTINUATION OF APPROVED PROGRAMS

1.	Continuation of ten (10) Vilas Undergraduate Scholars for the 2017-2018 academic year at \$400.00 each	hips		\$ 4,000.00
2.	Continuation of ten (10) Graduate Fellowships for the 2017-2018 academic year:			
	a. Five (5) Resident Fellowships at \$600.00 each	\$	3,000.00	10 500 00
	n. rive (5) fraveling renowships at \$1,500.00 each		7,500.00	10,500.00

Continuation of the salaries and the respective allowances of twenty-one (21) Vilas Research Professorships:							
<u>Vernon Barger</u> – Vilas R	esearch Professor of Physics,						
College of Letters and S	cience, Madison						
	Salary	10,000.00					
	Auxiliary Allowance	<u>50,000.00</u>	60,000.00				
<u>Susan Coppersmith</u> – Vi	ilas Research Professor of						
Physics, College of Lette	ers and Science, Madison						
	Salary	10,000.00					
	Auxiliary Allowance	50,000.00	60,000.00				
<u>William Cronon</u> – Vilas I	Research Professor of History ar	nd					
Geography, College of L	etters and Science and Gaylord.						
Nelson Institute for Env	ironmental Studies, Madison						
	Salary	10,000.00					
	Auxiliary Allowance	<u>50,000.00</u>	60,000.00				
<u>Richard Davidson</u> – Vila	Richard Davidson – Vilas Research Professor of						
Psychology and Psychiatry, College of Letters and							
Science and Medical Scl	nool, Madison						
	Salary	10,000.00					
	Auxiliary Allowance	50,000.00	60,000.00				
<u>Steven Durlauf</u> – Vilas Research Professor of Economics,							
College of Letters and Second	cience, Madison						
	Salary	10,000.00					
	Auxiliary Allowance	50,000.00	60,000.00				
Morton Gernsbacher – V	Vilas Research Professor of						
Psychology, College of L	etters and Science, Madison						
	Salary	10,000.00					
	, Auxiliary Allowance	50,000.00	60.000.00				
	,	<u>=-,,-</u>	23,000.00				

<u>Jo Handelsman</u> – Vilas Research Wisconsin Institute of Discovery Research and Graduate Educatic	Professor of and Vice Chancellor for on, Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Judith Kimble</u> – Vilas Research P	rofessor of Biochemistry	,	
and Medical Genetics, College or Sciences and Medical School, Ma	f Agricultural and Life adison		
,	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Chiao-Ping Li</u> – Vilas Research Pr School of Education, Madison	ofessor of Dance,		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Thomas Loeser</u> – Vilas Research School of Education, Madison	Professor of Art,		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Gregg Mitman</u> – Vilas Research F of Science, College of Letters and	Professor of History d Science, Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Emiko Ohunki-Tierney</u> – Vilas Res Anthropology, College of Letters	search Professor of and Science, Madison		
	Salary	10.000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>William Reese</u> – Vilas Research P	rofessor of History,		
College of Letters and Science, M	ladison		
	Salary	10,000.00	
	Auxiliary Allowance	<u>50,000.00</u>	60,000.00

<u>Kumkum Sangari</u> – Vilas Resea	rch Professor of English,		
College of Letters and Science,	Milwaukee		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Mark Seidenberg</u> – Vilas Resear	ch Professor of		
Psychology, College of Letters a	nd Science, Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Elliott Sober</u> – Vilas Research Pr	ofessor of Philosophy,		
College of Letters and Science, I	Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Gurindar Sohi</u> – Vilas Research	Professor of Computer		
Science, College of Letters and S	Science, Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Karen Strier</u> – Vilas Research Pro	ofessor of Anthropology,	,	
College of Letters and Science, I	Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Monica Turner</u> – Vilas Research	Professor of Zoology,		
College of Letters and Science, N	Vladison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Erik Olin Wright</u> – Vilas Research	n Professor of		
Sociology, College of Letters and	l Science, Madison		
	Salary	10,000.00	
	Auxiliary Allowance	50,000.00	60,000.00
<u>Sau Lan Wu</u> - Vilas Research Pro	fessor of Physics,		
College of Letters and Science, N	/ladison		
	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 <u>30,000.00</u>	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 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 provision of the Will that "for at least one-fifth of these scholarships and fellowship 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."	S DS,
6.	Retirement benefits for eight (8) Vilas Professors at \$2,500.00 each: Bethea, Bird, Brock, Hauser, Hermand, Keisler, Kung, and Weinbrot	20,000.00
7.	Fourteen (14) Vilas Associates in the Arts and Humanities	518,849.00
8.	Twelve (12) Vilas Associates in the Social Sciences	471,524.00
9.	Fifteen (15) Vilas Associates in the Physical Sciences	595,875.00
10.	Eleven (11) Vilas Associates in the Biological Sciences	328,075.00
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	
	<ul> <li>Madison: Continuation of support for encouragement</li> <li>of merit and talent or to promote appreciation of and</li> <li>taste for the art of music</li> <li>27,667.00</li> </ul>	

	b.	Milwaukee: Department of Music Request	<u>58,269.00</u>	85,936.00
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## TOTAL CONTINUATION REQUEST \$3,376,759.00

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.	Renewal of Vilas Life Cycle Professorship Program:	526,668.00
2.	Fourteen (14) Vilas Distinguished Achievement Professorships funded for two years, in the amount of \$50,000.00 per year:	700,000.00
3.	Vilas Faculty Young/Mid-Career Investigator Awards (up to \$50,000.00 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 May 1:	1,400,000.00
4.	Continuation of expansion of approved programs: a. 600 additional undergraduate scholarships at \$400.00 each pursuant to Article 4, Section (E) of the Deed of Gift and Conveyance	240,000.00
	<ul> <li>b. 250 additional fellowships at \$600.00 each pursuant to Article 4, Section (E) of the Deed of Gift and Conveyance</li> </ul>	150,000.00
	<ul> <li>c. 90 Traveling Graduate Fellowships at \$1,200.00 each, pursuant to Article 4, Section (a), paragraph 3 of the Deed of Gift and Conveyance</li> </ul>	108,000.00
5.	Vilas Professor Vernon Barger auxiliary allowance for particle physics and cosmology project	60,000.00
6.	Vilas Professor Li Chiao-Ping auxiliary allowance for performance at N.Y.U.	15,000.00
7.	Vilas Professor Richard Davidson auxiliary allowance for brain imaging equipment	80,000.00

	TOTAL PROFFER FOR 2017 – 2018	\$6,876,878.00
	TOTAL ONE-TIME ONLY ALLOCATION	\$3,500,119.00
17.	Vilas Professor Emeritus David Bethea auxiliary allowance to complete Pushkin projects	50,000.00
16.	Vilas Professor Sau Lan Wu auxiliary allowance for graduate student and research associates	50,000.00
15.	Vilas Professor Erik Olin Wright auxiliary allowance for volume VII of Real Utopias Series	7,500.00
14.	Vilas Professor Monica Tuner auxiliary allowance for field experiment equipment	18,600.00
13.	Vilas Professor Karen Strier auxiliary allowance for research on consequences of yellow fever epidemic	50,000.00
12.	Vilas Professor Mark Seidenberg auxiliary allowance for Apple data-crunchir device	ng 5,000.00
11.	Vilas Professor William Reese auxiliary allowance for computer and printer	1,353.00
10.	Vilas Professor Judith Kimble auxiliary allowance for SOLA SM 365 LED light engine	4,998.00
9.	Vilas Professor Gregg Mitman auxiliary allowance for LIBR trip and collaborative research	8,000.00
8.	Vilas Professor Jo Handelsman auxiliary allowance for mini-symposium	25,000.00

In addition, the Trustees are accumulating the remaining net income of \$1,131,731.66 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,

Stroud Robert R.

Secretary of the Trustees

RRS/neb

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



#### Office of the President

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

June 16, 2017

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 recommendation of the Chancellor of the University of Wisconsin-Madison and the Chancellor of the University of Wisconsin-Milwaukee, approved on June 9, 2017, a request that the Trustees of the William F. Vilas Trust Estate supply funds for the fiscal year July 1, 2017 through June 30, 2018, subject to their availability, as provided by the terms of the William F. Vilas Trust. On behalf of the Board of Regents, I am submitting this 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	\$3,258,490.00
B.		One-time Program Allocations	\$3,500,119.00
		Total Requested by UW-Madison	<u>\$6,758,609.00</u>
II.		UW-MILWAUKEE	
	A.	Department of Music, Peck School of the Arts	\$58,269.00
B.		Vilas Research Professor Kumkum Sangari	\$60,000.00
Total Requested by UW-Milwaukee \$118,269.00			
TOTAL AMOUNT REQUESTED \$6,8		<u>\$6,876,878.00</u>	

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

Universities: Madison, Milwaukee, Eau Claire, Green Bay, La Crosse, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater. Colleges: Baraboo/Sauk County, Barron County, Fond du Lac, Fox Valley, Manitowoc, Marathon County, Marinette, Marshfield/Wood County, Richland, Rock County, Sheboygan, Washington County, Waukesha. Extension: Statewide. Sincerely,

Ray Craces

Ray Cross President

Attachments

 cc: James 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 Laura A. Dunek, Special Assistant, Vice President for Academic and Student Affairs