

3/26/2018

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, April 5, 2018
10:45 a.m.-12:15 p.m.
Gordon Dining and Event Center
770 West Dayton Street, 2nd Floor
Symphony Room
Madison, Wisconsin

- a. Approval of the Minutes of the February 8, 2017 Meeting of the Education Committee
- b. Report of the Vice President for Academic and Student Affairs
- c. UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout, with support from UW-Extension: Approval of the collaborative online Master of Science in Healthcare Administration [Resolution I.1.c.]
- d. UW-Milwaukee: Approval of the Master of Arts in Translation and Interpreting Studies [Resolution I.1.d.]
- e. UW-Oshkosh: Approval of the Bachelor of Science in Software Technology [Resolution I.1.e.]
- f. UW-Whitewater: Approval of degree programs, including:
 - (1) Bachelor of Science and Bachelor of Arts in Early Child Care and Education [Resolution I.1.f.(1)]
 - (2) Bachelor of Arts in Film Studies [Resolution I.1.f.(2)]
 - (3) Online Master of Science in Finance [Resolution I.1.f.(3)]
- g. Approval of the UW-Parkside Faculty Policies and Procedures relating to Faculty Layoff and Termination [Resolution I.1.g.]
- h. Approval of the request from UW-Madison and UW-Milwaukee to the Vilas Trust Fund [Resolution I.1.h.]
- i. Presentation by Dr. Mary Ann Rankin, Provost, University of Maryland-College Park: An Overview of 20+ Years of UTeach and Its Impact

Program Authorization (Implementation)
Collaborative Online Master of Science in Healthcare Administration
UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout with
UW-Extension

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon the recommendation of the Chancellors of the University of Wisconsin-La Crosse, University of Wisconsin-Parkside, University of Wisconsin-Platteville, University of Wisconsin-Stevens Point, and University of Wisconsin-Stout, with support from the University of Wisconsin-Extension, and the President of the University of Wisconsin System, the Chancellors are authorized to implement the collaborative online Master of Science in Healthcare Administration.

**NEW PROGRAM AUTHORIZATION
A COLLABORATIVE ONLINE
MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION**

**UNIVERSITY OF WISCONSIN-LA CROSSE
UNIVERSITY OF WISCONSIN-PARKSIDE
UNIVERSITY OF WISCONSIN-PLATTEVILLE
UNIVERSITY OF WISCONSIN-STEVENSON POINT
UNIVERSITY OF WISCONSIN-STOUT
WITH SUPPORT FROM UNIVERSITY OF WISCONSIN-EXTENSION**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Extension proposes to establish a collaborative online Master of Science in Healthcare Administration on behalf of: UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.c., authorizing the implementation of the collaborative online Master of Science in Healthcare Administration degree program at the University of Wisconsin-La Crosse, University of Wisconsin-Parkside, University of Wisconsin-Platteville, University of Wisconsin-Stevens Point, and University of Wisconsin-Stout, with administrative support from University of Wisconsin-Extension.

DISCUSSION

Program Description. The University of Wisconsin-Extension, on behalf of the above-defined academic partners, proposes to establish a collaborative online Master of Science (M.S.) degree program in Healthcare Administration. The program, which benefits from the combined academic resources of five UW institutions, is designed for healthcare professionals seeking to advance to management positions in a variety of healthcare settings. Development of the M.S. in Healthcare Administration responds to recognized rapid growth of the healthcare industry and the associated need for aspiring leaders with the skills required to successfully navigate and lead innovation in this continuously evolving industry. The multidisciplinary curriculum balances theory with real-world applications and practices relevant to the current field and draws primarily from the following academic disciplines: healthcare, public health, information technology, business and communications.

Graduates of the program will primarily serve in middle to upper management positions within for-profit or nonprofit organizations including hospitals, community health clinics, medical practices, long-term care facilities, managed care organizations or health services companies. Additional employment opportunities may also be available in governmental agencies, insurance companies, medical device companies and other health organizations.

Mission. The online M.S. in Healthcare Administration degree program contributes directly to the institutional mission of the University of Wisconsin System, which clearly defines a commitment to “discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions.”¹ The M.S. in Healthcare Administration provides a degree in a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout Wisconsin. Students will develop advanced knowledge and skills which will enable them to immediately serve an important function and role within the Wisconsin healthcare workforce. It is a degree developed for adult and nontraditional students possessing a bachelor’s degree, and thus it broadens access for alumni to advanced study in the university environment.

Student and Market Demand. Student demand for this degree is greatly influenced by market demand, as indicated by current and future employment opportunities within the healthcare industry. Similar to other need-based collaborative online programs developed and administered through UW-Extension, the M.S. in Healthcare Administration represents a program designed to satisfy a recognized workforce gap within the state and the region as defined through research conducted by program staff and included in the collection of data through industry focus groups, interviews with healthcare professionals, and individuals self-identifying as prospective students for an M.S. in Healthcare Administration degree program. Findings indicate a significant need for professionals in this field who possess practical and applied knowledge and skills in critical thinking, professional communications, process improvement, talent management, population health, financial management, regulation and compliance, project management and use/application of technology in healthcare. All of the industry contacts specified they would refer employees, as appropriate, to the program, and most identified having some level of tuition reimbursement support available through their organization. Several of these professionals also identified a personal interest in enrolling in the program. It is anticipated that the majority of prospective M.S. in Healthcare Administration students will represent individuals currently employed in the healthcare field.

Credit Load, Tuition, and Curriculum. The online M.S. in Healthcare Administration program represents a fully online, fixed curriculum consisting of 37 credits, with 12 three-credit courses and a one-credit capstone preparation course. Program tuition for the M.S. in Healthcare Administration program will be set at \$725 per credit for 2018-19, and will be identical at all five academic partner institutions.

Based on the location and geographic distribution of UW institutions participating in this program, the curriculum also will include significant content related to rural healthcare issues.

¹ University of Wisconsin System. *The University of Wisconsin System Mission*. Retrieved from <https://www.wisconsin.edu/regents/policies/the-university-of-wisconsin-system-mission>.

Courses will provide students with applied experiences in such areas as population health, health policy, organizational behavior, management of healthcare organizations, healthcare marketing and communications, talent management, technology management and assessment, operations assessment and improvement, governance, leadership, statistical analysis and application, financial analysis and management, and strategy formulation and implementation. Professional communications and ethics, as well as healthcare site-specific content, will be distributed across the curriculum. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience that addresses a problem, need, or concern in a healthcare setting.

Program Management and Funding. The M.S. in Healthcare Administration will be implemented as a collaborative program. Each of the five partner institutions will provide qualified faculty, develop curriculum, deliver a share of the instruction, assess student learning, and conduct academic program review. Academic partner institutions will also provide local administrative support and direct academic and student support services. The UW-Extension Office of Continuing Education, Outreach & E-Learning (CEOEL) will provide the administrative management and resources to provide ongoing implementation support to convene academic, industry and government expertise to discuss relevant curriculum; provide instructional design and media support services to faculty in the development and delivery of online courses; market and recruit students to the program; provide student services from admissions through graduation; and serve as the fiscal agent for the program to include accounting, budgeting, forecasting, analysis, and reporting.

A zero-based budgeting model was used to create the cost and revenue projections. While GPR and other program revenue sources will be used to establish the program, the program is expected to be self-supporting through tuition revenues within three to five years of enrolling students, thus leading to revenue sharing among the five partner campuses and UW-Extension.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
A COLLABORATIVE ONLINE
MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION AT
UW-LA CROSSE
UW-PARKSIDE
UW-PLATTEVILLE
UW-STEVENSON POINT
UW-STOUT
WITH SUPPORT FROM UW-EXTENSION
PREPARED BY UW-PARKSIDE**

ABSTRACT

The University of Wisconsin-Extension, on behalf of the above-defined academic partners, proposes to establish a collaborative online Master of Science (M.S.) in Healthcare Administration. The program, which benefits from the combined academic resources of five UW institutions, is designed for healthcare professionals seeking to advance to management positions in a variety of healthcare settings. Development of the M.S. in Healthcare Administration responds to recognized rapid growth of the healthcare industry and the associated need for aspiring leaders with the skills required to successfully navigate and lead innovation in this continuously evolving industry. The multidisciplinary curriculum balances theory with real-world applications and practices relevant to the current field, and draws primarily from the following academic disciplines: healthcare, public health, information technology, business and communications.

The M.S. in Healthcare Administration is a fully online 37-credit graduate program. Graduates of the program will primarily serve in middle to upper management positions within for-profit or nonprofit organizations including hospitals, community health clinics, medical practices, long-term care facilities, managed care organizations or health services companies. Additional employment opportunities may also be available in governmental agencies, insurance companies, medical device companies and other health organizations.

PROGRAM IDENTIFICATION

Institution Names

University of Wisconsin-La Crosse
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout

Title of Proposed Program

Healthcare Administration

Degree/Major Designations

Master of Science

Mode of Delivery

Collaborative and distance education (fully online)

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on experience with comparable University of Wisconsin collaborative online programs. It is assumed that the majority of students will enroll part-time. As shown, the partner universities are anticipating strong enrollments with 405 students enrolling in the program and 51 students having graduated from the program by the end of year 5. For the purpose of this model, it is anticipated that the annual attrition will be moderate – approximately 20 percent – for students moving through the program.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	35	100	100	90	80
Continuing	0	32	107	156	181
Total	35	132	207	246	261
Graduating	0	0	12	18	21

Tuition Structure

Program tuition for the M.S. in Healthcare Administration program will be set at \$725 per credit for 2018-19 and will be identical at all five academic partner institutions. The tuition rate is based on market demand estimates as well as comparisons with other master's level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. This tuition pricing approach and structure follows the current UW System pricing guidelines for distance education programs (*UW System Administrative Policy SYS 130: Programming For The Non-Traditional Market In The UW System, Appendix C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs*).¹

Department, College, School, or Functional Equivalent

This is a highly collaborative, interdisciplinary program that follows a home campus model. Students will select and enroll at a home campus from which academic support will be

¹ University of Wisconsin System (2001). *UW System Administrative Policy SYS 130: Programming For The Non-Traditional Market In The UW System*. Retrieved from <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/>.

provided and the degree will be conferred. The departments and schools/colleges that will offer courses for this program at each institution are as follows:

UW-La Crosse, Department of Health Education and Health Promotion in the College of Science and Health

UW-Parkside, Center for Health Sciences in the College of Natural and Health Sciences

UW-Platteville, School of Business in the College of Business, Industry, Life Science and Agriculture

UW-Stevens Point, School of Health Care Professions in the College of Professional Studies

UW-Stout, Department of Operations and Management in the College of Science, Technology, Engineering, Mathematics and Management and in the Department of Social Science in the College of Arts, Communication, Humanities and Social Sciences

UW-Extension, Division of Continuing Education, Outreach and E-Learning, will provide administrative and financial support for the program. UW-Parkside will serve as the lead institution representing the collaborative universities when seeking authorization from UW System and program accreditation through the Higher Learning Commission (HLC).

Proposed Date of Implementation

September 2018, pending approval of the Higher Learning Commission (HLC)

INTRODUCTION

Rationale and Relation to Mission

The online M.S. in Healthcare Administration degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to “discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions.”² The M.S. in Healthcare Administration provides a degree in a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state. Students will develop advanced knowledge and skills which will enable them to immediately serve an important function and role within the Wisconsin healthcare workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor’s degree, and thus broadens access for alumni and others to advanced study in the university environment.

The M.S. in Healthcare Administration also supports the institutional missions of the five academic partner institutions by building upon the core of liberal education by advancing student

² University of Wisconsin System. *The University of Wisconsin System Mission*. Retrieved from <https://www.wisconsin.edu/regents/policies/the-university-of-wisconsin-system-mission>.

proficiencies in communication, critical thinking, problem solving, analytical, leadership, teamwork, and collaboration skills. Furthermore, this will be a multidisciplinary degree that helps build bridges between disciplines and develops students' abilities to think in terms of systems and interrelationships and within complex organizations.

Need as Suggested by Current Student Demand

It is anticipated that the online M.S. in Healthcare Administration will predominantly attract adult and nontraditional students who possess a minimum of a completed bachelor's degree and have a desire to continue their education toward a master's degree, primarily to expand knowledge and specialized skills in the field and for career advancement. Student demand for this degree is greatly influenced by market demand as indicated by current and future employment opportunities within the healthcare industry. Similar to other need-based collaborative online programs developed and administered through UW-Extension, the M.S. in Healthcare Administration represents a program designed to satisfy a recognized workforce gap within the state and the region as defined through research conducted by program staff and included in the collection of data through industry focus groups, interviews with healthcare professionals, and individuals self-identifying as prospective students for an M.S. in Healthcare Administration degree program. Findings indicated a significant need for professionals in this field who possess practical and applied knowledge and skills in critical thinking, professional communications, process improvement, talent management, population health, financial management, regulation and compliance, project management and use/application of technology in healthcare. All of the industry contacts specified they would refer employees, as appropriate, to the program, and most identified having some level of tuition reimbursement support available through their organization. Several of these professionals also identified a personal interest in enrolling in the program. It is anticipated that the majority of prospective M.S. in Healthcare Administration students will represent individuals currently employed in the healthcare field.

Need as Suggested by Current Market Demand

In early 2017, UW-Extension commissioned the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA) to conduct a feasibility analysis for the possible development of an online master's degree in Healthcare Administration. UPCEA conducted an environmental scan that included a review of industry trends, occupational demographics, internet and library scans, an analysis of the competitive marketplace, and in-depth interviews with key opinion leaders from the healthcare industry. Fourteen initial research interviews were conducted. Among the respondents were individuals who hold leadership positions in hospitals, health networks, clinics, long-term care facilities, and charities, as well as healthcare HR professionals. Key findings from the report include the following:

- There appears to be a viable market for the proposed online degree in healthcare administration and strong industry support.
- Online delivery was widely accepted and considered almost a necessity for serving the target audience to include those currently working in rural healthcare settings.
- Demand for education in healthcare administration can be expected to remain strong and continually increase for some time regionally and nationally.

- Healthcare has been the top growth industry in Wisconsin over the last 10 years and is expected to experience the most annual growth (1.9%) nationwide over the coming decade.
- Managers in healthcare-related fields are expected to have a master's degree in healthcare management or administration before entering a leadership role.
- Industry leaders generally agreed that matching available talent with staffing needs, particularly in the management and leadership areas, remains a challenge largely stemming from limited supply.
- Healthcare experts interviewed for the research believed their industry requires more choices for management education.³

Prior to formally initiating the curriculum development process, program planners facilitated an industry focus group made up of healthcare professionals from a cross-section of healthcare organizations across the state. The primary purpose of this face-to-face meeting was to identify the professional competencies required for a healthcare administrator to be successful, current gaps in professional competencies, and future trends in the field for consideration in curriculum development. Additional telephone and face-to-face interviews were also conducted with individual professionals from health/healthcare institutions to further expand the base of industry input which proved invaluable in curriculum planning and development. In total, over 30 industry professionals were involved in this process, representing diverse health/healthcare organizations to include the following: Rural Wisconsin Health Cooperative, Wisconsin Primary Health Care Association, Wisconsin Center for Assisted Living, MetaStar Quality Improvement Organization, The Marshfield Clinic (Eau Claire), Wisconsin Health Care Association (Long Term Care), Stonehill Franciscan Services (Dubuque), The Mayo Clinic (La Crosse), Allina Health (River Falls), Rural Critical Access Hospitals, Wisconsin Healthcare Financial Management Association, Memorial Medical Center (Neillsville), among others.

The healthcare industry is the nation's largest job generator and is also projected to consistently grow statewide and nationally over the next 10 years. Graduates of the proposed program will pursue careers such as nursing home administrator, clinical manager, practice manager, health services director, project manager, quality improvement manager and operations manager. The U.S. Bureau of Labor Statistics forecasts 20% growth in healthcare management occupations nationally between 2016 through 2026, more than twice the projected rate for almost every other industry. The growth rate in Wisconsin over this same period is projected at 9%. When looking at the projected job growth in the region (Wisconsin, Illinois, Michigan, Minnesota, and Iowa), the greatest increase will go to those with postgraduate degrees. Much of this growth is expected to stem from a healthcare system that will see increased demand from an aging population, as well as technology that supports longer lives. The greatest demand by setting will be in nursing homes, physician offices, hospitals, managed care organizations and rural healthcare settings. Medical and health services managers, including healthcare administrators, earned an average salary of \$84,270 per year with a range between \$40,000 and

³ University Professional and Continuing Education Association (UPCEA), Center for Research and Marketing Strategy (April 2017). *Feasibility Analysis: Master's in Healthcare Administration*. Commissioned by the University of Wisconsin-Extension.

\$110,000. Though a bachelor's degree is the minimum education requirement, a Master of Health Administration will be required for many jobs.⁴

DESCRIPTION OF PROGRAM

General Structure

The online M.S. in Healthcare Administration program represents a fully online, fixed curriculum consisting of 37 credits, with 12 three-credit courses and a one-credit capstone preparation course. The degree program will be offered jointly by UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout. Graduates will demonstrate advanced understanding of management issues to prepare them for senior management roles in diverse healthcare institutions. Based on the location and geographic distribution of UW institutions participating in this program, the curriculum will also include significant content related to rural healthcare issues. Courses will provide students with applied experiences in such areas as population health, health policy, organizational behavior, management of healthcare organizations, healthcare marketing and communications, talent management, technology management and assessment, operations assessment and improvement, governance, leadership, statistical analysis and application, financial analysis and management, and strategy formulation and implementation. Professional communications and ethics as well as healthcare site-specific content will be distributed across the curriculum. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience that addresses a problem, need, or concern in a healthcare setting. By utilizing project management and leadership tools obtained through coursework and by working directly with healthcare leaders, the students' hands-on project may result in an action plan or product suitable for implementation by the host organization.

Students completing the M.S. in Healthcare Administration will graduate from the program having attained advanced professional proficiencies to:

- Demonstrate professional communication and interpersonal skills appropriate for healthcare settings
- Demonstrate strategic leadership and decision-making skills necessary in healthcare
- Evaluate operational performance across diverse healthcare organizations
- Develop strategies to recruit, train and sustain an effective healthcare workforce
- Evaluate financial strategies and techniques to meet healthcare organizational needs/goals

Prospective students will apply to one of the five academic partner institutions. Upon admission, that institution will become the student's administrative home for the degree through graduation. The program will have an academic director housed at each institution, and each campus will host two to three courses in the curriculum within recognized areas of specialization

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Medical and Health Services Managers. Retrieved from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.html>.

at their campus. Students will receive academic advising regarding admission and graduation requirements, and financial aid through their home institution. Faculty and academic advisers at each institution will offer virtual office hours as well as access by telephone and email. Students will have online library access through the home institution.

UW-Extension will partner with the institutions to provide administrative and financial support to the program. A program manager will be housed at UW-Extension and will work in concert with student services staff at the five academic partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person (for students near Madison). The program manager will be in close contact with the enrolled students and with the academic program directors to provide the hands-on active support that has been shown to be important for adult and nontraditional learners.

Institutional Program Array

There is consensus among the five academic partners that the M.S. in Healthcare Administration degree program will serve as a valuable complement to the existing graduate program array at each of their institutions and will not compete with any program currently offered.

At UW-La Crosse, the proposed M.S. in Healthcare Administration degree in the College of Science and Health further strengthens the Department of Health Education and Health Promotion's offerings and other undergraduate health-related programs that could feed into this graduate offering. This program will complement academic programs in other departments that include the only Council on Education for Public Health (CEPH)-accredited B.S. in Public Health and Community Health Education in the UW System, the B.S. in School Health Education, the collaborative online B.S. in Health and Wellness Management, and a CEPH-accredited Master of Public Health in Community Health Education. The proposed M.S. in Healthcare Administration program, course offerings, and delivery method fill a need for the healthcare workforce in southwest Wisconsin and the adjacent states of Minnesota and Iowa.

UW-Parkside has a long history of strong and successful pre-professional health programs. Over the past 18 years, 625 UW-Parkside students applied to professional health programs, of which 88% were accepted. While the undergraduate pre-professional health programs have successfully advanced students into graduate-level health programs, UW-Parkside does not currently offer graduate-level programs in the health sciences that UW-Parkside students can pursue. The M.S. in Healthcare Administration will provide an additional option for students looking to gain professional-level education in the field of healthcare.

At UW-Platteville, this degree will enhance existing initiatives in the College of Business, Industry, Life Science and Agriculture regarding development of health-related majors. The biology department has pre-professional tracks for students seeking entry into the health professions; however, neither the biology department nor the School of Business has undergraduate or graduate degrees in healthcare administration.

At UW-Stevens Point, the proposed M.S. in Healthcare Administration strongly aligns with its current program array within the School of Health Care Professions. UW-Stevens Point has a history of academic success preparing individuals for careers in Diagnostic, Therapeutic and Administrative Healthcare fields within the School of Health Care Professions (SHCP). While the undergraduate programs have successfully prepared students either for career entry or as pre-preparation for graduate or technical education, the institution does not currently offer graduate-level programs in health sciences for students to pursue.

UW-Stout is positioned to offer the proposed M.S. in Healthcare Administration regarding both academic credentials and faculty expertise. The proposed program will complement the B.S. in Management, the B.S. in Business Administration, and the Bachelor in Applied Science programs, as well as the pre-professional health programs. The proposed M.S. in Healthcare Administration program, course offerings, and delivery method of instruction, as well as UW-Stout's geographic location, fill a gap in the region, in both western Wisconsin and eastern Minnesota, as currently graduate-level programs in healthcare administration offered in the Minneapolis-St. Paul area are predominately face-to-face.

Other Programs in the University of Wisconsin System

A comprehensive search of current online graduate degrees in healthcare administration or related areas within the UW System reveals only UW-Milwaukee offers a graduate degree in this area, the M.S. in Healthcare Administration – a traditional M.S. in Healthcare Administration online program (39 required credits) and an Executive online program (33 required credits), targeting professionals with previous health-related administrative experience and seeking an advanced professional degree (i.e., MBA, PharmD, PhD, MD, JD, DO, DPT, and APRN). Both of these programs require a 3-credit internship. Unique features of the proposed collaborative online M.S. in Healthcare Administration degree program include its fully asynchronous delivery format, expanded focus on rural healthcare institutions and issues consistent with the geographic locations of the five academic partners, and a primary target audience that includes mid-level managers currently working in various healthcare institutions and agencies.

Collaborative Nature of the Program

The M.S. in Healthcare Administration is a collaborative degree program that benefits from the shared academic and administrative resources of all partnering institutions. UW System encourages and supports system-wide cooperative and collaborative efforts among institutions as a means to develop need-based programs of mutual interest, benefit, and value to all partners; adds to the existing base of quality academic offerings within the System; leverages limited resources; and more effectively and efficiently addresses the needs of both traditional and nontraditional learners, as well as employers within the state. This degree, like other collaborative programs currently offered within the UW System, provides each of the participating academic institutions the ability to offer a high-quality, sustainable graduate program without a requirement to extend significant local resources or a risk of compromising existing programs.

Faculty and staff from the five academic partners (UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout) collectively developed and approved the program curriculum, learning outcomes and competencies, and courses; and established admission standards. These partner institutions will be responsible to identify qualified faculty and instructional staff to deliver coursework, assess student learning and conduct program review.

Each partner institution will appoint an academic program director who will work with their respective academic units to implement the program. Collaboratively, these directors, along with the UW-Extension program manager, will comprise the program oversight committee. This team will oversee admissions, curriculum, assessment and program review of the M.S. in Healthcare Administration. The committee will meet biannually in person and via teleconferencing, as needed. Instructional development and delivery of the online courses will be supported and hosted by UW-Extension. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty reside at multiple partner institutions.

Students will choose a home institution from which their degree will be conferred. All courses will be listed in each of the partner institutions course catalog and registration system. The student record will be maintained in the student information system of the home institution. Student services, instructional, and business office personnel from each institution will also meet annually to review processes and concerns and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, student recruitment and advising, admission and enrollment processes and trends, and curriculum design.

In addition, UW-Extension will provide administrative support, financial investment, marketing, and student services for the program. All partners will share equally in the net revenues from the program, once realized.

UW-Extension will coordinate external engagement, input, and advice through a program advisory board consisting of 12 to 15 representatives from industry who will also serve as advisers, ambassadors and referral agents to the program. The academic directors from each of the five academic partner institutions will also hold seats on the board. The M.S. in Healthcare Administration Advisory Board will meet biannually. The board members will be asked to help host students working on capstone projects and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide assistance to the board, coordinate meetings, and so on. The academic directors of the program and the program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program and curriculum stay relevant to trends in the field.

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

It is anticipated that the program will establish several unique partnerships with various companies that represent products and tools commonly used by healthcare professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as students put their new knowledge to work.

Diversity

This degree will target primarily nontraditional student populations. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are also nontraditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that nontraditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, looking for opportunities to share that knowledge with others. The strength of this program and the success of its students is, in large part, based on its ability to attract and retain a diverse adult student audience.

UW-Extension has several initiatives currently underway to attract more students from underrepresented groups into the UW System. Through UW HELP, brochures and materials specific to Hispanic and Hmong students are sent to those respective potential student groups. The program manager for the M.S. in Healthcare Administration program employed by UW-Extension will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, the advisory board will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Healthcare Administration program is important, but equally important is providing the support services that enable students to feel comfortable and to succeed. The UW-Extension student adviser will work closely with all students to self-identify barriers to their success either to help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. UW-Extension will maintain online student environments that will allow individuals from diverse

ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the areas of assessment focuses on diversity.

While the proposed degree does not project a significant number of new faculty and staff, the partner institutions will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

Student Learning Outcomes

During the summer of 2017, the M.S. in Healthcare Administration curriculum development workgroup, made up of faculty from each of the partner institutions, dedicated significant time to design a targeted and powerful program curriculum. This process and ultimate product were significantly enhanced with input from representatives from diverse industry sectors. Specific program competencies and student learning outcomes have been developed by the curriculum planning workgroup and are summarized as follows.

Competency A: Demonstrate professional communication and interpersonal skills appropriate for healthcare settings

Student Learning Outcomes:

- 1) Develop emotional intelligence skills and techniques resulting in ability to conduct crucial conversations with staff, patients, residents and family members, as well as engage in conflict resolution techniques unique to healthcare settings
- 2) Demonstrate effective communication skills including: listening, oral, written and non-verbal, as well as professional presentation skills, with an emphasis placed on audience awareness
- 3) Demonstrate professional behavioral skills with awareness of ethics, diversity, multi-generational dynamics, including an understanding of differences that exist between rural and urban healthcare settings

Competency B: Demonstrate strategic leadership and decision-making skills necessary in healthcare

Student Learning Outcomes:

- 1) Address political, legal, regulatory and ethical issues associated with diverse healthcare settings at all levels of government
- 2) Analyze and respond to trends that influence social and environmental determinants of health, population health management/medicine, and healthcare delivery in rural versus urban settings
- 3) Implement change management and innovation strategies that impact healthcare access, quality and costs based on environmental determinants

Competency C: Evaluate operational performance across diverse healthcare organizations

Student Learning Outcomes:

- 1) Differentiate evolving technologies, data analytics and data governance needs across diverse healthcare delivery settings
- 2) Demonstrate critical thinking, analysis and problem-solving skills appropriate to unique healthcare settings
- 3) Apply tools and techniques of continuous quality improvement and risk management for operations, supply chain and project management in diverse healthcare settings

Competency D: Develop strategies to recruit, train and sustain an effective healthcare workforce

Student Learning Outcomes:

- 1) Develop a people-centered, culturally competent approach to employee recruitment, training, retention and satisfaction that considers the wide variety of healthcare workforce needs based on role, responsibility and setting
- 2) Assess and apply talent recruitment and development models and strategies, aware of the unique challenges in varying types of healthcare settings in rural versus urban settings
- 3) Apply effective human resource practices and policies in compliance with legal and regulatory requirements in healthcare settings

Competency E: Evaluate financial strategies and techniques to meet healthcare organizational needs/goals

Student Learning Outcomes:

- 1) Develop, track, manage and explain healthcare capital and operating budgets
- 2) Assess and apply a variety of payment and reimbursement models appropriate for unique healthcare settings
- 3) Effectively apply financial management and reporting skills for making operational and strategic decisions appropriate for unique healthcare settings

Assessment of Student Learning Outcomes

The assessment of student learning outcomes for the M.S. in Healthcare Administration degree program will be managed by the five academic program directors from each partner campus as well as the UW-Extension program manager. This assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's five competency areas. The team will also identify what data will be needed and serve as the collection point for the data. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency in a specific student learning outcome. Program graduates will be surveyed to determine success in securing employment related to the major and regarding the types of roles and careers that graduates have entered.

The team will receive data collected from institutions by UW-Extension each semester. UW-Extension will monitor data on new enrollments, retention rates, and graduation rates. The

assessment team will compile these various sources of data and complete an annual report summarizing the data, assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. Recommendations of the assessment team will be reviewed through the normal curricular processes at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Program Curriculum

Table 2 illustrates the M.S. in Healthcare Administration program's 37-credit fixed curriculum. Students will complete 12 three-credit courses and a one-credit capstone preparation course. Program prerequisite(s) will include Elementary Statistics, Medical Terminology, Oral Communication, and Public Speaking/Speech. Admission requirements will include a 3.0 undergraduate GPA and a bachelor's degree. Students must maintain an overall cumulative GPA of 3.0 or better to graduate.

Table 2: M.S. in Healthcare Administration Course List

Course Number	Course Title	Host Campus
HCA 700	U.S. Healthcare Systems	UW-Stevens Point
HCA 705	Population Health and Epidemiology	UW-La Crosse
HCA 710	Communications and Marketing in Healthcare	UW-La Crosse
HCA 715	Healthcare Technology, Data Analytics, and Information Governance	UW-Parkside
HCA 720	Healthcare Financial Management	UW-Platteville
HCA 730	Human Capital Management in Healthcare	UW-Stout
HCA 740	Healthcare Operations and Project Management	UW-Platteville
HCA 750	Healthcare Quality and Performance Improvement	UW-Parkside
HCA 760	Health Law and Policy	UW-Stout
HCA 770	Organization Development and Strategic Leadership in Healthcare	UW-Stevens Point
HCA 780	Current and Emerging Topics in Healthcare	UW-La Crosse
HCA 789	Capstone Preparation	UW-Stevens Point
HCA 790	Capstone	UW-Stevens Point

Projected Time to Degree

Based on experience with similar collaborative offerings within the UW System and the typical adult student profile, it is assumed that most students will enroll part-time and take an average of three to four courses per year. At this rate, the majority of students would complete the program within three to four years. Students may enter the program for the spring, summer, or fall semester. Students will be encouraged to take courses in sequence and as influenced by defined internal course prerequisites. The capstone, which represents the culminating experience for students, must be taken in the final semester of study.

Program Review Process

Program review and evaluation occur on a more frequent schedule than in traditional academic programs. As previously discussed, assessment relative to student learning will be reviewed annually. The M.S. in Healthcare Administration program will go through an internal three-year review focusing on program, administrative and fiscal matters. In addition, the program will conduct a comprehensive five-year review. Academic directors, faculty, and administrators from all partner institutions will have input into programmatic changes and upcoming needs. UW-Extension, as the fiscal agent for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively by all partner institutions, as well as recommendations related to the continuation of the program.

Institutional Review

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

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

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

UW-Platteville: Academic program reviews occur every six years. The review is conducted over a two-year period. The Academic Planning Council is responsible for

conducting program assessments. The process includes reports from the Assessment Oversight Committee, the Academic Standards Committee, and the University Academic Budget Committee.

UW Stevens Point: The Department Review Subcommittee, which resides under the Faculty Senate's Academic Affairs Committee, reviews academic programs according to the reporting cycle for assessment and program review. This occurs at 10-year intervals.

UW-Stout: The Planning and Review Committee (PRC) is one of the standing committees reporting to the Faculty Senate. All degree programs offered by UW-Stout are reviewed by the PRC on a four-year cycle.

Accreditation

UW partner institutions will be securing authorization to offer this program as a consortial online degree from the Higher Learning Commission, the regional accrediting body for all five academic partner institutions.

University of Wisconsin-Collaborative
Cost and Revenue Projections For M.S. in Health Administration

	Items	Projections				
		FY 18-19	FY 19-20	FY 20-21	FY 21-22	FY 21-23
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	35	100	100	90	80
	Enrollment (Continuing Student) Headcount	-	32	107	156	181
	Enrollment (New Student) FTE	13	36	36	32	29
	Enrollment (Continuing Student) FTE		12	39	56	65
II	Total New Credit Hours Enrolled	270	1,146	1,848	2,148	2,304
	Courses Offered/Taught	6	20	31	36	39
	Course Student Enrollments	90	382	616	716	768
	Existing Student Credit Hours					
III	FTE of Faculty/Instructional Staff	2	3	4	5	5
	FTE of Admin Staff	6	6	5	5	5
IV	New Revenues					
	<i>From Tuition (\$725 per credit)</i>	195,750	830,850	1,339,800	1,557,300	1,670,400
	<i>From Fees</i>					
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Other</i>					
	<i>Reallocation of GPR</i>					
	Total New Revenue	195,750	830,850	1,339,800	1,557,300	1,670,400
V	New Expenses					
	Salaries plus Fringes					
	<i>UW Parnter Institution Academic and Student Support Activities</i>					
	<i>Program Director / Program Support</i>	165,538	165,538	165,538	165,538	165,538
	<i>Faculty Course/Content Development</i>	39,729	39,729	0	0	0
	<i>Faculty Course/Content Revisions</i>	0	0	15,892	15,892	15,892
	<i>Faculty Course Instruction</i>	71,512	238,374	369,480	429,073	464,829
	<i>Student Services</i>	33,108	33,108	33,108	33,108	33,108
	<i>UW-Ext CEOEL Administrative Support</i>					
	<i>Program Management</i>	94,699	94,699	94,699	94,699	94,699
	<i>Instructional Design & Media</i>	199,582	199,582	66,527	66,527	66,527
	<i>Marketing & Recruitment</i>	42,774	42,774	42,774	42,774	42,774
	Other Expenses					
	<i>Instructional Supplies and Expenses</i>	3,000	10,000	15,500	18,000	19,500
	<i>Marketing Supplies and Expenses</i>	115,000	115,000	115,000	115,000	115,000
	<i>Other:</i>					
	Total Expenses	764,941	938,803	918,516	980,610	1,017,866
VI	Net Revenue	(569,191)	(107,953)	421,284	576,690	652,534

Provost's Signature: see joint letter of commitment **Narrative: attached**

**UNIVERSITY OF WISCONSIN COLLABORATIVE ONLINE DEGREE
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF SCIENCE (M.S.) IN HEALTHCARE ADMINISTRATION**

**UNIVERSITY OF WISCONSIN-LA CROSSE
UNIVERSITY OF WISCONSIN-PARKSIDE
UNIVERSITY OF WISCONSIN-PLATTEVILLE
UNIVERSITY OF WISCONSIN-STEVENSON
UNIVERSITY OF WISCONSIN-STOUT**

**WITH ADMINISTRATIVE AND FINANCIAL SUPPORT FROM
UNIVERSITY OF WISCONSIN-EXTENSION**

Introduction

The M.S. in Health Administration will be implemented as a collaborative program. Each of the five UW academic partner institutions will provide qualified faculty, develop curriculum, deliver a share of the instruction, assess student learning, and conduct academic program review. Academic partner institutions will also provide local administrative support and direct academic and student support services. The UW-Extension Office of Continuing Education, Outreach & E-Learning (CEOEL) will provide the administrative management and resources to provide ongoing implementation support to convene academic, industry and government expertise to discuss relevant curriculum; provide instructional design and media support services to faculty in the development and delivery of online courses; market and recruit students to the program; provide student services from admissions through graduation; and serve as the fiscal agent for the program to include accounting, budgeting, forecasting, analysis, and reporting.

A zero-based budgeting model was used to create the cost and revenue projections. While GPR and other program revenue sources will be used to establish the program, the program is expected to be self-supporting through tuition revenues within three to five years of enrolling students, thus leading to revenue sharing among the partner campuses.

Section I – Enrollment

Approximately 35-100 new students will enroll in the program each year. Retention is expected to be approximately 80% based on a review of similar programs. It is anticipated that the vast majority of students will enroll part-time. Further, tuition revenues will be based on projected credit and course enrollment, and charged outside of the credit plateau.

It is difficult to estimate the student FTE enrollments, given the anticipated course enrollment patterns of nontraditional students. Based on enrollment data for other collaborative online programs, the vast majority of students will enroll part-time. Further, students may vary the number of courses in which they enroll each term. For the purposes of this proposal, headcount are converted to FTE by identifying the total credit hours enrolled per student (headcount) each year and dividing this number by 24 credit hours. Twelve credit hours per each

fall and spring semester is used by the UW System to convert headcount to student FTE.¹ Based on this formula, the mean conversion quotient calculated over five years is .36.

Section II – Credit Hours

Six courses will be offered/taught in the first academic year. Beginning in year 2, each of the 12 courses will be offered and taught at least once during the academic year, and offerings will increase as enrollment grows as reflected in the *Cost and Revenue Projections* spreadsheet. It is anticipated that each student will enroll in 3-5 courses each year. Projected total credit hours represent projected student course enrollments multiplied by 3 credit hours per course.

Section III – Faculty and Staff Appointments

The FTE faculty and instructional staff in this section reflect contributions that will be made by several faculty and staff who hold current appointments at one of the partnering UW institutions. Faculty teaching workload that is contributed to the delivery of the proposed program will constitute a proportion of their workload. Faculty and instructional staff positions listed in this section reflect the aggregated FTE required to develop online course content, review course content, and deliver instruction and student evaluation. Each of the 12 courses will be developed over a two-year period and will be reviewed and revised every two to three years.

Similarly, administrative staff figures reflect the aggregated FTE attributable to several positions. At CEOEL, the FTE administrative staff positions listed in this section represent the program manager and student coordinator, instructional media design staff, and marketing and recruitment staff. At the partner institutions, these include an academic director and student services staff.

Section IV – Program Revenues

Revenue will accrue from tuition charged at the rate of \$725 per credit, and will not include segregated fees. Tuition revenue is calculated based on the total number of projected credit hours in which students will be enrolled.

Section V – Program Expenses

Salary and Fringe

Expenses are separated into academic and student support activities as implemented at the UW partner institutions and administrative activities as provided by CEOEL. Note that although the FTEs listed in section III represent a number of current appointments, the FTE contribution at each institution will be counted as a direct program expense.

Academic and Student Support (UW partner campuses)

Each partner institution will receive \$25,000 per year, plus fringe at \$8,107.50, to support the assignment of an academic director to coordinate the program at their respective campus. Faculty and instructional staff salary and fringe costs will be attributable to course development, revision, and instruction, and paid to faculty and staff as an ad hoc sum on a per-course rate. The 12 online courses will be developed over a two-year period at a cost of \$5,000 per course developed, plus fringe. Courses will be reviewed and revised every two to three years, with four

¹ See UW System Administration Accountability Dashboard technical notes available at <https://www.wisconsin.edu/accountability/access/>.

course revisions occurring each year at a cost of \$3,000 per revision, plus fringe. Online instructional salary costs are anticipated to be \$9,000 per course, plus fringe. Finally, each partner institution will receive \$5,000, plus fringe, to cover the cost of student support services. All figures represent salary plus fringe costs calculated at the rate of 32.43% of salary.

Administrative Support (UW-Extension)

Administrative staff salary and fringe costs will be attributable to services provided by CEOEL. All figures represent salary plus fringe costs calculated at the rate of 34.43% of salary. Expenses include program management, online instructional design and media services, student technical support, and marketing and recruitment staff. A .50 FTE dedicated program manager and student coordinator will direct the overall delivery of the program at a cost of \$94,699 per year.

CEOEL places a high value and investment in the instructional design and media services provided to UW institutional partners as a means to assist faculty in development, review and revision of online coursework. Online courses offered in this program will be media-rich and offer students a highly interactive learning experience. This award-winning instructional design serves to best engage students, and subsequently support student retention and success. In turn, this student success record yields a return on investment that sustains the delivery of quality educational programming. Further, instructional design and media staff provide ongoing professional development and support to UW partner faculty and instructional staff who develop course content and provide instruction. Development of the 12 online courses will occur over a two-year period at a cost of \$199,582 per year for the first two years, and thereafter the cost to support the review and revision will occur at a cost of \$66,527 per year. Finally, CEOEL will provide dedicated marketing and recruitment staff who will be assigned to the program at a cost of \$42,774 per year.

Other Direct Expenses

Projected expenses related to instructional supplies and expenses are estimated to be \$500 per course section taught. Each partner campus will receive \$7,000 per year to locally promote and market the program. CEOEL will broadly promote and market the program using search engine optimization, websites, email, direct mail, and other strategies at an estimated cost of \$80,000 per year.

Section VI – Net Revenue

As part of the Adult Student Initiative, General Purpose Revenues (GPR) allocated to UW-Extension CEOEL will be used as temporary start-up funding to cover the expenses associated with the development and initial delivery of the proposed M.S. in Healthcare Administration program. The projected contribution from these revenue sources will offset program losses reflected in section VI. It is expected that the program will become self-supporting from its tuition program revenues within five years of enrolling students.

UW partner campuses' academic expenditures will initially be funded with three years of GPR from UW-Extension. The GPR serves two purposes: (1) to pay for the costs associated with planning and developing the curriculum in year 1 and (2) to pay for the instructional and program support costs related to offering the degree program in years 2 and 3. It is expected that

by the third year of enrolling students and beyond, the program will be generating sufficient program revenues to pay for the academic expenditures at the UW partner campuses.

UW-Extension's program support expenditures will be funded from a combination of program revenues and GPR, and will eventually transition to being funded exclusively from program revenues. Program deficits, expenditures greater than revenues, will be absorbed and funded with CEOEL carry-forward funds. Program surpluses, revenues greater than expenditures, will be shared equally among the five academic partners and UW-Extension, with the intent that those funds will be reinvested back into growing the program.

The collaborative partners will meet annually to review and discuss program trends and financial results. The partners will jointly develop and implement programming strategies aimed at growing the program and designed for moving the program to be self-supporting within three to five years of enrolling students, and thus leading to revenue sharing among the partner campuses.



Office of the Provost

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www.uwp.edu Keyword: Provost

Date: February 8, 2018

To: Jim Henderson
Vice President for Academic and Student Affairs, University of Wisconsin System

From: Robert Ducoffe
Provost and Vice Chancellor for Academic and Student Affairs, University of Wisconsin-Parkside

Re: Collaborative Online M.S. in Healthcare Administration

On behalf of Betsy Morgan, UW-La Crosse; D. Joanne Wilson, UW-Platteville; Greg Summers, UW-Stevens Point; Patrick Guilfoile, UW-Stout; and, Aaron Brower, UW-Extension, I request authorization to implement the *Master of Science in Healthcare Administration*. This program will be a 37-credit collaborative, online degree offered jointly by the five UW comprehensive universities defined above. UW-Extension will provide administrative and financial support. Students entering the program will select an academic home institution from among the five degree-offering partner campuses.

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

A handwritten signature in black ink, appearing to read "Betsy Morgan".

Betsy Morgan, Provost and Vice Chancellor of Academic Affairs, UW-La Crosse

A handwritten signature in blue ink, appearing to read "D. Joanne Wilson".

D. Joanne Wilson, Interim Provost and Vice Chancellor for Academic Affairs, UW-Platteville

A handwritten signature in black ink, appearing to read "Robert Ducoffe".

Robert Ducoffe, Provost and Vice Chancellor for Academic and Student Affairs, UW-Parkside

A handwritten signature in black ink, appearing to read "Greg Summers".

Greg Summers, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point

A handwritten signature in black ink, appearing to read "Patrick Guilfoile".

Patrick Guilfoile, Provost and Vice Chancellor for Academic and Student Affairs, UW-Stout

A handwritten signature in black ink, appearing to read "Aaron Brower".

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

Program Authorization (Implementation)
Master of Arts in Translation and Interpreting Studies
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee, and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Arts in Translation and Interpreting Studies at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION
MASTER OF ARTS IN TRANSLATION AND INTERPRETING STUDIES
UNIVERSITY OF WISCONSIN-MILWAUKEE**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Milwaukee submits this request to establish a Master of Arts in Translation and Interpreting Studies. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.d., authorizing the implementation of the Master of Arts in Translation and Interpreting Studies at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The University of Wisconsin-Milwaukee (UWM) proposes to establish a Master of Arts (M.A.) in Translation and Interpreting Studies. The program will build from, and replace, an existing concentration offered under the M.A. in Language, Literature and Translation (MALLT). The creation of the M.A. in Translation and Interpreting Studies as a stand-alone degree will increase the program visibility to prospective students and funding agencies. Graduates of the program will demonstrate broad knowledge of the fundamental tenets in Translation and Interpreting Studies, and will demonstrate skills that employers expect for entry into the language services industry. This industry includes occupations such as translators, interpreters, project managers, and localizers.

Mission. The proposed program will support the UW-Milwaukee mission and will advance the goals outlined in the UW-Milwaukee Strategic Plan, emphasizing the graduation of highly skilled individuals at all levels and the generation of societally relevant scholarship that is recognized within the global research community. Further, the program will be housed in a department, the mission of which is to meet the diverse needs of the community, state, region and nation for outstanding researchers and practitioners in translation, interpreting, and language services in this digital age. The Translation and Interpreting Studies program array trains students to be effective researchers, scholars, educators, and practitioners in Translation and Interpreting Studies by integrating the methodical study of applied and theoretical translation and interpreting, the promotion of interdisciplinary collaboration, and the value of innovative approaches to the relevance of literature and the humanities to our globalized world.

Market Demand. According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the number of jobs in the fields of translation and interpreting are expected to grow by 18% between the years 2016 and 2026, much faster than average.¹ In Wisconsin, translators and interpreters are currently ranked 8th on Wisconsin's WORKnet list of High-Growth Occupations. Based on estimated employment for 2014 and 2024, the number of jobs for interpreters and translators in Wisconsin is expected to grow by 22.32%.² Between 2016 and 2018, this growth is expected to be 6.06%. UW-Milwaukee is already highly regarded in the academic community as one of very few U.S. institutions offering translator and interpreter training, and is poised to be the only one offering online and onsite-delivery graduate education in Translation and Interpreting Studies with specializations in languages other than Spanish or French. The U.S. significantly trails behind Europe in translator and interpreter education, "despite its need for language specialists in government and commerce" (Common Sense Advisory).³ Common Sense Advisory also notes that it is very difficult to recruit quality staff in language services areas, and predicts that the challenge only stands to grow over time.

Demand for advanced language services training remains strong in frequently translated languages including French, German, Portuguese, Russian and Spanish, and is strong and on the rise for less frequently taught languages including Arabic, Pashto, Chinese, Japanese, and Hindi. The Education Advisory Board *Data Snapshot Employer Demand for Translation and Interpreting Professionals*⁴ indicates that there is a high employer demand for bachelor's level, graduate certificate, and online master's degree programs to train professionals for a variety of positions. Language services professionals are employed in hospitals, justice systems, multinational companies, and government and non-government organizations in the areas of military and national security, international trade, medicine, law, and localization. These complex industries require advanced translating and interpreting services to support nuanced and sophisticated discussions and texts. Demand for specialized interpreters is on the rise, as those most qualified begin to retire and leave crucial posts. Further, public institutions are increasingly required to provide users of their services with qualified interpreters to ensure full access to communication and information. Interpreter training is sought after in community settings where immigrant populations are increasingly diverse and require trained professionals in languages less commonly spoken in the U.S.

Credit Load and Tuition. The program curriculum will be comprised of a minimum of 30 credits, and will offer multiple degree options and tracks with concentrations in Research, Interpretation, or Professional Translation in six language pairs, including: Arabic, French, German, Russian, and Spanish to English, and additionally English to Spanish.

For students enrolled in onsite classes, standard tuition and fee rates apply. For the current academic year, residential tuition and segregated fees total \$5,930.46 per semester for a full-time

¹ Data retrieved from the U.S. Bureau of Labor Statistics Occupational Handbook located at <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6>.

² Data retrieved from the Wisconsin Department of Workforce Development Worknet resources located at http://worknet.wisconsin.gov/worknet/joblist_highgrow.aspx?menuselection=js.

³ <http://www.commonsenseadvisory.com/Default.aspx?Contenttype=ArticleDetAD&tabID=63&Aid=2973&moduleId=390>

⁴ *Data Snapshot Employer Demand for Translation and Interpreting Professionals*. Education Advisory Board. April 2017. Page 6. Print.

student enrolled in 8 to 12 credits per semester, or \$737.66 per credit. Of this amount, \$5,193.36 is attributable to tuition and \$737.10 to segregated fees. Nonresident tuition and segregated fees total \$12,448.94 per semester for a full-time student enrolled in 8 or more credits per term. Of this amount, \$11,711.84 is attributable to tuition and \$737.10 is attributable to segregated fees.

For students enrolled in online courses, the existing fee-in-lieu-of-tuition rate of \$2,300 per course will apply, regardless of place of residence. For students who enroll in the program fully online, based on the current academic year rates, the fee-in-lieu-of-tuition rate would total \$6,900 per semester for a full-time resident or nonresident student enrolled in 9 credits per term, or \$766.66 per credit.

Program Funding. Revenue from tuition is charged at the rate of \$2,300 for a 3-credit course, or \$766.66 per credit. Existing and continuing program revenues are expected to be sufficient to cover instructional and program costs.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF ARTS IN TRANSLATION AND INTERPRETING STUDIES
AT UW-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Master of Arts (M.A.) in Translation and Interpreting Studies. The program will build from and replace an existing concentration offered under the M.A. in Language, Literature and Translation (MALLT). The creation of the M.A. in Translation and Interpreting Studies as a stand-alone degree will increase the program visibility to prospective students and funding agencies. The program curriculum will be comprised of a minimum of 30 credits. Students will have the option to complete a concentration in Translation or Interpreting. Graduates of the program will demonstrate broad knowledge of the fundamental tenets in Translation and Interpreting Studies, and will demonstrate skills that employers expect for entry into the language services industry. This industry includes occupations such as translators, interpreters, project managers, and localizers.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Milwaukee

Title of Proposed Program

Translation and Interpreting Studies

Degree/Major Designations

Master of Arts

Mode of Delivery

Single institution, onsite or distance education (online)

Projected Enrollments by Year Five

Table 1 details enrollment and graduation projections for the first five years after program implementation. Projections are based on actual student enrollment and graduation data between July 2011 and June 2016, for the Translation concentration within MALLT. In year 1, it is anticipated that 40 students enrolled in the existing MALLT-Translation or Interpreting concentrations will transfer to the new program. In addition, by the end of year 5, it is expected that 75 new students will have enrolled in the program and 39 students will have graduated from the program. Student retention is expected to align with rates experienced over the life of the Translation and Interpreting concentrations within MALLT. These rates are expected to continue, given national labor projections for the language services industry.

Table 1. Enrollment and Graduation Projections from Years 1 to 5

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	10	13	13	18	21
Continuing students	40	40	40	40	40
Total enrollment	50	53	53	58	61
Graduating students	7	10	5	7	10

Tuition Structure

For students enrolled in onsite classes, standard tuition and fee rates apply. For the current academic year, residential tuition and segregated fees total \$5,930.46 per semester for a full-time student enrolled in 8 to 12 credits per semester, or \$737.66 per credit. Of this amount, \$5,193.36 is attributable to tuition and \$737.10 to segregated fees. Nonresident tuition and segregated fees total \$12,448.94 per semester for a full-time student enrolled in 8 or more credits per term. Of this amount, \$11,711.84 is attributable to tuition and \$737.10 is attributable to segregated fees.

For students enrolled in online courses, the existing fee-in-lieu-of-tuition rate of \$2,300 per course will apply, regardless of place of residence. For students who enroll in the program fully online, based on the current academic year rates, the fee-in-lieu-of-tuition rate would total \$6,900 per semester for a full-time resident or nonresident student enrolled in 9 credits per term, or \$766.66 per credit.

Department or Functional Equivalent

Translation and Interpreting Studies

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

Since the proposed program will be a change in name, and not a change in curriculum, and it does not imply any new funding, implementation of the program can be accelerated.

INTRODUCTION

Rationale and Relation to Mission

[UW-Milwaukee's Select Mission Statement](#) emphasizes the development and maintenance of high-quality undergraduate, graduate, and continuing education programs that are appropriate to a major urban doctoral university; engagement in a sustained research effort to enhance and fulfill the university's role as a doctoral institution of academic and professional excellence; ability to attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and the university's role to serve and collaborate with the state of Wisconsin, its metropolitan areas, and the University of Wisconsin System.

The proposed program will support the UW-Milwaukee mission and will advance the goals outlined in the [UW-Milwaukee Strategic Plan](#), emphasizing the graduation of highly skilled individuals at all levels and the generation of societally relevant scholarship that is recognized within the global research community. Further, the program will be housed in a department, the mission of which is to meet the diverse needs of the community, state, region and nation for outstanding researchers and practitioners in translation, interpreting, and language services in this digital age. The Translation and Interpreting Studies program array trains students to be effective researchers, scholars, educators, and practitioners in Translation and Interpreting Studies by integrating the methodical study of applied and theoretical translation and interpreting, the promotion of interdisciplinary collaboration, and the value of innovative approaches to the relevance of literature and the humanities to our globalized world.

The Translation and Interpreting Studies program is comprised of a small group of scholars including three faculty and two academic staff members engaged full-time (Viktorija Bilic, Leah Leone [currently on leave], Amy Olen, Kathryn Scholz, Lorena Terando), and several faculty engaged part-time in research and instruction directly related to Translation and Interpreting (Magaly Zeise, Caroline Seymour Jorn, Robin Pickering Iazzi, Joseph Peschio). Translation and Interpreting Studies is recognized internationally as a program of solid research integrity. The faculty are engaged in research, the impact of which reverberates internationally. Their activities are directly related to strategic initiatives in order to make UW-Milwaukee a destination campus, to contribute to its status as a top-tier research institution, to remain fully engaged in the community, to offer excellent academic programs, to attract and retain high-quality staff, to strengthen internationalization, and to participate in expanding UWM's support in the region and across the state.

The proposed M.A. in Translation and Interpreting Studies will elevate the visibility of the research, as well as the educational programs currently offered as concentrations or graduate certificate tracks. The current M.A. in Language, Literature and Translation is the umbrella program covering a number of concentrations in the College of Letters and Science. Translation was added as a concentration in 1997 and Interpreting was added in 2016. Since its inception, the graduate certificate has been administered separately from the M.A. program. Despite a strong record of success as one of the longest-standing, strongest and largest translation and interpreting education programs in the U.S. and despite the fact that degree programs offering translation and interpreting training are still sparse, the program suffers from poor visibility. Its position under the umbrella of the MALLT program requires it to be classified by Integrated Postsecondary Education Data System (IPEDS) codes that categorize it as a foreign language program rather than a Translation and Interpreting Studies program. As a result, UW-Milwaukee's program does not surface when one does an internet search for translator and interpreter training institutions. Further, it is not counted in data collection initiatives. This atypical arrangement makes it difficult to recruit the best-possible graduate students and limits local, regional, and national program exposure. The proposed M.A. in Translation and Interpreting Studies will enable the program to further the institutional mission of UW-Milwaukee, particularly those elements relating to student recruitment, research excellence, and

educational leadership. The outcomes will contribute to maintaining UW-Milwaukee's Carnegie classification as a Research One institution.

Need as Suggested by Current Student Demand

There has been consistent student demand for the Translation concentrations and the graduate certificate programs under the MALLT program. Table 2 details enrollments and graduations for the current year and past years from 2008-2017. Over the last five academic years, the mean enrollment in the MALLT Translation concentration was 39, and the mean enrollment in the certificate program was 12. In the current academic year, 68 students are enrolled in either the MALLT Translation or Interpreting concentration or the graduate certificate programs. Of these, 36 represent continuing students and 32 represent new students. It is expected that at least 40 of these students will move to the proposed degree program, once implemented. These enrollment figures indicate sustainable demand for the M.A. in Translation

Table 2. 2008-2018 Enrollment and Graduation of Translation Concentrators in MALLT and Interpreting Studies Graduate Certificates in Translation

Year	MA Enrollments	Certificate Enrollments	MA Graduation
2008-2009	29	7	6
2009-2010	30	6	7
2010-2011	27	6	10
2011-2012	28	9	6
2012-2013	36	7	9
2013-2014	46	5	11
2014-2015	41	14	15
2015-2016	35	5	17
2016-2017	29	12	3
2017-2018	44	22	2*

*Represents December 2017 graduates. Additional students are expected to graduate in Spring 2018.

and Interpreting Studies, and future market demand for program graduates will further support student demand. Finally, establishing the M.A. in Translation and Interpreting Studies will increase program visibility in terms of research and graduate programs that, in turn, will support student recruitment efforts.

Need as Suggested by Market Demand

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the number of jobs in the fields of translation and interpreting are expected to grow by 18% between the years 2016 and 2026, much faster than average.¹ In Wisconsin, translators and interpreters are currently ranked 8th on Wisconsin's WORKnet list of High-Growth Occupations. Based on estimated employment for 2014 and 2024, the number of jobs for interpreters and translators in

¹ Data retrieved from the U.S. Bureau of Labor Statistics Occupational Handbook located at <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm#tab-6>.

Wisconsin is expected to grow by 22.32%.² Between 2016 and 2018, this growth is expected to be 6.06%. UW-Milwaukee is already highly regarded in the academic community as one of very few U.S. institutions offering translator and interpreter training, and is poised to be the only one offering online and onsite-delivery graduate education in Translation and Interpreting Studies with specializations in languages other than Spanish or French. The U.S. significantly trails behind Europe in translator and interpreter education, “despite its need for language specialists in government and commerce” (Common Sense Advisory).³ Common Sense Advisory notes that it is very difficult to recruit quality staff in language services areas, and predicts that the challenge only stands to grow over time.

Demand for advanced language services training remains strong in frequently translated languages including French, German, Portuguese, Russian and Spanish, and is strong and on the rise for less frequently taught languages including Arabic, Pashto, Chinese, Japanese, and Hindi. The Education Advisory Board *Data Snapshot Employer Demand for Translation and Interpreting Professionals*⁴ indicates that there is a high employer demand for bachelor’s level, graduate certificate and online master’s degree programs to train professionals for a variety of positions. Language services professionals are employed in hospitals, justice systems, multinational companies, and government and non-government organizations in the areas of military and national security, international trade, medicine, law, and localization. These complex industries require advanced translating and interpreting services to support nuanced and sophisticated discussions and texts. Demand for specialized interpreters is on the rise, as those most qualified begin to retire and leave crucial posts. Further, public institutions are increasingly required to provide users of their services with qualified interpreters to ensure full access to communication and information. Interpreter training is sought after in community settings where immigrant populations are increasingly diverse and require trained professionals in languages less commonly spoken in the U.S.

DESCRIPTION OF PROGRAM

General Structure

The proposed M.A. in Translation and Interpreting Studies will be comprised of at least 30 credits, and will offer multiple degree options and tracks with concentrations in Research or Professional Translation in six language pairs (Arabic, French, German, Russian, and Spanish to English, and additionally English to Spanish) and in Interpreting.

Institutional Program Array

At present, UW-Milwaukee offers the proposed program as a concentration within the MALLT program. There is no academic programmatic overlap, existing or planned, among the

² Data retrieved from the Wisconsin Department of Workforce Development Worknet resources located at http://worknet.wisconsin.gov/worknet/joblist_highgrow.aspx?menuselection=js.

³<http://www.commonseadvisory.com/Default.aspx?Contenttype=ArticleDetAD&tabID=63&Aid=2973&moduleId=390>

⁴ *Data Snapshot Employer Demand for Translation and Interpreting Professionals*. Education Advisory Board. April 2017. Page 6. Print.

remaining MALLT concentrations and the proposed M.A. in Translation and Interpreting Studies. Due to the multidisciplinary nature of Translation and Interpreting Studies, graduate courses in virtually any other program may be of benefit to students pursuing the proposed program as a pathway to a market specialization niche. Student interest in these areas will be accommodated through standard degree requirements. In turn, graduate courses in Translation and Interpreting Studies may be of benefit to graduate students in any other program at UWM, as they offer those students with advanced language ability one more marketable skill that aligns with any globally focused discipline. In research, significant potential for interdisciplinary collaboration exists between Translation and Interpreting Studies and any discipline. Some partnerships have already been established. The Translation and Interpreting Studies unit has offered a dual M.A. degree paired with the Master in Library and Information Studies for several years. In 2013, partnering with the Lubar School of Business, the program launched a dual M.A. degree paired with the Master in Business Administration. In 2016, Translation and Interpreting Studies began offering a coordinated five-year undergraduate B.A. degree (in French, German, Global Studies, or Latin American, Caribbean and U.S. Latin@ Studies) and the graduate degree in MALLT - Professional Track - Translation.

Other Programs in the University of Wisconsin System

There are no other translation or interpreting graduate-level programs in the University of Wisconsin System.

Collaborative Nature of the Program

The existing program array forms a solid foundation for collaboration within the UW-Milwaukee campus, as well as with community partners. Existing collaborations are established with the Lubar School of Business and with the Library and Information Studies program. There is clear potential to collaborate with additional academic units including the School of Public Health, Nursing, Health Sciences, and Sustainable Peacebuilding. The proposed program is vital to many facets of UW-Milwaukee's faculty research, and provides the basis for long-term interdisciplinary and funding opportunities. Program faculty also collaborate at the community, local, national and international levels through projects with Milwaukee Public Schools; area hospitals and legal aid clinics; local museums; a number of local, national and international schools and universities; language companies; and organizations such as the Make-a-Wish Foundation, Kiva.org, and project HEART. Program collaborations range geographically from Wisconsin and across the entire U.S., and reach out to France, Spain, Israel, Romania, Canada and Latin America.

Diversity

Current student recruitment, access, and retention practices will support equity in student success and completion. While there is no national or international body that calculates the diversity percentage breakdown of M.A. in Translation and Interpreting Studies degrees awarded, of the 151 graduates between 1997 and 2016 who earned the MALLT-Translation concentration at UW-Milwaukee, 80.2% were awarded to women. Of those same graduate degrees, 22.5% were awarded to students who identified as being from underrepresented ethnic or racial groups. One degree was awarded to a student supported by a UW-Milwaukee

Advanced Opportunity Program fellowship. With respect to the graduate certificate, of the 8 graduate certificates awarded, 87.5% were awarded to women and 12.5% were awarded to those from ethnic or racial minority groups.

Since the inception of the MALLT Translation and Interpreting concentrations and certificate programs, the program curriculum and learning outcomes have advanced inclusive excellence, and will continue to do so as part of the proposed program. The two required core seminars, *Seminar in Translation Theory* and *Seminar in Literary and Cultural Translation*, require students to engage in a diversity of perspectives, theories and applied translation practice through a range of activities including participating in an active discussion forum. Enrolled students represent a variety of populations, including international students from Eastern Europe, Western Europe, the Middle East, Latin America, and North America. Diverse student perspectives are integrated into student collaborative work through group projects and peer editing. The program's Comparative Systems in Translation course requires students to analytically compare the cultural and ideological infrastructures of their source language (usually their second language) to those parallel infrastructures of their target language (usually their first language). Program outcomes specifically require advanced understanding of source and target communities, past and present, so that students are able to situate them within a historical, cultural and cross-cultural context. As well, the required internship serves as an excellent opportunity for students to put the applied strategies and theoretical perspectives they learn in the classroom into practice in real-life situations in which they must actively negotiate a diversity of perspectives, theories and practices, with populations that are often very different from their own. Finally, UW-Milwaukee policies and practices support the identification and recruitment of a representationally diverse faculty and staff.

Student Learning Outcomes and Program Objectives

Reflecting sufficient preparation for gainful post-graduation employment or admission to a Doctor of Philosophy program at a peer or an aspirational institution, students who earn the M.A. in Translation and Interpreting Studies degree at UW-Milwaukee will:

1. Be knowledgeable about the linguistic, literary, and cultural productions of their source and target communities in the past and present, and able to situate them within a historical, cultural and discursive (interdisciplinary and/or cross-cultural) context; and be familiar with several major tendencies in critical and theoretical analysis, and able to apply them to the study of these texts.
2. Provide nuanced and sophisticated discussions (in writing and in conversation) of linguistic, literary, and cultural works in English and, when appropriate, in the target language of their field of study. This includes the ability to analyze and to incorporate critical/theoretical frameworks into their written and oral discussions of literary or cultural works.
3. Be able to perform professional skills tied to the translation and interpreting field (e.g., translate/interpret accurately in their area of specialization; create and maintain terminology database resources; efficiently and accurately conduct research related to industry translation and interpreting; understand broad aspects of the translation and interpreting industry).

4. Conduct independent research in translation and interpreting. This includes the ability to develop and delimit a research question, to conduct a systematic investigation of the question, and to present or evaluate research according to standard models of analysis and argumentation.
5. Be aware of career and post-graduate opportunities that their degree makes possible, which includes knowing how to search and apply for professional opportunities or advanced study related to the translation and interpreting studies, and participating in professional activities such as colloquia, conferences, and meetings.

Translation and Interpreting Studies programs target various student populations: traditional students, those with little to no work experience; students with specialized interests (Ph.D. path and various M.A. degrees); nontraditional students with considerable work experience (graduate certificate); and undergraduate students with advanced language skills (3 + 2 degree programs). Students have gone on to establish their own translation companies, to become freelance language services specialists, to work in translation companies or companies requiring in-house translators or interpreters, to take leadership posts in libraries, to continue post-graduate studies, and to teach and create new translation programs across the U.S. at the university level.

Assessment of Objectives

Institutional program review is described in the Program Review Process section below. At the program level, multiple measures are used to assess success relative to program objectives, specifically:

1. Courses are developed using Translation and Interpreting Studies course development guidelines. Every new course is reviewed and approved by the course assessment panel.
2. Students must complete a comprehensive exam process prior to graduation. Clear assessment criteria are provided to students through an orientation website and faculty follow comprehensive exam assessment guidelines.
3. The Translation and Interpreting Studies Direct Measurement Assessment tool is completed at the graduation of every student, at the M.A. or certificate level. The tool assesses all criteria included in the Student Learning Outcomes and Program Objectives, listed above. Results are submitted to the department chair and entered into the college assessment data management system.
4. Supervised research, when applicable, is assessed through evaluation of the quality of each student's thesis research by a three-member evaluation committee.
5. Informal evaluation of student progress toward all student learning outcomes is conducted every semester by students' major professors, who provide the results to both the student and the Translation and Interpreting Studies chair.
6. Exit interviews and post-graduation program surveys are used to acquire feedback as to the perceived effectiveness of program initiatives toward fostering the successful completion of all student learning outcomes.

Program Curriculum

Students seeking admission to the M.A. in Translation and Interpreting Studies degree program must meet all UW-Milwaukee Graduate School admission requirements. GRE test scores are not required, but students must pass the program's qualifying exam that is offered at no cost three times each year. Entering graduate students should have a general background in a world language offered in the program and strong English writing skills. However, given the intrinsic multidisciplinary nature of Translation and Interpreting Studies, no specific undergraduate coursework is required. Students who lack minimal background requirements may be admitted provided that the deficiencies amount to no more than two courses. Deficiencies must be made up within three enrolled semesters of graduate study.

Students enrolled in the M.A. in Translation and Interpreting Studies degree program must complete a total of 30 credits. Of these credits, 21 are required for the Translation concentration, and 24 are required for the Interpreting concentration. The remaining 9 for Translation concentrations or 6 for Interpreting concentrations must be earned in approved graduate elective courses.

Formal courses in Translation and Interpreting Studies that may be taken for graduate credit are listed below. All courses earn 3 graduate credits unless otherwise denoted.

TRNSLTN 201 – Introduction to Translation and Interpreting Studies (undergraduate only)
TRNSLTN 530 – Business and Professional Aspects of Translation
TRNSLTN 700 – Consecutive Interpreting
TRNSLTN 702 – Introduction to Translation: English to Spanish
TRNSLTN 704 – Introduction to Translation: Arabic to English
TRNSLTN 706 – Introduction to Translation: French to English
TRNSLTN 707 – Introduction to Translation: Spanish to English
TRNSLTN 708 – Introduction to Translation: German to English
TRNSLTN 709 – Seminar in Literary and Cultural Translation
TRNSLTN 710 – Comparative Systems in Translation
TRNSLTN 711 – Ethics and Procedures in Interpreting
TRNSLTN 712 – Seminar in Advanced Translation: English to Spanish
TRNSLTN 714 – Seminar in Advanced Translation: Arabic to English
TRNSLTN 716 – Seminar in Advanced Translation: French to English
TRNSLTN 717 – Seminar in Advanced Translation: Spanish to English
TRNSLTN 718 – Seminar in Advanced German Translation
TRNSLTN 719 – Introduction to Translation: Russian to English
TRNSLTN 720 – Topics in Translation: (1-3 units)
TRNSLTN 722 – Simultaneous Interpreting
TRNSLTN 726 – Computer-Assisted Translation
TRNSLTN 727 – Project Management in Translation
TRNSLTN 728 – Editing for Translation
TRNSLTN 729 – Seminar in Advanced Translation: Russian to English
TRNSLTN 730 – Internship in Translation (3-6 units max.)

TRNSLTN 750 – Advanced Modes of Interpreting
TRNSLTN 790 – Thesis (1-6 units)
TRNSLTN 820 – Translation Theory (3 units; G)

Prior to graduation, all students enrolled in the program must complete and defend comprehensive examinations. The examinations are completed under the direction of a major professor and the supervision of a three-member evaluation committee comprised of Translation and Interpreting Studies graduate faculty. Under the same supervision, students completing the research tracks must also complete and defend an acceptable thesis. An acceptable thesis is defined as one representing an original contribution in Translation and Interpreting Studies of sufficient caliber for publication in a peer-reviewed journal.

Projected Time to Degree

Students enrolled full-time may complete the program in two years. Students enrolled part-time may complete the program in three to five years.

Program Review Process

The Sub-Committee on Graduate Program Reviews of the Graduate Faculty Committee supervises a systematic and continuing review of existing graduate programs at UW-Milwaukee. The procedures for qualitative reviews of graduate programs at UW-Milwaukee are described in detail in [Graduate Faculty Committee Document No. 951](#). In brief, graduate program reviews are conducted to assess and ensure the continuity of the quality of each graduate program; provide the Graduate Faculty Committee with a basis for evaluating proposals to expand, modify, or discontinue programs; and guide the deans and the provost in administrative decision-making and reporting related to graduate programs.


New graduate programs undergo full-scale reviews involving external consultant site visits five years after implementation. Findings are provided to UW System as required for the first review of new academic programs. Continuing graduate programs undergo reviews using external consultants every 10 years after the initial program review. Five years after closure of the most recent program review, graduate programs are required to provide a mid-cycle status report discussing the implementation of the recommendations adopted by the Graduate Faculty Committee in the last program review.

Program reviews are conducted by an internal review team, composed of two members of the graduate faculty and at least two external consultants expert in the discipline. Each program is required to submit a self-study and supplementary documentation at least six weeks prior to a site visit by the external consultants. The self-study provides the program with the opportunity to evaluate all facets of program operation and outcomes; engage in critical self-examination; and formulate curricular and research objectives, benchmarks, and milestones for the next 10 years. Included in the self-study are a description and evaluation of the program, its faculty, students, curriculum, outcomes and assessment thereof; the research and scholarship environment and productivity therein; resources; and additional supplementary information.

External consultants jointly prepare a report submitted to the Graduate School within four to six weeks of the site visit. This report contains general conclusions about the state of the graduate program, specific recommendations for action and a statement of rationale for each, and an analysis of the program's major strengths to be maintained and weaknesses to be addressed. Program faculty are permitted the opportunity to respond to the consultants' report before submission to, and evaluation by, the Graduate Faculty Committee. The provost, the dean, and the associate dean of the relevant school or college, as well as the dean of the Graduate School, then meet to discuss implementation and prioritization of the Graduate Faculty Committee's recommendations.

Accreditation

There is no professional accrediting authority for graduate degrees in Translation and Interpreting Studies. No additional approvals will be required by the Higher Learning Commission.

University of Wisconsin-Milwaukee						
Cost and Revenue Projections For Master of Arts in Translation and Interpreting Studies						
	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	13	13	18	21
	Enrollment (Continuing Student) Headcount	40	40	40	40	40
	Enrollment (New Student) FTE	8.3	10.7	10.7	14.9	17.3
	Enrollment (Continuing Student) FTE	33.0	33.0	33.0	33.0	33.0
II	Total New Credit Hours	132	171.6	171.6	237.6	277.2
	Existing Credit Hours	528	528	528	528	528
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	3.5	3.5	3.5	3.5	3.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.75	0.75	0.75	0.75	0.75
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$100,036	\$130,047	\$130,047	\$180,065	\$210,076
	<i>From Fees</i>					
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Other</i>					
	<i>Reallocation</i>					
	Total New Revenue	\$100,036	\$130,047	\$130,047	\$180,065	\$210,076
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>					
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other: Supplies and expenses including marketing</i>	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Total Expenses	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
VI	Net Revenue	\$90,036	\$120,047	\$120,047	\$170,065	\$200,076
Provost's Signature:		Date:				
		3/9/2018				

**UNIVERSITY OF WISCONSIN-MILWAUKEE
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF ARTS (M.A.) IN TRANSLATION AND INTERPRETING
STUDIES**

The University of Wisconsin-Milwaukee proposes to establish a Master of Arts (M.A.) in Translation and Interpreting Studies. The proposed program will be comprised of at least 30 credits (ten 3-credit courses) and replaces the existing concentrations of Translation and Interpreting offered under the M.A. in Language, Literature and Translation (MALLT). Establishment of the proposed program will increase its visibility to prospective students and funding agencies. Degree requirements align with employer expectations. Graduates will demonstrate a broad knowledge of the fundamental tenets in Translation and Interpreting Studies, and will be prepared to enter the language services industry in roles including translators, interpreters, project managers, localizers, and other industry-relevant positions.

Section I – Enrollment

By the end of year 5, it is expected that 75 new students will have enrolled in the program and 39 students will have graduated from the program. Continuing student enrollment figures represent typical student enrollments in the current MALLT concentrations. It is expected that these students will enroll in the proposed degree program. New students represent additional enrollments that are anticipated as the result of establishing this degree program. Student FTE counts are based on a typical pattern that for every one student enrolled full-time, there are two students enrolled part-time.

Section II – Credit Hours

The credit-hour estimates in the cost revenue projections are computed as student FTE multiplied by 16 credits. Eight credit hours per semester is typically full-time enrollment for graduate students. Because the program coursework is currently delivered as part of the current MALLT concentration, new credit hours reflect those that will be delivered to new students. Existing credit hours reflect coursework that will be taken by continuing students.

Section III – Faculty and Staff Appointments

No new faculty or staff appointments are anticipated during the five-year period. Current instructional academic staff appointments are sufficient to teach existing and new course sections. The current 3.5 FTE in faculty and instructional staff listed in the cost-revenue spreadsheet comprise the whole of the program staff. However, faculty from other programs occasionally teach for the program for some languages (e.g., Arabic and Russian). This flexibility of staffing allows for expansion without additional cost. When external faculty come on board, this frees up Translation and Interpreting faculty to teach core courses. The FTE associated with such interdepartmental arrangements is no more than .25 FTE per academic year.

Section IV – Program Revenues

Revenue from tuition is mostly generated from a fee-in-lieu-of-tuition model for online courses, charged at the rate of \$2,300 for a 3-credit course or \$766.66 per credit.

A small percentage of students (7.5% of total FTE) are expected to enroll in face-to-face courses, charged at the rate of \$649.17 per credit. Therefore, revenue is calculated based on this proportion.

Section V – Program Expenses

New expenses of \$10,000 per year have been allocated for additional supplies and expenses, including marketing expenses, that may be needed to support program growth.

Not listed in section IV are revenues generated from existing credit hours. That revenue is estimated to be \$403,648 per year. These revenues are mentioned here as a means to demonstrate that existing tuition revenues will be sufficient to cover current program salary and fringe, as well as supplies and expenses (S&E). Current program expenses include costs associated with the current 3.5 FTE in faculty and instructional staff listed in section III, and comprise the whole of the program staff. Cost is based on actual 2017-18 salaries for 3.5 FTE instructional staff, .75 FTE administrative staff, and \$4,800 in S&E for a total cost of \$308,246.

Section VI – Net Revenue

Existing and continuing program revenues described in section V are expected to be sufficient to cover instructional and program costs. Consequently, net revenue, as calculated in section VI on the spreadsheet, counts only new marketing expenses against the gains in student enrollment and revenue. Revenue generation is expected to be sufficient enough so that additional instructional FTE positions and associated costs can be supported after year 5.



Academic Affairs

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March 1, 2018

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

A handwritten signature in black ink, appearing to read "J. Britz".

Re: Authorization to implement a Master of Arts in
Translation and Interpreting Studies

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Master of Arts in Translation and Interpreting Studies.

The program will be housed in the College of Letters and Science in the Translation and Interpreting Studies Department-like Body. The program replaces concentrations in the Master of Arts in Language, Literature and Translation (MALLT) program that has been offered for many years in that format. The concentration has awarded an average of about 12 degrees per year over the past five years in addition to an average of about 10 certificates for students in other concentrations/degrees per year. The Translation and Interpreting program has been regarded as one of the longest-standing and successful programs of its kind in the US. Having this program as its own major, rather than a concentration within an umbrella degree, will bring higher visibility and attract more students to the program.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes – at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the master's level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

I am pleased to strongly support approval of this request for authorization.

- c: James Henderson, Vice President, UWSA Academic and Student Affairs
- Carleen Vande Zande, Interim Associate Vice President, UWSA Academic and Student Affairs
- Diane Treis-Rusk, UWSA Academic and Student Affairs
- David Clark, Interim Dean, College of Letters and Science
- Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)
Bachelor of Science in Software Technology
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 Bachelor of Science in Software Technology at UW-Oshkosh.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN SOFTWARE TECHNOLOGY
UNIVERSITY OF WISCONSIN-OSHKOSH**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Oshkosh submits this request to establish a Bachelor of Science in Software Technology. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.e., authorizing the implementation of the Bachelor of Science in Software Technology at the University of Wisconsin-Oshkosh.

DISCUSSION

Program Description. The proposed program is a degree completion program, which will allow students with a Software Developer Associate in Applied Science (A.A.S.) degree from a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement to complete a Bachelor of Science (B.S.) in Software Technology at UW-Oshkosh. Building on the skills and knowledge that students have acquired in their technical college program, students with a B.S. in Software Technology will possess technical skills in information systems, including web and mobile application development and user interface design and human computer interaction. Program graduates will be prepared to thrive in collaborative business and technical environments because of a combination of advanced software development, teamwork, project management, and business-oriented skills.

Mission. The UW-Oshkosh mission is to provide “a high-quality liberal education.” The university’s mission statement also references a commitment to “economic development” and “community engagement to create a more sustainable future for Wisconsin and beyond” (<http://www.uwosh.edu/about-uw-oshkosh/mission-vision-and-core-values.html>). The proposed B.S. in Software Technology degree supports the institutional mission of UW-Oshkosh by creating a new high-quality educational program, and by contributing to the growth and development of software technology skills in the local population, skills that are in high demand and will be needed in order to maintain a sustainable business environment in northeastern Wisconsin. In addition, the proposed B.S. in Software Technology degree contributes to the goal of increasing the overall transferability of credits from Wisconsin technical colleges to comprehensive universities in the UW System.

Student and Market Demand. In 2015, the Wisconsin Technical College System conducted a five-year follow up survey of IT-related associate degree holders. Among the respondents, 57% had taken additional career-related courses after graduation, 14% had obtained a bachelor's degree, and nine percent had obtained a master's degree. This indicates a strong and continued demand from IT-related associate degree holders for further training and education in their field. The proposed B.S. in Software Technology degree is designed to meet this demand by providing a guided pathway from the Software Developer A.A.S. degree to a B.S. in Software Technology degree.

Data from the U.S. Bureau of Labor Statistics indicate that, nationally, “employment of software developers is projected to grow 24 percent from 2016 to 2026, much faster than the average for all occupations. In Wisconsin, demand for software developers is projected to grow 18.8% through 2024. In addition, the Wisconsin Department of Workforce Development website lists “Software Developer” as number 13 on the list of “Wisconsin 50 Hottest Jobs,” with a projected 18.76% growth rate by 2024 and an annual median salary of \$82,010.

In northeast Wisconsin, according to the 2015 NEW ERA Report, input collected from more than 40 local employers, representing approximately 3,650 IT employees, yielded the conclusion that “northeast Wisconsin IT jobs are projected to grow at a faster rate than Wisconsin as a whole (21% versus 11.7% over a ten-year period),” and that the “accelerating quantitative and qualitative demand for IT talent within the region . . . has had negative competitive effects on NEW [northeast Wisconsin] employers including costly recruiting, delays in new products and services, and high turnover rates.”

Credit Load and Tuition. Graduation from the proposed B.S. in Software Technology program will require a minimum of 120 credits, including 38 general education credits, 39 core requirement credits, 14 additional Bachelor of Science degree requirements, and at least 29 additional elective credits. It is anticipated that students will transfer approximately 55-58 credits from their technical college A.A.S. degree to satisfy some of these requirements.

Standard tuition and fee rates will apply to the proposed B.S. in Software Technology degree. For the current academic year, the residential tuition and segregated fees total \$3,793.79 per semester for full-time students enrolled in 12-18 credits per term. Of this amount, \$582.71 is attributable to segregated fees, and \$3,211.08 is attributable to course tuition. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$316.15 per credit. No additional course or program fees will be assessed for this program.

Program Funding and Management. The proposed degree program will be supported by tuition revenue. All of the courses required to support the proposed B.S. in Software Technology degree are currently being offered at UW-Oshkosh, primarily in the Computer Science program. The program course enrollments in the first two years will be supported by expanding the enrollment capacity of courses that are already being offered, thereby making more efficient use of existing curricular resources.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN SOFTWARE TECHNOLOGY
AT UW-OSHKOSH
PREPARED BY UW-OSHKOSH**

ABSTRACT

The proposed program is especially designed as a degree completion program that will allow students with a Software Developer Associate in Applied Science (A.A.S.) degree from a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement to pursue their studies at UW-Oshkosh to complete a Bachelor of Science (B.S.) in Software Technology degree. The proposed program will be an applied major whose graduates will be prepared to thrive in collaborative business and technical environments because of a combination of advanced software development, teamwork, project management, and business-oriented skills. Building on the skills and knowledge that students have acquired in their technical college program, students with a B.S. in Software Technology will possess technical skills in information systems, including web and mobile application development and user interface design and human computer interaction. Graduation from the proposed B.S. in Software Technology program will require a minimum of 120 credits, including 38 general education credits, 39 core requirement credits, 14 additional Bachelor of Science degree requirements, and at least 29 additional elective credits. It is anticipated that students will transfer approximately 55-58 credits from their technical college A.A.S. degree to satisfy some of these requirements.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Oshkosh

Title of Proposed Program

Software Technology

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution (face-to-face)

Projected Enrollments and Graduates by Year Five

Table 1 below represents enrollment and graduation projections for students entering the program over the next five years. By the end of year 5, it is expected that 94 students will have enrolled in the program and 39 students will have graduated from the program.

Table 1: Five-Year Degree Program Enrollment (Headcount)

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	4	10	20	30	30
Continuing Students	0	4	10	24	44
Total Enrollment	4	14	30	54	74
Graduating Students	0	3	6	12	18

New students will enter the program having completed approximately 55-58 credits of coursework to fulfill the general education and degree requirements. Therefore, the institution expects to graduate students beginning in year 2 of implementation. Table 1 also assumes an attrition rate of 20%, based on past experiences with the university's existing Computer Science program.

Tuition Structure

Standard tuition and fee rates will apply to the proposed B.S. in Software Technology degree. For the current academic year, the residential tuition and segregated fees total \$3,793.79 per semester for full-time students enrolled in 12-18 credits per term. Of this amount, \$582.71 is attributable to segregated fees, and \$3,211.08 is attributable to course tuition. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$316.15 per credit. No additional course or program fees will be assessed for this program.

Department or Functional Equivalent

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

College, School, or Functional Equivalent

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

Proposed Date of Implementation

September 2018

INTRODUCTION

Rationale and Relation to Mission

The proposed program is intended to allow students with a Software Developer A.A.S. degree from a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement to pursue their studies at UW-Oshkosh for two additional years in order to complete a B.S. in Software Technology degree. The curriculum of this program will focus on software application development, including mobile, web, and traditional applications. Students will learn to use software development processes and practices and be equipped for industry jobs that involve team-based application development. This program will involve project-intensive software development, and students will be required to complete a capstone internship. Upon graduation, students will have developed the technical and team skills necessary to apply, customize, and develop software applications for a wide variety of functions in industries such as business, health care, manufacturing, and service-oriented domains. Students will also have

familiarity with networking concepts and an appreciation of the necessity for ethical behavior and continual professional development.

The proposed program is a direct response to demand from employers in the northeast Wisconsin (NEW) region and aims to reduce the “current and growing gap between supply and demand for information technology (IT) talent in Northeast Wisconsin” identified in the executive summary of the August 12, 2015 IT report produced by the North-East Wisconsin Educational Resource Alliance (NEW ERA)¹ (<http://www.neweraonline.org/media/1564/green-bay-community-report-final.pptm>, slide 16). For this reason, the proposed program will directly support Goal #1 in Priority C of the UW-Oshkosh Strategic Plan, which is to “drive economic development and entrepreneurship” (<http://strategicplan.uwosh.edu/strategic-priority-c/>), by contributing to each and every action step listed under this goal:

1. “Focus campus services, resources and research that drive economic development in the region and state.” The proposed program will increase the skill level of software developers in the region and throughout the state, a need urgently cited by area business owners in order to grow their businesses.
2. “Create mutually-beneficial relationships between the University and our community partners and industry.” By responding to a need expressed by the NEW ERA business community, the development and delivery of this program will help to maintain and strengthen the relationships that the NEW ERA organization was created to build.
3. “Provide academic programming that anticipates changing skill sets needed in the region and state.” The requirements for the proposed program will evolve continually to meet the ever-changing needs in the field of software development.
4. “Create a talent pool that is responsive to industry needs.” The proposed program is a direct response to an expression of industry needs on the part of area business owners, such as Foxconn.

The UW-Oshkosh mission is to provide “a high-quality liberal education.” The university’s mission statement also references a commitment to “economic development” and “community engagement to create a more sustainable future for Wisconsin and beyond” (<http://www.uwosh.edu/about-uw-oshkosh/mission-vision-and-core-values.html>). The proposed B.S. in Software Technology degree supports the institutional mission of UW-Oshkosh by creating a new high-quality educational program and by contributing to the growth and development of software technology skills in the local population, skills that are in high demand and that will be needed in order to maintain a sustainable business environment in northeastern Wisconsin.

¹ The North-East Wisconsin Educational Resource Alliance (or NEW ERA) is a consortium of higher education institutions, chambers of commerce, economic development boards, and private industries in northeast Wisconsin. In May 2015, in collaboration with other local organizations, NEW ERA conducted a market analysis to better understand the IT talent demand and supply. The goal of this effort was to “develop a prioritized set of coordinated, market-informed recommendations to guide decision making and investments that advance the growth and development of information technology jobs in the northeast Wisconsin region (slide 6).”

Need as Suggested by Current Student Demand

In a five-year follow up survey of IT-related associate degree holders conducted by the Wisconsin Technical College System in 2015, 57% of respondents had taken additional career-related courses after graduation, 14% had obtained a bachelor's degree, and six percent had obtained a master's degree

(<http://www.wtcsystem.edu/wtcsexternal/cmspages/getdocumentfile.aspx?nodeguid=2ad4c2f3-e16b-4671-85fb-858838fc7687>, page 12). This indicates a strong and continued demand from IT-related associate degree holders for further training and education in their field. The proposed B.S. in Software Technology degree is designed to meet this demand by providing a guided pathway from the Software Developer A.A.S. degree to a B.S. in Software Technology degree.

Need as Suggested by Market Demand

Data from the U.S. Bureau of Labor Statistics indicate that, nationally, “employment of software developers is projected to grow 24% from 2016 to 2026, much faster than the average for all occupations” (<https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm>). In Wisconsin, demand for software developers is projected to grow 18.8% through 2024 (<http://www.projectionscentral.com/Projections/LongTerm>). In addition, the Wisconsin Department of Workforce Development website lists “Software Developer” as number 13 on the list of “Wisconsin 50 Hottest Jobs,” with a projected 18.76% growth rate by 2024 and an annual median salary of \$82, 010.

In northeast Wisconsin, according to the NEW ERA report (2015), inputs collected from more than 40 local employers representing approximately 3,650 IT employees yielded the conclusion that “northeast Wisconsin IT jobs are projected to grow at a faster rate than Wisconsin as a whole (21% versus 11.7% over a ten-year period)” and that the “accelerating quantitative and qualitative demand for IT talent within the region . . . has had negative competitive effects on NEW [northeast Wisconsin] employers including costly recruiting, delays in new products and services, and high turnover rates”

(<http://www.neweraonline.org/media/1564/green-bay-community-report-final.pptm>, slides 15-16).

According to the same NEW ERA report, employers indicate that “4-year college degrees and credentials are preferred to meet business demands” (slide 24). Unfortunately, “there are not enough college graduates [...] within the region to meet current and projected IT workforce needs” (slide 24). The proposed B.S. in Software Technology degree aims to help the “many qualified, but un-credentialed, candidates [...] that will require direction, additional training and education” (slide 54). By providing a guided path for students with a Software Developer A.A.S. degree from a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement to complete a four-year B.S. in Software Technology degree, this program will contribute to the reduction of the IT talent gap that exists both statewide and within the northeast Wisconsin region.

DESCRIPTION OF PROGRAM

General Structure

Students who graduate with a B.S. in Software Technology degree will complete a minimum of 120 credits of higher education coursework, which will consist of the following:

- 38 credits of general education requirements (Students will complete 12-18 of these credits as part of their A.A.S. degree.)
- 39 credits in the major (Most students will complete seven of these credits as part of their A.A.S. degree.)
- 14 additional Bachelor of Science degree requirements and general baccalaureate degree requirements
- at least 29 free elective credits as required to meet the minimum of 120 credits (The exact number will vary by student, but most students will meet this requirement by transferring up to 36 credits from their A.A.S. degree.)

All of the courses required for the program will be offered by the Computer Science department, with additional courses offered by the Information Systems department in the College of Business, by the Philosophy department, and by the Inter-disciplinary Studies department. However, students will transfer approximately 55-58 credits of the required coursework from the A.A.S. degree. The exact number of credits transferred from the A.A.S. degree will be determined by separate articulation agreements with each technical college, but will generally total 55-58 credits. For example, a student transferring into the program with a Software Developer A.A.S. degree from Fox Valley Technical College will transfer 15 credits toward UW-Oshkosh's general education requirements, seven credits that will substitute for specific courses in the Software Technology major, and 36 free elective credits, for a total of 58 transfer credits.

Institutional Program Array

The proposed B.S. in Software Technology degree will expand the existing program array at UW-Oshkosh by building on the strengths of the Computer Science and Information Systems departments and leveraging their respective expertise. Specifically, this degree will help fill the IT talent pipeline in northeast Wisconsin by graduating professionals with a wide array of advanced software development and business skills who will excel as lifelong learners in the IT- and software-related fields.

The proposed program will differ from the existing B.S in Computer Science degree by emphasizing the application and web development aspect of software development. It will differ from the existing B.S. in Information Systems degree by emphasizing more expertise and proficiency in software development than is traditionally required by an Information Science degree. Further, this degree completion program is designed only for students who have completed the A.A.S. degree at a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement.

Other Programs in the University of Wisconsin System

The proposed B.S. in Software Technology degree will be different from the Computer Science programs in the UW System because it is a degree completion program and, therefore, is

not a duplication of existing programs across the UW System. In general, this program is also distinct from Information Science or Data Science programs as the curriculum of those programs emphasize handling and analyzing large data sets. The focus of the proposed B.S. in Software Technology degree is to provide web and application development skills; however, it does not cover theoretical or systems knowledge that are part of Computer Science programs nor large-scale data analysis techniques that are part of Information or Data Science programs. Thus, the proposed B.S. in Software Technology degree should be compared only with applied Software Development programs in determining the level of duplication. Furthermore, the demand for software developers in northeast Wisconsin is clearly not being met by the existing array of related educational programs. The need clearly exists to educate additional students in this discipline area. Table 2 below summarizes existing offerings within the UW System that have some similarity to the proposed degree program. It should be noted that all of these programs have significantly higher math requirements than the proposed B.S. in Software Technology degree.

Table 2: Software Technology-Related Undergraduate Programs within the UW System

Name of Institution	Major	Sub-major/minor
University of Wisconsin-Green Bay	Information Science	
University of Wisconsin-Milwaukee	Information Science and Technology	
University of Wisconsin-Platteville	Computer Science	Computer Information Systems
University of Wisconsin-River Falls	Computer Information Systems	
University of Wisconsin-Stevens Point	Computer Information Systems, Applied Computing	
University of Wisconsin-Superior		Information Technology Minor
University of Wisconsin-Whitewater	General Computer Science emphasis	Web Site Development and Administration Minor

Cooperative Nature of the Program

The proposed B.S. in Software Technology degree will be available only to students who transfer with a Software Developer A.A.S. degree from a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement. This is an important component of this program, as it will build on the skills and knowledge gained in the Software Developer program, resulting in graduates with advanced knowledge and practical experience in the field. These students will first complete approximately 55-58 credits, including both general education and Software Development courses, at a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement. Staff at UW-Oshkosh will work closely with the technical colleges to recruit their graduates, to align curriculum where it is feasible to do so, and to create a smooth pathway to a B.S. in Software Technology degree for potential students. The exact number of credits that will transfer to UW-Oshkosh will be determined by separate articulation agreements with each technical college.

Diversity

The proposed B.S. in Software Technology degree will be housed in the Department of Computer Science. The department is committed to diversity and inclusivity in its student population, faculty, curriculum, student employment, and learning environment. For example, in a male-dominated field, the most recent faculty search, in the Fall 2017 semester, resulted in the hiring of a female faculty member. The recruitment of students, faculty, and staff, as well as the creation of the curriculum, is guided by the Office of Equal Opportunity and Access policy. Future searches will use diversity-related recruiting entities and practices, following the university's efforts to support diversity in hiring. The proposed B.S. in Software Technology degree integrates diversity and inclusivity into the curriculum in specific courses by emphasizing such topics as professional ethics, as well as by the analysis of the local and global impact of computing on individuals, organizations, and society. The proposed program will actively pursue equity in student recruitment, access, retention, and degree completion through the following means: hiring tutors who are available five times each week, actively working to hire female Computer Science faculty members, requiring Computer Science faculty to hold advising meetings with each of their advisees at least once a year, working to procure funding for and potentially holding Computer Science summer camps for high school girls, and consulting with and providing support for student organizations such as Women in Technology and the Association for Computing Machinery's Council on Women in Computing.

Student Learning Outcomes and Program Objectives

Upon completion of the proposed program, students will have:

- An ability to apply knowledge of computing to the discipline.
- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- An ability to design, implement and evaluate a computer-based system, process, component or program to meet desired needs.
- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, legal, security, and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- Recognition of the need for and an ability to engage in continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.
- An ability to apply design and development principles in the construction of software systems of varying complexity.

Three to five years after graduation, typical alumni of the program will:

- Advance beyond initial entry-level positions as computing professionals.
- Use the background they have acquired in Software Technology during their undergraduate study as a basis for continued growth of their professional knowledge and skills.
- Use teamwork skills effectively in the development of software systems.

- Use communication skills to advantage within the organizational structure of workplaces that are becoming increasingly diverse and interconnected among different groups, including, but not necessarily limited to, those groups based on racial, gender, age, and religious backgrounds.
- Demonstrate strong professional ethics in all of their computing endeavors.

Assessment of Outcomes and Objectives

Assessment of student learning occurs throughout the student experience at UW-Oshkosh. The institution will collect student assessment data through the assessments administered as part of the general education program. These assessments are embedded in coursework for the general education courses.

All programs at UW-Oshkosh are required to develop and implement program-level assessment plans that include both direct and indirect measures. The Faculty Senate Assessment Committee approves academic program assessment plans. Each year, departmental faculty and staff implement the assessment plan and analyze assessment data. Academic departments, on a cyclical basis, report assessment findings to the Assessment Committee. The Program Assessment Plan for Computer Science provides rigorous mechanisms to collect, analyze, and report on student learning data as part of the overall Computer Science Program Assessment Plan. Assessment mechanisms that are currently being used to assess Computer Science will be used to assess the proposed B.S. in Software Technology degree. For example, all of the 11 program outcomes in Computer Science are monitored by a corresponding course-designated assessment item (CDAI). Used by all faculty, each CDAI is accompanied by a standard rubric that guides them in evaluating student performance on multiple criteria within the body of activities done by the student in working on the CDAI. The scheme for evaluating each of the various criteria for a particular CDAI's rubric categorizes a student's performance on that criterion as “exemplary,” “satisfactory,” “marginal,” or “deficient.” Each of these categories is mapped to a numeric score so average performance can be assessed. In addition, student exit surveys and alumni surveys are also part of the student assessment plan.

Program Requirements and Curriculum

The proposed B.S. in Software Technology degree will consist of 120 credits. While all courses will be offered at UW-Oshkosh, students will transfer approximately 55-58 credits from the Software Developer A.A.S. degree earned at a Wisconsin technical college with which UW-Oshkosh has the appropriate transfer agreement. The specific number and type of credits transferred will vary by technical college.

Students who graduate with the proposed B.S. in Software Technology will complete the following coursework:

1. UW-Oshkosh General Education Requirements (38 credits)
2. Additional Bachelor of Science Requirements (14 credits)
3. Software Technology Major Requirements (39 credits)
 - **Required Computer Science courses:**

221 – Object-oriented programming I	3 credits
262 – Object-oriented programming II	3 credits
247 – Human computer interaction	3 credits

- | | |
|---|-----------|
| 271 – Data structures | 3 credits |
| 341 – Software engineering | 3 credits |
| 344 – Mobile development | 3 credits |
| 346 – Web software development | 3 credits |
| 399 – Internship | 3 credits |
| • Required Information Systems courses: | |
| 315 – Database systems in business | 3 credits |
| 316 – Networking and data communication | 3 credits |
| 432 or 318 – Agile web design and development | 3 credits |
| • Required Philosophy course: | |
| 350 – Ethical issues in computing | 3 credits |
| • Required Inter-disciplinary Studies course: | |
| 208 – Career planning | 3 credits |
| 4. A minimum of 29 additional elective credits to meet the minimum total of 120 credits. These credits will transfer as electives from the technical college. | |

Projected Time to Degree

Full-time students may complete the program coursework for both the Software Developer A.A.S. degree and the proposed B.S in Software Technology degree in four years. Full-time students who already hold a Software Developer A.A.S. degree may complete the proposed B.S. in Software Technology degree in a minimum of two years. It is estimated that part-time students who already hold the A.A.S. degree may take eight to nine semesters to complete the proposed degree at UW-Oshkosh.

Program Review


Each program is required to conduct a self-study as part of a program review every seven years, according to established policy in the Faculty and Academic Staff Handbook. The review includes an analysis of advisory board feedback, alumni feedback, curriculum, assessment, resources, enrollment, and other measures of capacity and productivity. One or more external consultants then write a review of the program based on the self-study and other information, including interviews conducted during an institutional visit. The self-study and program review are then reviewed by a college committee, the dean of the college, the faculty senate, and the provost. Each level of review provides its own comments and suggestions. UW-Oshkosh administration members also review the program for adherence with university policy and standards.

Accreditation

No additional accreditation is required for the proposed B.S. in Software Technology beyond approval by the Higher Learning Commission, and there are currently no plans to pursue discipline-specific accreditation for this program. The program will be submitted to the Higher Learning Commission for approval after it is approved by the Board of Regents.

University of Wisconsin System
Cost and Revenue Projections For Newly Proposed Program: B.S. in Software Technology at UW-Oshkosh

	Items	Projections				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	4	10	20	30	30
	Enrollment (Continuing Student) Headcount	0	4	10	24	44
	Enrollment (New Student) FTE	3	8	16	23.75	23.75
	Enrollment (Continuing Student) FTE	0	3.2	7.9	19.0	34.8
II	Total New Credit Hours (# new sections x credits per section)	0	0	30	30	30
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff	0	0	1.2	1.2	1.2
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	New Revenues					
	From Tuition (new credit hours x FTE)	\$ 24,027.36	\$84,095.90	\$180,205.50	\$324,369.90	\$444,506.90
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
V	Total New Revenue	\$ 24,027.36	\$84,095.90	\$180,205.50	\$324,369.90	\$444,506.90
	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$0.00	\$0.00	\$118,900.00	\$120,089.00	\$121,289.89
	Other Staff					
	Other Expenses					
	Facilities	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Equipment	\$0.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	Other:					
	Total Expenses	\$0.00	\$10,000.00	\$128,900.00	\$130,089.00	\$131,289.89
VII	Net Revenue	\$24,027.36	\$74,095.90	\$51,305.50	\$194,280.90	\$313,217.01
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
See budget narrative						

Signature by tl the Provost 
Date: February 27, 2018

UNIVERSITY OF WISCONSIN-OSHKOSH
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE (B.S.) IN SOFTWARE TECHNOLOGY

Introduction

The proposed B.S. in Software Technology degree is especially designed as a degree completion program that will allow students with a Software Developer Associate in Applied Science (A.A.S.) degree from a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement to pursue their studies at UW-Oshkosh to complete a Bachelor of Science (B.S.) in Software Technology degree. The major will consist of 120 credits that include 38 general education credits, 39 core major requirement credits, 14 additional Bachelor of Science degree requirements, and at least 29 additional elective credits. All of the courses required to support the proposed B.S. in Software Technology degree are currently being offered at UW-Oshkosh. However, students will transfer a significant number of the required courses from the A.A.S. degree. The exact number and type of credits that transfer will be determined by separate articulation agreements with each technical college, but will generally total 55-58 credits.

Section I – Enrollment

For year 1, all anticipated enrollments will be new student headcount and full-time equivalent (FTE) because a requirement of the proposed B.S. in Software Technology degree is that students have already completed a Software Developer A.A.S. degree at a Wisconsin technical college with which UW-Oshkosh has the appropriate articulation agreement. Following year 1, all anticipated enrollments will be a combination of continuing and new student headcount and FTE as reflected in the Board of Regents' (BOR) format budget. Because the proposed B.S. in Software Technology degree is anticipated to attract nontraditional students who already have their A.A.S. degree in hand, FTE for both new and continuing students is calculated based on an assumption of 50% part-time and 50% full-time students, with part-time students taking seven credits per semester and full-time students taking 12-15 credits per semester. Enrollment retention is estimated to be 80% from year to year, similar to the current rate for undergraduate students majoring in Computer Science at UW-Oshkosh.

Section II – Credit Hours

All of the courses required to support the proposed B.S. in Software Technology degree are currently being offered at UW-Oshkosh, primarily in the Computer Science program. The program course enrollments in the first two years will be supported by expanding the enrollment capacity of courses that are already being offered, thereby making more efficient use of existing curricular resources. Starting in year 3, it is anticipated that 10 new sections of existing courses will need to be added, for a total of 30 additional credits. The BOR format budget reflects the estimated number of credit hours per student FTE. The total enrolled student credit hours is estimated to be 30 credits annually, starting in year 3.

Section III – Faculty and Staff Appointments

New faculty and staff appointments are anticipated, starting in year 3. Given that the total student credit hours, starting in year 3, is estimated to be 30 credits annually, 1.2 FTE of new faculty and staff will need to be added, consisting of one new faculty member (1.0 FTE) and one new part-time instructional staff member (.2 FTE). It is assumed that a full-time Computer Science faculty teaching load will be 24 credits per year and that a full-time instructional staff teaching load will be 30 credits per year. Current levels of administrative staffing are adequate to support this new program, since all of the courses are ones currently offered in the Computer Science major where there is a department chairperson in place.

Section IV – Program Revenues

Tuition Revenues

The proposed B.S. in Software Technology degree will be supported by tuition revenue. Tuition revenue is calculated from the estimated enrollment of new and continuing student FTE, assuming 50% part-time students and 50% full-time students, with part-time students taking seven credits per semester and full-time students taking 12-15 credits per semester. The in-state cost per credit at UW-Oshkosh is currently \$316.15, with a plateau at 12 credits (i.e., students pay no additional tuition between 12 and 18 credits per semester). In year 1, for example, tuition was calculated as follows:
 $2 \text{ full-time students} \times 24 \text{ credits/year} \times \$316.15/\text{credit} \text{ plus } 2 \text{ part-time students} \times 14 \text{ credits/year} \times \$316.15/\text{credit} = \$24,027.$

Section V – Program Expenses

Expenses – Salary and Fringe

All of the courses required to support the proposed B.S. in Software Technology degree are currently being offered at UW-Oshkosh. While increases in course enrollments will make more efficient use of current resources to meet enrollment capacity of courses, an increase of 1.2 FTE of new Computer Science faculty and staff, starting in year 3, is anticipated. The 1.2 FTE has been computed based on 30 total new credit hours, starting in year 3. This is to accommodate the increased number of incoming students taking upper-level courses. With 30 total new credit hours, one full-time faculty, teaching 24 credits per year, can cover 24 (out of 30) of the credits and the remaining 6 (out of 30) credits can be covered with an instructional academic staff member. No additional advising staff expense is anticipated, as undergraduate advising capacity is available in the Computer Science department at UW-Oshkosh. A 1% annual salary increase is projected, assuming a starting salary of \$72,000 for a new Computer Science faculty and a starting salary of \$50,000 for a new Computer Science instructional academic staff. Fringe expenses are included in the projections, assuming a fringe benefit rate of 45%.

Other Expenses

Additional expenses of \$5,000 for facilities and \$5,000 for equipment are also anticipated, starting after year 1. Facilities expenses include maintenance of classrooms and other general maintenance. Equipment costs are the costs related to additional wear-and-tear on existing computer systems due to the new student enrollments.

Section VI – Net Revenue

By year 5, with a full cohort of 30 new students enrolling each year, it is estimated that the program will generate net revenues of \$313,217. These funds will be reinvested at the institution to support new program development, professional development of faculty, and any increases in operating expenses, as well as to fund the costs of any additional growth in the program.



**PROVOST AND VICE CHANCELLOR
ACADEMIC AFFAIRS**

800 Algoma Blvd.
Oshkosh WI 54901-8622
PHONE (920) 424-0300
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WEB uwosh.edu/provost

February 5, 2018

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 Bachelor of Science (B.S.) degree in Software Technology 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 undergraduate program array.

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 and expanding opportunities for students in the region. With an ever-increasing demand for professionals with software design and development skills in the region, the B.S. in Software Technology 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 the information technology field.

The B.S. in Software Technology is a direct response to demand from employers in the northeastern Wisconsin (NEW) region and aims to reduce the "current and growing gap between supply and demand for IT talent in Northeast Wisconsin" identified in the executive summary of the August 12, 2015 IT report produced by North-East Wisconsin Educational Resource Alliance (NEW ERA). The proposed new program will build on the success and expertise that currently exists at UW Oshkosh while providing a new and distinct career pathway for students in our region.

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. These processes will ensure the academic quality of the new program and also ensure its continuous improvement.

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

Sincerely,

A handwritten signature in black ink that reads "John Koker". The signature is fluid and cursive, with the first name "John" and last name "Koker" clearly legible.

John Koker
Interim Provost and Vice Chancellor

Program Authorization (Implementation)
Bachelor of Science and Bachelor of Arts in Early Child Care and Education
UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.f.(1):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater, and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science and the Bachelor of Arts in Early Child Care and Education at UW-Whitewater.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE AND BACHELOR OF ARTS IN
EARLY CHILD CARE AND EDUCATION
UNIVERSITY OF WISCONSIN-WHITEWATER**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Whitewater submits this request to establish a Bachelor of Science and Bachelor of Arts in Early Child Care and Education. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.f.(1), authorizing the implementation of the Bachelor of Science and the Bachelor of Arts in Early Child Care and Education at the University of Wisconsin-Whitewater.

DISCUSSION

Program Description. The University of Wisconsin-Whitewater proposes to establish a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A) in Early Child Care and Education (ECCE). This degree completion program is designed for nontraditional students currently working in early childhood settings. The program design will allow students to apply, and add to, the credential-based credits they previously earned at technical colleges and/or universities toward the completion of a bachelor's degree, with an emphasis on teaching or leadership. This flexible, innovative 120-credit program will meet the growing demand from early childhood working professionals who seek to enhance their knowledge and skills related to teaching and supporting young children and their families in early child care settings. These professionals work in non-licensed positions as: trainers, technical advisers, consultants, licensing specialists, teachers, directors, and administrators of child care centers, preschools, and Head Start programs.

Mission. The proposed program supports the UW-Whitewater mission, strategic goals and campus-wide LEAP initiative. The UW-Whitewater vision is to be "...a national and international leader in providing transformative and empowering educational experiences." The proposed program will transform and empower early childhood educators by providing an innovative degree completion program that capitalizes on collaboration with other institutions of higher education throughout the state. The proposed program contributes to the campus mission of preparing "...students to become lifelong learners who lead successful lives and productive careers" by providing a way for early childhood professionals to stack credentials toward a bachelor's degree, encouraging the idea of looking beyond credentials toward higher educational

goals, even if it takes time and patience to achieve the final goal.

UW-Whitewater's strategic goals include a commitment to "improve student access and success" and to "improve retention and graduation success." The proposed program will help UW-Whitewater meet these goals by providing nontraditional, working adults a part-time pathway to a degree that builds upon industry standards. Finally, the proposed program supports high-impact educational practices encouraged as part of the UW-Whitewater initiative on *Liberal Education & America's Promise* (LEAP). All students will be required to complete a field placement or internship as a capstone experience, applying theory to practice in the field. During these field-based experiences, students will engage in action research designed to improve their own practices and the lives of the children and families with whom they work.

Market and Student Demand. The pool of potential students is expected to continue and grow, based on occupational projections. According to the Wisconsin Department of Workforce Development's Long Term Occupational Employment Projections for 2014-2024, the number of child care workers is expected to grow by 8%.¹ The Bureau of Labor Management (BLM) reports child care workers, as a category, are the highest level of employment within the education industry, with a national employment rate of over 500,000, with a median wage of less than \$11 per hour. This category includes all levels of child care workers, including those providing home care, but excludes those classified as preschool teachers. Preschool teachers add another 385,000 to the labor market, with a median wage of \$16 per hour.²

In addition to increasing wages and opportunities, providing a pathway to degree may help stabilize the workforce in Wisconsin. The Wisconsin Early Childhood Association (WECA) reports the average annual turnover rate for lead teachers working in 2-star child care centers was 37% in 2016, while the average turnover rate for lead teachers working in 5-star centers was only 26%.³ Additionally, according to the T.E.A.C.H. National Program Report 2015-2016, attrition of lead teachers working toward their bachelor's degrees with scholarship funding assistance was only 4% nationally.⁴

Credit Load and Tuition. Students will begin the program having transferred in a minimum of 12 credits, though many will transfer in more than 12 credits. Students must complete at least 30 credits at UW-Whitewater to earn the bachelor's degree. The program coordinator will work with each student to develop an individualized program plan and provide advising each semester to ensure all of the program requirements are met.

Standard undergraduate tuition rates will apply. The Spring 2018 rate is \$262.43 per credit for Wisconsin residents and \$619.63 for nonresidents. For each credit, resident and nonresident students pay an additional \$40.74 for segregated fees, \$9.19 for differential tuition, and \$6.88 for textbook rentals. Full-time students can take 12-18 credits per semester for a flat fee of

¹ Department of Workforce Development. Table 2: Wisconsin long term occupational employment projections, 2014-2024. Retrieved 9/26/16 from <http://worknet.wisconsin.gov/worknet/databblelist.aspx?menuselection=da>

² <https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm>.

³ Wisconsin Early Childhood Association. 2016. Wisconsin's child care workforce: Wages, benefits, education and turnover of the professionals working with Wisconsin's youngest children. Retrieved on 9/29/16 from <http://wisconsinearlychildhood.org/2016-report/>

⁴ TEACH Early Childhood State Profile Compendium. (2015-2016).

\$3,830.87 (Wisconsin residents) or \$8,117.27 (nonresidents), with \$681.72 attributable to segregated fees, differential tuition, and textbook rentals. Since most of the students will be working full-time, it is anticipated that they will take a majority of their courses online. Students pay an additional \$50 per credit for fully online courses.

Program Funding and Management. The proposed degree program will be supported by tuition revenue. All of the courses required to support the proposed program are currently being offered at UW-Whitewater, primarily in the College of Education and Professional Studies. The program course enrollments in the first two years will be supported by expanding the enrollment capacity of courses that are already being offered, thereby making more efficient use of existing curricular resources.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE AND BACHELOR OF ARTS IN
EARLY CHILD CARE AND EDUCATION
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A) in Early Child Care and Education (ECCE). This degree completion program is designed for nontraditional-age students currently working as child care providers in early childhood settings. It will allow students to add to and apply the credential-based credits they previously earned at technical colleges and/or universities toward the completion of a bachelor's degree, with an emphasis on teaching or leadership. This flexible and innovative 120-credit program will meet the growing demand from early childhood working professionals who seek to enhance their knowledge and skills related to teaching and supporting young children and their families in early child care settings. These professionals work in non-licensed positions which include teachers, directors, and administrators working in child care centers, preschools, and Head Start programs, as well as individuals working for professional organizations as trainers, technical advisers, consultants, and licensing specialists.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Early Child Care and Education

Degree/Major Designations

Bachelor of Science and Bachelor of Arts

Mode of Delivery

Face-to-face and online formats

Projected Enrollments by Year Five

Table 1 illustrates enrollment and graduation projections for the first five years of the proposed program. It is anticipated that 20 new students will enroll in the program in the first year, and enrollment will grow by 5% each year. By year 5, it is anticipated that 110 new students will have enrolled in the program and 17 students will have graduated. The typical student will be a nontraditional-age student with prior college credit who will be working full-time while taking courses part-time (estimated at 12 credits per academic year). Therefore, time-to-completion will vary from three to nine years, depending on the number of credits each student transfers to UW-Whitewater and their credit load while enrolled. Attrition is expected to be 5% annually, based on national statistics for students working toward a bachelor's degree with the support of T.E.A.C.H. scholarships.¹

¹ TEACH Early Childhood State Profile Compendium. (2015-2016).

Table 1: Five-Year Degree Program Enrollment Projections (Headcount)

Academic Year	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
New Students	20	21	22	23	24
Continuing Students	0	19	38	54	67
Total Enrollment	20	40	60	77	91
Graduating Students	0	0	3	6	8

Tuition Structure

Standard undergraduate tuition rates will apply. The Spring 2018 rate is \$262.43 per credit for Wisconsin residents and \$619.63 for nonresidents. For each credit, resident and nonresident students pay an additional \$40.74 for segregated fees, \$9.19 for differential tuition, and \$6.88 for textbook rentals. Full-time students can take 12-18 credits per semester for a flat fee of \$3,830.87 (Wisconsin residents) or \$8,117.27 (nonresidents), with \$681.72 attributable to segregated fees, differential tuition, and textbook rentals. Since most of the students will be working full-time, it is anticipated that they will take a majority of their courses online. Students pay an additional \$50 per credit for fully online courses.

Department or Functional Equivalent

The proposed program will reside in the Department of Curriculum and Instruction.

College, School, or Functional Equivalent

The proposed program will reside in the College of Education and Professional Studies.

Proposed Date of Implementation

September 2018

INTRODUCTION**Rationale and Relation to Mission**

UW-Whitewater currently offers a robust Early Childhood Education program that prepares students to meet the Wisconsin Department of Public Instruction (DPI) licensing requirements to teach all children (regular and special education) between the ages of birth and eight years or third grade. The proposed B.S. and B.A. in Early Child Care and Education program will target a different pool of potential students: professionals already working in child care and related fields where a bachelor's degree will move them up the professional career ladder toward better positions with higher pay but that do not require DPI licensure. These non-licensed positions include teachers, directors, and administrators working in child care centers, preschools, and Head Start programs, as well as individuals working for professional organizations in positions as trainers, technical advisers, consultants and licensing specialists.

The proposed program is designed to raise the level of professionalism in the early childhood field across Wisconsin and offer a flexible pathway for degree completion which does not currently exist. The market for this new program will be working professionals who have already earned one or more early childhood "credentials" in Wisconsin. These credentials are clusters of 12 or more course credits, and the credentials are evaluated through the Wisconsin

Registry.² Earning a credential requires successful (C- or better) completion of all required courses, submission of a portfolio for review by the commissioner (standards set by *The Registry*), and participation in the commission process. Courses for these credentials are offered through UW-Platteville, UW-Milwaukee and throughout the Wisconsin Technical College System (WTCS). The proposed program will allow students to transfer these credential credits to UW-Whitewater and incorporate them into a bachelor's degree.

The proposed program supports the UW-Whitewater mission, strategic goals and campus-wide LEAP initiative. The UW-Whitewater vision is to be "...a national and international leader in providing transformative and empowering educational experiences." The proposed program will transform and empower early childhood educators by providing an innovative degree completion program that capitalizes on collaboration with other institutions of higher education throughout the state. The proposed program contributes to the campus mission of preparing "...students to become lifelong learners who lead successful lives and productive careers" by providing a way for early childhood professionals to stack credentials toward a bachelor's degree, encouraging the idea of looking beyond credentials toward higher educational goals, even if it takes time and patience to achieve the final goal.

UW-Whitewater's strategic goals include a commitment to "improve student access and success" and to "improve retention and graduation success." The proposed program will help UW-Whitewater meet these goals by providing nontraditional, working adults a part-time pathway to a degree that builds upon industry standards. Finally, the proposed program supports high-impact educational practices encouraged as part of the UW-Whitewater initiative on *Liberal Education & America's Promise* (LEAP). All students will be required to complete a field placement or internship as a capstone experience, applying theory to practice in the field. During these field-based experiences, students will engage in action research designed to improve their own practices and the lives of the children and families with whom they work.

Need as Suggested by Student Demand

The Registry is an organization in Wisconsin dedicated to professionalizing the early childhood field. This organization has developed a career ladder for early childhood professionals and determines where individuals fall on this ladder based on their education, training, and professional contributions. One key role of *The Registry* is the approval of the content, assessment rubrics and oversight of the commission process for all credentials. Between 2009 and 2016, *The Registry* awarded more than 4,000 credentials to 3,200 individuals. Professionals holding one or more credentials are the target market for the proposed new program. In a 2016 survey of all current credential holders conducted by *The Registry*, 67% (296) of the 439 respondents indicated that they would be interested in earning their bachelor's degree if their credential credits counted toward their degree.³

Demand for credentials is further fueled by the financial support of T.E.A.C.H. scholarships which have historically funded 55% of tuition and books with the balance shared between the sponsoring program and the student. In addition, scholarship recipients receive paid release time, travel reimbursement and a guaranteed 2% wage increase or \$700 bonus upon

² *The Registry* credentials comprise eight areas of emphasis: Administrator, Afterschool and Youth Development, Family Child Care, Inclusion, Infant Toddler, Leadership, Preschool, and Program Development.

³ This survey was completed at the request of UW-Whitewater and provided via e-mail communications with staff from *The Registry*.

completion of each scholarship contract in exchange for a one-year commitment of continued employment in the participant's current workplace.

If this program is approved, UW-Whitewater would be the only UW System institution that offers a degree completion program that converts earned credentials into a bachelor's degree in an early childhood discipline. UW-Whitewater is already well respected in the field of education and is known as a leader in early childhood education by annually hosting a well-attended conference for early childhood professionals. For these and other reasons, there is a high degree of confidence that students will attend UW-Whitewater to continue their educational pursuits in early child care and education.

Need as Suggested by Market Demand

The report published by the National Academy of Science provides powerful evidence in support of this program.⁴ This transformative and groundbreaking report emphasizes the need to “develop and implement comprehensive pathways and multiyear timelines at the individual, institutional and policy levels for transitioning to a minimum bachelor's degree qualification requirement, with specialized knowledge and competencies, for all lead educators working with children from birth through age eight” (p. 24). This message has led to nationwide advocacy efforts, including the Power to the Professionals Initiative launched by the National Association for the Education of Young Children (NAEYC) in 2017,⁵ focused on increasing teacher qualifications through flexible degree pathways driven by the specific knowledge and competencies needed to work with young children.

Although a bachelor's degree is not required by licensing to teach in child care, national standards are starting to require at least some of the workforce obtain a degree. The new national Head Start standards will require 100% of instructional coaches (those responsible for supporting lead and assistant teachers with curriculum and programming) and 50% of lead teachers nationwide to hold a related bachelor's degree.⁶ Additionally, the accreditation criteria through NAEYC currently recommends that at least 50% of lead teachers hold a related bachelor's degree. By 2020 this recommendation will increase to 75%.⁷ In Wisconsin, the Young Star program was established to rate and improve the quality of subsidized child care. To receive the highest rating on the scale (5 stars), programs must be accredited. These accredited 5-star programs actively recruit lead teachers who have bachelor's degrees.⁸

According to the Wisconsin Early Childhood Association (WECA), 31% of the early childhood workforce in Wisconsin already has some college credits: 18% have an associate's degree in the field but only 14% hold a related bachelor's degree. The target market for the proposed program includes the 49% who reported having completed some college (likely one or more credentials) or already have a related associate's degree but do not seek a teaching position requiring DPI licensure. Further, WECA reports median starting wages for lead teachers in these 5-star accredited centers, where bachelor's degrees are recommended, as \$3 to \$4 higher per

⁴ Allen, L. & Kelly B. (Eds). (2015). Transforming the workforce for children birth through age 8: A unifying foundation. Washington DC: National Academies Press.

⁵ NAEYC Press Release (May 25, 2016). <http://www.naeyc.org/NAEYC-Announces-New-National-Collaboration>

⁶ <https://www.nhsa.org/new-head-start-program-performance-standards>.

⁷ NAEYC. (2012). NAEYC standards for initial and advanced early childhood professional preparation programs. Washington DC: NAEYC.

⁸ YoungStar quality indicator point detail.(2016). Retrieved on 9/29/15 from: <https://dcf.wisconsin.gov/youngstar/program>

hour than in 2-star centers where teachers only need to meet licensing requirements for entry-level training.⁹ Additionally, according to Pathways...to Early Childhood Higher Education, 47% of center directors have a bachelor's degree in Wisconsin where the reported average salary for a director was \$31,000 in 2010 (regardless of educational background).¹⁰ This trend toward hiring directors with bachelor's degrees will make graduates from the proposed program well positioned for these higher paid leadership positions in the field.

In addition to increasing wages and opportunities, providing a pathway to degree may help stabilize the workforce in Wisconsin. WECA reports the average annual turnover rate for lead teachers working in 2-star child care centers was 37% in 2016 while the average turnover rate for lead teachers working in 5-star centers was only 26%.¹¹ Additionally, according to the T.E.A.C.H. National Program Report 2015-2016, attrition of lead teachers working toward their bachelor's degrees with scholarship funding assistance was only 4% nationally.¹²

Finally, the pool of potential students is expected to continue and grow, based on occupational projections. According to the Wisconsin Department of Workforce Development's Long Term Occupational Employment Projections for 2014-2024, the number of child care workers is expected to grow by 8%.¹³ The Bureau of Labor Management (BLM) reports child care workers, as a category, are the highest level of employment within the education industry, with a national employment rate of over 500,000, with a median wage of only \$11 per hour. This category includes all levels of child care workers, including those providing home care, but excludes those classified as preschool teachers. Preschool teachers adds another 385,000 to the labor market, with a median wage of \$16 per hour.¹⁴

DESCRIPTION OF PROGRAM

Institutional Program Array

The proposed program will be considerably different than any other program at UW-Whitewater or within the UW System. The current Early Childhood Education program at UW-Whitewater is a dual license (regular and special education) program that prepares students to teach children of all abilities from birth through grade three. That program requires 97 credits to be eligible for dual license endorsement or 84 credits to graduate without license endorsement. The existing program is a cohort model with courses offered on a fixed schedule in either face-to-face or hybrid (partly online) formats.

In contrast, the new Early Child Care and Education program will require 70 program credits focusing primarily on children from 0-5 years and allow students to choose an emphasis

⁹ Wisconsin Early Childhood Association. 2016. Wisconsin's child care workforce: Wages, benefits, education and turnover of the professionals working with Wisconsin's youngest children. Retrieved on 9/29/16 from <http://wisconsinearlychildhood.org/2016-report/>

¹⁰ Wisconsin Early Childhood Association. (2010). Retrieved on 11/22/17 from <http://wisconsinearlychildhood.org/assets/Documents/Pathway-7.pdf>.

¹¹ Wisconsin Early Childhood Association. 2016. Wisconsin's child care workforce: Wages, benefits, education and turnover of the professionals working with Wisconsin's youngest children. Retrieved on 9/29/16 from <http://wisconsinearlychildhood.org/2016-report/>

¹² TEACH Early Childhood State Profile Compendium. (2015-2016).

¹³ Department of Workforce Development. Table 2: Wisconsin long term occupational employment projections, 2014-2024. Retrieved 9/26/16 from <http://worknet.wisconsin.gov/worknet/datablelist.aspx?menuselection=da>

¹⁴ <https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm>.

in leadership or teaching. Those who choose teaching will also choose an age group focus (infants and toddlers, preschoolers, family child care, or after school and youth development) and a concentration (currently inclusion or administration, with other concentrations to be added soon). Courses will be offered in both face-to-face and fully online formats. The proposed program is designed to provide the choice and flexibility nontraditional students need to be successful degree completers.

Other Programs within the University of Wisconsin System

All UW System institutions offer early childhood education as a degree and license pathway in some format. UW-Whitewater currently offers a DPI dual license, birth through third grade Early Childhood Education/Early Childhood Special Education program, with full articulation agreements with both the Wisconsin Technical College System, as well as the Lac Courte Oreilles Ojibwa Community College. These articulation agreements allow students to enter either the traditional face-to-face or a hybrid/web-based program model and earn a Bachelor of Science in Education in two full-time years.

Other institutions offer a range of DPI license-oriented early childhood programs including:

- dual license Early Childhood programs at UW-Eau Claire and UW-Oshkosh;
- Associate of Applied Sciences to Early Childhood licensure programs at UW-River Falls, UW-Green Bay and UW-Stevens Point; and
- Early Childhood licensure at UW-Stout (with add-on early childhood special education licensure available) and UW-Milwaukee (which also offers Early Childhood Special Education as a separate license).

UW-Green Bay recently developed a non-license bachelor's degree program, articulating an Associate of Applied Sciences toward a Bachelor of Arts or a Bachelor of Applied Science degree. Students enrolled in this program select from a group of possible emphases, including early childhood education.

There are no non-licensure early childhood degrees in the UW System or elsewhere at this time specifically designed to articulate multiple *Registry* credentials toward bachelor's degree requirements.

Collaborative Nature of the Program

The B.S. and B.A. in Early Child Care and Education programs will allow students to transfer-in credentials and other credits earned at other UW and Wisconsin Technical College System (WTCS) institutions. Further, to enhance collaboration, UW-Whitewater would like to develop articulation agreements, in particular with UW-Platteville, UW-Milwaukee, and the entire WTCS, to allow credential course credits to transfer-in to meet UW-Whitewater's ECCE program requirements. Students will also have the option of transferring-in courses that will count within the UW-Whitewater university requirements, general education program, and concentrations and electives within the ECCE program. Students will each have an individualized advising plan and be provided with regular support from the UW-Whitewater program coordinator to ensure students can meet all the requirements for graduation when they are ready. The transfer agreement structure and the innovative embedding of credentials are unique features of this degree completion program. Working adults can progress at their own pace, completing credits across the UW and WTCS systems while ensuring they complete a

minimum of 30 credits at UW-Whitewater (with at least 18 credits in the major) to earn either a B.S. or a B.A. in Early Child Care and Education at UW-Whitewater.

Development of this program was funded through articulation grants from WECA. Progress has been reported to representatives of UW System and WTCS Early Childhood Education programs at regularly scheduled grant meetings and conferences over the past two years, and reception has remained positive and supportive.

Diversity

The UW-Whitewater campus is committed to Inclusive Excellence, and the proposed program will support these goals by diversifying both UW-Whitewater's student and instructional staff populations. The ECCE program will attract nontraditional working students from diverse cultural and linguistic backgrounds. Although the proposed program can be completed online from anywhere in the state, the marketing will heavily target early childhood professionals working in Milwaukee and the surrounding area. According to WECA, the overall Wisconsin workforce demographics indicate that approximately 83% identify as white, 8% as black, 4.5% as Hispanic and 4.5% as Asian/other. However, in the Milwaukee market area, only 43% of the workforce identifies as white, while 41% identify as black, 11% as Hispanic and 4.5% as Asian/other.¹⁵ Overall, these data speak to diversity reflected in the population of professionals within UW-Whitewater's target market for the proposed program.

Once enrolled, the primary line of support to ensure student retention will be the highly individualized and personalized advising each student in the proposed program will receive. Through these advising services, personalized educational plans will be designed and reviewed to help students meet their short-term and long-term goals. Additionally, the UW-Whitewater campus offers customized and student-centered tutoring services both to full- and part-time students, specializing in the areas of writing and math. The tutoring center is expanding its online tutoring services to support distance learners.

Students who have T.E.A.C.H. scholarships will also be assigned a counselor through WECA who also meets with these students off campus and provides ongoing support and encouragement, helping to make sure they get the support needed to pass courses at the required C- or better level. In addition to financial and counselor support, each T.E.A.C.H. scholarship recipient is also eligible for up to 15 hours of paid release time each semester and travel reimbursement for attending on-campus courses.

In addition to recruiting a diverse student population, additional strategies are put into place to ensure students have the opportunity to see early childhood education through multiple lenses. Over the next two to three years, four new credentials will be developed and undergo the UW-Whitewater and *Registry* approval processes. These new credentials (Teaching in a Diverse Society, Supporting Dual Language Learners, Coaching and Supporting Families, and Teaching and Learning in Nature) will provide opportunities for students to engage in coursework designed to expose them to diverse perspectives, theories, practices and populations. These courses will be taught by adjunct instructional staff, and efforts will be made to ensure the

¹⁵ Wisconsin Early Childhood Association. 2016. Wisconsin's child care workforce: Wages, benefits, education and turnover of the professionals working with Wisconsin's youngest children. Retrieved on 9/29/16 from <http://wisconsinearlychildhood.org/2016-report/>

courses are taught by individuals not only with the educational, but also with the experiential, background needed to ensure the courses are taught with integrity.

Efforts will be made to recruit a diverse team of instructional staff through tapping into the database held by *The Registry* of all early childhood professionals. This database places each person on a level system, ranging from one through eighteen, with a related master's degree being the bar for level sixteen. Recruitment will target all individuals at this level or higher, reaching out statewide within the early childhood field, which will include potential instructors from diverse communities matching the backgrounds of UW-Whitewater's target student population. Additionally, each student will complete either a full-time internship or a part-time field placement as a capstone experience. Students will have the ability to complete this requirement in their current workplace, while also spending time in an alternative setting—one that helps them gain a different perspective on providing high-quality early childhood education. While enrolled in this capstone practicum experience, each student will be assigned a trained mentor from their community. Being a community-based mentor, the intention is for that mentor to match the demographics of both the enrolled student and the children and families they serve. The mentor's role will be to support students through their action research, providing them additional perspectives to consider and helping them apply what they have learned throughout the program in a meaningful and impactful way.

Student Learning Objectives

Learning objectives of the program will be based on a crosswalk of the six professional preparation standards outlined by the NAEYC¹⁶ and the ten core competencies identified by the Collaborating Partners in Wisconsin:¹⁷

- Students will apply their understanding of how children of varying abilities develop to create a healthy and safe environment that supports all learners.
- Students will create supportive and collaborative relationships with families that show respect for diverse and complex family structures and cultures.
- Students will use observation and assessment as tools for documenting and analyzing children's knowledge, interactions, and abilities.
- Students will use appropriate guidance strategies to prompt social/emotional growth and address challenging behaviors, while holding developmentally appropriate expectations and supporting each child on an individual basis.
- Students will create learning experiences that inform and engage children and build on their individual needs, abilities and interests.
- Students will demonstrate professional dispositions as they plan, reflect, evaluate and collaborate.

Assessment of Objectives

Student's completion of *The Registry* credentials will be one component in assessing student learning objectives. Each credential requires four or six courses with the final course being a capstone where a portfolio is completed and submitted to a commissioner for final

¹⁶ NAEYC. (2012). NAEYC standards for initial and advanced early childhood professional preparation programs. Washington DC: NAEYC.

¹⁷ Ramming, A., ed. (2014). Wisconsin core competencies for professionals working with young children & their families. Madison: Collaborating Partners.

review and approval. To ensure consistency among all institutions offering credential courses, *The Registry* provides a specific rubric for each credential portfolio type, based on learning objectives indicated above.

Each student, whether working toward a degree with a teaching or leadership emphasis, will also be required to complete a field-based capstone course (field experience or internship). During this capstone experience, students will conduct action research: identifying a relevant question, collecting data, analyzing and interpreting the data, developing a plan and taking action to address findings, and reflecting on the impact of the process. The process and results will be documented and submitted for final review by a program coordinator. This, along with other embedded assessments throughout the program, will be used to assess student achievement toward the stated learning objectives.

Finally, an exit survey will be administered to graduates upon completion of the program. This will serve as an indirect assessment measure of student achievement and of the program's effectiveness and impact. Effort will also be made to follow students post-graduation through a longitudinal study.

Program Curriculum

The proposed B.S. and B.A. in Early Child Care and Education programs will each require students to complete a total of 120 credits: 50 credits of general education and degree requirements and 70 credits in the major. Students will select an emphasis in either leadership or teaching. As a degree completion program, most students will transfer-in credits to satisfy the major requirements. At a minimum, students enrolled in this program will complete a balance of both general education and credits toward the major: at least 30 credits toward degree must be completed at the University of Wisconsin-Whitewater, with at least 18 of these being credits toward the major. The program coordinator will work with each student to develop an individualized program plan and provide advising each semester to ensure all of the program requirements are met.

General Education/Degree Requirements/Electives (50 credits)

Freshman English 101	3 credits
Freshman English 102	3 credits
Intro to Human Communication - COMM 110	3 credits
Quantitative Reasoning - MATH 139	3 credits
Quantitative Reasoning - Lab Science	4-5 credits
Quantitative Reasoning - Science, Math, Computer Science	3-5 credits
Cultural Heritage	6 credits
Communities	6 credits
Physical Health and Wellbeing	1 credit
General Education Diversity Elective	3 credits
General Education Electives	3 credits
BA Option: 300-400 level arts, humanities, social science [OR]	6 credits
BS Option: natural sciences, mathematics or social science	6 credits
Electives	3-6 credits

Major Requirements (70 credits)

Students enrolled in the Leadership emphasis will complete a 12-credit internship. Students enrolled in the Teaching emphasis will complete a 7-credit field experience. The major requirements listed below are organized by sets of *Registry* credentials, and may be satisfied via the transfer of credits or credentials. Since the eight current *Registry* credentials are already widely offered through other UW institutions and throughout the WTCS, UW-Whitewater will not be offering the credentials already offered at other institutions. Articulation agreements will be developed with these institutions so that students are able to transfer credentials as a block of credits and apply those credits toward a degree emphasis. In future years, four new credentials will be developed and offered fully online through UW-Whitewater's School of Continuing Education to students enrolled in the program, as well as for other working professions across the state and beyond.

Program Offerings

All students will be required to complete the Program Development credential, as it is foundational and includes content relevant to both the Leadership and Teaching emphases. It is expected that most students will transfer-in credits or credentials to satisfy this requirement.

Program Development Credential (12 credits)

Introduction to Program Development	3 credits
Observation, Assessment and Management	3 credits
Staff Supervision, Coaching and Professional Development	3 credits
Capstone Course – Designing Environments for Learning	3 credits

Leadership Emphasis

Leadership Credential (12 credits)

The Personal Disposition of a Leader; Leading your Program; Leading in your Community and in the Field; and Capstone Course - Leading for Change (3 credits each)

Administrator Credential (18 credits)

Admin/Supervision in EC Programs: Roles and Responsibilities; Operations Management in EC Programs; Financial Management and Planning in Early Childhood Programs; Early Childhood Programs and the External Environment; Best Practices for Children and Families in EC Programs; and Capstone Course - Administrative Seminar (3 credits each)

Electives (16 credits)

Any credits related to early childhood education or leadership within the education field can be accepted, upon approval of the program coordinator. Students could also complete an additional credential to meet some of the credit requirements.

Internship

EARLYCHD 319

12 credits

Teaching Emphasis

Foundational Credits (choose ONE of the following – 18 credits):

Preschool Credential

Foundations of Early Childhood Education; Child Development; Health, Safety and Nutrition; Guiding Children's Behavior; Art, Music and Language Arts; Capstone Course - PS Credential (3 credits each)

Infant Toddler Credential

Infants, Toddlers and Caregivers OR Infant Toddler Development; Group Care for Infants and Toddlers; Infants and Toddlers in Programs, Families and Society OR Family and Community Relations; Capstone Course - Infant Toddler Credential PLUS Foundations of Early Childhood Education; and Child Development (3 credits each)

Family Child Care Credential

Curriculum for Family Child Care; Special Topics in Family Child Care; Financial Management and Planning; Capstone Course - Family Child Care PLUS Foundations of Early Childhood Education; and Child Development (3 credits each)

After School and Youth Development

Foundations in After School and Youth Development; Engaging Youth in Groups; Intentionality in Planning; Capstone - Families and Team Centered Practices PLUS Foundations of Early Childhood Education; and Child Development (3 credits each)

Concentration (choose ONE of the following – 21 credits):

Supporting ALL Learners - Inclusion Credential

Children with Differing Abilities; Behavior and Emotional Challenges; Special Health Care Needs; Capstone - Families and Team Centered (3 credits each) PLUS 9 elective credits related to inclusion

Running a Child Care Business - Administrator Credential

(see six courses outlined above - 3 credits each) PLUS 3 elective credits related to administration

Electives (12 credits)

Any credits related to early childhood education can be accepted, upon approval of the program coordinator. Students can bring in credits from an Applied Associate's degree or can complete an additional credential.

Field Placement

EARLYCHD 318

7 credits

Projected Time to Degree

The proposed program may be completed in three to nine years, depending on the entry point and student enrollment status. For example, a student entering the program as a full-time student with only one credential can complete the program in four years, at a rate of 27 credits per academic year. A student entering the program as a full-time student with three credentials completed can finish the program in only three years. It is anticipated that the majority of students will enter the program with one to three credentials and will complete the program as part-time students, as they will be working full-time.

Student retention is a primary goal. Student advising will encompass more than just creating individualized program plans and helping students select courses, but will include support to help students seek and maintain funding, to direct students to academic and student support services they may need to be successful, and to provide the encouragement students may need to continue working toward their educational and professional goals despite challenges they may face. National data from T.E.A.C.H. indicate only a 4% attrition rate for students who are highly supported while working on a bachelor's degree, even if they need to work to complete

the program over multiple years.¹⁸ The attrition rate for this program is projected to be only 5% annually due to the flexible and collaborative nature of its design.

Institutional Review

The proposed program will be included in the UW-Whitewater audit and review process for early childhood education programs. The audit and review process is intended to facilitate continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program coordinator and instructional staff engage in a self-study review of the program. That review is then sent to the college dean for review and then to the Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the program coordinator, the dean, the Audit and Review Committee, and the provost.

Accreditation

Program accreditation may be sought through the National Association for the Education of Young Children (NAEYC), the organization that developed the higher education professional preparation standards providing the basis of the student learning outcomes for this program. This process is currently under exploration to see if the accreditation criteria can be met while maintaining the intended flexible and responsive program structure.

¹⁸ TEACH Early Childhood State Profile Compendium. (2015-2016).

University of Wisconsin-Whitewater
Cost and Revenue Projection For BS/BA in Early Child Care & Education

	Items	Projections				
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	20	21	22	23	24
	Enrollment (Continuing Student) Headcount	0	19	38	54	67
	Enrollment (New Student) FTE	10.00	10.50	11.00	11.50	12.00
	Enrollment (Continuing Student) FTE	0.00	9.50	19.00	27.00	33.50
II	Total New Credit Hours	144	151.2	158.4	165.6	172.8
	Continuing Credit Hours	0	136.8	273.6	388.8	482.4
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff	0.25	0.25	0.5	0.5	0.5
	FTE Current Admin Staff.	0	0	0	0	0
IV	Revenues					
	From Tuition	\$37,790	\$75,580	\$113,370	\$145,491	\$171,944
	From Fees	\$7,200	\$14,400	\$21,600	\$27,720	\$32,760
	Program Revenue (Grants).	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other.	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$44,990	\$89,980	\$134,970	\$173,211	\$204,704
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$17,514	\$17,514	\$28,078	\$28,078	\$28,078
	Other Staff	\$0	\$0	\$3,321	\$5,534	\$8,855
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Other (Website and Social Media).	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Other (Printed and Promo Materials)	\$1,000	\$1,500	\$1,500	\$1,500	\$1,500
	Other (Recruitment Events including Travel)	\$1,000	\$2,000	\$2,500	\$2,500	\$2,500
	Total Expenses	\$21,514	\$23,014	\$37,399	\$39,612	\$42,933
VI	Net Revenue	\$23,476	\$66,966	\$97,571	\$133,599	\$161,772

Provost's Signature:

Date:

3/12/18

**UNIVERSITY OF WISCONSIN-WHITEWATER
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE (B.S.) AND BACHELOR OF ARTS (B.A.)
IN EARLY CHILD CARE AND EDUCATION**

Introduction

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A) in Early Child Care and Education (ECCE). This degree completion program is designed for nontraditional students currently working in early childhood settings. The program design will allow students to add to and apply the credential-based credits they previously earned at technical colleges and/or universities toward the completion of a bachelor's degree, with an emphasis on teaching or leadership. Students will begin the program having transferred in a minimum of 12 credits, though many will transfer in more than 12 credits. Students must complete at least 30 credits at UW-Whitewater to earn the bachelor's degree.

Section I – Enrollment

New students represent those who were not enrolled the previous semester. Continuing students represent those students who first entered the program as new students, and are continuing. Student headcount figures represent anticipated individual student enrollments. Because the proposed program is a degree completion program for professionals working full-time, it is anticipated that most students will enroll part-time, taking 6 credits per semester. As full-time students enroll in at least 12 credits, student FTEs are estimated to be .5 of student headcount.

Based on national statistics provided by T.E.A.C.H., the average attrition rate for early childhood professionals working toward their bachelor's degree after initially earning credentials is 4% annually. UW-Whitewater's projections anticipate 5% attrition.

Section II – Credit Hours

Credit hours are calculated based on a number of assumptions.

1. Students will enter the program with prior credit toward the major. On average, it is estimated that students will need to complete at least 25% of the total degree requirements (30 of 120) at UW-Whitewater.
2. Students will enroll part-time, and take approximately 12 credits each year.
3. At least 18 of the 30 credits (60%) represent credit requirements in the major.
4. Credit-hour estimates are conservative, based on the minimum number of credits a student must take at UW-Whitewater and the anticipated number of credits a student will need to complete the major course requirements. However, the number of credits a student will take at UW-Whitewater could be higher if students transfer-in fewer credits, and therefore must complete more general education or major credits.

Based on the above assumptions, credit hours illustrate credits that are attributable to the major, and exclude general education credits. Annual credit hours attributable to the major equal 60% of credits enrolled by students (headcount). New credit hours reflect credits taken by first-year, newly enrolled students. Continuing credit hours reflect credit hours taken by continuing students who were enrolled in the program the previous year.

Section III – FTE Faculty and Staff Appointments

Students enrolled in this program will complete a balance of both general education and credits toward major: at least 30 credits toward degree, with at least 18 of these being credits toward major. Many of the courses in which students will enroll are attributable to general education coursework. Student credit hours will be distributed across a wide array of general education courses; therefore, no additional sections and no new faculty will be required to deliver the general education program requirements. Similarly, major course requirements will be delivered by existing faculty and instructional staff in the College of Education and Professional Studies.

A program coordinator will be appointed, at approximately .25 FTE for the first two academic years, increasing to .50 FTE in year 3. The program coordinator will oversee credential development, direct marketing and recruiting for the program and credentials, and advise students.

Section IV – Revenues

As a degree completion program, students will transfer-in a substantial number of credits that will be applied toward the major requirements. Students enrolled in this program will complete a balance of both general education and major coursework. New tuition revenues represented in this section were calculated using a per-credit tuition charge of \$262.43 per credit, and applied to the number of total credit hours listed in section II, which reflect only the credit hours attributable to major coursework. It is assumed that all students will be Wisconsin residents.

Additional revenues will be generated through online course fees. An online fee of \$50 per credit will be charged. It is assumed that all of the major credit hours listed in section II will be taken online.

Textbook, differential tuition and student segregated fees are excluded from revenue calculations.

Section V – Expenses

Faculty/Instructional Staff

Program coordination will be handled through partial reassignment of an Instructional Academic Staff (IAS) member from the Department of Curriculum and Instruction. During each of the spring and fall semesters, one IAS will receive release from one 3-credit course, resulting in two load replacements at a rate of \$3,800 per 3-credit load, plus a fringe rate of 39%. The coordinator will also receive a lump-sum payment during the summer. In the College of Education and Professional Studies, summer stipends for coordination are paid at a flat rate of \$5,000 plus fringe, calculated at 39%.

Other Staff

This program will utilize a Community-Based Mentor model for supporting students in their capstone experience of either field placements or internships. Beginning in year 3, students will work with trained and qualified mentors either in the workplace or in the community of each student. Stipends will be paid to mentors at a rate of approximately \$1,000 for supporting a

student enrolled in a 12-credit internship and \$500 for a student enrolled in a 7-credit field placement, plus 10.73% fringe.

Website and Social Media

The School of Graduate Studies and Continuing Education (SGSCE) will provide marketing support for the website, Customer Relationship Management (CRM), and digital media recruitment, with a budget estimated at \$2,000 each year.

Printed Marketing and Promotional Materials

Printed and other promotional materials will be distributed at recruitment events (see below). The first-year budget is \$1,000, with an ongoing budget of \$1,500.

Other: Recruitment Expenses

Much of the marketing for this program will be completed through face-to-face contact with the early childhood education professional community at statewide conferences (exhibiting and presenting). Recruitment travel expenses will include hotel costs, meal expenses and exhibitor fees, allowing for up to \$1,000 in year 1 and \$2,000 in year 2. Additionally, starting in year 3, efforts will be made to present at one national-level conference yearly in order to build a national audience for the program.

Section VI – Net Revenue

Positive net revenue will be reinvested to expand course offerings, support faculty development, expand recruiting activities, support general education courses, and otherwise support programs in Continuing Education, the College of Education and Professional Studies, and others on campus. Also, additional revenue is anticipated from students taking UW-Whitewater courses for credentials that UW-Whitewater will develop after the program is up and running. Tuition from these credential courses is not shown in the cost and revenue projections for the degree completion program.



UNIVERSITY OF WISCONSIN
WHITEWATER

Office of the Provost

February 9, 2018

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

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Bachelor of Science (BS) and Bachelor of Arts (BA) program in Early Child Care and Education. This is a new degree-completion program that will help child care professionals in Wisconsin elevate the credentials they earn at technical colleges and other institutions to a bachelor's degree at UW-Whitewater. We are proud of the achievements of our students, faculty, and staff in our College of Education and Professional Studies, and with this new program the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin.

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

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

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

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

Sincerely,



Susan Elrod, PhD

Provost and Executive Vice Chancellor for Academic Affairs

SE/has

Encl.

cc: Beverly Kopper, Chancellor
Greg Cook, Associate Vice Chancellor for Academic Affairs
Katy Heyning, Dean, College of Education and Professional Studies
Carleen Vande Zande, Interim AVP of APEI, UW System

Program Authorization (Implementation)
Bachelor of Arts in Film Studies
UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.f.(2):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater, and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Film Studies at UW-Whitewater.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF ARTS IN FILM STUDIES
UNIVERSITY OF WISCONSIN-WHITEWATER**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Whitewater submits this request to establish a Bachelor of Arts in Film Studies. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.f.(2), authorizing the implementation of the Bachelor of Arts in Film Studies at the University of Wisconsin-Whitewater.

DISCUSSION

Program Description. The University of Wisconsin-Whitewater proposes to establish a Bachelor of Arts (B.A.) program in Film Studies, expanding upon an already successful interdisciplinary minor. The Film Studies major would capitalize on the courses already offered in the minor to provide students with skills necessary to participate in rapidly expanding fields related to the creation, presentation, and interpretation of visual media in such forms as entertainment journalism and critical commentary, television industries, social media, and web applications. Film Studies students come to understand how visual narratives are created, the cultural contexts that inform them, and how to effectively and persuasively analyze and write about them. The Film Studies major proposed here provides an interdisciplinary background in writing and analysis skills as well as creative and critical thinking skills that will serve a number of practical approaches to media industries.

Mission. The proposed B.A. in Film Studies will respond to the first goal of the University of Wisconsin-Whitewater's mission statement: "to provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization." As an interdisciplinary program, Film Studies uniquely blends methods and learning goals from the humanities, social sciences, and arts, capitalizing on expertise from faculty members in the College of Letters and Sciences and the College of Arts and Communication. With its interdisciplinary breadth, the proposed program will provide students with a strong, broad-based background in writing and analysis skills as well as critical and creative thinking skills that can facilitate a number of practical approaches to media industries. These learning outcomes are highlighted in the new campus

academic plan, and the plan also specifies that new interdisciplinary programs will emerge from collaborations across current academic departments.

The B.A. in Film Studies will address multiple goals in the campus strategic plan, in particular the aim to foster diversity and inclusion. Film is a powerful medium for depicting worlds beyond our own, carrying the potential to expand student contact with American diversity as well as global cultures. Film Studies students think critically and creatively about global cultures, preparing them to communicate and collaborate in an increasingly global environment and fostering skills that the Association of American Colleges and Universities, as well as the American Management Association, have described as crucial for effective participation in the 21st century economy.

Student and Market Demand. UW-Whitewater has offered a minor in Film Studies since January 2014. In its first year, the Film Studies minor enrolled 36 students. By the fall of 2017, the program's enrollment had grown to 56 students. This indicates a consistent demand. Film Studies courses also serve the General Education program and existing majors such as English, Electronic Media, Journalism, and Media Arts and Game Development.

According to estimates by the U.S. Bureau of Economic Analysis and the National Endowment for the Arts, “in 2013, arts and cultural production contributed \$704.2 billion to the U.S. economy, a 32.5 percent increase since 1998.”¹ This figure represents 4.2% of the U.S. gross domestic product. The arts and cultural sector employed 4.7 million wage and salary workers, earning \$339 billion. Industries employing the largest number of arts and cultural production workers include government (including arts education), retail trade, broadcasting, motion picture industries, and publishing. To cite a few specific examples, according to the U.S. Bureau of Labor Statistics, nationally, employment projections for both “audio-visual and multimedia collections specialists” is expected to grow by 8.9%, and “media and communication workers” is expected to grow between 7.9% and 8.7% from 2016 to 2026.²

In Wisconsin, arts, entertainment, and media occupations account for over 34,000 jobs.³ More specific to the kinds of jobs that an aspiring film analyst might target, the U.S. Bureau of Labor Statistics Occupational Outlook Handbook lists “media and communication occupations” as a growth area, projected to grow 6% from 2016 to 2026.⁴ In addition, the Wisconsin Department of Workforce Development projects a 10.3% national growth in employment in Media and Communications, with projected growth of 4.6% in Wisconsin.⁵ This area of the economy includes many specific occupations, such as writers and authors, film and video editors, and correspondents. Furthermore, the kinds of jobs available in this field – subject as it is to rapidly evolving technologies and patterns of production and consumption – are changing at an ever-increasing pace. Given these economic movements, the proposed Film Studies program hopes to

¹ National Endowment for the Arts: <https://www.arts.gov/news/2016/arts-and-cultural-production-contributed-7042-billion-us-economy-2013>

² U.S. Bureau of Labor Statistics, Employment Projections: <https://data.bls.gov/projections/occupationProj>.

³ U.S. Bureau of Labor Statistics, Occupational Employment Statistics: https://www.bls.gov/oes/current/oes_wi.htm.

⁴ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <http://www.bls.gov/ooh/media-and-communication/home.htm>.

⁵ Wisconsin Worknet, Long Term Employment Projections: <http://www.projectionscentral.com/Projections/LongTerm>.

harness the power of its interdisciplinary approach to provide students with broad backgrounds and useful skill sets that will not simply train them for one specific kind of job, but instead train them in transferrable skills that students can apply within an ever-changing market.

Credit Load and Tuition. The program will consist of 33 credits within the 120-credit B.A. degree and is intended to be completed by full-time students within the normal course of the four-year degree, including all university and college requirements.

Standard undergraduate tuition rates will apply. The Spring 2018 rate is \$262.43 per credit for Wisconsin residents and \$619.63 for nonresidents. For each credit, resident and nonresident students pay an additional \$40.74 for segregated fees, \$9.19 for differential tuition, and \$6.88 for textbook rentals. Full-time students can take 12-18 credits per semester for a flat fee of \$3,830.87 (Wisconsin residents) or \$8,117.27 (nonresidents), with \$681.72 attributable to segregated fees, differential tuition, and textbook rentals.

Program Funding and Management. The proposed degree program will be supported by tuition revenue. All of the courses required to support the proposed program are currently being offered at UW-Whitewater, primarily in the College of Letters and Sciences, with substantial contributions from the College of Arts and Communication. The program course enrollments in the first two years will be supported by expanding the enrollment capacity of courses that are already being offered, thereby making more efficient use of existing curricular resources.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF ARTS IN FILM STUDIES
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Arts (B.A.) program in Film Studies, expanding upon an already successful interdisciplinary minor. The Film Studies major would capitalize on the courses already offered in the minor to provide students with skills necessary to participate in rapidly expanding fields related to the creation, presentation, and interpretation of visual media in such forms as entertainment journalism and critical commentary, television industries, social media, and web applications. Film Studies students come to understand how visual narratives are created, the cultural contexts that inform them, and how to effectively and persuasively analyze and write about them. The Film Studies major proposed here provides an interdisciplinary background in writing and analysis skills as well as creative and critical thinking skills that will serve a number of practical approaches to media industries. The program will consist of 33 credits within the 120-credit B.A. degree, and is intended to be completed by full-time students within the normal course of the four-year degree, including all university and college requirements.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Film Studies

Degree/Major Designations

Bachelor of Arts

Mode of Delivery

Single institution, face-to-face

Projected Enrollments by Year Five

UW-Whitewater anticipates an enrollment of 18 students in the first academic year (2018-19), with total enrollment increasing to more than 40 students by the fifth year (2022-23). As represented in Table 1, UW-Whitewater conservatively estimates that 12 students in the first year will be existing UW-Whitewater students switching from the Film Studies minor or other UW-Whitewater majors to the new Film Studies major. Based on general experience in similar programs, UW-Whitewater expects a small attrition rate. By the end of the fifth year, 36 students are expected to have graduated with a B.A. in Film Studies degree.

Table 1: Five-Year Degree Program Enrollment Projections (Headcount)

	2018	2019	2020	2021	2022
New Students	6	9	12	15	18
Continuing Students	12	18	24	24	26
Total Enrollment	18	27	36	39	44
Graduating Students	–	–	10	11	15

Tuition Structure

Standard undergraduate tuition rates will apply. The Spring 2018 rate is \$262.43 per credit for Wisconsin residents and \$619.63 for nonresidents. For each credit, resident and nonresident students pay an additional \$40.74 for segregated fees, \$9.19 for differential tuition, and \$6.88 for textbook rentals. Full-time students can take 12-18 credits per semester for a flat fee of \$3,830.87 (Wisconsin residents) or \$8,117.27 (nonresidents), with \$681.72 attributable to segregated fees, differential tuition, and textbook rentals.

Department or Functional Equivalent

The administrative home of the proposed program will be the Department of Languages and Literatures. Faculty members and courses from several other departments will contribute meaningfully to this interdisciplinary major.

College, School, or Functional Equivalent

The administrative home of the proposed program will be the College of Letters and Sciences, with substantial contributions from the College of Arts and Communication.

Proposed Date of Implementation

September 2018

INTRODUCTION**Rationale and Relation to Mission**

The proposed B.A. in Film Studies will respond to the first goal of the University of Wisconsin-Whitewater's mission statement: "to provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization." As an interdisciplinary program, Film Studies uniquely blends methods and learning goals from the humanities, social sciences, and arts, capitalizing on expertise from faculty members in the College of Letters and Sciences and the College of Arts and Communication. With its interdisciplinary breadth, the proposed program will provide students with a strong, broad-based background in writing and analysis skills as well as critical and creative thinking skills that can facilitate a number of practical approaches to media industries. These learning outcomes are highlighted in the new campus academic plan, and the plan also specifies that new interdisciplinary programs will emerge from collaborations across current academic departments.¹

¹ UW-Whitewater Academic Plan: <http://www.uww.edu/acadaff/initiatives>.

The B.A. in Film Studies will address multiple goals in the campus strategic plan, in particular the aim to “foster diversity and inclusion.”² Film is a powerful medium for depicting worlds beyond our own, carrying the potential to expand student contact with American diversity as well as global cultures. Film Studies students think critically and creatively about global cultures, preparing them to communicate and collaborate in an increasingly global environment and fostering skills that the Association of American Colleges and Universities, as well as the American Management Association, have described as crucial for effective participation in the 21st century economy.³

Need as Suggested by Current Student Demand

UW-Whitewater has offered a minor in Film Studies since January 2014. In its first year, the Film Studies minor enrolled 36 students. By the fall of 2017, the program’s enrollment had grown to 56 students. This indicates a consistent demand. Film Studies courses also serve the General Education program and existing majors such as English, Electronic Media, Journalism, and Media Arts and Game Development.

In March 2017, Film Studies faculty surveyed students in eight film-related courses from freshman to senior levels and received responses from 250 students. Students were asked to respond anonymously, only identifying their status as freshman, sophomore, junior, or senior. Key findings indicated:

- 230 out of 250 (92%) of all respondents responded “yes,” when asked if UW-Whitewater “should offer a Film Studies major.”
- Of the 87 freshmen and sophomores responding, 35 (40%) indicated that they “would consider it,” and 6 (7%) indicated that they “would definitely sign up,” when asked to identify their “level of interest in a Film Studies major.”
- Of the 163 juniors and seniors responding, 78 (48%) indicated that they “might have considered [the major] as a freshman or sophomore,” 19 (12%) indicated that they “would have signed up as a freshman or sophomore,” 25 (15%) indicated that they “would switch to or add a Film Studies major even now.”

Taken as a whole, the survey shows that 31 of the 250 students surveyed (12%) would “definitely” sign up for a Film Studies major, and another 22% (54 of 250) would “consider it” or “would have signed up” earlier in their college careers. The survey findings suggest that most students currently enrolled in film courses are aware of the potential benefits of a Film Studies major and that a significant number of them want to focus on the skill sets the proposed program can teach. To this end, academic advising services will be consolidated so that students can meet and discuss major options with the coordinator. This practice will ensure that students who want to enroll in the Film Studies major will have a clear idea of the benefits and limits of UW-Whitewater’s particular program in terms of possibilities for career and further education before students commit to the major.

A search for “Film Studies” on the non-profit site CollegeBoard.org identifies just over 200 colleges and universities that offer degrees in the United States. The Society for Cinema and

² UW-Whitewater Strategic Plan, “Diversity and Inclusion”: <http://www.uww.edu/strategic-plan/goal-3>.

³ Association of American Colleges and Universities: <https://www.aacu.org/leap/essential-learning-outcomes>; American Management Association (<http://www.amanet.org/news/AMA-2010-critical-skills-survey.aspx>).

Media Studies (SCMS), which is the predominant academic umbrella organization for U.S. Film Studies programs, identifies over 500 film and media studies programs at universities and colleges across the United States.⁴ Such programs tend to have a variety of names, notably “Film Studies,” “Cinema Studies,” and “Media Studies.” However, the interdisciplinary nature of the subject means that programs may range from those based primarily in production to those based primarily in research and commentary. Consequently, it is difficult to identify what programs are practice-based and what programs are analysis-based, like the proposed B.A. in Film Studies, and subsequently, the enrollment trends for each type of program.

Though aggregate data is scarce, individual Film Studies programs across the country have long noted growth in enrollments.⁵ As one journalist wrote in an article about film and media programs at two colleges in Pennsylvania, “nationally, students are flocking to film and video programs both to express themselves and also to train for a career – but not necessarily in Hollywood. The growth of new media and digital technology has combined to open up Internet jobs, marketing jobs and everyday business jobs.”⁶

Need as Suggested by Market Demand

A 2015 study of such programs by the Society for Cinema and Media Studies concludes, “The wide variety in types of department/programs, faculty specializations, number of students and faculty, course offerings, curricular development, and institutional privileges and restrictions reveals the complexity, range, and necessity of the field.... Film and media studies, and its related disciplines, is a dynamic, diverse, and rich field of study that deserves further consideration as a vital area of both academic and industry development.”⁷ Implementation of the proposed B.A. in Film Studies at UW-Whitewater will help the university stay in step with changes to the educational landscape, the needs of the industry, and the contribution of the industry to the U.S. economy.

According to estimates by the U.S. Bureau of Economic Analysis and the National Endowment for the Arts, “in 2013, arts and cultural production contributed \$704.2 billion to the U.S. economy, a 32.5 percent increase since 1998.”⁸ This figure represents 4.2% of the U.S. gross domestic product. The arts and cultural sector employed 4.7 million wage and salary workers, earning \$339 billion. Industries employing the largest number of arts and cultural production workers include government (including arts education), retail trade, broadcasting, motion picture industries, and publishing. To cite a few specific examples, according to the U.S. Bureau of Labor Statistics, nationally, employment projections for both “audio-visual and multimedia collections specialists” is expected to grow by 8.9%, and “media and communication

⁴ Society for Cinema and Media Studies, “The State of the Field of Film and Media Studies,” December, 2015: http://c.ymcdn.com/sites/www.cmstudies.org/resource/resmgr/SCMS_StateoftheField2015.pdf (p. 2).

⁵ The Society of Cinema and Media Studies (http://www.cmstudies.org/?page=org_history). (http://articles.mcall.com/2002-11-03/news/3437032_1_television-and-film-video-students).

⁶ The Morning Call, “Growth of new media spurs interest in film studies,” November, 2002: (http://articles.mcall.com/2002-11-03/news/3437032_1_television-and-film-video-students).

⁷ Society for Cinema and Media Studies, “The State of the Field of Film and Media Studies,” December, 2015: http://c.ymcdn.com/sites/www.cmstudies.org/resource/resmgr/SCMS_StateoftheField2015.pdf (p. 15).

⁸ National Endowment for the Arts: <https://www.arts.gov/news/2016/arts-and-cultural-production-contributed-7042-billion-us-economy-2013>.

workers” is expected to grow between 7.9% and 8.7% from 2016 to 2026.⁹

In Wisconsin, arts, entertainment, and media occupations account for over 34,000 jobs.¹⁰ More specific to the kinds of jobs that an aspiring film analyst might target, the U.S. Bureau of Labor Statistics Occupational Outlook Handbook lists “media and communication occupations” as a growth area, projected to grow 6% from 2016 to 2026.¹¹ In addition, the Wisconsin Department of Workforce Development projects a 10.3% national growth in employment in Media and Communications, with projected growth of 4.6% in Wisconsin.¹² This area of the economy includes many specific occupations, such as writers and authors, film and video editors, and correspondents. Furthermore, the kinds of jobs available in this field – subject as it is to rapidly evolving technologies and patterns of production and consumption – are changing at an ever-increasing pace. Given these economic movements, the proposed Film Studies program hopes to harness the power of its interdisciplinary approach to provide students with broad backgrounds and useful skill sets that will not simply train them for one specific kind of job, but instead train them in transferrable skills that students can apply within an ever-changing market.

Emerging Knowledge and Advancing New Directions

The proposed B.A. in Film Studies program will represent an important part of UW-Whitewater’s strategy for keeping pace with changes in how Americans conduct business, educate young people, govern themselves, form social networks, and spend leisure time – in short, how citizens and communities interact. Emergent communication technologies, as well as changes in traditional forms of communication, increasingly rely on visual narrative. The Film Studies program will assist students in learning to effectively participate in such rapidly evolving information economies.

The growth of Film and Media Studies programs in colleges and universities across the country may be attributable to the increasing predominance of visualized storytelling within an array of emergent media forms and delivery systems. Findings of a 2016 survey by Pew Research Center suggest that the vast majority of Americans report that they “often” get their news from television (57%) or online sources (38%), while only 20% of respondents reported they often get their news from print newspapers.¹³ Moreover, respondents under 50 years of age report even higher rates (50%) of use of online news sources. Such new media forms increasingly rely on visual communication as well as text. It is this kind of visual language that students of film and media learn to analyze. As the cultural landscape shifts toward visual storytelling and away from purely text-based modalities, understanding how visual storytelling works forms a greater part of any student’s ability to effectively navigate an economy driven and continually reshaped by such forms of communication.

⁹ U.S. Bureau of Labor Statistics, Employment Projections: <https://data.bls.gov/projections/occupationProj>.

¹⁰ U.S. Bureau of Labor Statistics, Occupational Employment Statistics: https://www.bls.gov/oes/current/oes_wi.htm.

¹¹ U.S. Bureau of Labor Statistics, Occupational Outlook Handbook: <http://www.bls.gov/ooh/media-and-communication/home.htm>.

¹² Wisconsin Worknet, Long Term Employment Projections: <http://www.projectionscentral.com/Projections/LongTerm>.

¹³ Pew Research Center, “Pathways to News”: <http://www.journalism.org/2016/07/07/pathways-to-news/>.

DESCRIPTION OF PROGRAM

Institutional Program Array

Film Studies is interdisciplinary. As such, it bears methodological similarities to many of the disciplines upon which it draws that are offered at UW-Whitewater, such as English Literature, Creative Writing, Professional Writing, Communication, History, Art History, and Sociology. Even with these similarities in methodology, however, the B.A. in Film Studies can be distinguished by its object of study: visualized narratives in general and films in particular.

As an interdisciplinary program that shares methodologies with other disciplines, yet offers a unique focus, the proposed B.A. in Film Studies will complement existing programs offered at UW-Whitewater. The UW-Whitewater English Literature and Creative Writing program curricula, for instance, are currently enhanced by Film Studies coursework offered through the minor, through shared courses such as “Literature on Film” and “Screenwriting.” A student who learns to operate a camera in UW-Whitewater’s Electronic Media program can learn more in the Film Studies program about how cinematographers use cameras to create persuasive effects and tell stories. Students who learn to create educational games in UW-Whitewater’s Media Arts and Game Development program can learn more about how visual narratives engage audiences. Perhaps most importantly, the proposed Film Studies program will complement UW-Whitewater’s General Education program by offering humanities, arts, and diversity courses. In short, a Film Studies major would be unique in the university, yet well-positioned to complement related disciplines and enhance general education options for all students.

Other Programs in the University of Wisconsin System

Any meaningful comparison of UW-Whitewater’s Film Studies program to similar programs in the University of Wisconsin System requires that UW-Whitewater first make a distinction between analysis-based and practice-based programs. While programs may involve elements of each, programs based in the practice of film and video production primarily teach students skills such as camera operation, video and audio editing, and production techniques. Analysis-based film programs primarily teach students critical and creative writing in multimedia contexts, interpretive and persuasive argumentation, the history of media industries, and cultural analysis. The current Film Studies minor at UW-Whitewater and the proposed new major are analysis-based, complementing the practice-based emphasis in Electronic Media that the campus already has within the Communication major.

Only UW-Milwaukee offers a B.A. in Film Studies. UW-Madison offers an emphasis in Radio, Television, & Film within the B.A. and B.S. in Communication, but not a stand-alone major. Though some UW System institutions offer practice-based film programs, these are not comparable to the proposed B.A. in Film Studies. Only one private university in Wisconsin (Lawrence University) offers an analysis-based Film Studies major. Several private universities in Chicago or its environs offer analysis-based Film Studies degrees similar to the one proposed here, including Loyola University Chicago, DePaul University, Benedictine University, and University of Chicago.

Offering a Film Studies degree at UW-Whitewater would potentially benefit students in the region who want this degree but, for a variety of reasons, cannot or choose not to attend

either an expensive private college or one of the large research universities in the UW System (Madison or Milwaukee).

Diversity

The demographics of UW-Whitewater's Film Studies students in terms of ethnicity currently stands at 19% underrepresented populations. The ratio of white to underrepresented students is, therefore, comparable to the population of the university as a whole. With courses such as "Race, Ethnicity and Film" (cross-listed with Race and Ethnicity Studies) and "Gender and Film" (cross-listed with Women's and Gender Studies) as well as UW-Whitewater's commitment to teaching content areas such as international cinemas and subjects such as the representation of LGBT individuals on screen, the UW-Whitewater Film Studies program is committed to providing a welcoming environment for all students, regardless of sex, gender, nationality, ethnicity, or sexual orientation. Further, the UW-Whitewater Film Studies program has a strong track record of working with campus groups representing minority students. In 2013, for instance, the Film Studies coordinator published a peer-reviewed essay on the film, *His Girl Friday*, with McNair scholar Nathan Anderson.¹⁴ The degree program proposed here would deepen and strengthen relationships among Film Studies, the McNair Scholars program, Race and Ethnicity Studies, Women's and Gender Studies, and Undergraduate Research, providing a mechanism for recruitment and retention of historically underrepresented students.

In accordance with the [UW System Inclusive Excellence](#) guidelines, UW-Whitewater Film Studies is committed to providing "deliberate, intentional, and coordinated" attention to diverse student experiences. Diverse faculty and students will be recruited into the program, supporting the UW-Whitewater strategic goal to increase diversity across campus. Further, in addition to infusing diversity throughout the curriculum, the program will promote High-Impact Practices (HIPs) including undergraduate research, intensive writing, integrative interdisciplinary projects, aspects of global education, and capstone projects. As one example, the UW-Whitewater Research Apprenticeship Program (RAP) recently earned both state and UW System diversity awards for providing high-quality faculty research opportunities to freshman and sophomore students. RAP serves a high percentage of minority, lower-income, and first-generation students, and has demonstrated positive impact on student retention. The proposed Film Studies program will be a participant in RAP and other student success programs on campus.

Student Learning Outcomes and Program Objectives

The Film Studies major proposed here provides an interdisciplinary background in writing and analysis skills as well as creative and critical thinking skills that will serve a number of practical approaches to media industries. Program learning outcomes include:

- demonstrated knowledge of the history and cultural impact of visual narratives;
- demonstrated familiarity with the processes through which visual narratives are constructed;
- ability to critically interpret visual media and express interpretations orally and in writing;
- ability to employ the specialized vocabularies and methodologies of media scholars;

¹⁴ McNair Scholar Nathan Anderson worked with Dr. Donald Jellerson to write and publish a scholarly essay on the Howard Hawks film, *His Girl Friday* (1940): <http://www.uww.edu/cls/film-studies/undergraduate-research>.

- ability to address questions of ethics and social justice through representations of culture; and
- ability to analyze a range of visual styles, narrative conventions, and genres.

Assessment of Objectives

Since its inception, Film Studies has regularly assessed student progress in learning outcomes through both direct and indirect means. UW-Whitewater plans to continue this pattern of assessment, expanding it to track majors in addition to minors. The primary component of UW-Whitewater's assessment has been a reading of randomly selected student papers from representative required courses at the 200, 300, and 400 levels. Papers are evaluated (each paper by two or more faculty members) for benchmark progress in the program's stated learning objectives. Such readings have taken place once per year, in summer, with the exception of summer 2016, during which Film Studies faculty instead undertook a comprehensive evaluation of the program by comparison with comparable programs in the state and the region. In addition to direct assessment, Film Studies has gathered student self-evaluations and responses to the program at key intervals. Most recently, faculty members held a focus group and conducted a survey with students either finishing or having already finished work in the minor. UW-Whitewater expects to continue this pattern. Annual readings of student work will provide data on student progress in learning objectives, and every three to four years, the program will gather student self-reporting on their experiences in the program and their work within it (in the form of surveys and focus groups) and make appropriate programmatic changes. In the meantime, the Film Studies faculty will continue discussions already underway, focusing on how to best target assessments given the variety of students in the program and the disparate careers to which they aspire, which range from the creative (e.g., screenwriters) to the business-oriented (e.g., entertainment industry specialists), to the journalistic (e.g., critics) and to the academic (e.g., teachers).

Program Curriculum

The program will consist of 33 credits, including optional preparatory work, an introductory gateway course, a critical writing course, three core courses, several electives, and a capstone seminar course. The total degree will require 120 credits, including general education (approximately 44 credits), B.A. degree requirements (10-14 credits), a minor (21-24 credits), with the remaining being elective credits.

Optional Preparatory Course (0–3 credits)

FILM 110 Visual Culture in America	3 credits
HISTORY 110 History through Film	3 credits
ARTHIST 203 Introduction to Modern and Contemporary Art	3 credits

Introductory Course (select 3 credits)

COMM 236 Introduction to Cinema	3 credits
COMM 249 Great Moments in Cinema	3 credits

Critical Writing Course (select 3 credits)

FILM & ENGLISH 272 Critical Writing in Multimedia Contexts	3 credits
JOURNLSM 224 Media Criticism	3 credits

Core Courses in Genre and Culture (select 9 credits)

FILM & WOMENST 266 Gender and Film	3 credits
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FILM 350 Film Genre	3 credits
FILM & ENGLISH 352 Literature and Film	3 credits
FILM & ENGLISH 354 Stage Plays on Film	3 credits
SOCIOLGY 344 Race, Ethnicity and Film	3 credits
Capstone Course (select 3 credits)	
FILM 483 Cinema Auteurs	3 credits
FILM 485 Film Theory	3 credits
Elective Courses (select 12–15 credits not previously taken)	
COMM 236 Introduction to Cinema	3 credits
COMM 249 Great Moments in Cinema	3 credits
FILM 272 Critical Writing in Multimedia Contexts	3 credits
JOURNLSM 224 Media Criticism	3 credits
FILM & WOMENST 266 Gender and Film	3 credits
COMM & MUSC 346 Sound and Image	3 credits
FILM 356 Text and Image	3 credits
FILM 350 Film Genre	3 credits
FILM & ENGLISH 352 Literature and Film	3 credits
FILM & ENGLISH 354 Stage Plays on Film	3 credits
SOCIOLGY 344 Race, Ethnicity and Film	3 credits
FILM & ENGLISH 376 Screenwriting	3 credits
FILM 483 Cinema Auteurs	3 credits
FILM 485 Film Theory	3 credits
FILM 497 Exchange Study	3 credits
FILM 498 Independent Study	3 credits

The courses and requirement structures indicated are based on the growth and success of the Film Studies minor (thus mirroring, in many respects, the structure of the minor) and established to ensure that program-level student learning outcomes are achieved. All of the above courses currently run as a function of the Film Studies minor, and no new courses need to be designed or implemented for the proposed major. Annual assessments of student progress in the minor led to the development of several key courses, including, most recently, a Critical Writing course in the College of Letters and Sciences (FILM 272), mirrored by a Media Criticism course in Arts and Communication (JOURNLSM 224). With more than one course dedicated to each lynchpin category of student learning – analytical methods, critical writing, capstone – it became possible and desirable to create a major based on key learning objectives while maintaining the high degree of student choice necessary to an interdisciplinary program serving a relatively wide array of student interests and goals. The paradigm proposed here follows the demonstrated success of the minor, focusing requirements to ensure learning in introductory methods (gateway courses), written communication (critical writing courses), and advanced research methods (capstones). Within this framework, a significant portion of the major consists of elective choices so that students can work with the Film Studies coordinator to create individualized paths through the major given their goals and interests.

Projected Time to Degree

A flexible curricular design, a moderate total credit requirement, and a robust array of course choices in each semester will ensure that students can easily complete the B.A. in Film

Studies within the time frame of the normal four-year degree. The Film Studies major proposed here would require 33 credits of coursework (11 courses at three credits each). Most comparable programs require 36 credits of coursework. The time to completion for a Film Studies major would thus be somewhat quicker than the norm.

Institutional Review

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

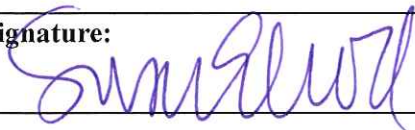
Accreditation

There is no specialized accreditation body for Film Studies programs in the United States. Additional approval to offer this program will not be required by the Higher Learning Commission.

University of Wisconsin-Whitewater
Cost and Revenue Projection For Bachelor of Arts in Film Studies

	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	6	9	12	15	18
	Enrollment (Continuing Student) Headcount	12	18	24	24	26
	Enrollment (New Student) FTE	6	8	11	14	17
	Enrollment (Continuing Student) FTE	11	17	23	23	24
II	Total New Credit Hours in the Major	36	48	66	84	102
	Existing Credit Hours in the Major	66	102	138	138	144
III	FTE of New Faculty/Instructional Staff	0	0	0	0.5	0.5
	FTE of Current Fac/IAS	2.5	2.5	2.5	2.75	2.75
	FTE of New Admin Staff	0.25	0.25	0.25	0.25	0.25
	FTE Current Admin Staff	0	0	0	0	0
IV	New Revenues					
	From Tuition	\$32,961	\$48,473	\$65,923	\$71,739	\$79,495
	From Fees (online courses)	\$900	\$1,200	\$1,650	\$2,100	\$2,550
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	\$33,861	\$49,673	\$67,573	\$73,839	\$82,045
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$6,255	\$6,255	\$6,255	\$41,005	\$41,005
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Facilities	\$0	\$1,000	\$1,500	\$2,000	\$2,500
	Equipment			\$2,000	\$2,000	\$2,500
	Other- marketing costs	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Total Expenses	\$7,755	\$8,755	\$11,255	\$46,505	\$47,505
VI	Net Revenue	\$26,106	\$40,918	\$56,318	\$27,334	\$34,540

Provost's Signature:



Date:

3-13-2018

**UNIVERSITY OF WISCONSIN-WHITEWATER
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF ARTS (B.A.) IN FILM STUDIES**

Implementation of the proposed B.A. in Film Studies at UW-Whitewater (UW-W) will primarily rely on resources already in place at the institution. The majority of courses making up the curriculum are currently and regularly taught by existing faculty, and the facilities needed for student learning are in place. Additional costs will be covered by tuition revenue and fees garnered through enrollments in the major over the next five years. Modest staffing increases may be needed to cover additional sections of certain courses once enrollments exceed typical course capacities (30 for most sections).

Section I – Enrollment

New student enrollments represent those who were not enrolled at UW-Whitewater during the previous semester. Continuing students in year 1 represent students who are expected to switch to the B.A. in Film Studies from the UW-Whitewater minor in Film Studies or from other UW-W majors. Beginning in year 2, continuing students represent any students who are continuing their enrollment in the major from the previous year.

Student FTE enrollment calculations for both new and continuing students are based on Fall 2017 data showing that 88% of UW-Whitewater students enrolled full-time and 12% enrolled part-time (counted here as half-time), yielding a conversion factor of .94.

Section II – Credit Hours

New credit hours represent those taken by new student enrollments. Existing credit hours represent those taken by continuing student enrollments. Credit hours were calculated based on the following assumptions for both new and continuing students.

- Each student FTE will enroll in 24 credits per year (12 credits per each fall and spring semester).
- Approximately 25% of these credits will be attributable to the major coursework. Credits attributable to general education or other university requirements are excluded from these figures.

Section III – FTE of Faculty/Instructional Staff

In the first year of program implementation, .25 new administrative staff will be added to support the program. This figure represents costs associated with course replacement so that an existing faculty member may be reassigned to coordinate the program.

All major coursework will be taught by current faculty through year 3. Calculations of current faculty and instructional staff FTE were based on the typical 24-credit teaching load of faculty and 27-credit load of instructional staff. This resulted in a .25 FTE commitment per course for faculty and .22 FTE commitment per course of instructional staff.

It is anticipated that enrollment will grow so that modest staffing increases may be needed to cover additional sections of certain courses once enrollments exceed typical course capacities (30 for most sections). In year 4 of the program, .50 FTE faculty or instructional staff

will be added to accommodate the offering of additional course sections. In addition, .25 FTE of current faculty/instructional staff will be reassigned to teach additional sections.

Section IV – Program Revenues

For the purpose of accounting for all revenues attributable to the major, credit hours for all students enrolled in the major, both new and continuing, were included in revenue calculations. Tuition revenues were calculated using a mean per-credit tuition rate applied to the number of credit hours listed in section II. Note, these credit hours represent coursework taken in the major only, and do not include general education coursework.

The mean per-credit tuition rate was calculated based on the proportion of resident and nonresident students, as indicated by Fall 2017 enrollments data. These data indicated that 83% of students identified as Wisconsin residents for tuition purposes (and paid \$262.43 per credit) and 17% identified as nonresidents (and paid \$619.63 per credit). This ratio yields a mean tuition rate of \$323.15 per credit.

The revenue from fees is attributed to online course fees that will be charged at a rate of \$50 per credit. Calculations assume that each new student FTE will take at least one 3-credit online course while enrolled in the program. The calculation is, therefore, based on the FTE of new students x 3 credits at \$50.

Section V – Program Expenses

Additional expenses to deliver the proposed program will be minimal. Faculty and instructional staff, as well as the necessary campus infrastructure, are currently in place to deliver the minor. These resources will be used to deliver the proposed major.

Beginning in year 1, anticipated new salary and fringe costs will include salary associated with the cost to replace an instructor for one course. This replacement will allow for reassignment of a faculty member to serve in the faculty coordinator role, at a cost of \$4,500 plus fringe at the rate of 39% of salary. In addition, beginning in year 4, added salary and fringe costs represent the anticipated addition of .50 faculty or instructional staff FTE to teach five new course sections. Projected expenditures assume a compensation rate of \$5,000 per course section (x five course sections) plus fringe at the rate of 39% of salary.

Other expenses include replacement of computers used for film analysis, purchase of film media (analog and digital), and additional marketing of the program to prospective students.

Section VI – Net Revenue

This budget includes revenue generated from all enrolled students for credit hours that are attributable to major coursework. This includes students new to UW-Whitewater as well as approximately 12 current UW-Whitewater students who, in year 1 of the program, are expected to switch to the B.A. in Film Studies from the minor or another major. Net revenue will be allocated to support the current and continuing instructional costs associated with the delivery of major coursework, and will be distributed to support general education, faculty development, and other general support of the college and campus.



UNIVERSITY OF WISCONSIN
WHITEWATER

Office of the Provost

February 9, 2018

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

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Bachelor of Arts (BA) program in Film Studies. This is a new major that will complement the popular and successful Film Studies minor that we already have at UW-Whitewater. We are proud of the achievements of our students, faculty, and staff in our College of Letters and Sciences, and with this new program the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin and the surrounding region.

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

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

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

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

Sincerely,



Susan Elrod, PhD

Provost and Executive Vice Chancellor for Academic Affairs

SE/has

Encl.

cc: Beverly Kopper, Chancellor
Greg Cook, Associate Vice Chancellor for Academic Affairs
David Travis, Dean, College of Letters and Sciences
Carleen Vande Zande, Interim AVP of APEI, UW System

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

EDUCATION COMMITTEE

Resolution I.1.f.(3):

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

**NEW PROGRAM AUTHORIZATION
ONLINE MASTER OF SCIENCE IN FINANCE
UNIVERSITY OF WISCONSIN-WHITEWATER**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Whitewater submits this request to establish an online Master of Science in Finance. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.f.(3), authorizing the implementation of the online Master of Science in Finance at the University of Wisconsin-Whitewater.

DISCUSSION

Program Description. The University of Wisconsin-Whitewater proposes to establish a Master of Science (M.S.) degree in Finance, delivered fully online. The program is intended to produce finance professionals with a solid foundation in modern finance theory, as well as with the capabilities to perform applied research. The College of Business and Economics currently offers an M.B.A. with eleven different emphases, including an emphasis in Finance. An M.S. in Finance is specialized and complements the M.B.A. by adding a graduate program specifically tailored toward professionals who are interested in financial analysis. The online format of the M.S. in Finance program creates a flexible, positive, and inviting environment for multicultural students, students with disabilities, and nontraditional students. Students can maintain full-time jobs while pursuing a master's degree that will enhance their career opportunities. Further, UW-Whitewater's M.S. in Finance program focuses on industry needs and practical aspects of finance, which is different from traditional M.S. in Finance programs.

Mission. The UW-Whitewater strategic plan, along with the missions of UW-Whitewater, the College of Business and Economics, and the Department of Finance and Business Law, demonstrate commitment to improving student success and student access to high-quality academic programs to prepare UW-Whitewater students for productive careers and opportunities to make positive contributions to the state of Wisconsin and beyond. The strategic plan prioritizes identifying and implementing new academic programs that are relevant for productive careers, are self-supporting, and provide new sources of revenue.

As a specialty field within the business discipline, the online M.S. in Finance program allows UW-Whitewater to provide a graduate degree that facilitates student success by building upon its

undergraduate finance program and providing graduate students with a high-quality degree in the field of business.

Student and Market Demand. UW-Whitewater currently offers a Master of Business Administration (M.B.A.) degree with eleven different emphasis areas, including an emphasis in Finance, which is the second most popular M.B.A. emphasis. In 2016-17, out of a total of 470 M.B.A. students, 91 were enrolled in the Finance emphasis. In addition, 74% of UW-Whitewater's M.B.A. students pursue their program fully online, up from 63% five years ago. A survey of students enrolled in the M.B.A. with Finance emphasis indicated that 25% would have preferred the M.S. in Finance degree. While the M.B.A. program could potentially lose 20-25 students to the proposed online M.S. in Finance program, UW-Whitewater expects the overall graduate business enrollment to grow by attracting new students who are seeking a stand-alone M.S. in Finance degree program that can be completed fully online.

According to the U.S. Bureau of Labor Statistics (BLS),¹ the national demand for jobs in the financial sector is projected to grow substantially over the next 10-15 years. This trend includes a projected growth of 11% for financial analysts, 15% for personal financial advisers, and 11% for loan officers. A closer look at employment data for the state of Wisconsin compiled by Labor Market Insights² indicates expected growth rates for financial analysts and personal financial advisers to be 4% and 13%, respectively, from 2015 to 2025. Similarly, the Wisconsin Department of Workforce Development (WI DWD) projects a growth rate of 8.4% to 8.7% for jobs in the financial sector between 2014 and 2024.³

Credit Load and Tuition. The program will be comprised of 30 graduate credits. Students who are sufficiently prepared and continuously enrolled full-time will be able to complete the program in two years. Students with insufficient prior undergraduate or graduate coursework in finance may need to complete up to eight additional graduate Common Body of Knowledge credits.

All students enrolled in the online M.S. in Finance, regardless of state of residence, will pay a per-credit tuition rate of \$637.44. Students will not pay segregated fees. Full-time students enrolled in 18 credits per year can expect to pay \$11,473.92; however, it is expected that most students will enroll part-time. Students enrolled in the proposed program will also be expected to cover textbook and course material costs of approximately \$2,000 through the duration of the program.

Program Funding and Management. The proposed degree program will be supported by tuition revenue. All of the courses required to support the proposed program are currently being offered at UW-Whitewater, primarily in the College of Business and Economics. The program course enrollments in the first two years will be supported by expanding the enrollment capacity of courses that are already being offered, thereby making more efficient use of existing curricular resources.

¹ <https://data.bls.gov/projections/occupationProj>

² EMSI's Labor Market Insights is a closed subscription-based data service that facilitates customized data drilldowns. The data compiled from this source reflect the same trend as seen in publicly available sources such as BLS and WI DWD <http://www.economicmodeling.com/data/>.

³ <https://www.jobcenterofwisconsin.com/wisconomy/query>.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN
ONLINE MASTER OF SCIENCE IN FINANCE
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Master of Science (M.S.) degree in Finance, delivered fully online. The program is intended to produce finance professionals with a solid foundation in modern finance theory, as well as with the capabilities to perform applied research. Establishing the program at UW-Whitewater will primarily serve the needs of the local and broader community of professionals in Wisconsin, and will also be available to those elsewhere in the U.S. and internationally. The program will be comprised of 30 graduate credits. Students who are sufficiently prepared and continuously enrolled full-time will be able to complete the program in two years. Students with insufficient prior undergraduate or graduate coursework in finance may need to complete up to eight additional graduate Common Body of Knowledge credits.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Finance

Degree/Major Designations

Master of Science

Mode of Delivery

Single institution, with online delivery

Projected Enrollments by Year Five

Table 1 illustrates projected enrollments and graduates for the first five years of the program. With a Spring 2019 start, the anticipated enrollment is 15 new students in the 2018-19 academic year, with 10 students switching from the existing M.B.A. with Finance emphasis. Migration and completion of current M.B.A. students to the online M.S. in Finance program is expected to continue in years 2 and 3. New student enrollment is expected to steadily increase to approximately 24 new incoming students per year by year 5. A 14.5% rate of attrition is anticipated, based on historical online graduate business enrollments at UW-Whitewater. By the end of year 5, it is expected that 93 new students (total) will have enrolled in the program and 63 students (total) will have graduated.

Table 1: Five-Year Projected Student Enrollments for the Online M.S. in Finance

	Year 1	Year 2	Year 3	Year 4	Year 5
	Sp. 2019	2019-20	2020-21	2021-22	2022-23
New Student Enrollment	15	15	18	21	24
Continuing (new) Student Enrollment	0	14	19	21	25
Continuing (former) MBA Student Enrollment	10	13	3		
Total Enrollment	25	42	40	42	49
Students Graduated	0	16	17	14	16

Tuition Structure

All students enrolled in the online M.S. in Finance, regardless of state of residence, will pay a per-credit tuition rate of \$637.44. This rate aligns with the Board of Regents' approved business master's tuition structure for the UW-Whitewater online M.B.A., effective 2016-17. Students will not pay segregated fees. This is in accordance with the UW System Policy *SYS 130 Appendix C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs*,¹ which allows for the exclusion of segregated fees and the exemption from credit plateau to charge tuition on a per-credit basis. Continuing students switching from the M.B.A. online program currently pay these tuition rates. Full-time students enrolled in 18 credits per year can expect to pay \$11,473.92; however, it is expected that most students will enroll part-time. Future tuition increases will address inflation and market opportunity as governed by the same policy, with increases subject to the Board of Regents' approval. Students enrolled in the proposed program will also be expected to cover textbook and course material costs of approximately \$2,000 through the duration of the program.

Department or Functional Equivalent

The proposed program will reside within the Department of Finance and Business Law.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Business and Economics.

Proposed Date of Implementation

January 2019

¹ <https://www.wisconsin.edu/uw-policies/130-appendix-c-principles-for-pricing-distance-education-credit-courses-degree-and-certificate-programs/>.

INTRODUCTION

Rationale and Relation to Mission

The UW-Whitewater strategic plan,² along with the missions of the UW-Whitewater,³ the College of Business and Economics,⁴ and the Department of Finance and Business Law,⁵ demonstrates commitment to improving student success and student access to high-quality academic programs that prepare UW-Whitewater students for productive careers and opportunities to make positive contributions to the state of Wisconsin and beyond. The strategic plan prioritizes identifying and implementing new academic programs that are relevant for productive careers, are self-supporting, and provide new sources of revenue.

UW-Whitewater currently offers a Master of Business Administration (M.B.A.) degree with eleven different emphasis areas, including an emphasis in Finance, which is the second most popular M.B.A. emphasis. In 2016-17, out of a total of 470 M.B.A. students, 91 were enrolled in the Finance emphasis. In addition, 74% of UW-Whitewater's M.B.A. students pursue their program fully online, up from 63% five years ago. A survey of students enrolled in the M.B.A. with Finance emphasis indicated that 25% would have preferred the M.S. in Finance degree. While the M.B.A. program could potentially lose 20-25 students to the proposed online M.S. in Finance program, UW-Whitewater expects the overall graduate business enrollment to grow by attracting new students who are seeking a stand-alone M.S. in Finance degree program that can be completed fully online.

The U.S. Bureau of Labor Statistics⁶ projects financial sector jobs to experience exceptional growth in the upcoming years, including a projected growth of 11% for financial analysts, 15% for personal financial advisers, and 11% for loan officers. While a bachelor-level business degree in finance is the minimum requirement for these jobs, many prefer advanced degrees such as an M.S. in Finance.

As a specialty field within the business discipline, the online M.S. in Finance program allows UW-Whitewater to provide a graduate degree that builds upon its undergraduate finance program and provides a high-quality degree in the field of business. The Chartered Financial Analyst (CFA) Institute officially recognizes UW-Whitewater's Bachelor of Business Administration (B.B.A.) in Finance as a program that delivers the recommended Common Body of Knowledge that prepares students to pass the CFA Level I exam. The proposed program will build on this undergraduate strength and prepare students to sit for the CFA Level II exam.

Further, faculty members in the Department of Finance and Business Law maintain active research agendas and are engaged in a variety of scholarly activities. By offering a master's degree focused on finance, faculty can engage more students in applied academic research beyond the undergraduate and M.B.A. research opportunities that the department currently offers. Faculty can continue to strive for excellence in their research and to stay current in their fields as they pursue high-quality scholarly activities. The practical focus of this graduate

² <http://www.uww.edu/strategic-plan>.

³ <http://www.uww.edu/campus-info/about-uww/mission-and-goals>.

⁴ <http://www.uww.edu/cobe/aboutthecollege/mission>.

⁵ <http://www.uww.edu/cobe/fbl/fblmission>.

⁶ <https://data.bls.gov/projections/occupationProj>.

program will allow UW-Whitewater to attract and retain high-quality faculty who will help enhance the university's commitment to providing exceptional educational opportunities for students.

The online format of the M.S. in Finance program creates a flexible, positive, and inviting environment for multicultural students, students with disabilities, and nontraditional students. Students can maintain full-time jobs while pursuing a master's degree that will enhance their career opportunities. While finance continues to be a male-dominated field, online delivered degrees have proven to attract female students as well as nontraditional students to such fields. To illustrate, the female-to-male student ratio is 40:60 for students pursuing UW-Whitewater's M.B.A. fully online, across all emphases. The same ratio for students pursuing their M.B.A. in a face-to-face delivery format was 29:71. The M.S. in Finance program will help create an inclusive, collaborative, and entrepreneurial learning community for individuals who want to pursue a career in finance. The proposed online M.S. in Finance program, therefore, supports UW-Whitewater's strategic plan to improve student access and success, transform lives, impact society, and foster diversity and inclusion.

Need as Suggested by Current Student Demand

Creative Marketing Unlimited (CMU) is a non-profit, student-run market research firm that works in conjunction with the UW-Whitewater chapter of the American Marketing Association. CMU was given the charge of evaluating the overall demand for an online M.S. in Finance program, identifying how the program is differentiated from other programs in the region, and determining the need for the program. CMU conducted a competitive review of Association to Advance Collegiate Schools of Business (AACSB)-accredited business schools offering M.S. in Finance programs, collected secondary data from AACSB and other sources, used the Google Trends Tool and the Google Keyword Planner to identify search volume for M.S. in Finance programs, and also surveyed UW-Whitewater students at both M.B.A. and undergraduate levels for their interest in an M.S. in Finance.

CMU's survey of UW-Whitewater's current students found that, on a scale ranging from *1=not at all likely* to *7=very likely*, undergraduate students' (n=98) likelihood of enrolling in an M.B.A. with Finance emphasis vs. an M.S. in Finance are similar (5.16 vs. 5.14). Again, on a scale ranging from *1=not at all likely* to select M.S. in Finance to *7=very likely* to select M.S. in Finance, students already enrolled in the M.B.A. with Finance emphasis program (n=53) indicated an average likelihood of 4.23 that they would have selected the M.S. in Finance program instead if it had been available. This includes 25% who would have been very likely ("7") to select the M.S. option.

According to the *Prospective Students Survey Report (2015)* from the Graduate Management Admission Council, specialized business master's programs are "exclusively considered by 22 percent of prospective students, globally." Among those reporting an interest in a specialized degree vs. an M.B.A., 28% were looking for a master's in finance. A master's in accounting was the highest at 31% (UW-Whitewater already offers a Master of Professional Accountancy program), and there is a significant drop down to third for a master's in management at only 7%.

CMU compiled secondary data from AACSB data reports and articles on M.B.A. vs. M.S. degrees related to the number of universities offering M.S. degrees and found that females are driving some of the growth in interest in specialized master's degree programs.^{7 8 9} CMU constructed a class profile of students in M.S. in Finance degree programs by evaluating current programs in the country and found a younger demographic with limited work experience is likely to have the greatest interest in the M.S. in Finance degree. This suggests an M.S. in Finance degree is of value to current undergraduate students as well as to recent graduates.

Need as Suggested by Market Demand

According to the U.S. Bureau of Labor Statistics (BLS),¹⁰ the national demand for jobs in the financial sector is projected to grow substantially over the next 10-15 years. This trend includes a projected growth of 11% for financial analysts, 15% for personal financial advisers, and 11% for loan officers. A closer look at employment data for the state of Wisconsin compiled by Labor Market Insights¹¹ indicates expected growth rates for financial analysts and personal financial advisers to be 4% and 13%, respectively, from 2015 to 2025. Similarly, the Wisconsin Department of Workforce Development (WI DWD) projects a growth rate of 8.4% to 8.7% for jobs in the financial sector between 2014 and 2024.¹²

While finance managerial jobs traditionally require a bachelor's degree, success in many of these positions requires complex financial analysis skills that go beyond a bachelor's degree. Consequently, many positions require additional certifications such as a Certified Financial Analyst (CFA) or a Certified Financial Planner (CFP), or they require an advanced degree such as a master's degree in finance or accounting. UW-Whitewater's online M.S. in Finance program will provide students the financial knowledge and analytical skills required for the positions identified above and will better prepare them for the CFA Level II exam.

Specifically, the program will provide students with in-depth knowledge in the areas of capital budgeting, capital structure, investments and portfolio management, banking and financial institutions, investment banking, derivatives, and multinational finance. The program will focus on applied finance, aimed at working individuals who seek to acquire financial and analytical skills in these specific knowledge areas to apply in their careers. Given that students can attend this program remotely while maintaining full-time employment, this degree program will allow students to continue to work and gain experience while pursuing the M.S. degree and help satisfy the standard requirements for advanced positions in finance.

⁷ AACSB Business School Data: 2017 <http://www.aacsb.edu/-/media/aacsb/publications/data-trends-booklet/2017.ashx?la=en> (pages 20 – 21); 2016 <http://www.aacsb.edu/-/media/aacsb/publications/data-trends-booklet/2016.ashx?la=en> (see pages 12 - 15); also 2013 <http://www.aacsb.edu/-/media/aacsb/publications/data-trends-booklet/2013.ashx?la=en> and 2015 <http://www.aacsb.edu/-/media/aacsb/publications/data-trends-booklet/2015.ashx?la=en>.

⁸ <http://aacsbblogs.typepad.com/dataandresearch/2015/09/a-5-year-comparison-of-mbamasters-specialist-degree-program-disciplines.html>.

⁹ <https://www.onlinembareport.com/articles/mba-programs-change-big-over-last-10-years>.

¹⁰ <https://data.bls.gov/projections/occupationProj>

¹¹ EMSI's Labor Market Insights is a closed subscription-based data service that facilitates customized data drilldowns. The data compiled from this source reflect the same trend as seen in publicly available sources such as BLS and WI DWD <http://www.economicmodeling.com/data/>.

¹² <https://www.jobcenterofwisconsin.com/wisconomy/query>.

Creative Marketing Unlimited (CMU) also assessed national interest among students and employers in a specialized master's degree in finance using Google's search and predictive analytics tools by gauging changing preferences between an M.B.A. in Finance versus an M.S. in Finance. Although M.B.A.-related searches account for a larger percentage of the search volume, searches for M.S. in Finance increased while M.B.A. in Finance-related searches decreased from 2009-2015. Individuals within the U.S. performed 55,920 Google searches related to M.S. in Finance degrees during the past 12 months. Outside of the U.S., citizens in Pakistan, India, and the United Kingdom showed the most regional interest via Google's search engine.

DESCRIPTION OF PROGRAM

Institutional Program Array

During the planning process for this program, the entire graduate program array at UW-Whitewater was reviewed to identify strengths, gaps, opportunities, overlap, and synergies. The College of Business and Economics currently offers an M.B.A. with eleven different emphases, including an emphasis in Finance. The Finance emphasis requires nine graduate-level finance credits. The M.B.A. degree is designed for generalists in various management positions, and the M.B.A. with Finance emphasis does not provide students who prefer to be specialists with comprehensive content knowledge required to conduct a thorough financial analysis. An M.S. in Finance is specialized and complements the M.B.A. by adding a graduate program specifically tailored toward professionals who are interested in financial analysis. Further, UW-Whitewater's M.S. in Finance program focuses on industry needs and practical aspects of finance, which is different from traditional M.S. in Finance programs.

As UW-Whitewater develops new courses for this program, M.B.A. students will also benefit from more course options and will be able to focus in specific areas in finance areas, such as corporate finance or investments that may better suit their professional goals. The graduate program would also build on the strengths of UW-Whitewater's undergraduate programs in business and finance which emphasize critical thinking, analytical skills, and undergraduate research.

In addition, this program builds upon UW-Whitewater's expertise in delivering high-quality online courses. UW-Whitewater pioneered the online M.B.A. program in 1998, as an option to earn an M.B.A. by completing the program fully online. UW-Whitewater's online M.B.A. program was ranked 16th in the nation in the 2017 US News and World Report and is a result of its conscious effort to adhere to, and continuously improve on, implementing best practices in online education.

Finally, the proposed master's program will have an applied focus, thus complementing, not replacing, the current program array. No other programs will be closed if this new program is approved. As noted earlier, the M.B.A. degree program could potentially lose 20-25 (< 5%) of its enrollment to the online M.S. in Finance program, but the overall enrollment in graduate business programs is expected to grow with the addition of this new program.

Other Programs in the University of Wisconsin System

UW-Madison offers an M.S. and an M.B.A. in Finance. UW-Milwaukee currently offers an M.S. in Management with a concentration in Finance but does not offer a stand-alone degree program. The UW-Madison programs are delivered in a traditional full-time face-to-face format. Further, according to posted information, admission to the UW-Madison's M.S. in Finance program is only open to students who are currently pursuing a Bachelor of Business Administration (B.B.A.) in Finance at UW-Madison. The program is offered as a 5th year of study to the B.B.A. program.¹³ Given the delivery formats and admissions restrictions, the UW-Whitewater program will not directly compete with these programs.

UW-Whitewater's M.S. in Finance will provide the convenience of an online course delivery format. Its targeted students are working professionals who want to advance their career through a master's program while working full-time at their current jobs. Further, the proposed M.S. in Finance will be the first AACSB-accredited master's degree program in finance in the state of Wisconsin that is fully online. Also, if approved, UW-Whitewater (UWW) would be the 18th AACSB-accredited institution in the nation and the third in the Midwest to offer a Master of Science in Finance fully online.¹⁴

Collaborative Nature of the Program

UW-Whitewater will communicate with the other UW System universities, particularly those offering business colleges and programs, to ensure that the business programs at UW-Whitewater and the other state institutions continue to meet the needs of Wisconsin's students and employers. The dean of UW-Whitewater's College of Business and Economics meets twice annually with deans of all UW System business programs and will use these meetings as an avenue for collaboration.

Diversity

In support of UW-Whitewater's mission, this program is designed to enhance student access and success. By offering the entire program online, UW-Whitewater reaches out to nontraditional students, working adults, women, and other underrepresented groups. Students can study at their own pace while keeping their jobs. UW-Whitewater has been offering the M.B.A. program online since the 1990s. UW-Whitewater has the technology and instructional design support to help students be successful in an online environment, which leads to a high retention rate. Most of its online M.B.A. students complete their 36-credit program in 2½ to 3½ years on a part-time basis, and the university expects its M.S. in Finance students who share a similar demographic profile to complete their 30-credit program in two years. Flexibility and adaptability of online learning empower students with diverse backgrounds. Group projects, interaction among peers, and interaction between faculty and students will create a more diverse learning environment compared to a traditional classroom.

¹³ The program allows finance undergraduates to add an extra year to their degree to complete the M.S. in Finance with coursework starting during their senior year of their undergraduate degree. <https://wsb.wisc.edu/programs-degrees/ms-in-finance/program-overview>.

¹⁴ Data provided by AACSB per their email dated Feb 22, 2018 in response to UWW's request.

In addition, finance is a field traditionally dominated by Caucasian males. Labor Market Insights reports 70% of the finance workforce in 2016 was male.¹⁵ Online programs tend to attract a diverse student body, particularly female students. AACSB's business schools survey determined that while female enrollment is stagnant in traditional MBA programs, 34% more females had enrolled in an online M.B.A. program in 2015-16 than in 2013-14 compared to only a 20% growth among male enrollees.¹⁶ Based on this trend, UW-Whitewater expects a fully online M.S. in Finance program to attract a more diverse student body and consequently help bring diversity to the finance workforce.

Further, the structure of the curriculum incorporates a variety of different elements that implicitly relate to the notion of an integrated and multicultural society. For example, the Multinational Finance course that will be offered in the M.S. in Finance covers topics such as foreign exchanges and international business risks, which relate directly to their integration in a global environment. This course will also expose students to global contemporary financial events. Moreover, the international faculty members in the department can incorporate their diverse backgrounds, experiences, and multicultural perspectives into the curriculum. The current faculty mix includes both men and women, and that would also help bring diversity into a traditionally male-dominated field.

UW-Whitewater is committed to the Association of American Colleges and Universities' Liberal Education & America's Promise (LEAP) and the UW System's Inclusive Excellence initiatives which require purposeful action to increase inclusiveness, diversity, and equity.

Student Learning Outcomes and Program Objectives

Graduates of the online M.S. in Finance program will have demonstrated advanced proficiency to:

1. Use data and conduct analyses to reach financial decisions
2. Identify and apply various forecasting techniques
3. Value real assets
4. Value financial assets
5. Analyze the credit risk structure of interest rates
6. Evaluate financial derivatives
7. Compare and contrast various financial markets
8. Quantify and manage risk
9. Apply advanced critical thinking skills to systematically study questions as part of a decision making process
10. Apply advanced oral and written communication skills to clearly integrate and articulate complex financial information and analyses

Assessment of Objectives

The department's Assessment Committee will oversee the assessment of student learning. Direct measures will be adapted to an online program context and will include course-embedded quizzes, individual projects, collaborative projects, and case studies.

¹⁵ See footnote 11. Similar trends reported in publicly available industry assessments such as <https://www.bloomberg.com/view/articles/2016-02-24/why-don-t-more-women-hold-top-jobs-in-finance>.

¹⁶ <http://aacsbblogs.typepad.com/dataandresearch/2017/03/gender-differences-in-mba-enrollment.html>.

Students will also be required to pass a comprehensive exam prior to graduation. The comprehensive exam will assess all program learning outcomes except for oral communication. Oral communication will be assessed at the individual course level. Students will also complete an exit survey upon completion of their program as an indirect measure of how well they believe they achieved the learning outcomes and as an indirect assessment of the overall program. The program will track its graduates and record the CFA exam pass rate as a measure of program effectiveness. All assessment data will be shared at the end of the spring semester every year with the College's Assurance of Learning Committee, with the College Graduate Studies Committee, with members of the department, and with College senior administrators. Assessment data will inform appropriate program improvements that will be implemented within the subsequent two-year cycle.

Program Curriculum

Courses in the M.S. in Finance program will emphasize quantitative financial analysis, investments and portfolio management, derivatives, corporate finance, capital budgeting, business valuation, financial markets, multinational finance, security valuation, investment banking, and alternative investments.

The program is designed to include 30 credits of coursework and a comprehensive exam at the end of the program. Students who are sufficiently prepared and continuously enrolled full-time will be able to complete the program in two years.

Required courses:

FNBSLW 732: Quantitative Financial Analysis	3 credits
FNBSLW 735: Business Valuation Using Financial Statements	3 credits
FNBSLW 755: Multinational Business Finance	3 credits
FNBSLW 760: Financial Markets	3 credits
FNBSLW 770: Capital Budgeting	3 credits
FNBSLW 780: Portfolio Theory and Practice	3 credits
FNBSLW 765: Alternative Investment Assets	3 credits
FNBSLW 737: Securities Valuation	3 credits
FNBSLW 740: Financial Derivatives	3 credits
FNBSLW 736: Investment Banking	3 credits
Total	30 credits

Students may be required to complete up to 8 additional graduate Common Body of Knowledge (CBK) credits listed below to satisfy any missing business foundational requirements. These CBK credits do not count towards the minimum 30 credits required for the M.S. in Finance:

ACCOUNT 701: Accounting Foundations	2 credits
ECON 703: Statistics Foundations	2 credits
ECON 704: Economics Foundations	2 credits
FNBSLW 718: Financial Management	2 credits

Requirements for admission in good standing include:

1. A baccalaureate or higher degree from an accredited institution.
2. One of the following:
 - a. At least a 2.75 overall grade point average in the undergraduate degree program.
 - b. At least a 2.90 grade point average in the last half of the undergraduate degree program.
 - c. A master's degree or higher from an institution accredited at the corresponding graduate level.
 - d. At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.
3. Completion of the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE).
4. A composite score of at least 1100 based upon the formula:
GMAT score or GRE equivalent
+ 200 x overall undergraduate grade point average
(composite score requirement is increased to 1150 if second half GPA is used)
5. A Test of English as a Foreign Language (TOEFL) paper score of at least 550, internet-based score of at least 79, computer score of at least 213 or an International English Language Testing System (IELTS) score of 6 for students from countries where English is not the native language.

Projected Time to Degree

It will take sufficiently prepared students who are continuously enrolled full-time two years to complete the program requirements in this 30-credit program. Full-time students with insufficient prior undergraduate or graduate coursework in finance may require an additional semester to complete up to 8 additional graduate Common Body of Knowledge credits.

Institutional Review

The program will be reviewed via the UW-Whitewater audit and review process. The audit and review process facilitates continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program faculty engage in a self-study review of the program. The review is shared with the dean and then sent to the Graduate Audit and Review Committee which provides critical feedback and makes recommendations for program improvement. An evaluation report is presented to and discussed with the faculty, the dean, the audit and review committee, and the provost.

Accreditation

UW-Whitewater is accredited by the Higher Learning Commission. The College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business and is on the standard five-year accreditation review cycle. All programs in the College of Business and Economics, including the proposed online M.S. in Finance program, will be reviewed during each cycle.

University of Wisconsin - Whitewater
Cost and Revenue Projections For Master of Science in Finance program

	Items	Projections				
		2018-19	2019-20	2020-21	2021-22	2022-23
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	29	37	42	49
	Enrollment (Continuing Student) Headcount	10	13	3		
	Enrollment (New Student) FTE	12.9	24.9	31.7	36.0	42.0
	Enrollment (Continuing Student) FTE	8.6	11.1	2.6	0.0	0.0
II	Total New Credit Hours	135	435	555	630	735
	Existing Credit Hours	90	117	27	0	0
III	FTE of New Faculty/Instructional Staff	1	1.67	1.67	1.67	1.67
	FTE of Current Fac/IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff	0.17	0.17	0.17	0.17	0.17
IV	New Revenues					
	From Tuition	\$86,054	\$277,286	\$353,779	\$401,587	\$468,518
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	\$86,054	\$277,286	\$353,779	\$401,587	\$468,518
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$88,400	\$295,256	\$295,256	\$295,256	\$295,256
	Other Staff (program coordinator)					
	Other Expenses					
	Supplies	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	Marketing	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Student Help	\$1,250	\$2,500	\$2,500	\$2,500	\$2,500
	CoBE Online Administrative Costs	\$25,816	\$83,186	\$106,134	\$120,476	\$140,556
	Other:					
	Total Expenses	\$143,466	\$408,942	\$431,890	\$446,232	\$466,312
VI	Net Revenue					
		-\$57,412	-\$131,656	-\$78,111	-\$44,645	\$2,207

Narrative: Attached

1. All calculations are based on 2018-19 tuition of \$637.44 per credit hour.
2. The program prefers to cap class size at 30 to ensure the quality of instruction and student learning.

Provost's Signature:

Sum Eluod

Date:

2/6/18

**UNIVERSITY OF WISCONSIN-WHITEWATER
COST AND REVENUE PROJECTIONS NARRATIVE
ONLINE MASTER OF SCIENCE (M.S.) IN FINANCE**

The proposed Master of Science (M.S.) degree in Finance, delivered fully online, is intended to produce finance professionals capable of performing applied research with a solid foundation in modern finance theory. The curriculum is modeled after the Chartered Financial Analyst (CFA) Institute's recommended body of knowledge for the CFA Level II exam. The program will be comprised of 30 graduate credits, and it will take a sufficiently prepared student, who is continuously enrolled full-time, two years to complete. Students with insufficient prior undergraduate or graduate coursework in finance may need to complete up to 8 additional graduate Common Body of Knowledge credits. The online format creates a flexible environment for working professionals to help balance school, work, and personal commitments.

Section I – Enrollment

Each projected student FTE equals 0.86 of headcount. It is expected that each student (headcount) will enroll less than full-time and take 15 credits per year; whereas a full-time student will take approximately 17.5 credits per year. It is anticipated that students, on average, will take two 3-credit classes each fall and spring semester and one additional 3-credit class during the summer session or a regular semester. Students enrolled in the UW-Whitewater online M.B.A. program carry a similar credit load per semester, which is typical of a working professional pursuing an online business graduate program on a part-time basis.

New student headcount reflects first-time, re-entering, or transfer students who will enroll in the program. Continuing student enrollments represent current graduate students enrolled at UW-Whitewater who will switch from the M.B.A. program at UW-Whitewater to the M.S. in Finance.

Section II – Credit Hours

New credits hours represent projected coursework taken by new student enrollments. It is anticipated that each student will take 15 credits per academic year. Year 1 projections reflect 9 credit hours per student, as program enrollment begins in Spring 2019. Existing credit hours represent credits that will be taken by currently enrolled business graduate students who are expected to continue and move into the M.S. in Finance program once it is implemented; since these students will have already completed some graduate-level business courses before switching to the M.S. in Finance degree, their credit hour estimates assume 9 new finance credits per year.

Section III – Faculty and Staff Appointments

The projections account for two new faculty positions that will be hired within the first five years of the program. It is anticipated that 8-9 course sections will be offered each year by year 5. Current graduate faculty load is three sections per semester, capped at 30 students per section, to ensure quality instruction. Faculty are also required to coordinate the program; develop, grade, and administer the comprehensive exam; and advise students. By year five, the new faculty appointments will equate to an estimated 1.67 FTE to meet all academic obligations.

Section IV – Program Revenues

Tuition revenue is calculated as the number of new credits multiplied by the per-credit graduate tuition rate of \$637.44. Tuition will be charged on a per-credit basis and will not include segregated fees. This is in accordance with the UW System Policy *SYS 130 Appendix C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs*, which allows for the exclusion of segregated fees and the exemption from credit plateau to charge tuition on a per-credit basis.

Section V – New Program Expenses

Program expenses attributable to salary and fringe represent faculty salary per new faculty FTE. Faculty salary per FTE is estimated at \$130,000 per academic year plus a 36% fringe expense. Note, appointments will begin in Spring 2019. Costs associated with student hourly support are also included in this section.

Other expenses include costs associated with program supplies, marketing, and online administrative expenses. The College of Business and Economics' online instructional technology, administrative and support expenses are estimated at 30% of revenue, similar to other college online programs. Supplies include subscriptions to specialized financial databases and software.

Section VI – Net Revenue

The College of Business and Economics at UW-Whitewater will cover the revenue shortfall from existing program revenues until the proposed program reaches the break-even point in year 5. The revenue projections do not include additional credit hours that accrue from continuing students – revenue from this source will also help offset the initial shortfall.



UNIVERSITY OF WISCONSIN
WHITEWATER

Office of the Provost

February 9, 2018

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

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Master of Science (MS) program in Finance. We are proud of the achievements of our students, faculty, and staff in our College of Business and Economics, and with this new fully online program the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin and beyond.

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

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

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

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

Sincerely,



Susan Elrod, PhD

Provost and Executive Vice Chancellor for Academic Affairs

SE/has

Encl.

cc: Beverly Kopper, Chancellor
Greg Cook, Associate Vice Chancellor for Academic Affairs
John Chenoweth, Dean, College of Business and Economics
Seth Meisel, Interim Dean, School of Graduate Studies
Carleen Vande Zande, Interim AVP of APEI, UW System

Approval of the UW-Parkside Faculty Policies and Procedures
relating to Faculty Layoff and Termination

EDUCATION COMMITTEE

Resolution I.1.g.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the University of Wisconsin-Parkside Faculty Policies and Procedures relating to Faculty Layoff and Termination.

UW-PARKSIDE FACULTY POLICIES AND PROCEDURES RELATING TO 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: <https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination/>) 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, attached to this document is a memo from Chancellor Ford requesting approval from the Board of Regents for the UW-Parkside Policies and Procedures relating to Faculty Layoff and Termination. 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-Parkside Policies and Procedures relating to Faculty Layoff and Termination.

REQUESTED ACTION

Adoption of Resolution I.1.g., approving the University of Wisconsin-Parkside Policies and Procedures relating to Faculty Layoff and Termination.

DISCUSSION

The UW-Parkside Faculty Senate approved UW-Parkside Policies and Procedures Relating to Faculty Layoff and Termination. Thereafter, Chancellor Ford approved these same policies, and thereafter, submitted them to President Cross for review and approval. Attached to this document is Appendix A, containing the new UW-Parkside Policies and Procedures Relating to Faculty Layoff and Termination.

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

University of Wisconsin-Parkside Faculty Policies and Procedures (UWPF) UWPF Chapter 10: Layoff and Termination

10.01 Definitions

(1) For the purposes of this chapter, “program” shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or functional equivalent, as defined in UWPF 3.01(1), that offers majors. Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.

(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 s. UWS 5.02 of the Wisconsin Administrative Code.

(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).

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

(1) Except as provided in subsection 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 his/her appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under UWPF 6.05, regardless of reasons, is not a layoff or termination under this section.

10.03 Financial Emergency: Consultation and Recommendations

(1) The chancellor shall consult with the University Committee if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the University 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 (see UWS 5.05(1)(e)).

(3) The chancellor and the University Committee shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of fulltime faculty members to part-time status, expenditure of onetime 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 University 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.

10.04 Financial Emergency: Individual Designations

Once the Board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

10.05 Educational Considerations

(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 10.11.

(4) Faculty members may contest a proposed relocation under the hearing procedures described in section 10.08 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 10.07-10.10. below.

10.06 Seniority

Seniority, for the purposes of Wis. Stat. 36.22(3)(b), is defined as, firstly, by tenure, secondly by years of service as a member of the faculty at the University of Wisconsin-Parkside, and, thirdly, by a suitable chance tie-breaking method. For “tenure”, tenured is senior to untenured; and for “years of service”, more years is senior to fewer years.

10.07 Notification

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).

10.08 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. Stat. 36.22(8)(b). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).

(2) The Faculty Rights and Responsibilities 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.

10.09 Recommendations and Board Review

(1) The recommendations of the chancellor and the recommendations, if any, of the Faculty Rights and Responsibilities 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).

10.10 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(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled to use university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.

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

10.11 Severance

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

Request to Trustees of the
William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.h.:

That, upon the recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee, as well as the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for approximately \$11,000,000 to \$13,500,000 for fiscal year July 1, 2018, to June 30, 2019, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music. In addition, the Vilas Trustees have added \$2,000,000 to the Special Building Fund this year, as part of the \$5,000,000 Vilas pledge in support of the UW-Madison School of Music.

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

BACKGROUND

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

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

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

Following approval of this resolution, President Cross will send a formal request to the Trustees, who will determine the amount of income that will be available for the various awards, and respond with a proffer of funds. The value of the proffer will then be reported to the Board of Regents at its scheduled meeting on June 7-8, 2018.

REQUESTED ACTION

Approval of Resolution I.1.h., approving a request to the trustees of the William F. Vilas Trust Estate for \$11,000,000 to \$13,500,000 for fiscal year 2018-2019 for the support of scholarships, fellowships, professorships, and special programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music at UW-Madison and UW-Milwaukee. In addition, the Vilas Trustees have added \$2,000,000 to the Special Building Fund this year, as part of the \$5,000,000 Vilas pledge in support of the UW-Madison School of Music.

DISCUSSION

The attached documents contain the responses to the trustees' request and detail how the proposed funds will be expended. They have four components: (a) continuation of Trustee-approved programs at UW-Madison (\$3,289,201); (b) one-time program allocations for UW-Madison (\$6,488,227); (c) Vilas Research Professor Kumkum Sangari, Department of English (\$60,000); and (d) UW-Milwaukee, Department of Music, Peck School of the Arts, “Wisconsin, A Community of Musical Experiences” (\$58,269). In addition, the Vilas Trustees have added \$2 million to the Special Building Fund this year, as part of the \$5 million Vilas pledge in support of the UW-Madison School of Music.



March 20, 2018

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

Dear President Cross:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2018 to June 30, 2019, for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2018-2019 is: \$9,777,428.00.

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | |
|--|---------------|-----------|
| 1. Continuation of 10 Vilas Undergraduate Scholarships at \$400 each | | 4,000 |
| 2. Continuation of 10 Vilas Graduate Fellowships: | | |
| a. 5 at \$600 each | 3,000 | |
| b. 5 Traveling Fellowships at \$1,500 each | <u>7,500</u> | 10,500 |
| 3. Continuation of 20 Vilas Research Professors at \$10,000 salary plus \$50,000 auxiliary allowances each | | 1,200,000 |
| 4. Continuation of additional graduate and undergraduate scholarships | | |
| a. Continuation of 50 additional undergraduate scholarships at \$400 each | 20,000 | |
| b. Continuation of 50 additional graduate fellowships at \$600 each | <u>30,000</u> | 50,000 |
| 5. Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas | | 32,000 |

Chancellor Rebecca M. Blank
Morgridge Friends Distinguished Chair of Leadership

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608-262-9946 Fax: 608-262-8333 TTY 608-263-2473

6.	Retirement benefits for eight (8) Vilas Professors: Bethea, Bird, Brock, Hauser, Hermand, Keisler, Kung, and Weinbrot at \$2,500 each	20,000
7.	14 Vilas Associates in the Arts and Humanities	588,336
8.	12 Vilas Associates in the Social Sciences	426,682
9.	15 Vilas Associates in the Physical Sciences	588,547
10.	11 Vilas Associates in the Biological Sciences	339,136
11.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	30,000

Total Continuation Request: **\$ 3,289,201**

B. ONE-TIME PROGRAM ALLOCATIONS

1.	Vilas Life Cycle Professorship Program	600,000
2.	20 Vilas Distinguished Achievement Professorships at \$50,000 each	1,000,000
3.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	3,000,000
4.	Continuation of 1998 and 2002 Expansion of Approved Programs:	
	a. 1,000 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	400,000
	b. 500 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	300,000
	c. Six hundred (600) Traveling Graduate Fellowships at \$1,200 each, pursuant to Article 4, Section A, paragraph 3 of the Deed of Gift and Conveyance (regarding two-fellowship salary for travel/study in other states or Foreign countries)	720,000
5.	Vilas Professor Vernon Barger's request for project in particle physics and Cosmology	\$85,000
6.	Vilas Professor Li Chiao-Ping's request for performance at NYU's Tisch School of the Arts	\$15,000

7. Vilas Research Professor Richard Davidson's and Vilas Research Professor Jo Handelsman's joint request for study on stress biology	\$110,000
8. Vilas Professor Judith Kimble's request for workstation upgrade	\$8,000
9. Vilas Professor William Reese's request for computer equipment	\$1,282
10. Vilas Professor Gregg Mitman's request for funds to create a documentary film	\$50,000
11. Vilas Professor Karen Strier's request for modernization of data collection	\$20,000
12. Vilas Professor Monica Turner's request for field experiment equipment	\$24,000
13. Vilas Professor Sau Lan Wu's request for graduate student and research associate	\$84,445
14. Vilas Professor Erik Olin Wright's request for publication of Real Utopias	\$7,500
15. Vilas Professor Mark Seidenberg's request for eye movement tracking apparatus	\$13,000
16. Vilas Emeritus Professor David Bethea's request for Pushkin projects	\$50,000
<u>Total of One-time Part B. Program Allocations:</u>	\$6,488,227.00

Total of Part A and Part B: **\$9,777,428.00**

The list of Vilas Research Professors and Vilas Distinguished Achievement Professors accompanies this request.

Please let me know if you have any questions.

Sincerely,



Rebecca M. Blank
Chancellor

xc: Sarah Mangelsdorf, Provost
Laurent Heller, Vice Chancellor for Finance and Administration
Tim Norris, Associate Vice Chancellor for Finance and Administration
Michael Bernard-Donals, Vice Provost for Faculty and Staff
Yvonne Quamme, Office of the Provost

Vilas Research Professors

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

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

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

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

Samuel Gellman – Vilas Research Professor of Chemistry,
College of Letters and Science

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

Jo Handelsman – Vilas Research Professor of Wisconsin Institute of Discovery,
Vice Chancellor for Research and Graduate Education

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

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

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

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

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

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

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

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

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

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

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

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

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

Vilas Distinguished Achievement Professors, 2012-13 Cohort

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

Cynthia Carlsson – Geriatrics, School of Medicine & Public Health

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

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

Hongrui Jiang – Electrical and Computer Engineering, College of Engineering

Clark Johnson – Geoscience, College of Letters and Science

Jack Ma – Electrical and Computer Engineering, College of Engineering

Anna Huttenlocher – Pediatrics, School of Medicine and Public Health

Wei Xu – Oncology, School of Medicine and Public Health

Robert Mathieu – Astronomy, Letters and Science

Naomi Chesler – Biomedical Engineering, College of Engineering

Vilas Distinguished Achievement Professors, 2013-14 Cohort

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

Sean Palecek – Chemical and Biological Engineering, College of Engineering

Michael Graham – Chemical and Biological Engineering, College of Engineering

Hussain Bahia – Civil and Environmental Engineering, College of Engineering

Jordan Ellenberg – Mathematics, College of Letters & Science

Matthew Turner – Geography, College of Letters & Science

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

John Hawks – Anthropology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2014-15 Cohort

Amy Barger - Astronomy, College of Letters and Science

Kristin Eschenfelder - Library Systems, College of Letters and Science

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

Stephen Kantrowitz – History, College of Letters and Science

Lingjun Li – School of Pharmacy, Pharmacy

David Lynn - Chemical & Biological Engineering, College of Engineering

Mano Mavrikakis - Chemical & Biological Engineering, College of Engineering

Katherine McMahon - Civil & Environmental Engineering, College of Engineering

Rob Nixon – English, College of Letters and Science

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

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

Lih-Sheng Turng - Mechanical Engineering, College of Engineering

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

Chi Jin – Mathematics, College of Letters and Science

Vilas Distinguished Achievement Professors, 2015-16 Cohort

Elaine Alarid – Oncology, School of Medicine and Public Health

Lawrence Berger – Social Work, College of Letters and Science

John Booske – Biomedical Engineering, College of Engineering

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

Leslie Bow - English, College of Letters and Science

Mark Eriksson - Physics, College of Letters and Science

Dorothy Farrar-Edwards - Kinesiology, School of Education

Stephen Gammie - Zoology, College of Letters and Science

Padma Gopalan - Materials Science & Engineering, College of Engineering

Jeffrey Johnson - School of Pharmacy, Pharmacy

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

Leonora Neville – History, College of Letters and Science

Jon Pevehouse – Political Science, College of Letters and Science

Kenneth Raffa – Entomology, College of Agricultural and Life Sciences

James Rawlings – Chemical and Biological Engineering, College of Engineering

David Shaffer – Educational Psychology, School of Education

John Yin – Chemical and Biological Engineering, College of Engineering

Jin-Wen Yu – Dance, School of Education

Ellen Zweibel – Astronomy, College of Letters and Science

Mikko Lipasti – Engineering, Electrical & Computer Engineering

Vilas Distinguished Achievement Professors, 2016-17 Cohort

Martha Alibali, College of Letters and Science, Psychology

Caitilyn Allen, College of Agricultural and Life Sciences, Plant Pathology

Katherine Bowie, College of Letters and Science, Anthropology

Richard Eisenstein, College of Agricultural and Life Sciences, Nutritional Sciences

Alfred Hartemink, College of Agricultural and Life Sciences, Soil Science

Lea Jacobs, College of Letters and Science, Communication Arts

Richard Lindroth, College of Agricultural and Life Sciences, Entomology

Kristyn Masters, College of Engineering, Biomedical Engineering

Patricia McManus, College of Agricultural and Life Sciences, Plant Pathology

Stephen Meyers, College of Letters and Science, Geoscience

Barton Miller, College of Letters and Science, Computer Science

Bin Ran, College of Engineering, Civil and Environmental Engineering

Jennifer Ratner-Rosenhagen, College of Letters and Science, History

Vilas Distinguished Achievement Professors, 2017-18 Cohort

Amy Quan Barry, College of Letters and Science, English

Richard Hsung, School of Pharmacy, Pharmacy

Ullrich Langer, College of Letters and Science, French & Italian

Katherine Magnuson, College of Letters and Science, Social Work

Anne Pringle, College of Letters and Science, Botany

Parmesh Ramanathan, Engineering, Electrical and Computer Engineering

Lones Smith, College of Letters and Science, Economics

Scott Straus, College of Letters and Science, Political Science




Office of the Chancellor

Chapman Hall
P.O. Box 413
Milwaukee, WI
53201-0413
414 229-4331 phone
414 229-2347 fax

March 14, 2018

TO: Ray Cross, President
The University of Wisconsin System

FROM: Mark A. Mone 
Chancellor

RE: UW-Milwaukee 2018-19 Vilas Trust Request

I am pleased to submit the following requests from UW-Milwaukee for the 2018-19 Vilas Trust Funds:

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

Thank you for your continued consideration and support of these activities. The Departments of English and Music are appreciative of support from the Vilas Trust. The proposal from the Music Department is attached.

Should you have any questions, please do not hesitate to contact me, or Vice Provost Dev Venugopalan (414-323-9790).

c: Johannes Britz, Provost and Vice Chancellor
Dev Venugopalan, Vice Provost
David Clark, Interim Dean, College of Letters & Science
Scott Emmons, Dean, Peck School of the Arts
Laura Dunek, Special Assistant for Governance and Strategic Initiatives, UWSA



Peck School of the Arts
Department of Music

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

March 8, 2018

TO: Scott Emmons, Dean
Peck School of the Arts

FROM: Jon Welstead, Music Department Chair

RE: **2018-2019 William F. Vilas Proposal: "Wisconsin, A Community of Musical Experiences"**

The UWM Department of Music proposes that the **2018-2019 Vilas Proposal** carry forward its mission of recruiting the finest high school and graduate-level musicians to the UW-Milwaukee campus. In addition to bringing a new, bright and diverse group of students to our music community, we propose to continue our tradition of arranging exceptional musical experiences for our current UWM students, the Milwaukee metro area, and for southeastern Wisconsin. Vilas supported projects will continue to provide musical performances, workshops by master-teacher-artists and an expanded opportunity for teaching, performance and composing for UW-Milwaukee music students and music students and audiences from around the state.

The proposed 2018-2019 William F. Vilas Trust projects are designed to meet the mission of the UWM Department of Music, to create exciting opportunities for potential new students and to expand and diversify its instructional and performance outreach to the Milwaukee community and the wider "Community" of Wisconsin. The proposed events will bring many young musicians to our campus from Milwaukee and across the state and engage music students at UWM through the distinguished Chamber Music Milwaukee Artists Series, many guest-artist residencies, the Milwaukee Music Festival for the most talented student performers from all over the state of Wisconsin, to workshops and concerts in local high schools and competitions for young pianists and composers.

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

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

Thank you,

A handwritten signature in black ink, appearing to read "Jon Welstead".

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

Attached proposal provides specific details the activities proposed for Vilas sponsorship during 2018-19.

William F. Vilas Trust proposal – Department of Music for 2018 – 2019

1.	Alex Wier	Percussion Guest Artist Residencies	\$1,900.00
2.	Jack Forbes and Tim Miller	Manty Ellis & the Jazz Foundation of Milwaukee: Performance/Lecture	\$1,100.00
3.	Tim Miller	Instruments and Improvisation: Performance and Lecture	\$1,800.00
4.	Kevin Hartman	Woodwind, Brass and Percussion: High School Outreach	\$3,000.00
5.	Jun Kim	Milwaukee Music Festival for Young String Artists	\$2,700.00
6.	Amanda Schoofs	Sensoria: Experiments in Sound and Performance Concert Series	\$5,000.00
7.	Rene Izquierdo	Guitar Chamber Music Concert, Lecture and Masterclasses	\$2,850.00
8.	Greg Flint	Chamber Music Milwaukee: Faculty and Guest Artist Series	\$5,500.00
9.	Elena Abend	Piano Guest Artist Workshops and Recital Series	\$2,850.00
10.	Peggy Otwell	UW–Milwaukee Piano Festival: The Art of Teaching	\$1,919.00
11.	Zachary Durlam	Real Men Sing! and Women’s Choral Festival	\$1,200.00
12.	Zachary Durlam	Choir School Run-outs and Recruiting Tours	\$3,750.00
13.	Jun Kim	UW–Milwaukee Symphony, Guest Artist	\$2,400.00
14.	Jennifer Clippert	UW–Milwaukee Flute Day	\$1,800.00
15.	Jennifer Clippert	Double Reed Outreach	\$2,000.00
16.	John Stropes	Residency with British Guitarist Clive Carroll	\$1,400.00
17.	Choral and Vocal Areas	UW–Milwaukee Vocal Festival	\$4,000.00
18.	Tanya Kruse Ruck	UWM Opera Theater Production 2019, “La clemenza di Tito”	\$9,000.00
19.	John Climer	Teacher Professional Development Day and Milwaukee Music Festival for High School Musicians	\$4,100.00

Total Vilas Budget:
\$58,269.00