

11/28/2018

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, December 6, 2018

10:30 a.m. – 12:00 p.m.

UW-La Crosse Student Union, Room 2120
521 East Ave. N., La Crosse, Wisconsin

- a. Approval of the Minutes of the October 4, 2018 meeting of the Education Committee
- b. Regent Policy Documents (RPDs):
 - (1) Approval of the rescission and replacement of Regent Policy Documents:
RPD 1-1, “The University of Wisconsin System Mission” and
RPD 1-2, “Approval of Mission Statements,” with a new Regent Policy Document titled “Mission Statements”
[Resolution I.1.b.(1)]
 - (2) Approval of the removal of two obsolete Regent Policy Documents:
RPD 18-1, “Organization of Extension and Outreach Activity” and
RPD 18-2, “Implementation of Regent Policy Document 18-1”
[Resolution I.1.b.(2)]
- c. Report of the Vice President for Academic and Student Affairs:
Restructuring Update on Continuing Education, Outreach and
E-Learning (CEOEL) by Executive Director Aaron Brower
- d. UW-Stevens Point:
 - (1) Campus Update on Point Forward Proposal
 - (2) Approval of the Procedures Relating to Financial Emergency or
Program Discontinuance Requiring Faculty Layoff and Termination
[Resolution I.1.d.(2)]
 - (3) Approval of the Physical Therapy Doctorate
[Resolution I.1.d.(3)]
- e. UW-Green Bay: Approval of the Bachelor of Fine Arts in Writing and Applied Arts
[Resolution I.1.e.]
- f. UW-Milwaukee:
 - (1) Approval of the Master of Arts in African and African Diaspora Studies
[Resolution I.1.f.(1)]
 - (2) Approval of the Occupational Therapy Doctorate
[Resolution I.1.f.(2)]
- g. Presentation by Students and Recent Graduates of the UW-La Crosse
Teacher Education Program, titled: “What is the Experience of Students
and Graduates of UW System Schools and Colleges of Education?”
- h. Host Campus Presentation by Provost Betsy Morgan, titled:
“UW-La Crosse Community-Based Experiential Learning”

Rescind and Replace Regent Policy Documents
1-1, “The University of Wisconsin System Mission” and
1-2, “Approval of Mission Statements,”
with a New Regent Policy Document titled “Mission Statements”

EDUCATION COMMITTEE

Resolution I.1.b.(1):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents rescinds and replaces Regent Policy Document 1-1, “The University of Wisconsin System Mission” and Regent Policy Document 1-2, “Approval of Mission Statements,” with a new Regent Policy Document titled “Mission Statements.”

**REGENT POLICY DOCUMENT REVIEW:
RPD 1-1, “THE UNIVERSITY OF WISCONSIN SYSTEM MISSION” AND
RPD 1-2, “APPROVAL OF MISSION STATEMENTS”**

EXECUTIVE SUMMARY

BACKGROUND

The UW System Board of Regents codifies its policies in Regent Policy Documents (RPDs), which it adopts under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies. The Regents have adopted RPDs over time, with some dating back to the creation of the UW System.

In February 2011, the President of the Board of Regents formally announced a process to review and update the RPDs. Under this process, the original purpose of each policy is analyzed to determine whether the policy is still relevant and to determine the likely impact of any proposed revision. Policies are also formatted to meet standards established by the Board in RPD 2-3. Under this process, the Board has revised numerous policies, repealed obsolete policies, and established new policies to meet changing needs and policy priorities.

Based on a review of two related RPDs, the Education Committee will consider combining RPDs 1-1 and 1-2 into a singular policy that incorporates the UW System mission, ensures compliance with state law and accreditation requirements, and meets the standards found in RPD 2-3 for Regent Policy Documents.

REQUESTED ACTION

Adoption of Resolution I.1.b.(1), rescinding and replacing Regent Policy Documents 1-1, “The University of Wisconsin System Mission” and 1-2, “Approval of Mission Statements” with a new Regent Policy Document titled “Mission Statements.”

DISCUSSION

A mission statement describes the primary purpose of an organization. It explains why an organization exists. Higher education institutions are required to adopt mission statements to meet accreditation standards. For example, Higher Learning Commission (HLC) standards require institutions to adopt a mission in a public document, to use the mission to guide the institution’s operations, to recognize the relationship between its mission and diversity of society, and to adopt a mission that demonstrates a commitment to the public good. HLC criterion require that an institution’s mission must be broadly understood within the institution and should be used to guide its operations. The institution’s academic programs, student support

services, and enrollment profile must be consistent with its stated mission. An institution's planning and budgeting priorities must align with and support the mission. The mission statement documents the purpose, vision, goals, plans or priorities of an institution.¹

Section 36.01(2), Wis. Stats., establishes the mission for the UW System. In addition, s. 36.09 (1)(b), Wis. Stats., requires the Board to establish a mission statement for each institution, and hold a public hearing prior to approving an institutional select mission statement. Section 36.09 (1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they are compatible with the missions of the institutions.

The Regent Policy Documents include two policies that address mission statements. RPD 1-1, "The University of Wisconsin System Mission," adopted in June 1988, restates the UW System mission statement articulated in s. 36.01(2), Wis. Stats., and extends this statement to each institution within the UW System. RPD 1-2, "Approval of Mission Statements," also adopted in June 1988, affirms the mission statement for the UW System, approves the revised core mission statements of the doctoral cluster and university cluster, and approves the revised select mission statements for each of the UW institutions. The history section of the policy documents Board resolutions approving various changes to institutional select mission statements. Current versions of RPDs 1-1 and 1-2 can be found in Appendices A and B.

This proposal recommends consolidating RPDs 1-1 and 1-2 into a singular policy and articulates principles to guide any revisions to institutional select mission statements. The policy also assigns responsibility to the UW System Office of Academic and Student Affairs for maintaining administrative procedures related to revising institutional select mission statements. The proposed policy is included as Appendix C.

RELEVANT REGENT POLICIES

Regent Policy Document 1-1, "The University of Wisconsin System Mission"

Regent Policy Document 1-2, "Approval of Mission Statements"

¹ Higher Learning Commission. (2014). *Policy Title: Criteria for Accreditation Number CRRT.B.10.010*. Chicago: HLC. Retrieved March 15, 2018, from <https://www.hlcommission.org/Policies/criteria-and-core-components.html?highlight=WyJtaXNzaW9uIiwic3RhdGVtZW50IiwieYWNjcmVkaXRhdGlvbGlzImFjY3JlZGl0YXRpb24ncyIsIm1pc3Npb24gc3RhdGVtZW50Ii0=>

Appendix A

RPD 1-1 THE UNIVERSITY OF WISCONSIN SYSTEM MISSION (Formerly 88-8)

Each institution of the University of Wisconsin System shares in the mission of the System. The mission of this System is to develop human resources; to discover and disseminate knowledge; to extend knowledge and its application beyond the boundaries of its campuses; and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional, and technological expertise, and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

History: Res. 4076 adopted 6/10/88

Appendix B

1-2 APPROVAL OF MISSION STATEMENTS (Formerly 88-8)

The Board of Regents affirms the mission statement for the University of Wisconsin System, and approves the revised Core Mission Statement of the Doctoral Cluster, revised Core Mission Statement of the University Cluster, and revised Select Mission Statements of the fifteen institutions of the University of Wisconsin System. The full document may be obtained from the Office of the Secretary of the Board of Regents.

History: Res. 4076, adopted 6/10/88, created Regent Policy Document 88-8; subsequently renumbered 1-2.

UW-Eau Claire mission statement amended by Res. 8623, adopted 11/08/2002; Res. 9774, adopted 6/11/2010; and Res. 10716, adopted 6/10/2016.

UW-Green Bay mission statement amended by Res. 9383, adopted 09/07/2007; and Res. 10441, adopted 12/05/2014.

UW-La Crosse mission statement was amended by Res. 9694, adopted 10/16/09; and Res. 10381, adopted 06/06/2014.

UW-Oshkosh mission statement amended by Res. 9831, adopted 10/08/2010; and Res. 10759, adopted 10/07/2016.

UW-Parkside mission statement amended by Res. 7578, adopted 11/07/1997.

UW-Platteville mission statement amended by Res. 8622, adopted 11/08/2002; and Res. 10380, adopted 06/06/2014.

UW-River Falls mission statement amended by Res. 11114, adopted 10/05/2018.

UW-Stevens Point mission statement amended by Res. 10596, adopted 12/11/2015.

UW-Stout mission statement amended by Res. 6322, adopted 02/05/1993; Res. 8273, adopted 12/08/2000; Res. 9670, adopted 09/11/2009; and Res. 10405, adopted 08/22/2014.

UW-Superior mission statement amended by Res. 7559, adopted 10/10/1997; Res. 8441, adopted 10/05/2001; and Res. 10463, adopted 02/06/2015.

UW-Whitewater mission statement amended by Res. 8967, adopted 02/10/2005.

UW Colleges mission statement amended by Res. 8844, adopted 05/07/2004; and Res. 9925, adopted 6/10/2011.

UW-Extension mission statement amended by Res. 8901, adopted 09/10/2004; and Res. 10597, adopted 12/11/2015.

Appendix C

Proposed Replacement Policy

RPD 1-X: MISSION STATEMENTS

Scope

This policy applies to all UW System institutions.

Purpose

The purpose of this policy is to codify the shared mission of the UW System and its institutions, and the core missions of the doctoral cluster and the comprehensive university cluster of institutions within the UW System. The policy further establishes principles to guide any revisions to select mission statements of individual UW institutions.

Policy Statement

Section 36.01(2), Wis. Stats., describes the mission of the UW System as follows:

The mission of the system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

This statutory mission for the UW System shall be shared by every institution within the UW System.

Core Mission Statements

Core mission statements apply to a group of institutions that share a common mission and establish broad parameters under which UW System institutions develop programs and services.

The core mission statement for the doctoral cluster reflects the unique role of, and articulates a common mission that applies to, research institutions within the UW System. The core mission statement for the comprehensive university cluster reflects the unique role of, and articulates a common mission that applies to, UW System institutions that offer associate degree, baccalaureate degree, and selected graduate programs.

As institutions in the doctoral cluster, UW-Madison and UW-Milwaukee share the following core mission. Within the approved differentiation stated in their select mission statements, each

university shall:

- a. Offer degree programs at the baccalaureate, master's and doctoral levels.
- b. Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels.
- c. Conduct organized programs of research.
- d. Promote the integration of the extension function, assist the University of Wisconsin-Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- e. Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.
- f. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
- g. Support activities designed to promote the economic development of the state.

As institutions in the comprehensive university cluster, UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater share the following core mission. Within the approved differentiation stated in their select mission statements, each university in the cluster shall:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and university-sponsored cultural, recreational and extra-curricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship and creative endeavors, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
- i. Support activities designed to promote the economic development of the state.

Select Mission Statements

Section 36.09 (1)(b), Wis. Stats., requires the UW System Board of Regents to establish a mission statement for each UW System institution. Section 36.09(1)(d), Wis. Stats., requires the Board to establish policies to guide program activities to ensure that they will be compatible with the missions of the institutions of the UW System. Consistent with these requirements, at a minimum, each select mission statement shall:

1. Uphold the principles of the UW System mission statement.
2. Uphold the principles of the UW System core mission statement for either the doctoral or comprehensive university cluster, whichever is appropriate for the institution.
3. Describe specific program responsibilities and types of degrees offered by the institution.
4. Meet any applicable accreditation requirements related to select mission statements.

Any changes to a select mission statement must be approved by the Board of Regents, following a public hearing at the institution.

The [full document](#) of core mission statements and select mission statements may be obtained from the Office of the Executive Director and Corporate Secretary of the Board of Regents.

Oversight, Roles and Responsibilities

The Board of Regents authorizes UW System Administration's Office of Academic and Student Affairs to maintain procedures for revising and requesting Board approval of changes to select mission statements. These procedures shall be consistent with Wisconsin state statutes, any applicable accreditation standards related to select mission statements, and this policy.

Related Regent Policy Documents and Applicable Laws

Section 36.01 (2), Wis. Stats., "Statement of purpose and mission."

Sections 36.09 (1)(b) and (d), Wis. Stats., "Responsibilities."

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

Rescind and Remove Regent Policy Documents
18-1, “Organization of Extension and Outreach Activity” and
18-2, “Implementation of Regent Policy Document 18-1”

EDUCATION COMMITTEE

Resolution I.1.b.(2):

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents rescinds Regent Policy Documents 18-1, “Organization of Extension and Outreach Activity” and 18-2, “Implementation of Regent Policy Document 18-1” and directs the Executive Director and Corporate Secretary of the Office of the Board of Regents to remove the policies because they are obsolete.

**REGENT POLICY DOCUMENT REVIEW:
RECOMMENDATION TO ARCHIVE OBSOLETE POLICIES
RELATED TO UW-EXTENSION AND OUTREACH PROGRAMS**

BACKGROUND

The UW System Board of Regents codifies its policies in Regent Policy Documents (RPDs), which it adopts under the authority granted in Chapter 36, Wis. Stats. The RPDs address a wide array of subjects, including academic policies and programs, contracts, student activities, and trust and investment policies. The Regents have adopted RPDs over time, with some dating back to the creation of the UW System.

In February 2011, the President of the Board of Regents formally announced a process to review and update the RPDs. Under this process, the original purpose of each policy is analyzed to determine whether the policy is still relevant and to determine the likely impact of any proposed revision. Policies are also formatted to meet standards established by the Regents in RPD 2-3. The Board has revised numerous policies, repealed obsolete policies, and established new policies under this process.

At its December 2018 meeting, the Education Committee will be asked to consider removing two obsolete policies related to extension and outreach activities.

REQUESTED ACTION

Adoption of Resolution I.1.b.(2) rescinding and removing Regent Policy Documents 18-1 and 18-2 because the policies are obsolete.

DISCUSSION

In November 2017, the Board of Regents adopted Resolution 10956, which, along with subsequent resolutions, reorganized the structure of UW Colleges and UW-Extension. Under the reorganization, the Board of Regents transferred several UW-Extension divisions and units to UW-Madison, including the Division of Broadcasting and Media Innovations, which includes Wisconsin Public Television and Wisconsin Public Radio; the Division of Cooperative Extension; and UW Conference Centers, effective July 1, 2018. This reorganization returned many of the primary functions of UW-Extension to Wisconsin's land-grant institution, which is a similar structure used to administer extension activities in other states. The Board also approved transferring the Division of Continuing Education, Outreach, and E-Learning and the Division of Business and Entrepreneurship to UW System Administration.

RPD 18-1 and 18-2

The Board of Regents adopted RPD 18-1, “Organization of Extension and Outreach Activity,” in 1982 at the recommendation of the Board’s Special Regent Study Committee on Extension (Committee). The Committee was established in July 1980 with the purpose of studying “the fundamental structure and organization of UW-Extension, the organization, funding and administration of its urban program, and user fee experiments and evaluations.” (June 6, 1980, Board of Regents Minutes). The recommendations from the Committee’s final report were adopted as RPD 18-1 and included the following:

- A resolution that the UW-Extension should continue as a separate UW institution with a Chancellor.
- A defined role for UW System Administration for monitoring extension and outreach programs and budgets, while assigning the leadership responsibility for program coordination and statewide planning of the UW System extension function to the Chancellor of UW Colleges and UW-Extension.
- A statement encouraging the integration of UW-Extension faculty with faculties of other institutions of the UW System.
- A provision requiring the use of inter-institutional agreements between the Chancellor of UW-Extension and the Chancellors of individual institutions to make budget allocations.

The Board adopted RPD 18-2, “Implementation of Regent Policy Document 18-2,” in 1988 to “enhance implementation of integration and to strengthen the extension function.” RPD 18-2 required the UW System and UW-Extension to establish structures to enhance statewide planning, coordination, and communication in UW System’s extension and outreach programs; established joint (later known as collaborative) appointments; established a role for UW-Extension in personnel decisions for integrated faculty; and required consistent use of the term “extension” to identify extension functions within UW System. RPD 18-2 required UW System Administration to revise ACIS-5 to respond to the policy directives of RPD 18-2. (ACIS 5 was renamed UW System Administrative Policy (SYS) 125.A, “Administrative Guidelines for UW System Implementation of Regent Policy on Integration between UW-Extension and the UW Institutions.”)

RPD 18-1 and 18-2, included as Appendices A and B, are largely obsolete. The Board adopted RPD 18-1 and 18-2 in the 1980s after several years of public discussion to respond to organizational and budget issues relevant to UW-Extension at that time. The policies include several one-time directives and short-term projects that UW System completed several years ago. These provisions do not meet the standards for Regent Policy Documents as established in RPD 2-3, which requires Regent Policy Documents to serve as an enduring statement rather than responding to short-term issues. For example, RPD 18-1 required UW System to submit a report about UW-Milwaukee’s extension program to the Board of Regents at the end of the 1983-84 year. UW System Administration also completed the revisions to ACIS-5 revisions required under RPD 18-2 several years ago.

Furthermore, the recent restructuring of UW System’s extension and outreach functions also makes RPD 18-1 and 18-2 obsolete. The Board of Regents adopted these policies to implement

UW-Extension, with a separate Chancellor serving as CEO over UW System's extension and outreach programs.

Principles for the Reorganization of UW-Extension Programs

Despite the limitations of RPD 18-1 and 18-2, adoption of these policies resulted in a range of practices essential to the statewide coordination and oversight of the UW System's extension and outreach mission, most significantly by addressing funding and allocation of resources across multiple programs and institutions to fulfill this mission. RPD 18-1 and 18-2 provided foundational and operational guidance that remain relevant to implementing the statewide extension and outreach mission of the UW System under the new organizational structure.

To provide continuity in program planning and budgeting while the former Divisions of UW-Extension are transitioning to UW-Madison and UW System Administration, UW System Administration shall be guided by the following principles until systemwide policies related to the statewide coordination and administration of the former UW-Extension programs are reviewed and updated.

1. Authority for UW-Extension Programs

The UW-Madison Chancellor shall retain authority over the functions of Cooperative Extension and Public Media, including coordination and oversight over their partners' outreach activities, consistent with the former authority of the Chancellor of UW Colleges and UW-Extension. Likewise, the President of the UW System shall retain authority over the functions of Continuing Education, Outreach, and e-Learning and the Division of Business and Entrepreneurship, including coordination and oversight over their partners' outreach activities, consistent with the former authority of the Chancellor of UW Colleges and UW-Extension.

2. Inter-institutional Agreements

Current practices related to the funding and allocation of resources will remain fully in effect, with the exception that each of the former UW-Extension Divisions will administer annual inter-institutional agreements and annual program reporting requirements.

3. Systemwide Policies

Current UW System Administrative policies establish requirements related to the administration of the former UW-Extension programs. The policies include statewide and systemwide guidance on such issues as procedures for developing inter-institutional agreements for allocating funding among UW System institutions, personnel policies related to appointing extension faculty and staff, methods for statewide planning of extension programs, and systemwide data reporting requirements.

The reorganization of UW-Extension programs makes many of the provisions in current UW System Administration policies obsolete. UW System Administration, in consultation with stakeholders, will need to modify these policies to adapt to the new organizational structure. The Office of Academic and Student Affairs will lead the effort to review UW System

Administration's extension and outreach policies. The goal of the review is to adopt policies that maintain a systemwide policy framework that promotes the effective statewide coordination of UW System's extension and outreach programs. The UW System President will maintain authority to approve systemwide policy revisions; revisions will not modify the authority of the UW System President or the UW-Madison Chancellor for the administration of UW System's extension and outreach programs.

RELEVANT UW SYSTEM POLICIES

SYS 125.A, Administrative Guidelines for UW System Implementation of Regent Policy on Integration between UW-Extension and the UW Institutions (formerly ACIS 5.0)

SYS 125, Supplementary Administrative Guidelines for UW System Implementation of Regent Policies on Integration of the Extension Function (formerly ACIS 5.1)

SYS 126, Statewide Planning Communication and Coordination of Extension Programs in the UW System (formerly ACIS 5.2)

SYS 127, Identification of the Extension Function in the University of Wisconsin System (formerly ACIS 5.3)

[UW System Administrative policies are included for reference and are separate from Regent Policy Documents adopted by the Board.]

APPENDIX A

18-1 ORGANIZATION OF EXTENSION AND OUTREACH ACTIVITY (Formerly 82-3)

The Board of Regents accepts the report of the Special Regent Study Committee on Extension and endorses each of the recommendations* contained in the report (see below). The Board of Regents charges the Chancellor of the University of Wisconsin Colleges and Extension in conjunction with each of the Chancellors and their faculties and staff with the responsibility of developing a statewide, coordinated extension plan as called for in the report. The administration and faculty of each institution recognize the importance of the extension function and will proceed to give appropriate and adequate recognition to those involved in extension activities. (The entire report may be obtained from the Office of the Secretary of the Board of Regents.) The Board of Regents also:

1. Reaffirms the historic commitment of the University of Wisconsin System to the Wisconsin Idea. The extension function is essentially one of utilizing university resources beyond the classroom for the benefit of the state and society at large. Institutional involvement and commitment to extension will require that all faculty and departments commit themselves to the enhancement of the extension function as they have to teaching and research.
2. Resolves that University of Wisconsin-Extension should continue as an institution of the University of Wisconsin System with the chief administrator's title continuing to be that of Chancellor.
3. Further emphasizes the University of Wisconsin System's commitment to a system wide, coordinated extension effort by requesting that University of Wisconsin System Administration monitor, from a System perspective, the extension programs offered by the institutions of the University of Wisconsin System and review annual program plans and budgets, and biennial budget submissions. System Administration will not assume operational responsibility, but will mediate any unresolved inter-institution disputes.
4. Assigns the leadership responsibility for program coordination and statewide planning of the University of Wisconsin System Extension function to the Chancellor of the University of Wisconsin Colleges and Extension. In cooperation with the chancellors of the other University of Wisconsin System Institutions, the Chancellor of the University of Wisconsin Colleges and Extension shall develop and maintain a coordinated, statewide extension plan. In this context, annual plans for campus-based noncredit programs within the region must be reviewed by University of Wisconsin-Extension to ensure the needed degree of coordination and compatibility of program offerings with institutional mission.
5. Encourages integration of existing University of Wisconsin-Extension faculty with faculties of the other institutions of the University of Wisconsin System. Steps toward such integration should begin as soon as feasible. Any plans for integration of University of Wisconsin-Extension faculty into campus departments or other units must be approved by the appropriate faculty and administrative review bodies of each institution involved,

be approved by the President's office, and reported to the Regents. In order to encourage greater integration of faculty and staff in general extension with the institutions, when a position budgeted to University of Wisconsin-Extension becomes vacant the needs it served should be met insofar as possible through campus-based faculty. Only if those needs cannot be met within existing campus academic units should a general extension position be perpetuated. Further, the expression "integration" is expanded, where appropriate, to include the concept of bringing together in a meaningful way each university's administration and faculty in planning and coordinating its extension efforts and in establishing appropriate planning and programming models.

6. Encourages the use of inter-institutional committees to review existing inter-institutional agreements and to initiate steps toward integration of faculties. These committees may also address such issues as needs assessment, program priorities, budget, and personnel policies and make recommendations leading to new inter-institutional agreements between University of Wisconsin-Extension and the other institutions.
7. Supports moves toward integration of University of Wisconsin-Extension faculty in Milwaukee Committee to serve as the initial phase for such integration. Implementation should be preceded by full faculty consideration within both institutions. A condition of this recommendation on University of Wisconsin-Milwaukee/University of Wisconsin Extension integration is that an evaluative phase be included which will result in a report to the Regents at the end of the 1983-84 academic year. Its purpose will be to assess the strengths and weaknesses of such integration and include recommendations on how to resolve any lingering problems and strengthen and improve extension programming in the Milwaukee area.
8. Requires that allocations from University of Wisconsin-Extension to institutions be based on inter-institutional agreements reached between the Chancellor of the University of Wisconsin Colleges and Extension and the chancellor of the institution involved; that such allocations permanently retain their budgetary identity as funds in support of extension programs; and that they be accompanied by substantial and adequate assurance of continued performance of the extension function and fiscal commitment to existing personnel. Modifications in inter-institutional agreements occasioned by required budget cuts or by vacancies due to retirement, death, or resignation of personnel must not be handled unilaterally, must be consistent with good personnel management, and must be compatible with the statewide plan for extension. The budget allocations identified in the inter-institutional agreements must assure sufficient stability and duration to permit institutions to make long-range commitments for carrying out that portion of the statewide extension plan for which they have accepted responsibility. Inter-institutional agreements may include three types of commitments: (a) continuing fiscal support for tenured and probationary faculty (and their program support) with specific long-term assignments to extension activities, (b) annual commitments to faculty and staff for short-term projects and activities and their program support to implement agreed upon programs, and (c) longer term commitments that might support continuing education activities not permanently identified with specific individuals. Allocations based on these long and short-term commitments will be administered through the University of

Wisconsin Institutions' faculty and administrative structures. Ultimate responsibility for the budget associated with these allocations and based on the inter-institutional agreements will remain with the University of Wisconsin Colleges and Extension Chancellor.

9. Suggests the use of the seven criteria recommended by the President's Advisory Group on Extension in determining the involvement and best use of resources for the extension function at the various institutions. They are: (1) relatedness of mission, (2) acceptance of financial responsibility, (3) compatibility of institutional and system wide extension program priorities, (4) availability of faculty and staff with appropriate disciplinary competencies, (5) accessibility of a meaningful clientele, (6) evidence of clear and substantial institutional commitment, and (7) the likelihood of "minimum critical mass of resources reflected in a meaningful proportion of each faculty appointment designated for extension activity."
10. In the interest of improving and streamlining University of Wisconsin-Extension administration and enhancing communications, support the internal reorganization of University of Wisconsin-Extension substantially as proposed by the University of Wisconsin-Extension Joint Faculty Administration Committee and urge the President of the University of Wisconsin System and the Chancellor of the University of Wisconsin Colleges and Extension to proceed towards the establishment of a structure by July 1, 1982, which reflects three separate and homogenous units: (a) general extension and special mission programs; (b) cooperative extension and special mission programs; and (c) educational communications, each administered by a dean or director. Each of the administrative positions is to be filled through a regular search and screen process. University of Wisconsin-Extension should examine each of the programming and service units either concurrently or following the divisional reorganization to determine its viability and the appropriateness of its divisional placement.
11. Reconfirms its charge that University of Wisconsin-Extension continue to develop and expand, through reprogramming and reallocations, the internal budget and personnel flexibility required to meet changing societal needs. The recently developed program evaluation process, wherein every program is evaluated within an eight year cycle, should continue to have as one of its objectives a determination whether the program being evaluated is consistent with the mission of University of Wisconsin-Extension; does not inappropriately duplicate programs being offered by other state agencies, including specifically the Wisconsin Technical College System and Department of Public Instruction; or more appropriately should be offered by others. Continued interaction and cooperation between University of Wisconsin-Extension and other state agencies are encouraged.
12. Supports the recommendation of the President of the University of Wisconsin System for adoption of specific proposals in the report of the Special University of Wisconsin-Extension Committee on Faculty Rank and Tenure. (The basic premise of that report is that the concept of rank and tenure continue for community faculty with certain modifications.)

13. Makes no attempt, at this time, to alter current policies with regard to off-campus credit courses (ACIS-3ⁱ); and the relevant portions of the Regents' 1973 and 1978 policies should remain intact (Resolution 3287 (5/85)). The Board of Regents accepts the President's Report on Integration and specifically approves the policies and procedures identified in the Integration Plans jointly developed by both the University of Wisconsin-Extension together with the University of Wisconsin-Madison, and by the University of Wisconsin-Extension together with the University of Wisconsin-Milwaukee. The Board directs the Chancellor of the University of Wisconsin Colleges and Extension to provide the President of the University of Wisconsin System and Board of Regents with an annual report on the activities related to integration of the extension function with other University of Wisconsin System Institutions and on the coordinated University of Wisconsin-Extension planning effort and programming projections.

ⁱ ACIS-3 was superseded by ACIS 5.4, which was later changed to UW System Administrative Policy (SYS) 130, *Programming for the Non-Traditional Market in the UW System*.

APPENDIX B

18-2 IMPLEMENTATION OF REGENT POLICY DOCUMENT 18-1 (Formerly 88-5)

The Board of Regents in Resolution 2558 of April 9, 1982, adopted a policy calling for the integration of the extension function within the University of Wisconsin System. The implementation of this policy, while substantially achieved, requires further effort to ensure the realization of its purpose to improve and expand extension programming by making extension an integral function of the departments, colleges, and schools of each University of Wisconsin System Institution. Therefore, the Board of Regents reaffirms its Resolution 2558 of April 9, 1982, endorsing the principles, policies, and recommendations of the Special Regent Study Committee on Extension, including:

1. Integration of extension faculty and programs with the faculties and programs of the other institutions of the University of Wisconsin System;
2. Annual allocation of funds and positions from University of Wisconsin-Extension to the other University of Wisconsin Institutions on the basis of inter-institutional agreements;
3. University of Wisconsin-Extension leadership responsibility for program coordination, statewide planning, and budget accountability for the University of Wisconsin System extension function;
4. Reconfirmation of the charge that University of Wisconsin-Extension, in cooperation with the other University of Wisconsin Institutions, develop and expand, through reprogramming and reallocations, the internal budget and personnel flexibility required to meet changing societal needs;
5. Encouragement of interaction and cooperation between University of Wisconsin-Extension and other state agencies and the Wisconsin Technical College System to avoid duplication of effort and to maximize effective use of state resources.

The Board approves the following policies to enhance implementation of integration and to strengthen the extension function of the University of Wisconsin System through:

1. Establishment of structures to enhance statewide planning, coordination and communication among related disciplines and program areas of the University of Wisconsin Institutions, between the University of Wisconsin-Extension Cooperative and General Extension Divisions, between county and campus-based faculty and staff, and between University of Wisconsin-Extension and other University of Wisconsin Institutions.
2. Establishment of joint appointments to allow integrated extension faculty and staff to participate in University of Wisconsin-Extension institutional governance and in statewide extension program planning and development.

3. Establishment of a role for University of Wisconsin-Extension in personnel decisions for integrated faculty and staff holding Cooperative and General Extension appointments in the University of Wisconsin Institutions.
4. Consistent use of the term “extension” to identify University of Wisconsin institutional extension units, faculty and staff and programs within the statewide extension function.
5. Incorporation of University of Wisconsin institutional extension programs currently conducted outside the inter-institutional agreements within the program planning and coordination of University of Wisconsin-Extension.

The Chancellor of the University of Wisconsin Colleges and Extension, in consultation with the other University of Wisconsin institutional Chancellors, shall develop and implement as soon as feasible:

1. Structures, protocols, and procedures for improved communication and coordination of statewide extension programming between University of Wisconsin- Extension and the other institutions, between the Cooperative and General Extension divisions, between county and campus-based faculty and staff, and among the related disciplines and program areas of the various University of Wisconsin Institutions.
2. A format for uniform identification of extension units, programs and faculty and staff of the University of Wisconsin Institutions.
3. And shall report to the University of Wisconsin System President by December 1, 1988, on the development of these structures and procedures.

The President of the University of Wisconsin System shall direct the University of Wisconsin System Vice President for Academic Affairs to establish a working group of vice chancellors and the Deans of General and Cooperative Extension, with appropriate staff support to:

1. Review and update ACIS-5ⁱ to respond to the foregoing Regent policy directives.
2. Review, improve, and streamline reporting instruments and instructions for the institutional reporting system, to include the entire range of credit and noncredit extension activities.
3. Develop a protocol for reporting information on extension planning to University of Wisconsin System Administration to enable it to monitor effectively the implementation of integration, including inter-institutional communications, program planning and development, the inter-institutional agreement process, and the system of accountability.
4. Develop criteria to define extension activities that should fall within the coordination, planning and budgetary control of the inter-institutional agreements.

5. Provide rationales and guidelines for the conduct of independent campus extension activities.
6. Consider the issue of institutional budgetary flexibility in relation to the statewide extension plan and the annual inter-institutional agreements, and recommend the degree of flexibility necessary within the inter-institutional agreements to meet emerging local needs.
7. Establish protocols defining the nature and extent of University of Wisconsin-Extension involvement in personnel decisions for integrated extension faculty and staff, to include:
 - a. definitions and procedures to implement joint appointments within the context of integration;
 - b. considerations that affect the allocation of extension faculty positions;
 - c. format and time line for approval of position descriptions;
 - d. procedures to allow University of Wisconsin-Extension administrators a consultative role in decisions on faculty searches, salary increases, promotion and tenure;
 - e. recognition that tenure and promotion decisions will remain within the authority of campuses to which the positions are assigned.
8. Report to the University of Wisconsin System President by December 1, 1988, on implementation of the Working Group recommendations, and on the proposed modifications of ACIS-5ⁱ. The President of the University of Wisconsin System shall review the progress of integration and the recommendations of the University of Wisconsin Colleges and Extension Chancellor and the University of Wisconsin System Vice President's Working Group, and shall inform the Board by its February 1989 meeting of modifications of ACIS-5ⁱ and other measures taken to implement Regent policy.
9. Upon the recommendation of the President of the University of Wisconsin System, the Board also approves continuation of the .5 FTE position of the Dean of University Outreach at the University of Wisconsin-Madison.

ⁱ ACIS 5 was later changed to UW System Administrative Policy (SYS) 125.A, *Administrative Guidelines for UW System Implementation of Regent Policy on Integration between UW-Extensions and the UW Institutions*.

**UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION
RESTRUCTURING UPDATE ON THE
DIVISION OF CONTINUING EDUCATION, OUTREACH, AND E-LEARNING
(CEOEL)**

EXECUTIVE SUMMARY

BACKGROUND

On November 9, 2017, the Board of Regents for the University of Wisconsin System approved Resolution 10956: Restructuring of UW Colleges and UW-Extension. Accordingly, the Division of Continuing Education, Outreach, and E-Learning (CEOEL) now provides programs and services under the UW System Administration.

REQUESTED ACTION

None.

DISCUSSION

Dr. Aaron Brower, UW System Senior Associate Vice President and CEOEL Executive Director will provide a restructuring update on the Division's ongoing efforts to grow the number of people with quality postsecondary education, which is essential to a healthy Wisconsin economy and citizenry.

Specifically, Dr. Brower will discuss: (1) Rebranding of the Division from "CEOEL" to the "UW Extended Campus;" (2) The Collaborative Course Exchange; and (3) Planning for the Collaborative Online Associates Degree.

Detailed information about the Division of Continuing Education, Outreach, and E-Learning is located at: <https://ce.uwex.edu/>.

RELATED WISCONSIN LAWS AND REGENT POLICIES

Section 36, Wis. Stats.

Regent Policy Document 18-1

Regent Policy Document 18-2

**UNIVERSITY OF WISCONSIN-STEVENSON
UPDATE ON POINT FORWARD PROPOSAL**

EXECUTIVE SUMMARY

BACKGROUND

On November 12, 2018, the University of Wisconsin-Stevens Point leadership team presented its vision for the 21st Century comprehensive university to both the campus community and members of the public.

REQUESTED ACTION

None.

DISCUSSION

On December 6, 2018, Chancellor Bernie Patterson and Provost Greg Summers will provide an update on the “Point Forward Proposal” to the Education Committee of the Board of Regents.

Detailed information about the Point Forward Proposal is located at:
www.uwsp.edu/pointforward.

RELATED WISCONSIN LAWS AND REGULATIONS

Section 36, Wis. Stats.
Chapters UWS 2, 3, and 5, Wis. Admin. Code

Approval of the Faculty
Layoff and Termination Policy
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement Chapter UWSP 5 Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

UW-STEVENSON POINT 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 Patterson requesting approval from the Board of Regents for the UW-Stevens Point 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 UW System President recommends approval of the UW-Stevens Point Policies and Procedures relating to Faculty Layoff and Termination.

REQUESTED ACTION

Adoption of Resolution I.1.d.(2), authorizing the chancellor to implement Chapter UWSP 5 Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination at the University of Wisconsin-Stevens Point.

DISCUSSION

The UW-Stevens Point Faculty Senate approved UW-Stevens Point Policies and Procedures Relating to Faculty Layoff and Termination. Thereafter, Chancellor Patterson approved these same policies and submitted them to President Cross for review and approval. Attached to this document is Appendix A, containing the existing policy, the policy with tracked changes, and the new UW-Stevens Point policy for the Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

RELATED REGENT POLICIES AND LAWS

Section 36, Wis. Stats.

Chapters UWS 2, 3, and 5, Wis. Admin. Code

Regent Policy Document 20-23, Faculty Tenure

Regent Policy Document 20-24, Procedures Relating to Financial Emergency or Program

Discontinuance Requiring Faculty Layoff and Termination

APPENDIX A

Existing Policy, Tracked Changes Version, New UW-Stevens Point Faculty Layoff Policy



☐ **New Policy** – complete items 1, 2, 4 and 5.

☒ **Revised Policy** – complete items 1-5.

1.	Proposed or existing location in the University Handbook (i.e., Chapter, Section):	Chapter 4a, Section 2
2.	Please indicate who has authority to approve changes to this portion of the University Handbook:	Common Council, Chancellor, Board of Regents

Existing University Handbook text is available at <https://catalog.uwsp.edu/index.php?catoid=10>. When proposing revision, use *existing* text and underline to designate proposed new text and ~~strike out~~ for proposed deletions. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

3.	Existing University Handbook text:	<p style="text-align: center;">Chapter UWSP 5 LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY</p> <p style="text-align: center;">UWSP 5.01 GENERAL.</p> <p>Notwithstanding 36.13, Wis. Stats., the Board may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of the appointment, in the event of a financial emergency. Such layoffs or termination may be made only in accord with the provisions of this Chapter, and imply the retention of rights indicated herein. A nonrenewal, regardless of reasons, is not a layoff or termination under this section.</p> <p style="text-align: center;">UWSP 5.02 FINANCIAL EMERGENCY.</p>
-----------	---	--

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

1. For the purposes of this Chapter, “financial emergency” is a state which may be declared by the Board to exist for the University of Wisconsin-Stevens Point, if and only if the Board finds that the following conditions exist:
 - a. The total General Program Operations (GPR/fee) budget of the institution, excluding adjustments for salary/wage increases and for inflationary impact on non-salary budgets, has been reduced;
 - b. Institutional operation within this reduced budget requires a reduction in the number of faculty positions such that tenured faculty must be laid off, or probationary faculty must be laid off prior to the end of their respective appointments. Such a reduction in faculty positions shall be deemed required only if in the Board’s judgment it will have an effect substantially less detrimental to the institution’s ability to fulfill its mission than would other forms of budgetary curtailment available to the institution;
 - c. The procedures described in 5.05 and 5.06 have been followed.

UWSP 5.03 LAYOFF AND TERMINATION.

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

UWSP 5.04 FACULTY CONSULTATIVE COMMITTEE.

The University Planning Committee shall serve as the Faculty Advisory Committee on Financial Emergency. The Committee shall consult with the chancellor if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of this Committee to represent the faculty before the Board if a declaration of a state of financial emergency for the institution is being considered, and to assure that the procedures of 5.05 and 5.06 are followed.

UWSP 5.05 CONSULTATION.

APPENDIX A

UW-Stevens Point Faculty Layoff Policy with Tracked Changes

		<ol style="list-style-type: none"> 1. In the event that a declaration of financial emergency is contemplated, the chancellor shall consult with and seek advice from the Faculty Advisory Committee on Financial Emergency at least 3 months before the matter is taken to the Board. The chancellor and the Committee shall: <ol style="list-style-type: none"> a. Consider identifiable alternative methods of budget reduction; b. Determine whether reductions in faculty positions under the provisions of this chapter can be made with less detriment to the institution's ability to fulfill its mission than would follow from reasonable alternative courses of action; c. Determine from which colleges, schools, departments, or programs faculty positions should be eliminated; d. Consult with faculties of colleges, schools, departments and programs potentially involved; e. Consult with such other individuals and groups as they feel may be able to provide valuable advice. <p>(1 m) The Faculty Advisory Committee on Financial Emergency shall prepare a report, with supporting documents, for submission to the chancellor, the Common Council, the student government, and the Board.</p> 2. It shall be the primary responsibility of the Common Council to establish criteria to be used by the chancellor and the Committee for academic program evaluations and priorities. A decision to curtail or discontinue an academic program for reasons of financial emergency shall be made in accordance with the best interests of the students and the overall ability of the institution to fulfill its mission.
--	--	---

4.	<p>Proposed new/revised* University Handbook text:</p>	<p>Chapter UWSP 5 LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY</p> <p>UWSP 5.01 GENERAL</p> <p>Notwithstanding 36.13, Wis. Stats., the Board may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of the appointment, in the event of a financial emergency. Such layoffs or termination may be made only in accord with the provisions of this Chapter, and imply the retention of rights indicated herein. A nonrenewal,</p>
----	---	---

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

regardless of reasons, is not a layoff or termination under this section.

~~UWSP 5.02 FINANCIAL EMERGENCY.~~

2. ~~For the purposes of this Chapter, “financial emergency” is a state which may be declared by the Board to exist for the University of Wisconsin Stevens Point, if and only if the Board finds that the following conditions exist:~~
- ~~d. The total General Program Operations (GPR/fee) budget of the institution, excluding adjustments for salary/wage increases and for inflationary impact on non-salary budgets, has been reduced;~~
 - ~~e. Institutional operation within this reduced budget requires a reduction in the number of faculty positions such that tenured faculty must be laid off, or probationary faculty must be laid off prior to the end of their respective appointments. Such a reduction in faculty positions shall be deemed required only if in the Board’s judgment it will have an effect substantially less detrimental to the institution’s ability to fulfill its mission than would other forms of budgetary curtailment available to the institution;~~
 - ~~f. The procedures described in 5.05 and 5.06 have been followed.~~

~~UWSP 5.03 LAYOFF AND TERMINATION.~~

~~For the purposes of this Chapter, “layoff” is the indefinite suspension or an involuntary reduction in services and compensation of a faculty member’s employment by the UW System. A laid off faculty member retains the rights specified below in 5.16 through 5.21 inclusive. For the purposes of this Chapter, “termination” is the permanent elimination of a faculty member’s employment by the UW System. A terminated faculty member retains rights specified in 5.18 and 5.19.~~

~~UWSP 5.04 FACULTY CONSULTATIVE COMMITTEE.~~

~~The University Planning Committee shall serve as the Faculty Advisory Committee on Financial Emergency. The Committee shall consult with the chancellor if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of this Committee to represent the faculty before the Board if a declaration of a state of financial~~

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

emergency for the institution is being considered, and to assure that the procedures of 5.05 and 5.06 are followed.

UWSP 5.05 CONSULTATION.

2. In the event that a declaration of financial emergency is contemplated, the chancellor shall consult with and seek advice from the Faculty Advisory Committee on Financial Emergency at least 3 months before the matter is taken to the Board. The chancellor and the Committee shall:
- f. Consider identifiable alternative methods of budget reduction;
 - g. Determine whether reductions in faculty positions under the provisions of this chapter can be made with less detriment to the institution's ability to fulfill its mission than would follow from reasonable alternative courses of action;
 - h. Determine from which colleges, schools, departments, or programs faculty positions should be eliminated;
 - i. Consult with faculties of colleges, schools, departments and programs potentially involved;
 - j. Consult with such other individuals and groups as they feel may be able to provide valuable advice.

(1 m) The Faculty Advisory Committee on Financial Emergency shall prepare a report, with supporting documents, for submission to the chancellor, the Common Council, the student government, and the Board.

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

UWSP 5: PROCEDURES RELATING TO FINANCIAL EMERGENCY OR PROGRAM DISCONTINUANCE REQUIRING FACULTY LAYOFF AND TERMINATION

UWSP 5.01: GENERAL

The purpose of this policy is to establish procedures for University of Wisconsin-Stevens Point consistent with Regent Policy Document 20-24 in the event that a financial emergency or program discontinuance requires faculty layoffs.

Tenure is the keystone for academic freedom and excellence and is awarded for academic and professional merit. Tenure is an essential part of the guarantee of academic freedom that is necessary for university-based intellectual life to flourish. The grant of indeterminate tenure to faculty

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

members represents an enormous investment of university and societal resources, and those who receive this investment do so only after rigorous review which established that their scholarship, research, teaching and service meet the highest standards and are congruent with the needs of the university. It is therefore expressly recognized that the awarding and continued enjoyment of faculty tenure is of vital importance to the protection of academic freedom and to the overall academic quality of the University of Wisconsin System institutions.

Accordingly, faculty layoff will be invoked only in extraordinary circumstances and after all feasible alternatives have been considered. Additionally, faculty layoff shall not be based on conduct, expressions, or beliefs on the faculty member's part that are constitutionally protected or protected by the principles of academic freedom.

As provided in Wis. Stat. s. 36.21 and Wis. Stat. s. 36.22, and Chapter UWS 5 of the Wisconsin Administrative Code, the Board of Regents of the University of Wisconsin System (Board) has authority, with appropriate notice, to terminate through layoff a faculty appointment when necessary in the event of a financial emergency, or a program decision resulting in program discontinuance. The Board is permitted by Wis. Stat. s. 36.21 to adopt procedures relating to faculty layoff. Consistent with Chapter UWS 5 and Wis. Stat. s. 36.22, Regent Policy Document 20-24 sets forth those procedures. Faculty layoffs at University of Wisconsin System institutions may be undertaken only in accordance with RPD 20-24, Chapter UWS 5, Wis. Stat. s. 36.21, and Wis. Stat. s. 36.22.

UWSP 5.02 DEFINITIONS

- A. For the purposes of this policy, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers undergraduate majors or minors, graduate degree programs, or sub-programs such as course sequences or courses essential to programs or general degree requirements and has been officially recognized by UWSP. Programs cannot be defined ad hoc, at any size, but should be recognized academic units. Programs shall not be defined to single out individual faculty members for layoff.
- B. For the purposes of this policy, "program discontinuance" as described in Wis. Stat. ss. 36.21 and 36.22 shall mean formal program elimination or closure.
- C. For the purposes of this policy, "financial emergency" is defined and may be declared as described in s. UWS 5.02 of the Wisconsin Administrative Code G).
- D. For the purposes of this policy, "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.
- E. For the purposes of this policy, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

employment by the University of Wisconsin System. Wis. Stat. s. 36.22(1)(a). A laid off faculty member retains the rights specified in Wis. Stat. ss. 36.22(11) to 36.22(15).

- F. For the purposes of this policy, “termination” is the permanent elimination of a faculty member’s employment by the University of Wisconsin System. Wis. Stat. s. 36.22(1)(c). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. ss. 36.22(13) and (14).
- G. For the purposes of this policy, “termination” or “layoff” refers to tenured and probationary faculty members. A nonrenewal, regardless of reasons, of probationary track appointments is not a layoff or termination under this policy.

UWSP 5.03 FACULTY LAYOFF OR TERMINATION FOR REASONS OF FINANCIAL EMERGENCY

- A. Notwithstanding RPD 20-23 (Regent Policy Document on Faculty Tenure), a tenured faculty member, or a probationary faculty member prior to the end of his or her appointment, may be laid off in the event of a financial emergency. Layoff for reasons of financial emergency may occur only in accordance with RDP 20-24, UWS 5.01 through UWS 5.07 of Chapter UWS 5 of the Wisconsin Administrative Code, and Wis. Stat. s. 36.22.
- B. Except as provided in subdivision A above, 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.
- C. A Consultative Committee consisting of faculty members shall be created to consult with the chancellor as described in s. UWS 5.04 in the event a declaration of financial emergency is being considered. The Consultative Committee shall participate in the decision at the institutional level regarding whether to recommend to the Board that a financial emergency be declared. The chancellor shall provide the Consultative Committee with access to information and data relevant to the proposed declaration of financial emergency. The chancellor shall consult with and take into serious consideration advice from the Consultative Committee at least three months before making any recommendation to the Board as described in s. UWS 5.05(1).
- a. The Consultative Committee shall be comprised of at minimum, the following members:
- i. Chair of Faculty Council. In consultation with the Common Council Chair, the Faculty Council Chair shall appoint one tenured faculty from the following bodies: the Academic Affairs Committee, the College of Fine Arts and

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

	<p><u>Communication, the College of Natural Resources, the College of Professional Studies, the College of Letters and Sciences (humanities and history), the College of Letters and Sciences (social sciences), the College of Letters and Sciences (natural science/mathematics/computing), and the University College.</u></p> <p>ii. <u>Once the Consultative Committee is established, it shall appoint two additional voting members from the Student Government Association and an additional voting member from each of the Academic Staff Council and the University Staff Council. At all times, the Consultative Committee shall be comprised of at least 2/3 faculty.</u></p> <p>iii. <u>When the task of the committee turns to establishing which faculty are to be laid off, only faculty committee members have voting rights.</u></p> <p>iv. <u>No one college shall have a majority (50% or more) of faculty members [managed by careful selection of the AAC member].</u></p> <p>b. <u>Consultation shall proceed in accordance with s. UWS 5.05 and shall include consultation with other individuals and groups who may be able to provide valuable advice (see s. UWS 5.05(1)(e)).</u></p> <p>D. <u>It shall be the responsibility of the Consultative Committee to recommend criteria to be used by both the Consultative Committee and the chancellor to determine program evaluations and priorities as described in s. UWS 5.05(2). The criteria examined shall be made in accordance with the best interests of students and the overall ability of UWSP to fulfill its mission. It also shall be the responsibility of the Consultative Committee to recommend to the chancellor and Board of Regents those areas within the overall academic program where layoffs may occur. The Consultative Committee shall prepare a report regarding the proposed declaration of financial emergency that shall be shared with the Common Council, the chancellor and the Board, as described in s. UWS 5.05(1m). A decision to declare a financial emergency shall be made in accordance with the best interests of students and the overall ability of the institution to fulfill its mission.</u></p> <p>E. <u>If a chancellor decides to recommend that the Board declare a financial emergency for UWSP, as described in s. UWS 5.06, the chancellor shall provide their recommendation to the System president and the Board, accompanied by a report that shall include data demonstrating the need to declare a financial emergency; identification of the programs in which faculty reductions will be made, with data supporting those choices; any report created by the Consultative Committee; and a report of any action of the Common Council on the matter.</u></p> <p>F. <u>The chancellor and the chairperson of the Consultative Committee, or their designees, and representatives of affected colleges, schools, departments, and programs, may appear before the Board at the time the</u></p>
--	--

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

recommendation is considered. Other interested parties may submit in writing alternative recommendations or challenges to any part of the recommendation.

- G. The Board may declare a financial emergency for UWSP if the Board determines the existence of the conditions set forth in s. UWS 5.02, Wisconsin Administrative Code. It is recognized that the Board should exercise its authority adversely to the Consultative Committee recommendation with respect to declaration of financial emergency only for compelling reasons which should be stated in writing, in detail.
- H. If the Board declares a financial emergency for the institution, the tenured faculty in the affected departments and programs shall have responsibility for recommending to the Consultative Committee which faculty will be laid off. These recommendations shall follow seniority, unless the department makes a clear and convincing case that program needs dictate other considerations, e.g., the need to maintain diversity of specializations within a department.
- a. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.
 - b. Designation for reassignment or layoff shall follow the order of seniority according to years of service at the University of Wisconsin-Stevens Point in accordance with c – f below.
 - c. Seniority is determined by the date of the beginning of the semester in which the faculty appointment began at the University of Wisconsin-Stevens Point and by the years of full-time service here. Thus, faculty who served half-time for 2 academic years shall have acquired 1 full academic year of seniority. All leaves for professional or family medical purposes granted with the concurrence of the department shall be counted toward seniority except that no more than 2 consecutive years of leave shall be counted.
 - d. Faculty members holding a joint or split appointment shall have a "home" department, usually the department in which the person holds rank. Seniority shall reside in that department.
 - e. When it is necessary to select from among persons of identical seniority members of department, in consultation with the Dean, may consider rank, educational preparation, time in rank, and other academic credentials, such as teaching effectiveness, disciplinary contributions, scholarly development, professional affiliation and activity, and contributions to the department or university.
 - f. A person who has transferred from another UWS institution to become a faculty member at UWSP shall receive full credit for years of faculty and if applicable, instructional academic staff service at that UWS institution, in accordance with Sections 5.03 H (a through e) above.

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

- | | |
|--|--|
| | <p>I. <u>The department may seek the general advice of other groups such as accrediting bodies or individuals in formulating its recommendations. The departmental recommendation shall be forwarded to the chancellor via the Consultative Committee, the dean and vice chancellor of academic affairs. The chancellor shall prepare recommendations for the System president and the Board.</u></p> <p>J. <u>A faculty member whose position is recommended for layoff shall receive the notification provided in Wis. Stat. s. 36.22(4) and shall be entitled to the notification period provided in Wis. Stat. s. 36.22(5). The faculty member also shall be entitled to the due process hearing and appeal procedures, reappointment rights, and other rights and protections in Wis. Stat. s. 36.22. As provided in Wis. Stat. s. 36.22(12), institutions shall devote their best efforts to securing alternative appointments for faculty laid off under this section, and also shall provide financial assistance for readaptation of faculty laid off under this section where readaptation is feasible.</u></p> <p style="padding-left: 40px;">a. <u>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 salary as severance pay in lieu of part or all of the statutory notice period, early retirement, or relocation leave accompanied by a resignation. Acceptance of any option terminates the faculty member's association with the system at the end of the leave period.</u></p> |
|--|--|

UWSP 5.04 FACULTY LAYOFF FOR REASONS OF PROGRAM DISCONTINUANCE

- | | |
|--|---|
| | <p>A. <u>The maintenance of tenure-track and tenured faculty, and of essential instructional and supporting services, remains the highest priority of the university. To promote and maintain high-quality programs, UWSP may over time develop new programs and discontinue existing programs. Accordingly, and notwithstanding RPD 20-23 (Regent Policy Document on Faculty Tenure), a tenured faculty member, or a probationary faculty member prior to the end of their appointment, may be laid off in the event that educational considerations relating to a program require program discontinuance. Educational considerations may include strategic institutional planning considerations such as long-term student and market demand and societal needs. Layoff for reasons of program discontinuance may be made only in accordance with this policy and Wis. Stat. s. 36.22. A nonrenewal, regardless of reasons, is not a layoff or termination under this policy.</u></p> <p>B. <u>Program review and adjustment to the curriculum according to professional and educational standards and accreditation requirements is part of routine institutional planning. Educational considerations are</u></p> |
|--|---|

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

related in part to regular program review and ongoing assessment practices. They reflect a long-range judgment that the educational mission of the institution as a whole will be enhanced by program discontinuance. This includes the reallocation of resources to other programs with higher priority based on educational considerations. Such long-range judgments generally will involve the analysis of financial resources and the needs, value and quality of the program and any related college or school.

- C. A proposal to discontinue a program due to educational considerations that will result in faculty layoff may be initiated by faculty in the program, faculty in the college or school that contains the program, the faculty council, the dean, the provost, or the chancellor. The proposal shall be in writing and shall contain appropriate information and analysis regarding the educational considerations, including programmatic and financial considerations, supporting the proposed program discontinuance. The proposal shall be provided for review to the faculty and staff in the affected program, to the Common Council, to the academic staff shared-governance body, to the university staff shared-governance body, and other governance bodies at the institution, and to the chancellor. A proposal to discontinue a program that will not result in faculty layoff shall follow the standard program review process in place at each institution, and shall not be required to follow the process outlined in this policy.
- D. A Consultative Committee consisting of faculty members shall be created to consult with the chancellor as described in s. UWS 5.04 and in 5.03C (above) in the event of a consideration of program discontinuance. The Consultative Committee shall participate in the decision-making process at the institutional level regarding whether to recommend that program discontinuance be considered. The chancellor, deans, and provost shall provide the Consultative Committee with access to information and data relevant to the proposed program discontinuance.
- E. The Consultative Committee shall review and evaluate any proposal to discontinue a program that will lead to faculty layoff. The committee's review and evaluation may be based on the following considerations, where relevant:
- a. The centrality of the program to the institution's mission;
 - b. The academic strength and quality of the program, and of its faculty in terms of national ratings if applicable;
 - c. Whether the work done in the program complements that done in another essential program;
 - d. Whether the work done in the program duplicates academic instruction and course content delivered in other programs at the institution;
 - e. Student and market demand and projected enrollment in the subject matter taught in the program;
 - f. Current and predicted comparative cost analysis/effectiveness of the program;

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

- | | |
|--|--|
| | <p>g. <u>Current and past Program Review and Assessment reports; and</u></p> <p>h. <u>Other relevant factors that the committee deems appropriate.</u></p> <p>F. <u>The Consultative Committee shall request and review comments and recommendations on the proposed program discontinuance from faculty and academic and university staff in the program, faculty and academic and university staff in the affected college or school, students in the program, and other appropriate institutional bodies or individuals. Based on this review and evaluation, the Consultative Committee shall prepare a recommendation and report regarding the proposed program discontinuance that shall be shared with the faculty and staff in the program, the faculty council, the college dean, the provost and the chancellor. The Consultative Committee shall provide its recommendation and report to the chancellor within three months of the date of the Common Council's receipt of the program discontinuance proposal.</u></p> <p>G. <u>The chancellor, provost and dean shall consult with and take into serious consideration advice from the Consultative Committee. It is recognized that the chancellor, provost, or dean should make a recommendation adverse to the Consultative Committee recommendation with respect to discontinuance of an academic program only for compelling reasons which should be stated in writing and in detail.</u></p> <p>H. <u>If the chancellor decides to recommend that the Board approve discontinuance of a program that will result in the layoff of faculty, the chancellor shall provide their recommendation to the System president and the Board, accompanied by a report that shall include information demonstrating the educational considerations supporting program discontinuance, any recommendation and report created by the Consultative Committee, and a report of any action of the Common Council on the matter. The chancellor shall provide any such recommendation to the System president and the Board within four months of the date of the Common Council's receipt of the program discontinuance proposal.</u></p> <p>I. <u>The System president shall provide the Board with their recommendation on the program discontinuance proposal. After reviewing the System president's and the chancellor's recommendations and related report, the Board shall make the final decision on whether the program is to be discontinued, resulting in faculty layoffs. It is recognized that the Board should exercise its authority adversely to the Consultative Committee's recommendation with respect to program discontinuance only for compelling reasons which should be stated in writing, in detail.</u></p> <p>J. <u>If the Board approves discontinuance of a program resulting in faculty layoffs at UWSP, the Consultative Committee shall have responsibility for recommending which faculty will be laid off. These recommendations shall follow seniority, unless the department makes a clear and convincing case that program needs dictate other considerations, e.g., the need to maintain diversity of specializations within a department, as described in Wis. Stat. s. 36.22(3)(a) and s. 36.22(3)(b). Additionally:</u></p> |
|--|--|

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

- | | |
|--|--|
| | <ul style="list-style-type: none">a. <u>Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.</u>b. <u>Designation for reassignment or layoff shall follow the order of seniority according to years of service at the University of Wisconsin-Stevens Point in accordance with c – f below.</u>c. <u>Seniority is determined by the date of the beginning of the semester in which the faculty appointment began at the University of Wisconsin-Stevens Point and by the years of full-time service here. Thus, faculty who served half-time for 2 academic years shall have acquired 1 full academic year of seniority. All leaves for professional or family medical purposes granted with the concurrence of the department shall be counted toward seniority except that no more than 2 consecutive years of leave shall be counted.</u>d. <u>Faculty members holding a joint or split appointment shall have a "home" department, usually the department in which the person holds rank. Seniority shall reside in that department.</u>e. <u>When it is necessary to select from among persons of identical seniority, members of a department, in consultation with the Dean, may consider rank, educational preparation, time in rank, and other academic credentials, such as teaching effectiveness, disciplinary contributions, scholarly development, professional affiliation and activity, and contributions to the department or university.</u>f. <u>A person who has transferred from another UWS institution to UWSP, or became a faculty member at UWSP, shall receive full credit for years of faculty and if applicable, instructional academic staff service at that UWS institution, in accordance with Sections 5.03 H above.</u>g. <u>A faculty member whose position is recommended for layoff shall receive the notification provided in Wis. Stat. s. 36.22(4), and shall be entitled to the notification period provided in Wis. Stat. s. 36.22(5). The faculty member also shall be entitled to the due process hearing and appeal procedures, reappointment rights and other rights and protections in Wis. Stat. s. 36.22. As provided in Wis. Stat. s. 36.22 (12), UWSP shall devote it's best effort to securing alternative appointments for faculty laid off under program discontinuance, and also shall provide financial assistance for readaptation of faculty laid off under this section where readaptation is feasible.</u>h. <u>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 salary as</u> |
|--|--|

APPENDIX A
UW-Stevens Point Faculty Layoff Policy with Tracked Changes

		<p><u>severance pay in lieu of part or all of the statutory notice period, early retirement, or relocation leave accompanied by a resignation. Acceptance of any option terminates the faculty member's association with the system at the end of the leave period.</u></p> <p><u>5.05 SAFEGUARDS FOR STUDENTS</u></p> <p><u>UWSP will make every effort to accommodate students adversely affected by discontinuance of an academic program for reasons of financial emergency or because of educational considerations. Discontinuance of a program should be phased in over a reasonable time period to provide students with the opportunity to complete the program or transfer to another program. Completion of a program or transfer to another program cannot be guaranteed by the university.</u></p>
5.	Effective date of policy, if different than upon the chancellor's signature:	



MEMORANDUM

TO: Karen Schmitt, Ph.D., Interim Vice President for Academic and Student Affairs

FROM: Bernie L. Patterson, Ph.D., Chancellor *BLP*

DATE: November 27, 2018

SUBJECT: UW-Stevens Point Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination Policy

I request that the UW-Stevens Point Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination policy be included on the Board of Regents agenda for their December 2018 meeting. The policy was reviewed by UW System Legal and approved by our Common Council on April 18, 2018, approved by me on April 27, 2018, and submitted to the Board of Regents on May 7, 2018.

I appreciate the work of our Common Council and the support of UW System Legal on this matter.

Thank you.

Cc: Greg Summers, Provost
Mary Bowman, Chair, Common Council

Program Authorization (Implementation)
Doctor of Physical Therapy
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.d.(3):

That, upon the recommendation of the Chancellor of UW-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Physical Therapy at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION
DOCTOR OF PHYSICAL THERAPY
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stevens Point proposes to establish a Doctor of Physical Therapy (DPT). 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.(3), authorizing the implementation of the Doctor of Physical Therapy at the University of Wisconsin-Stevens Point.

DISCUSSION

Program Description. The University of Wisconsin-Stevens Point College of Professional Studies, School of Healthcare Professions proposes to establish a Doctor of Physical Therapy (DPT). The proposed DPT will be a 112-credit, eight-semester, professional entry-level degree, where students are admitted as a cohort in the summer of every year with eight continuous semesters of coursework, as well as an opportunity for an additional semester of electives to develop concentrations in areas of interest and/or community need. The curriculum was developed in partnership with local healthcare providers, and has the specific intent of graduating physical therapists ready to collaborate and serve the evolving and diverse needs of rural communities. The curriculum was also designed to meet the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation criteria.

Mission. Assisting communities to become more vibrant, healthy, prosperous, and sustainable is the foundation of the UW-Stevens Point's strategic plan, "*A Partnership for Thriving Communities*."¹ The DPT at UW-Stevens Point will contribute directly to the mission of the UW System by engaging with its communities to support the human resource needs of its health systems, by developing students and faculty committed to health-related research and by extending research outcomes beyond the university through application and dissemination of research findings which can contribute to improved health outcomes for its communities.

The proposed DPT also reflects the university's goal to partner and improve the health of local communities, and was designed in close partnership with local physical therapy educators,

¹ available at:

www.uwsp.edu/acadaff/Documents/Partnership%20for%20Thriving%20Communities%20May%202014.pdf

providers and employers. With the UW-Stevens Point mission and strategic plan as guideposts, invited members from central and northern Wisconsin participated in a DPT Visioning Workshop on July 16, 2018. Participants were tasked with developing a program vision, values, and goals statements, which reflected their need for the profession and desire for this particular program design. Together, the group developed the following vision statement for the DPT program: “To transform societal health through physical therapy education by creating professionals who collaborate to serve the evolving, diverse needs of the rural communities.”

An additional sixteen practitioners from central and northern Wisconsin participated in an online consensus development process to validate these statements. The program curriculum was then designed by a team of individuals, many of whom are a combination of licensed physical therapists, basic scientists, and experienced physical therapy educators.

Student Demand. The DPT program complements existing programs at UW-Stevens Point. UW-Stevens Point currently offers programs in related professional fields at the baccalaureate (Clinical Laboratory Sciences, Nursing degree completion) and graduate levels (Athletic Training, Communication Sciences and Disorders, and Doctor of Audiology—a consortial arrangement with UW-Madison). These programs offer a potential pipeline of students as UW-Stevens Point already provides a track for undergraduate students in Health Science to pursue readiness for application to a DPT program. As of June 2018, the College of Professional Studies enrolled 140 students in this track, which reflects an incoming cohort of 95 new freshmen. In the 2016-17 academic year, 53% of the students applying to physical therapy programs through PTCAS were admitted, affirming ready access to a highly qualified applicant pool.²

The Physical Therapy Centralized Application Service (PTCAS) Applicant Report presents trends from universities who utilize PTCAS in their admissions (214 of 243 accredited programs or 88%). In the 2016-17 admission cycle, PTCAS reports the total number of applications as 118,620, representing 19,025 applicants with each applicant applying to six different PT programs. This translates to a national average of 12 applicants per seat available in the next entering class. In Wisconsin, PTCAS reports 231 applicants in the 2016-17 cycle, an increase of 2.38% without any corresponding increase in seats available. Wisconsin residents submitted 420 applications in this same cycle, an increase of 2.21%.³ These numbers affirm a demand for additional capacity in DPT professional education.

Market Demand. According to an analysis from the State of Wisconsin Department of Workforce Development, there were 4,755 physical therapists employed in the state in 2016, with a projected employment of 5,480 in 2026 (percent change +15.25%).⁴ When considering

² Physical Therapist Centralized Application Service. 2016-2017 Applicant Data Report: 2016-17 Admissions Cycle for the 2017 Entering Class. Accessed July 23, 2018. Available at: http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf

³ Physical Therapist Centralized Application Service. 2016-2017 Applicant Data Report: 2016-17 Admissions Cycle for the 2017 Entering Class. Accessed July 23, 2018. Available at: http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf

⁴ Wisconsin Department of Workforce Development. 2016-2026 employment Data sub-category report on Occupational Employment. Available at: <https://jobcenterofwisconsin.com/wisconomy/query>. Accessed August 7, 2018. Customized search for Physical Therapy specific data available on request.

annual exits, annual transfers and annual growth, the annual total openings for physical therapists are 277.

Residents of central and northern Wisconsin continue to have unmet rehabilitation needs due to a shortage of physical therapists practicing in this part of the state. The Wisconsin Hospital Association reports that the vacancy rate for Physical Therapists statewide is 3.7%, with 14.2% of the practicing physical therapists aged 55 and over.⁵ Using an attrition model of 3.5% profession-wide, the American Physical Therapy Association (APTA) projects a shortage of approximately 26,000 licensed physical therapists by 2025.⁶ Statewide, Wisconsin has 103 licensed physical therapists per 100,000 Wisconsin residents, placing it in the middle third of the national available physical therapy workforce.⁷

However, this statistic does not tell the entire story. Southern Wisconsin has 131 licensed physical therapists per 100,000 residents while central and northern Wisconsin have 72 physical therapists per 100,000 residents.⁸ This could be due in part to the observation that five of the six existing physical therapy education programs in the state are clustered in southern Wisconsin.⁹ High demand from an aging population who are living longer, are more active in life, and more likely to have mobility needs, coupled with a regional imbalance in access to resources, results in ongoing difficulties for residents of central and northern Wisconsin to access needed care.

Tuition. The DPT will be delivered as a cost-recovery program at UW-Stevens Point. UW-Stevens Point will charge students taking graduate courses in the Doctor of Physical Therapy program a rate of \$463 per credit. Segregated fees will be charged for years 1 and 2 of the tracked curriculum, but will not be collected during the third term when students will be primarily off site participating in their terminal clinical experiences full-time. The program will collect a \$50/credit distance education fee for those courses offered fully online, but will not charge students this fee for credits associated with their clinical internships. Thus, the total cost for this program, based on graduate tuition rates of the 2018-19 academic year including segregated fees, program fees, and tuition, is \$55,064.74. Of this, the program will contribute 16% of net revenue to the institution.

⁵ Wisconsin Hospital Association (2016). Wisconsin's Health Care Workforce 2016 Report. Available at: <http://www.wha.org/pdf/2016workforcereport.pdf>. Accessed October 23, 2017.

⁶ American Physical Therapy Association (2017). A model to project the supply and demand of physical therapists 2010-2025. Available at: <http://www.apta.org/WorkforceData/ModelDescriptionFigures/>. Accessed October 23, 2017.

⁷ American Physical Therapy Association (2016). Number of licensed physical therapists by state as of December 31, 2016. Available to APTA members only at: <http://www.apta.org/WorkForceData/LicensedPTsByState/2015/>. Accessed October 23, 2017. For access by non-members, contact research-dept@apta.org.

⁸ Data aggregated from a combination of population of WI by County retrieved from the US Census bureau, (available at https://www.wisconsin-demographics.com/counties_by_population; Accessed October 26, 2017) the American Physical Therapy Association as cited in reference 3, and the list of credentialed physical therapists in Wisconsin, retrieved from the Wisconsin Department of Safety and Professional Services, retrieved October 24, 2017. The calculations are available on request.

⁹ Southern Wisconsin is defined for the purpose of this report as all counties below the northern most borders of Vernon, Sauk, Columbia, Dodge, Washington, and Ozaukee counties. La Crosse County which hosts a DPT program is not counted among these 'southern' counties.

Degree Program Outcomes. The program curriculum is planned to include 112 credits to completion of the Doctor of Physical Therapy degree. The curriculum is tracked, and students enroll as a cohort, matriculating through the program in eight (8) academic semesters. The curriculum is a combination of basic science, clinical science and behavioral science courses with integrated clinical education and summary full-time clinical learning experiences. Students are advised by the DPT program faculty, who are licensed physical therapists. The curriculum will have opportunity for interprofessional education, emphasizing the collaborations necessary for high-impact care in rural environments including partnerships with athletic trainers, audiologists, nurses, nutrition/dietetics specialists, social workers, speech pathologists, and teachers, many of whom were educated at UW-Stevens Point.

It is anticipated that the majority of the students who enroll will be residents of Wisconsin. Admission to the DPT program will seek students who have experience with rural communities and a desire to meet their unique needs but will not limit applicants to these particular demographics. Students will need to meet the prerequisite requirements recommended by CAPTE and the American Council of Academic Physical Therapy (ACAPT), which include completion of a bachelor's degree prior to matriculating into the program and completion of the prerequisite course requirements of anatomy/physiology, biology, chemistry, physics, psychology and statistics. The program will process admissions through the Physical Therapy Centralized Application Service (PTCAS).

DPT graduates will support the human resource needs of healthcare systems, and extend research outcomes beyond the university through application and dissemination of research findings that contribute to improved health outcomes for our communities.

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
DOCTOR OF PHYSICAL THERAPY
AT UW-STEVEN'S POINT
PREPARED BY UW-STEVEN'S POINT**

ABSTRACT

The University of Wisconsin-Stevens Point College of Professional Studies, School of Health Care Professions proposes to establish a Doctor of Physical Therapy (DPT). The proposed DPT will be a 112-credit, eight-semester, professional entry-level degree, where students are admitted as a cohort in the summer of every year with eight continuous semesters of coursework and an opportunity for an additional semester of electives to develop concentrations in areas of interest and/or community need. The curriculum was developed in partnership with local healthcare providers and has the specific intent of graduating physical therapists ready to collaborate and serve the evolving and diverse needs of rural communities. The curriculum was also designed to meet the Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation criteria.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stevens Point

Title of Proposed Program

Doctor of Physical Therapy

Degree/Major Designation

Doctor of Physical Therapy

Mode of Delivery

Hybrid program model: on-campus and online delivery. Ten percent of total program credits are proposed to be delivered in an asynchronous online delivery format concurrent with terminal clinical experiences.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for full-time students entering the program over the first five (5) years. Students matriculate as a cohort one time per year; there is no proposed part-time option for completion of the DPT. The DPT program will require accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE). UW-Stevens Point will seek accreditation for a cohort size of 36; however, until such time as CAPTE accreditation is granted, the program will enroll a cohort of 24. The program will be fully enrolled in year six (not shown in Table 1) with three cohorts of 36. Class size for the program has been developed to map onto clinical and faculty resource availability, instructional lab space availability, and in consultation with early community partners.

Table 1: Five-Year Projected Student Enrollments with 95% retention rates

Students/Year	Year 1	Year 2	Year 3 ^a	Year 4	Year 5
New	24	24	24	36	36
Continuing		23	46	46	57
Total Enrollment		47	70	82	93
Graduating			23	23	23

^a Anticipated Accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE)

These national projections are based on Student Admission Data published by the CAPTE reflecting information submitted by programs for the 2017-2018 Annual Accreditation Report.¹ Average admission trends suggest that there are approximately 330 qualified applicants for every program, with the national average planned class size of 45. Attrition is established at 5%, consistent with national normative values. Locally, there has been approximately a 2.3% increase in the number of applicants for the DPT across the state. Additional details about student and market demand for the program are discussed later in this document.

Tuition Structure

The DPT will be delivered as a cost-recovery program at UW-Stevens Point. UW-Stevens Point will charge students taking graduate courses in the Doctor of Physical Therapy program a rate of \$463 per credit. The DPT program proposes to collect tuition outside of the credit plateau, but will reduce the cost/credit to assure both stable funding for the program and to maintain reasonable costs for students. Segregated fees will be charged for years one and two of the tracked curriculum, but will not be collected during the third term when students will be primarily off site participating in their terminal clinical experiences full-time. The program will collect a \$50/credit distance education fee for those courses offered fully online, but will not charge students this fee for credits associated with their clinical internships. Students will pay a non-refundable program admission deposit once an admission decision has been made by the Admissions Committee. For students who matriculate, these fees will be budgeted to support engagement in professional organizations, including conference attendance and travel during their tenure in the program. Thus, the total cost for this program, based on graduate tuition rates of the 2018-19 academic year including segregated fees, program fees, and tuition, is \$55,064.74. Of this, the program will contribute 16% of net revenue to the institution.

These program costs are competitive with the three UW System schools offering a Doctor of Physical Therapy: UW-Madison, UW-Milwaukee, and UW-La Crosse. The total costs

¹ Commission on Accreditation in Physical Therapy Education. Aggregate Program Data: 2017-2018 Physical Therapist Education Programs Fact Sheets. Available at: [http://www.capteonline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources/Aggregate Program Data/AggregateProgramData_PTPrograms.pdf](http://www.capteonline.org/uploadedFiles/CAPTEorg/About%20CAPTE/Resources/Aggregate%20Program%20Data/AggregateProgramData_PTPrograms.pdf). Accessed June 25, 2018.

for the three existing UW System DPT programs, including segregated fees, program fees, and tuition, range between \$52,992.30 (\$458/credit) and \$59,293.86 (\$469/credit).

UW-Stevens Point understands that once a program has an approved, service-based pricing rate, it does not need re-approval from the UW System President for regular future rate increases which are at, or below, the percentage increase for the relevant regular graduate or undergraduate rate. Any rate increases will be submitted as part of the annual budget process to the UW System Office of Budget and Planning.

Department, College, School or Functional Equivalent

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

Proposed Date of Implementation

May 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The DPT is the degree required for entry into the profession. As such, the program will attain accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE), whose requirements, in part, dictate design of the curriculum. The program curriculum is planned to include 112 credits to completion of the Doctor of Physical Therapy degree. The curriculum is tracked, and students enroll as a cohort, matriculating through the program in eight (8) academic semesters. The curriculum is a combination of basic science, clinical science and behavioral science courses with integrated clinical education and summary full-time clinical learning experiences. Students are advised by the DPT program faculty who are licensed physical therapists. The curriculum will have opportunity for inter-professional education, emphasizing the collaborations necessary for high-impact care in rural environments, including partnerships with athletic trainers, audiologists, nurses, nutrition/dietetics specialists, social workers, speech pathologists, and teachers, many of whom were educated at UW-Stevens Point. For example, UW-Stevens Point already provides a track for undergraduate students in Health Science to pursue readiness for application to a DPT program.

Admission to the DPT program will seek students who have experience with rural communities and a desire to meet their unique needs but will not limit applicants to these particular demographics. It is anticipated that the majority of the students who enroll will be residents of Wisconsin. Students will need to meet the prerequisite requirements recommended by CAPTE and the American Council of Academic Physical Therapy (ACAPT), which include completion of a bachelor's degree prior to matriculating into the program and completion of the prerequisite course requirements of anatomy/physiology, biology, chemistry, physics, psychology and statistics. The program will process admissions through the Physical Therapy Centralized Application Service (PTCAS).

Student Learning Outcomes and Program Objectives

The Commission on Accreditation in Physical Therapy Education requires that the program has “documented goals, based on its mission, that reflect contemporary physical therapy

education, research and practice, and that lead to expected program outcomes.”² These goals are expected to reflect specific outcomes for the program, faculty, and students/graduates. At UW-Stevens Point, program, faculty and student outcomes for the DPT were developed in a collaborative process, and validated through consensus with the local and regional community of physical therapists. The DPT’s program, faculty and student goals are as follows:

Program Goals: To execute its vision of transforming societal health by meeting the needs of rural communities, the **DPT program** will:

- (1) Recruit, develop, and graduate innovative comprehensive practitioners committed to practice in rural communities
- (2) Demonstrate leadership to advance rural health through innovative education, practice and research
- (3) Commit to provide sustainable educational activities and collaborations with academic, clinical and community partners

Faculty Goals: To execute its vision of transforming societal health by meeting the needs of rural communities, the **DPT program faculty** will:

- (1) Be actively engaged in professional and community service
- (2) Engage in clinical physical therapist practice
- (3) Be responsive to a diverse population of students by providing competence-based accessible education
- (4) Conduct research that addresses societal health in rural communities

Student Goals: To execute its vision of transforming societal health by meeting the needs of rural communities, **entry-level DPT program graduates** will:

- (1) Demonstrate competence as a direct access practitioner
- (2) Demonstrate effective communication skills among diverse patient populations, professions, and community sectors to provide patient-centered and socially responsible care
- (3) Demonstrate professionalism in physical therapist practice consistent with University and APTA Core Values

Program Requirements and Curriculum

Based on community input and to meet accreditation requirements, the DPT is a 112-credit curriculum with sequential courses. Students are admitted as a cohort once per year and begin during the summer term. If students enroll in 9-16 credits per academic term, they can complete the program with its two full-time terminal clinical education experiences in eight academic semesters plus one winterim. The program has integrated clinical education experiences in each of the first six academic semesters, with semesters 7 and 8 engaging students

² Commission on Accreditation in Physical Therapy Education. Standards and Required Elements for Accreditation for Physical Therapist Education Programs. Standard 1B. Available at: <http://www.captonline.org/AccreditationHandbook/>. Accessed July 30, 2018.

in full-time clinical experiences in the community. The eight-semester, 112-credit curriculum is presented in Table 2:

Table 2: DPT Program Curriculum

Course	Title and Description	Credits
Year 1 Summer		
Total number of credits: 9		
DPT XXX	Applied Physiology I: The Physiology of Exercise	3
DPT XXX	Functional Human Anatomy I	3
DPT XXX	Integrated Clinical Practice I	3
Year 1 Fall		
Total number of credits: 15		
DPT XXX	Clinical Neuroscience I	3
DPT XXX	Clinical Biomechanics I	4
DPT XXX	Movement System Diagnosis I	3
DPT XXX	Evidence Based Practice I: Health Promotion and Wellness in Rehabilitation	3
DPT XXX	Integrated Clinical Practice II	2
Year 1 Winterim		
Total number of credits:		
DPT XXX	Functional Human Anatomy II	3
Year 1 Spring		
Total number of credits: 16		
DPT XXX	Clinical Biomechanics II	4
DPT XXX	Therapeutic Exercise I: Exercise Prescription	3
DPT XXX	Musculoskeletal I	4
DPT XXX	Movement System Diagnosis II	3
DPT XXX	Integrated Clinical Practice III	2
Year 2 Summer		
Total number of credits: 10		
DPT XXX	Pharmacology in Rehabilitation	3
DPT XXX	Musculoskeletal II	4
DPT XXX	Evidence Based Practice II: Rehabilitation Management of Pain	3

(Curriculum Table continued on next page)

Course	Title and Description	Credits
Year 2 Fall		
Total number of credits: 16		
DPT XXX	Therapeutic Exercise III: Movement Science and Behavior Change	3
DPT XXX	Clinical Neurorehabilitation I	4
DPT XXX	Cardiopulmonary Disease and General Medical Rehabilitation	4
DPT XXX	Disability Studies	3
DPT XXX	Integrated Clinical Practice IV	2
Year 2 Spring		
Total number of credits: 16		
DPT XXX	Clinical Neurorehabilitation II	4
DPT XXX	Therapeutic Exercise III: Innovation in Rehabilitation	3
DPT XXX	Evidence Based Practice III: Rehabilitation and Public Health	3
DPT XXX	Clinical Research: Case Report Research and Single Subject Research Design	3
DPT XXX	Integrated Clinical Practice V	3
Year 3 Summer		
Total number of credits: 13		
DPT XXX	Clinical Internship I (15 weeks full-time)	8
DPT XXX	Clinical Practice Management I	2
DPT XXX	Evidence Based Practice IV: Management of the Complex Patient	3
Year 3 Fall		
Total number of credits: 14		
DPT XXX	Clinical Internship II (15 weeks full-time)	8
DPT XXX	Clinical Practice Management II	2
DPT XXX	Evidence Based Practice V: Capstone	3
DPT XXX	Licensing Examination Preparation	1

Assessment of Outcomes and Objectives

The Commission on Accreditation in Physical Therapy Education has a requirement that programs assess and meet goals as defined by the program (Standard 1C5), that these program outcomes are related to the mission of the program (Standard 1C6), and that program graduates demonstrate entry-level clinical performance prior to graduation (Standard 1C4). The goals for the DPT program were presented previously.

Program and graduate outcomes assessment will occur annually. One part of the assessment of student performance will be the expectation that students meet entry-level performance during their terminal clinical internship experience, as rated by their clinical instructor using the Clinical Performance Instrument (CPI).³ The CPI is a standardized assessment tool used by all UW System Doctor of Physical Therapy programs, which will provide feedback on entry-level performance of program graduates. The program proposes a competency-based matriculation process, a process by which students will complete a

³ American Physical Therapy Association. Physical Therapist Clinical Performance Instrument (PT CPI). Information on the instrument available at: <http://www.apta.org/PTCPI/>. Accessed July 30, 2018.

minimum standard list of competencies associated with a series of Integrated Clinical Practice and Evidence Based Practice courses. For example, in the first Integrated Clinical Practice I course, students will be assessed on clinical competencies associated with assuring client safety during the clinical encounter including the use of gait belts, transfer training, monitoring client response during the treatment session (blood pressure, heart rate, perceived exertion), and safe patient handling techniques. Clinical skills checklists will be used to assure all students matriculate with a minimum basic skill set throughout the curriculum.

As required by CAPTE, graduation rates, employment rates, and the Federation of State Boards of Physical Therapy (FSBPT) licensure exam pass rates will be collected annually and reported to CAPTE. The program's two-year rolling average will be published annually on the DPT program website.

Diversity

The DPT program is committed to addressing issues of diversity in higher education. Because the focus of this program will be to examine the needs of rural communities, the program will develop learning experiences emphasizing diversity from a rural construct with a focus on the themes of invisibility; institutions; and the role of religion, language and migration, isolation, stereotypes, and relationships to community in addition to exploring the values of groups. As a result, UW-Stevens Point will emphasize the development of healthcare strategies that will help students meet those needs. The DPT program proposes to embed clinical education as an integral component of the professional curriculum with integrated experiences beginning in the first academic semester. The DPT program will model this integrated clinical practice after the STEPs® program developed by Duke University.⁴ The STEPs® program engages students in early clinical education in small groups, where students learn hands-on problem solving and peer learning in a safe clinical environment. At UW-Stevens Point, these learning experiences will be mentored by licensed core and affiliated program faculty. The clinic-based learning will be grown with community partners, including the Marshfield Clinic Health System, to support the healthcare needs of rural communities that are not often covered by traditional third-party reimbursement. As examples, under consideration are pre-operative wellness programs for individuals undergoing total joint replacement, an interprofessional wound care clinic, and mobility and exercise programs for adults with disabilities living in local, long-term-care facilities. This intentional and engaged learning will expose students early and frequently to the diverse needs of individuals and communities in central and northern Wisconsin.

The Commission on Accreditation in Physical Therapy Education has an explicit accreditation requirement that DPT programs in their student recruitment practices... "are designed to enhance diversity of the student body."⁵ The DPT program will admit students through a competitive admission process and will provide opportunity for students from diverse backgrounds to demonstrate their contributions to their communities through the admission process. Additionally, the program will actively engage with undergraduate recruitment and

⁴ Covington, et al. Student team learning in practice (STEPS): An integrated clinical education collaborative model. *JOPTE*, 31(2): 18-29.

⁵ Commission on Accreditation in Physical Therapy Education. Standards and Required Elements for Accreditation for Physical Therapist Education Programs. Standard 5A. Available at: <http://www.capteonline.org/AccreditationHandbook/>. Accessed July 30, 2018.

retention efforts through the Pre-Physical Therapy track in the UW-Stevens Point School of Health Care Professions so that students matriculate successfully into the DPT program. Although the Stevens Point regional population is less racially diverse than some areas, the DPT program will be priced competitively, and UW-Stevens Point believes the program will attract a student cohort from outside the region. Thus, the university will engage in efforts to market the program to individuals from diverse groups.

Furthermore, UW-Stevens Point has worked to address the issue of diversity on campus. For example, the institution has increased recruitment efforts in other regions of the state and has worked to draw students into UW-Stevens Point from the significant regional Hmong population. UW-Stevens Point has also developed a Multicultural Resource Center (MRC), which is part of the Office of Diversity and College Access, and supports students from multicultural and international backgrounds. The MRC also includes the Gender and Sexuality Resource Center and the Native American Center. These centers focus on improving retention and graduation rates for underrepresented students by promoting academic and personal growth. Each of these resources will be available to the DPT students to help navigate any issues that may arise while they are enrolled in the program. The MRC, as with other resources available on campus, will be accessible to students while on campus and electronically or through appointment when students are not on campus. Additionally, as part of the Annual Accreditation Report (AAR) submitted to CAPTE, the DPT program will monitor, report, and review its contribution to meeting the diversity challenges of the profession.

Finally, in terms of diversity in staff and faculty, UW-Stevens Point and the College of Professional Studies are committed to recruiting and hiring professors from diverse backgrounds. Positions will be advertised broadly and specifically in areas with traditionally large populations of minority candidates. UW-Stevens Point expects the program will remain committed to supporting the program's diversity initiatives, so it can continue to meet local, regional, and state needs.

Collaborative Nature of the Program

The proposed DPT is developed in close collaboration with community partners in development of local and regional resources to support growth. The DPT program advisory board reflects membership from major healthcare providers and employers in the area. The program will collaborate with colleagues in other professional education programs at UW-Stevens Point and with Wisconsin's other DPT programs, with the intention of exploring educational opportunities that are mutually beneficial to each institution's students.

Projected Time to Degree

Students in the tracked curriculum will complete their degree in eight academic semesters plus one winterim. A subsequent, 9th academic semester offering an array of electives will permit students to develop additional, specialized clinical training beyond the expectations of an entry-level practitioner. These additional credits may be applied towards a graduate certificate in an area of practice specialization. These graduate certificates will develop as the program begins the hiring process, mapping onto the expertise of the faculty, community resources, and opportunities available through consortial partnership with other programs.

Program Review

The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs according to the reporting cycle for Assessment and Program Review. Academic reviews occur at five-year intervals. The DPT program will map this institutional review onto the external accreditation process to minimize a duplication of data generation and effort. As noted earlier, the DPT program will complete annual assessments of all program goals and graduates, and submit this information to CAPTE as part of the mandated annual accreditation report (AAR). These aggregate program data are published on the CAPTE website. Program specific data will be published on the DPT program website and updated annually.

Every three years, UW-Stevens Point's cost-recovery programs undergo a financial and budgetary review process. The DPT program is no exception. The first cost-recovery review will take place concurrent with the first graduating class. The College of Professional Studies conducts an ongoing budget review once the program is underway.

Accreditation

UW-Stevens Point will notify the Higher Learning Commission about development of its Doctor of Physical Therapy program. Once approved by the UW System Board of Regents, and with submission to the Higher Learning Commission, the newly authorized DPT program will pursue Commission on Accreditation in Physical Therapy Education accreditation in year three.

Voting records for institutional approval for the DPT program are reflected in the meeting minutes from each of the required campus bodies and are available upon request. The School of Health Care Professions approved the DPT program on August 30, 2018; the Graduate Council approved the DPT program on September 18, 2018; and the Common Council approved the DPT program on October 3, 2018.

JUSTIFICATION

Rationale and Relation to Mission

Assisting communities to become more vibrant, healthy, prosperous, and sustainable is the foundation of the UW-Stevens Point's strategic plan, *A Partnership for Thriving Communities*.⁶ The proposed DPT reflects the university's goal to partner in order to improve the health of local communities and was designed in close partnership with local physical therapy educators, providers and employers. With the UW-Stevens Point's mission and strategic plan as guideposts, invited members from central and northern Wisconsin participated in a DPT Visioning Workshop on July 16, 2018, and were tasked with developing a program vision, values, and goals statements that reflected their need for the profession and desire for this particular program design (Appendix A). Together, the group developed the following vision statement for the DPT program: *"To transform societal health through physical therapy education by creating professionals who collaborate to serve the evolving, diverse needs of the rural communities."* An additional 16 practitioners from central and northern Wisconsin participated in an online consensus development process to validate these statements. The

⁶ available at:

www.uwsp.edu/acadaff/Documents/Partnership%20for%20Thriving%20Communities%20May%202014.pdf.

program curriculum was then designed by a team of individuals, many of whom are a combination of licensed physical therapists, basic scientists, and experienced physical therapy educators.

The DPT at UW-Stevens Point will contribute directly to the mission of the UW System by engaging with its communities to support the human resource needs of health systems by developing students and faculty committed to health-related research and by extending research outcomes beyond the university through application and dissemination of research findings which can contribute to improved health outcomes for its communities.

Institutional Program Array

The DPT program complements existing programs at UW-Stevens Point. UW-Stevens Point currently offers programs in related professional fields at the baccalaureate (Clinical Laboratory Sciences, Nursing degree completion) and graduate levels (Athletic Training, Communication Sciences and Disorders, and Doctor of Audiology – a consortial arrangement with UW-Madison). These programs offer a potential pipeline of students as UW-Stevens Point already provides a track for undergraduate students in Health Science to pursue readiness for application to a DPT program. However, instruction in the new DPT program will be provided with a newly hired faculty.

The new DPT program is expected to maintain a relationship with undergraduate students including supporting undergraduate advising for those students specifically interested in physical therapy as a career. As of June 2018, the College of Professional Studies enrolled 140 students in this track, which reflects an incoming cohort of 95 new freshmen. In the 2016-17 academic year, 53% of the students applying to physical therapy programs through PTCAS were admitted, affirming ready access to a highly qualified applicant pool.⁷

Other Programs in the University of Wisconsin System

Currently, UW-La Crosse, UW-Milwaukee and UW-Madison offer the Doctor of Physical Therapy degree. In review of the Notice of Intent to Plan a DPT Degree at UW-Stevens Point, UW-La Crosse and UW-Madison were positive in their review of the proposal. Prior to the proposed development of a DPT at UW-Stevens Point, the institution discussed with both UW-Milwaukee and UW-Madison the option of expanding those existing programs to the UW-Stevens Point campus. Ultimately, both UW-Milwaukee and UW-Madison did not believe that expansion was consistent with their institutional and program goals. Thus, the DPT program at UW-Stevens Point, with a specific focus on rural health needs, will have curricular content, inter-professional learning experiences, integrated clinical learning experiences, and classes to distinguish its program.

Need as Suggested by Current Student Demand

The Commission on Accreditation in Physical Therapy Education (CAPTE) reports that in 2017 the planned class size for a DPT cohort was 45 and that programs reported 330 qualified applicants for these 45 positions. For public universities only, CAPTE reports 368 qualified

⁷ Physical Therapist Centralized Application Service. 2016-2017 Applicant Data Report: 2016-17 Admissions Cycle for the 2017 Entering Class. Accessed July 23, 2018. Available at: http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf.

applicants for a planned class size of 42. Applicants have exceeded available national capacity for the last 10 years, and this difference has increased in each of the past five years.⁸

The Physical Therapy Centralized Application Service (PTCAS) Applicant Report presents trends from universities who utilize PTCAS in their admissions (214 of 243 accredited programs or 88%). In the 2016-17 admission cycle, PTCAS reports the total number of applications as 118,620, representing 19,025 applicants with each applicant applying to six different PT programs. This translates to a national average of 12 applicants per seat available in the next entering class. In Wisconsin, PTCAS reports 231 applicants in the 2016-17 cycle, an increase of 2.38% without any corresponding increase seats available. Wisconsin residents submitted 420 applications in this same cycle, an increase of 2.21%.⁹ These numbers affirm a demand for additional capacity in DPT professional education.

In 2017-18, CAPTE reported 260 accredited and developing physical therapy programs. Public universities house 120 of these accredited programs; 140 reside in private institutions, a shift from 2011 when programs in public and private universities were equivalent. In Wisconsin, there are six accredited programs. Three of those programs are in the UW System (UW-La Crosse, UW-Madison, UW-Milwaukee). The average total cost of professional DPT education for public in-state residents is reported at \$58,074; for private universities this cost is \$105,817.³ This public/private imbalance impacts student debt load, and as such an increase in the public university seats available to the profession is meaningful.

Need as Suggested by Current Market Demand

According to an analysis from the State of Wisconsin Department of Workforce Development, there were 4,755 physical therapists employed in the state in 2016, with a projected employment of 5,480 in 2026 (percent change +15.25%).¹⁰ When considering annual exits, annual transfers, and annual growth, the annual total openings for physical therapists are 277.

Residents of central and northern Wisconsin continue to have unmet rehabilitation needs due to a shortage of physical therapists practicing in this part of the state. The Wisconsin Hospital Association reports that the vacancy rate for physical therapists statewide is 3.7%, with 14.2% of the practicing physical therapists aged 55 and over.¹¹ Using an attrition model of 3.5% profession-wide, the American Physical Therapy Association (APTA) projects a shortage of

⁸ Commission on Accreditation in Physical Therapy Education. 2017-18 Fact Sheet: Physical Therapist Education Programs. Accessed July 23, 2018. Available at: http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Aggregate_Program_Data/AggregateProgramData_PTPrograms.pdf.

⁹ Physical Therapist Centralized Application Service. 2016-2017 Applicant Data Report: 2016-17 Admissions Cycle for the 2017 Entering Class. Accessed July 23, 2018. Available at: http://www.ptcas.org/uploadedFiles/PTCASorg/About_PTCAS/PTCASApplicantDataRpt.pdf.

¹⁰ Wisconsin Department of Workforce Development. 2016-2026 employment data sub-category report on Occupational Employment. Available at: <https://jobcenterofwisconsin.com/wisconomy/query>. Accessed August 7, 2018. Customized search for Physical Therapy specific data available on request.

¹¹ Wisconsin Hospital Association (2016). Wisconsin's Health Care Workforce 2016 Report. Available at: <http://www.wha.org/pdf/2016workforcereport.pdf>. Accessed October 23, 2017.

approximately 26,000 licensed physical therapists by 2025.¹² Statewide, Wisconsin has 103 licensed physical therapists per 100,000 Wisconsin residents, placing it in the middle third of the national available physical therapy workforce.¹³

However, this statistic does not tell the entire story. Southern Wisconsin has 131 licensed physical therapists per 100,000 residents while central and northern Wisconsin have 72 physical therapists per 100,000 residents.¹⁴ This could be due in part to the observation that five of the six existing physical therapy education programs in the state are clustered in southern Wisconsin.¹⁵ High demand from an aging population who are living longer, are more active in life, and more likely to have mobility needs, coupled with a regional imbalance in access to resources, results in ongoing difficulties for residents of central and northern Wisconsin to access needed care. In conclusion, employers in the region report that it can take a year or longer to fill physical therapist position vacancies.¹⁶

¹² American Physical Therapy Association (2017). A model to project the supply and demand of physical therapists 2010-2025. Available at: <http://www.apta.org/WorkforceData/ModelDescriptionFigures/>. Accessed October 23, 2017.

¹³ American Physical Therapy Association (2016). Number of licensed physical therapists by state as of December 31, 2016. Available to APTA members only at: <http://www.apta.org/WorkForceData/LicensedPTsByState/2015/>. Accessed October 23, 2017. For access by non-members, contact research-dept@apta.org.

¹⁴ Data aggregated from a combination of population of WI by county retrieved from the U.S. Census Bureau, (available at https://www.wisconsin-demographics.com/counties_by_population; Accessed October 26, 2017) the American Physical Therapy Association as cited in reference 3, and the list of credentialed physical therapists in Wisconsin, retrieved from the Wisconsin Department of Safety and Professional Services, retrieved October 24, 2017. The calculations are available on request.

¹⁵ Southern Wisconsin is defined for the purpose of this report as all counties below the northern most borders of Vernon, Sauk, Columbia, Dodge, Washington, and Ozaukee counties. La Crosse County, which hosts a DPT program, is not counted among these 'southern' counties.

¹⁶ Personal communication with employers at the Visioning Workshop held in Stevens Point, WI. July 2018.

Appendix A: Participants in and Outcomes of the Visioning Workshop for the DPT program at UW-Stevens Point (July 16, 2018)

Matthew Agen* - Physical Therapist, Ascension at Home
Tiffany Akins - UW-Stevens Point Undergraduate Advisor, ATC representing the UW-Stevens Point Athletic Training Program
Sheri Bunyan* - Associate Professor, Concordia University Doctor of Physical Therapy Program
Kendra Cichy* - Physical Therapist, Spine and Sport Physical Therapy, Waupaca, WI
Aaron Homolka* - Director of Rehabilitation Services, Marshfield Clinic Health System
Corey Huck - Head, Health Promotion and Human Development
Matthew Ironside* - Physical Therapist, Aspirus
Steve Johnson* - Owner, Achieve Physical Therapy, La Crosse, WI
Craig Kage* - Doctoral Candidate, University of Minnesota
Dennis Kaster* - Physical Therapist, Advanced Physical Therapy and Sports Medicine, Stevens Point, WI
Connie Kittleson* - President, Wisconsin Physical Therapy Association
Renee Mazurek* - Clinical Assistant Professor, University of Wisconsin-Milwaukee, Doctor of Physical Therapy Program
Sarah McGaughey* - Manager of Rehabilitation, Aspirus Ironwood Hospitals and Clinics
Rachel Popelka* - Physical Therapist, Marshfield Clinic, Marshfield, WI; Alumnus UW-Stevens Point Athletic Training
Mary Repking* - Manager, Rehabilitation Services, Marshfield Clinic Health Systems
Brett Roberts* - Physical Therapist and Owner, Roberts Physical Therapy, Amherst, WI
Rebecca Sommer - Head, School of Health Care Professions
Antoinette Spector* - Doctoral Student, Medical College of Wisconsin
Nathan Weiler - Director, Rehabilitation Services and Joint Center, Aspirus Riverview
Annie Wetter - Professor, Health Promotion and Human Development

*denotes participant holds a license to practice Physical Therapy in Wisconsin

Moderator - Kathryn Zalewski* - UW-Stevens Point Consultant to the Doctor of Physical Therapy Program

University of Wisconsin - Stevens Point
Cost and Revenue Projections For Newly Proposed Doctor of Physical Therapy Program

	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	24	24	24	36	36
	Enrollment (Continuing Student) Headcount (1)		23	46	46	57
	Enrollment (New Student) FTE					
	Enrollment (Continuing Student) FTE					
II	Total New Credit Hours: Core DPT Courses	43	42	27	0	0
	Existing Credit Hours: Core DPT Courses		43	85	112	112
III	FTE of New Faculty/Instructional Staff (3)	6	0	1	0	0
	FTE of Current Fac/IAS		6	6	7	7
	FTE of New Admin Staff	1	0	1	0	0
	FTE Current Admin Staff		1	1	2	2
IV	Revenues					
	<i>DPT Tuition Revenue</i>	\$477,816	\$924,611	\$1,211,208	\$1,433,448	\$1,637,168
	<i>Donor Revenue</i>	\$100,000	\$100,000			
	<i>Campus Strategic Investment Fund</i>	\$127,000	\$217,800	\$591,900	\$141,100	
	<i>College Prof Studies Program Revenue</i>	\$200,000	\$200,000	\$55,800	\$55,800	\$55,800
V	Total New Revenue	\$904,816	\$1,442,411	\$1,858,908	\$1,630,348	\$1,692,968
	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$1,002,525	\$1,002,525	\$1,197,626	\$1,197,626	\$1,197,626
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>	\$250,000	\$150,000	\$50,000	\$10,000	\$10,000
	<i>Other (carry forward debt)</i>					
	<i>Other (Operating Budget)</i>	\$106,400	\$106,400	\$106,400	\$116,400	\$116,400
	<i>16% Tuition Cost Share</i>	\$76,451	\$147,938	\$193,793	\$229,352	\$261,947
	Total Expenses	\$1,435,376	\$1,406,863	\$1,547,819	\$1,553,378	\$1,585,973
VI	Net Revenue	-\$530,560	\$35,548	\$311,089	\$76,970	\$106,995

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

11/9/2018

**UNIVERSITY OF WISCONSIN-STEVENSON POINT
COST AND REVENUE PROJECTIONS NARRATIVE
DOCTOR OF PHYSICAL THERAPY**

Introduction

The proposed Doctor of Physical Therapy program (DPT) will enroll a cohort of students and matriculate that cohort through a tracked, 112-credit curriculum administered over eight (8) academic semesters, with an additional semester of electives allowing graduates to earn a certificate of concentration in a specialty area of practice.

The DPT program will operate on a cost-recovery model with tuition from core and elective courses providing revenues for program operation. For in-state residents, total program costs including tuition and fees are approximately \$55,000 annually. This prices the program consistent with other UW System DPT programs and below the national average cost for in-state residents in public universities. The DPT program will hire faculty, academic staff, lab assistants, and administrative associates to support program operations. All DPT programs require accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE), which establishes mandatory guidelines for curriculum, faculty and staff qualifications, and other program operations.

In preparation of this Cost and Revenue Projections Narrative, the budget is based on the following assumptions:

- (1) Class sizes will remain at 24 until accreditation is received by CAPTE. UW-Stevens Point anticipates that this will be granted by the end of year 3 at which time the university proposes to increase class size to 36 students.
- (2) The program anticipates that the majority of the enrolled students will be Wisconsin residents and has prepared the budget assuming 100% of the students enrolled are in-state residents for revenue calculations.
- (3) The program assumes a retention rate of 95%, consistent with national normative data.¹
- (4) The program assumes that approximately 10 students (approximately 28%) of the fully enrolled cohort will enroll in electives.

Section I – Enrollment

The DPT program proposes enrolling a single cohort of 24 students for the first three years and, once CAPTE accreditation is achieved, proposes increasing the cohort size to 36. Students will enroll in three academic terms/year (summer, fall, spring) plus one winterim term, for a total of 8 academic terms completed in three years. Students will matriculate as a cohort through the program. All students will be enrolled full-time, completing up to 16 credits/academic semester. The program assumes a retention rate of 95%, consistent with national averages. The DPT program will be fully enrolled in year 6 with a maximum capacity of 108 students. Student headcount and FTE projections are identical as there is no part-time option for completing the program. Student enrollment for the first five years of the program is presented in Table 1:

Table 1: Proposed student enrollment in the Doctor of Physical Therapy program, assuming 95% matriculation rate

Students/Year	Year 1	Year 2	Year 3^a	Year 4	Year 5
New	24	24	24	36	36
Continuing		23	46	46	57
Total Enrollment		47	70	82	93
Graduating				23	23

^a Anticipated Accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE)

Section II – Credit Hours

The DPT program is a tracked curriculum with students requiring 112 credits to degree completion accomplished over 8 semesters. Students will enroll in up to 16 credits/academic term. Students may opt to enroll in an elective 9th academic term; however, for budget development the program will only count those credits required to degree completion. This 9th semester will allow students depth in a specialty area of clinical practice including opportunity for mentored clinical learning. These electives will develop with the hiring of program faculty to map onto faculty expertise. The optional term will allow for up to 15 additional credits, and result in a clinical concentration certificate. UW-Stevens Point anticipates that approximately 10 students annually will enroll in these elective credits. Table 2 presents the student credit hours delivered by the DPT program, assuming enrollment as presented in Table 1.

Table 2: Five-year projections for student credit hours

	Year 1	Year 2	Year 3^a	Year 4	Year 5
Total Credits Offered Core DPT courses	43	85	112	112	112
Total Credits offered Electives	0	0	10	10	10
Enrollment Core Courses	24	47	70	82	93
Enrollment Electives	0	0	10	10	10
Total Student Credit Hours Core Courses	1032	1998	2619	3135	3597
Total Student Credit Hours Electives	0	0	100	100	100
Total Student Credit Hours	1032	1998	2719	3235	3697

Credits are calculated using the UW-Stevens Point Credit Hour policy.¹ One credit hour is 50 minutes of face-to-face instruction and a minimum of 2 hours of independent work time per credit per week. A single credit course represents no less than 48 hours of total work effort per semester. This same calculation (a minimum of 48 hours of work/credit) also applies to online instruction whether delivered in a synchronous or asynchronous format. Because this is a new

¹ UW-Stevens Point Handbook, Chapter 5, section 16 available at: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=418#section-16-academic-scheduling-policies>. Accessed June 26, 2018.

program with a specialized curriculum, all core courses delivered to students are new to the UW-Stevens Point course offerings.

Section III – Faculty and Staff Appointments

The program will hire additional faculty, academic staff, administrative staff, and lab assistants to support delivery of the curriculum. The hiring timeline is largely dictated by the Commission on Accreditation in Physical Therapy Education. Key administrative personnel will be hired approximately two years prior to admitting a cohort; instructional faculty/academic staff are required to have contracts executed with start dates approximately six months prior to the enrollment of the first cohort. Hiring projections are outlined in Table 3:

Table 3: Hiring projections for the Doctor of Physical Therapy program

Position	Pre-Admit	Year 1	Year 3	Year 4	Classification (9-month Faculty; 12-month Academic Staff)
Program Director²	1				Faculty, 9-month appointment with summer support.
Director of Clinical Education	1				Academic Staff, 12 month.
Faculty³	2			1	Optional hire of Faculty in year 4 pending success of elective coursework.
Academic Staff	2			1	Optional hire of academic staff in year 4 pending success of the elective coursework.
Lab Assistants (FTE)		1	2		Lab Assistants will not hold full time appointment with the University. All Lab Assistants are required to be licensed physical therapists.
Administrative Associates	1		1		Once 2 cohorts are enrolled, a second administrative associate will be hired to support the clinical education program.

² The Program Director and Director of Clinical Education are required hires as part of the pre-accreditation process. CAPTE Rules of Practice and Procedure, May 2018, Sub-part 7B, Section 7.8., pages 49-53. Available at: [http://www.capteonline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources/Accreditation Handbook/Rulesof PracticeandProcedure.pdf](http://www.capteonline.org/uploadedFiles/CAPTEorg/About%20CAPTE/Resources/Accreditation%20Handbook/RulesofPracticeandProcedure.pdf). Accessed June 28, 2018.

³ Evidence for meeting Candidacy Requirements from CAPTE include “Evidence that the institution has employed at least three full time core faculty members... and has hired or has executed contracts with sufficient faculty to implement the complete first 2 years of the program.” CAPTE Rules of Practice and Procedure, May 2018, Sub-part 7B, Section 7.10 (vi), page 56. Available at: [http://www.capteonline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources/Accreditation Handbook/Rulesof PracticeandProcedure.pdf](http://www.capteonline.org/uploadedFiles/CAPTEorg/About%20CAPTE/Resources/Accreditation%20Handbook/RulesofPracticeandProcedure.pdf). Accessed June 28, 2018.

Section IV – Program Revenues

The Doctor of Physical Therapy program (DPT) will operate on a cost-recovery model with a 16% cost share of tuition revenue to the institution. Pricing of the program is based on existing pricing of UW System Doctor of Physical Therapy programs. Because of the high credit load for the DPT program, the program will de-plateau the curriculum for all required courses and reduce the cost per credit to \$463/credit to assure total program costs remain reasonable to the student. Electives offered in an optional 9th semester will be charged the regular graduate credit rate and operate in the credit plateau. Total program costs, including segregated fees and distance education fees, price the DPT at \$55,064.74 for an in-state student. This pricing places the cost of the DPT program below the national average cost for public in-state tuition of \$59,504.⁴ Program elective credits will be offered on a per-credit basis, calculated at the current graduate credit rate for UW-Stevens Point of \$558.38/credit.

Tuition revenues are calculated by full-time enrolled students multiplied by the number of credits offered in the calendar year, multiplied by the per-credit rate of \$463/credit. Elective credits are calculated by the per-credit cost multiplied by anticipated enrollment in the course.

Section V – Program Expenses

Expenses – Salary and Fringe

For initial calculations, the program has estimated a salary for the program director at \$125,000 annually and \$85,000 annually for faculty and academic staff. This salary structure is in line with local competitors and consistent with national standards for DPT program faculty in public institutions.⁵ Salary expenses were estimated with a 51% fringe rate. The program anticipates that some faculty and academic staff will vary from this budgeted amount based on rank and experience.

Expenses – Non-salary program expenses

Operating expenses are outlined in Table 4:

⁴ Commission on Accreditation in Physical Therapy Education. Aggregate Program Data: 2017-2018 Physical Therapist Education Programs Fact Sheet. Available at: [http://www.capteline.org/uploadedFiles/CAPTEorg/About CAPTE/Resources/Aggregate Program Data/AggregateProgramData_PTPPrograms.pdf](http://www.capteline.org/uploadedFiles/CAPTEorg/About%20CAPTE/Resources/Aggregate%20Program%20Data/AggregateProgramData_PTPPrograms.pdf). Accessed June 26, 2018.

⁵ Commission on Accreditation in Physical Therapy Education. 2017-2018 salary data: DPT programs. Available at: <http://www.capteline.org/AggregateProgramData/>. Accessed June 29, 2018.

Table 4: DPT Non-Salary Program Expenses Years 1-5

Category	Academic years 1-3	Academic years 3-5	Academic years 5+
Faculty Development	\$ 33,900.00	\$ 33,900.00	\$ 33,900.00
Clinical Education			
Clinical Faculty Development	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00
Travel to clinical sites	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Licenses and Fees	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Operational			
Supplies	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00
Communication	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Copying	\$ 10,000.00	\$ 15,000.00	\$ 20,000.00
Travel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Equipment			
Acquisition	\$ 50,000.00	\$ 10,000.00	\$ 10,000.00
Repairs		\$ 5,000.00	\$ 5,000.00
Rental	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other			
Accreditation Fees	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Membership Fees	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Total Operating Expenses	\$ 157,400.00	\$ 132,400.00	\$ 142,400.00

Section VI – Net Revenue

In year 2, as the second cohort of students matriculates into the program, the DPT program will return net positive revenue. In addition to the revenue generated by student tuition, other revenue sources have been budgeted to assist with the start-up costs for the DPT program. The College of Professional Studies has received a \$200,000 philanthropic gift from a regional healthcare provider. Additional donor requests have been made, but are not included in this budget as they remain pending. In years 1 and 2, the College of Professional Studies will utilize \$400,000 in program revenue reserved for DPT program costs. Finally, for years 1-4, additional revenues will be provided through the institutional strategic investment fund and through the institutional overhead charged to all UW-Stevens Point cost-recovery programs.



University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

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

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Doctor of Physical Therapy (DPT)
Date: November 9, 2018

A handwritten signature in black ink that reads "Greg Summers".

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Doctor of Physical Therapy (DPT) program for which we are presently seeking authorization.

As we note in the authorization document, residents of central and northern Wisconsin continue to have unmet rehabilitation needs due to a shortage of physical therapists practicing in this part of the state, and the need for trained physical therapy practitioners is projected to become acute in the near term. Furthermore, because all of the existing physical therapist education programs in Wisconsin are located in the southern half of the state, central and northern Wisconsin have disproportionately fewer licensed therapists compared to other regions of the state. Our DPT program will not only help fulfill these workforce needs for health care providers, but more important, will contribute to the care and wellbeing of Wisconsin citizens.

Notably, the DPT not only aligns with our select mission that we “provide programs that help communities become more vibrant, healthy, prosperous, and sustainable,” but also directly supports the healthy communities pillar that is an operational component of our strategic plan. While the proposed DPT program is a logical, strategic, and long-standing initiative for our institution, the decision to propose this new program was arrived at only after we engaged in extensive discussions to cooperatively extend an existing DPT program from either UW-Milwaukee or UW-Madison. Ultimately however, these discussions did not result in a DPT program extension. Because of the regional shortage of licensed physical therapists, we have committed to offer this program on our own.

As described in the authorization document, the program curriculum will be guided by the objectives and requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE). UW-Stevens Point already employs excellent faculty in a variety of existing health sciences programs, and currently provides a master’s in Communication Sciences and Disorders and (with UW-Madison) a consortial clinical doctorate in audiology.

The budget for the proposed DPT utilizes the service-based pricing model, and the program is designed to operate on a cost-recovery basis. It is important to note that the enrollment projections, and resultant budget assumptions, are relatively conservative. Once fully implemented, the program will generate enough tuition revenue to cover the costs – both departmental and institutional – incurred in the annual operation of the program. In addition to the revenue generated by student tuition, during the first years of the program other revenue sources have been budgeted to assist with the startup costs for the DPT program, including donations from regional healthcare providers, support from the institutional strategic investment

fund, and pooled cost-share revenue derived from all other cost-recovery programs at UW-Stevens Point.

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

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

Program Authorization (Implementation)
Bachelor of Fine Arts in Writing and Applied Arts
UW-Green Bay

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Fine Arts in Writing and Applied Arts at UW-Green Bay.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF FINE ARTS IN WRITING AND APPLIED ARTS
UNIVERSITY OF WISCONSIN-GREEN BAY**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Green Bay submits this request to establish a Bachelor of Fine Arts degree program in Writing and Applied Arts. 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 Fine Arts degree program in Writing and Applied Arts at the University of Wisconsin-Green Bay.

DISCUSSION

Program Description. The University of Wisconsin (UW)-Green Bay proposes to establish a Bachelor of Fine Arts (B.F.A.) in Writing and Applied Arts. The development of this undergraduate program responds to high-student demand for writing craft, as well as professionalizing opportunities in related fields, such as literary and digital publishing, book editing, writing for entertainment, and arts management.

Courses will be delivered via a single institution—across the four UW-Green Bay campuses. Program faculty will work with partners at Northeastern Wisconsin Technical College (NWTC) to develop complementary and transferable coursework that will serve both students enrolled in the proposed program and those enrolled in related NWTC programs. Courses will be delivered primarily face-to-face or in a hybrid format, with no more than 50% of courses in the major will be delivered via distance education. Supervised practicum, internships, and experiential learning experiences will occur at several community sites.

Mission. As an access-driven comprehensive university, the University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused education that prepares students to address complex issues in a multicultural and evolving world. Both the mission and vision of UW-Green Bay emphasize the importance of community partnerships that highlight students' engaged citizenship and the institution's role as an intellectual, cultural and economic resource, with the goal of developing new and innovative programs that serve the region's needs. As UW-Green Bay strategically looks forward to serve the northeast region of Wisconsin (and beyond), faculty and staff must create and strengthen connections between students, businesses, and arts culture.

For that reason, the proposed B.F.A. in Writing and Applied Arts program eschews traditional writing program models that focus solely on craft, in isolation from the greater community, and existing only within the pages of a book or a college classroom. To this end, the B.F.A. in Writing and Applied Arts pairs craft-focused instruction with community-facing applied learning, offering, wherever possible, arts- and creativity-based intervention to help achieve meaningful, lasting impacts for the region. Accordingly, the proposed program will help UW-Green Bay to position itself as a destination and a career path for writers seeking craft, culture, and community through partnerships with local schools, NWTC, nonprofits, businesses, and populations in need.

Student Demand. The number of high school students who are prepared for post-secondary study in writing has increased. For example, trends in Advanced Placement (AP) enrollments indicate the number of students taking the AP English Language and Composition test more than doubled between 2006 and 2016, from 256,722 to 547,575 students nationwide.ⁱ As well, ACT student profile data indicate that high school students are interested in participating in college learning activities like those that will be offered in the B.F.A. in Writing and Applied Arts curriculum. Of the 5,888 ACT test-takers whose student profile data were sent to UW-Green Bay in March 2017, approximately 18% of respondents (848) indicated that they planned to be involved in writing-based activities in college, such as involvement in newspapers, yearbook, and magazines. In addition, almost half of those responding indicated that they plan to remain engaged with service activities at college.ⁱⁱ

Current enrollment trends within the English major illustrate an increase in student interest in the Writing emphasis, and a stagnation of interest in the other two emphases that include English Education and Literature. Though the number of students completing the Writing emphasis has fluctuated over the last decade, trends indicate a steady increase from around 5 graduates in 2008, to 18 graduates in 2017. This increase has been accomplished without providing students with a full major in writing.ⁱⁱⁱ It is expected that many students currently enrolled or planning to enroll in the Writing emphasis will change their major to the proposed B.F.A., and building a complete major in writing should accelerate growth in student enrollments and completion in the proposed major.

Market Demand. Implementation of the proposed B.F.A. in Writing and Applied Arts is well timed, as emerging knowledge of storytelling production and markets for writing in numerous genres—especially the entertainment industry—have exploded in recent years. Multiple platforms now exist for listening to well-crafted stories, especially in audiobooks (a market with 24.7% growth since 2015), where both unit sales and revenue have more than doubled since 2012, growing from \$299 million to \$643 million in 2016.^{iv} Beyond this, audio storytelling in the form of podcasting has expanded its market exponentially, as industry watchers report an 88% increase in those who listen to podcasts at least once a week, a 33% increase in those who report ever having listened to podcasts and a 25% increase in awareness of the term *podcasting* since 2014. In fact, the online magazine *Slate* now realizes 25% of its revenue from its suite of two dozen podcasts, up from 0% in 2014.^v

The future is equally exciting in the area of comic book and graphic novel writing and publication. In 2016, total comics and graphic novel sales to consumers in the U.S. and Canada

reached \$1.085 billion in 2016, a \$55-million increase over sales in 2012—due in part to increased variety of content by new audiences for comics, including kids and women. In 2018, *Black Panther*—a movie written by screenwriters from comic books written by well-known literary writers as well as comic industry mainstays—is the highest-grossing superhero film of all time in North America, and the lucrative relaunch of the Star Wars line in 2015 and DC’s 2016 *Rebirth* event further strengthened comic sales.^{vi}

Finally, two recent business models have increased the need for creative writers, the demand for business-savvy publishers and the appetites of consumers: streaming television services like Amazon and Netflix; and crowdfunding resources like Kickstarter. As the creators of films, series, television shows, documentaries—for all audiences and ages—writers are driving profits skyward for entertainment industries. With global online distributors like Netflix, and now Amazon, the market for content created by writers is truly the entire world.^{vii}

Credit Load and Tuition. The B.F.A. in Writing and Applied Arts will be a 120-credit program. The major program course requirements total 48 credits and include four curricular components: Business of Writing (9 credits); the Craft of Writing (15-17 credits); Literary Contexts (15 credits); and Applied Arts (9 credits), which will include internships or community-based learning. General education requirements for UW-Green Bay consist of 39 credits, many of which students can fulfill with courses required for the major. Non-degree requirements for graduation include the student’s maintenance of an e-portfolio of course-related, internship-related, and emphasis-related materials.

For students enrolled in the proposed program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$3,939.16 per semester for a full-time student (12-18 credits per semester). Of this amount, \$3,149.16 is attributable to tuition and \$790 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,074.12 per semester for a full-time student. Of this amount, \$6,284.12 is attributable to tuition and \$790 is attributable to segregated fees.

Degree Program Outcomes. Graduates will be equipped to meet market demand for nonfiction writers, science writers, screenwriters, podcasters, literary outreach coordinators, editors, publishers, librarians, booksellers, literary agents, technical writers, and other arts industries.

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.

i Source: The College Board, AP Program Participation and Performance Data, March 2017

ii Data compiled by Debbie Furlong, Director of Institutional Research, UW-Green Bay, March 26, 2017

iii Data compiled by Debbie Furlong, Director of Institutional Research, UW-Green Bay, March 26, 2017

iv Source: “Book Publishing Annual StatShot,” American Association of Publishers, August 1, 2017

v Source: Eric Zorn, “Listen Up—Again! The Podcast Boom is Just Getting Started!” Chicago Tribune, February 16, 2018

vi Source: John Jackson Miller, “Comic and Graphic Novel Sales up 5% in 2016,” Comichron. Accessed March 28, 2018

vii Source: Writer’s Guild of America East, “State of the Industry 2017: Unprecedented Prosperity,” accessed March 28, 2018

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF FINE ARTS IN WRITING AND APPLIED ARTS
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Bachelor of Fine Arts (B.F.A.) in Writing and Applied Arts. The development of this undergraduate program responds to high student demand for writing craft as well as professionalizing opportunities in related fields like literary and digital publishing, book editing, writing for entertainment, and arts management. Graduates will be better equipped to meet market demand for nonfiction writers, science writers, screenwriters, podcasters, literary outreach coordinators, editors, publishers, librarians, booksellers, literary agents, technical writers, and other arts industries. The degree will include 120 credits, of which 39 represent general education requirements. Major requirements comprise 48 credits and will include 15 credits of tiered writing workshops; 24 credits in the literary, community, and business contexts of writing; and nine credits of Applied Arts that will include internships or community-based learning.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Program

Writing and Applied Arts

Degree/Major Designation

Bachelor of Fine Arts (B.F.A.)

Mode of Delivery

Courses will be delivered via a single institution across the four UW-Green Bay (UWGB) campuses. Program faculty will work with partners at Northeastern Wisconsin Technical College (NWTC) to develop complementary and transferable coursework that will serve both students enrolled in the proposed program and those enrolled in related NWTC programs. Courses will be delivered primarily face-to-face or in a hybrid format. No more than 50% of courses in the major will be delivered via distance education. Supervised practicum, internships, and experiential learning experiences will occur at several community sites.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections over the next five years. In year one, it is expected that 10 continuing UW-Green Bay students will choose to change their program of study to the proposed major. Therefore, the first group of students will graduate in year three. By the end of year five, it is expected that 122 students will have enrolled in the program and 55 students will have graduated from the program. The average student retention rate is projected to be 90%, based on current English department retention rates. By year three, it

is anticipated that implementation of this program will increase overall English program enrollments from approximately 140 per year to 200 per year.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	22	25	25
Continuing Students	10	27	42	50	48
Total Enrollment	30	47	66	75	73
Graduating Students			10	20	25

Tuition Structure

For students enrolled in the proposed program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$3,939.16 per semester for a full-time student (12-18 credits per semester). Of this amount, \$3,149.16 is attributable to tuition and \$790 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,074.12 per semester for a full-time student. Of this amount, \$6,284.12 is attributable to tuition and \$790 is attributable to segregated fees.

Department or Functional Equivalent

Department of English

College, School or Functional Equivalent

College of Arts, Humanities, and Social Sciences

Proposed Date of Implementation

September 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The B.F.A. in Writing and Applied Arts will be a 120-credit program. The major program course requirements total 48 credits and include four curricular components: Business of Writing (9 credits), the Craft of Writing (15-17 credits), Literary Contexts (15 credits), and Applied Arts (9 credits). General education requirements for UW-Green Bay consist of 39 credits, many of which students can fulfill with courses required for the major. Non-degree requirements for graduation include the student's maintenance of an e-portfolio of course-related, internship-related, and emphasis-related materials.

Student Learning Outcomes and Program Objectives

1. Students will create, draft, and revise original works in multiple genres and forms.
2. Students will analyze the techniques, construction, and production of various written expressions.
3. Students will critique works by peers and published authors alike in various classroom settings, including the writing workshop.
4. Students will situate their work within multiple larger audiences of readers, writers, the publishing industry, and other relevant markets.

5. Students will interpret, research, and evaluate works of literature and related media by placing them in historical, philosophical, psychological, intertextual, and other contexts appropriate to the discipline.
6. Students will articulate their aesthetic choices using appropriate artistic and professional terms.
7. Students will develop proficiency in all stages of producing and disseminating various kinds of media projects in an effort to engage communities within and outside of UWGB.
8. Students will use reading, writing, editing, and producing literary texts or related media as an opportunity to deepen their insight into their own experiences and as vehicles for personal intellectual and imaginative growth.

Program Requirements and Curriculum

Table 2 illustrates the program curriculum for the proposed program.

Table 2: B.F.A. in Writing and Applied Arts Program Curriculum

<i>Degree Component: The Business of Writing (9 credits)</i>	
English 225: Copyediting for Publication	3 credits
<u>One publication practicum:</u>	
English 324: <i>Sheepshead Review</i> Practicum, or English 424: Book Editing Practicum	3 credits
<u>One arts in society class:</u>	
Humanities 200 Intro to Digital and Public Humanities Arts, Management 257: Arts in the Community, or Design Arts 131: Intro to Design and Culture	3 credits
<i>Degree Component: The Craft of Writing (15-17 credits)</i>	
English 212: Introduction to Creative Writing	3 credits
English 301: Intermediate Creative Writing	3 credits
<u>Three of the following upper-level writing workshops:</u>	
English 302: Short Fiction Workshop, English 303: Poetry Workshop, English 304: Creative Nonfiction Workshop, English 305: Novel Writing Workshop (4 credits), English 306: Novel Revision Workshop (4 credits), English 312: Topics in Creative Writing	9-11 credits
<i>Degree Component: Literary Contexts (15 credits)</i>	
English 290: Introduction to Literary Studies	3 credits
One lower-level literature course (English 206, 214, 215, 216, 217, 218, 219)	3 credits
Two upper-level literature courses (English 315, 316, 323, 331, 335, 336, 338, 340, 344, 431, 436)	6 credits
<u>One historical literary context course:</u>	
English 340: History of the English Language, or English 326: Topics in Publishing: The Illustrated Book	3 credits
<i>Degree Component: Applied Arts (9 credits)</i>	
Internships or community-based learning in Applied Arts area of emphasis (Community Outreach; Editing and Publishing; or Digital and Public Humanities)	6 credits
Capstone Seminar in area of emphasis	3 credits

The Applied Arts component consists of 9 credits of experiential learning completed during a student's last two semesters. Students may choose from one of three interdisciplinary emphases:

- Community-Outreach Emphasis. Students in the Community-Outreach Emphasis will bring writing to broader communities by organizing regional events and advocating to tell untold stories (i.e., from veterans, special needs writers, hospice patients, eldercare residents, at-risk youth, prisoners, etc.).
- Editing and Publishing Emphasis. Students in the Editing and Publishing Emphasis will learn the business of storytelling in preparation to become copyeditors, content developers, comic book publishers, and promotional and marketing professionals.
- Digital and Public Humanities Emphasis. Students in the Digital and Public Humanities Emphasis will gain hands-on experience digitizing, researching, and making texts available and accessible in preparation for careers in podcasting, digital storytelling, graphic book designers, library science, museum curation, or further scholarly research.

Assessment of Outcomes and Objectives

Program faculty and staff will use formative and summative program assessment strategies to assess student learning throughout the program. The program faculty and staff will meet regularly with current students, both one-on-one and in groups with students, to discuss student work and progress towards the degree. On this level, students' work will be evaluated by the end of their first year. Continuing throughout the program, students will keep an e-portfolio of course-related, internship-related, and emphasis-related materials. Individual e-portfolios will be assessed for proficiency by the program director during the student's fifth semester of study. A second e-portfolio review will occur before the student's last semester of study. Students will meet with one or two program advisors to receive mentorship, direction, and feedback related to the e-portfolio. This e-portfolio will include:

1. Selected creative work, revisions, and self-analysis related to the creative writing process
2. Selected scholarly analyses of literature, literary markets, and the history of publication
3. Evidence of successful completed work in their program emphasis
4. Applications for grants, scholarships, and/or awards and outcomes therein
5. Professional resume and headshot
6. Biography suitable for various professional contexts

After student graduation, the program will track, gather, and assess job or graduate school placement and satisfaction rates via alumni surveys and information collected at alumni events. For context, the program will compare its post-graduate data with data from similar programs in the U.S.

Diversity

Through analysis and study, students in the B.F.A. in Writing and Applied Arts program will directly address issues of diversity in publishing, community engagement, and service learning experiences, and will seek out the underrepresented and unvoiced stories in their campus, local, and regional communities. In the last ten years, several national initiatives have focused on analyzing gender, race, social class, and ability as these experiences shape the content of books and media, as well as the hierarchies' power in the publishing industry.¹ These initiatives align with UW-Green Bay's commitment to expanding the diversity of the campus community.

The UW-Green Bay faculty and staff engage in several strategic initiatives to recruit and retain a more diverse student population and to offer a wide range of experiences and perspectives throughout a student's undergraduate years. To support these efforts, the Chancellor's Council on Diversity and Inclusive Excellence initiated a certificate program designed to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. Workshops and seminars for the program are ongoing. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost's Office, charged with improving student retention and degree completion. The admission offices on all four campuses support recruiters who specialize in working with multicultural, bilingual, and international students. Finally, coordinators of the annual UntitledTown Book and Author Festival have made deliberate efforts to recruit student volunteers, develop internships, and create a partnership with UW-Green Bay, thus forging links between the region's largest literary arts festival and the UW-Green Bay Multiethnic Students Association (MESA), American Intercultural Center (AIC), and Pride Center.

Collaborative Nature of the Program

Collaborations between UW-Green Bay and Moraine Park Technical College and Northeastern Wisconsin Technical College (NWTC) are poised to grow. At present, NWTC is developing writing courses in Technical Writing, Natural Sciences, and Communications Skills. The NWTC graphic design program provides students with opportunities to print in most mediums, except books, which the UW-Green Bay Teaching Press does produce. Thus, the proposed B.F.A. in Writing and Applied Arts will be a natural fit for technical college students wishing to complete further study in writing, publication design, and community engagement.

UW-Green Bay is uniquely situated to connect student writers to the greater world of various kinds of writing. Through the proposed program, UW-Green Bay faculty will strengthen connections with area educators at St. Norbert College, Lawrence University, and elsewhere to support arts entrepreneurship, nonprofit management, funding for small projects, and community storytelling. Further, northeastern Wisconsin is fertile ground for the B.F.A. in Writing and Applied Arts program faculty to grow and sustain collaborations with regional organizations and businesses. Green Bay is quickly becoming a literary and community arts advocacy destination, with the third year of UntitledTown Book and Author Festival poised to once again draw thousands to its 150+ events. Just 40 minutes north, Write On, Door County runs year-round writing programs for all ages. To the east, near the new branch campus in Manitowoc, the Hamilton Woodtype Museum offers classes, expertise, and machinery. Already, UW-Green Bay faculty have worked with these organizations to implement internship learning opportunities for undergraduates. Faculty will continue to expand experiential learning opportunities for students as part of the Applied Arts component of the curriculum.

Projected Time to Degree

Students entering the program as full-time new freshmen will typically complete the degree in four years. Students who enter with prior credit or who complete additional coursework during the summer session may complete the program in as little as 2.5 years.

Program Review Process and Institutional Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs, and all undergraduate credit courses. The AAC will formally review the B.F.A. program on a seven-year cycle. Please see information published at <https://www.uwgb.edu/provost/policies-procedures/academic-program-review-procedures/> for additional details. In addition, the B.F.A. in Writing and Applied Arts program will be formally reviewed on a five-year cycle by the department and the Dean of the College of Arts, Humanities, and Social Sciences.

Accreditation

The B.F.A. in Writing and Applied Arts will be UW-Green Bay's first B.F.A. degree. As such, it will require approval by the Higher Learning Commission. No additional agency accreditations will be required.

JUSTIFICATION

Rationale and Relation to Mission

High schools across the state offer creative writing clubs and courses; novel series like *Game of Thrones*, *Harry Potter*, and *The Hunger Games* spend decades on bestsellers lists; and markets are exploding for screenplays, game narratives, comic books, graphic memoirs, historical fiction, fantasy series, and young adult fiction. Consequently, demand for creative writing instruction is growing, spurring development of new courses and curricula at UW-Green Bay and spawning course waitlists. However, most undergraduate novelists or poets do not march from the commencement stage straight to a multi-book publishing contract. According to studies, even writers with graduate degrees take an average of ten years to publish their first book. Consequently, graduates struggle to translate their love of writing, and the skills gleaned from their classes, into professional experiences employers (and parents) recognize. To address this *articulation gap*, the B.F.A. in Writing and Applied Arts at UWGB will offer not one but three unique paths to writing-centered careers on the national, regional, and state level.

As an access-driven comprehensive university, the University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused education that prepares students to address complex issues in a multicultural and evolving world. Both the Mission and Vision of UW-Green Bay emphasize the importance of community partnerships that highlight students' engaged citizenship and the institution's role as an intellectual, cultural and economic resource, with the goal of developing new and innovative programs that serve the region's needs.

As UW-Green Bay strategically looks forward to serve the northeast region of Wisconsin (and beyond), faculty and staff must create and strengthen connections between students, businesses, and arts culture. For that reason, the proposed B.F.A. in Writing and Applied Arts program eschews traditional writing program models that focus solely on craft, in isolation from the greater community, and existing only within the pages of a book or a college classroom. To this end, the B.F.A. in Writing and Applied Arts pairs craft-focused instruction with community-facing applied learning, offering, wherever possible, arts- and creativity-based intervention to help achieve meaningful, lasting impacts for the region. Accordingly, the proposed program will help UW-Green Bay to position itself as a destination and a career path for writers seeking craft,

culture, and community through partnerships with local schools, NWTC, nonprofits, businesses, and populations in need.

Institutional Program Array

UW-Green Bay currently offers a B.A. in English with an emphasis in Creative Writing. This emphasis follows Association for Writers and Writing Program (AWP) guidelines: courses are tiered (featuring Introductory, Intermediate, and Advanced levels), varied in subject (Novel Writing, Novel Revision, Creative Nonfiction, Short Fiction, Flash Fiction, Poetry, Topics in Creative Writing), and consistent with high-impact workshop practices. Students in the emphasis enroll in an array of literature courses, and they take a course devoted to publication of an internationally-distributed journal. This course offers students professionalization in editing, management, outreach, layout, copyediting, and aesthetic judgment. The B.F.A. in Writing and Applied Arts will build on this foundation by balancing artistic craft with practical application through community-facing projects. Existing curriculum guides students through the collection of oral histories from the community and encoding digital editions of texts for archival research and public consumption. New curriculum will expand students' expertise into areas of publication history, print and digital production, copyediting, writing for entertainment, funding for small projects, and community storytelling.

No additional faculty resources will be required to implement this program. The UW-Green Bay English department consists of seven tenure-track faculty members. Three faculty possess an M.F.A. in the fields of dramaturgy, fiction writing, and poetry. All English faculty members hold a Ph.D.; of these, two have doctorates in programs offering creative dissertations. Several faculty within the department have published award-winning creative works and six are scholars of the history of the book, the history of the English language, rhetoric and writing, and/or Digital Humanities. Most faculty have been editors of publications and all teach in more than one discipline. Additionally, this interdisciplinary program curriculum will include courses taught by faculty in Arts Management, Communications, Design Arts, Printmaking, and Humanities programs, and by faculty seeking to build writing emphases and publications in the Sciences. The joining of three new branch campuses resulting from the restructuring of the UW System adds resources to the proposed B.F.A. Incoming faculty are eager to teach scriptwriting, romance writing, print-making, and community engagement. Thus, the restructuring, and the additional faculty resources it brings, has accelerated the program's timeline and eliminated an immediate need for new FTE positions.

The proposed program will also benefit from the UW-Green Bay Teaching Press that was developed in 2016. This student-run press serves to support student enrollment and retention in multiple disciplines. The in-house press enables students to utilize technologies both ancient and emergent: with its current technology book binding, trimming, and printing, along with the use of a historic letterpress. UW-Green Bay hosts one of the only undergraduate-run bookmaking labs in the United States. In partnership with county libraries, health care providers, educators, and statewide community arts groups, the Teaching Press and the B.F.A. in Writing and Applied Arts will link UWGB's most creative communicators to the untold stories, research areas, local history, and career opportunities in northeastern Wisconsin.

Other Programs in the University of Wisconsin System

Only UW-Superior offers an undergraduate degree in writing (B.A. in Writing). No institution in the UW System offers a B.F.A. in Writing. As a degree, a *B.F.A.* is usually reserved for the Fine Arts or Performing Arts, wherein students focus on artistic craft in classes and in studio. Writing degrees that focus on craft and technique and *studio* production are generally found at the graduate level (i.e., the M.F.A.). The B.F.A. in Writing is a rare degree: only 42 colleges in the U.S. offer a program, and only one program (Lakeland College) exists in Wisconsin. Even among these programs, the proposed B.F.A. in Writing and Applied Arts will be unique for two reasons. First, it will be truly interdisciplinary, encouraging students to actively utilize skills from the fields of English, Design Arts, Communications, Humanities, Arts Management, Business, and/or Theater. Second, it will be the only program that is explicitly outward-facing, requiring sustained student engagement with communities in northeastern Wisconsin—and with writers and writing professionals across the world.

Need as Suggested by Current Student Demand

The number of high school students who are prepared for post-secondary study in Writing has increased. For example, trends in Advanced Placement (AP) enrollments indicate the number of students taking the AP English Language and Composition test more than doubled between 2006 and 2016, from 256,722 to 547,575 students nationwide.² As well, ACT student profile data indicate that high school students are interested in participating in college learning activities like those that will be offered in the B.F.A. in Writing and Applied Arts curriculum. Of the 5,888 ACT test-takers whose student profile data were sent to UW-Green Bay in March 2017, approximately 18% of respondents (848) indicated they planned to be involved in writing-based activities in college, such as involvement in newspapers, yearbook, and magazines. In addition, almost half of those responding indicated they plan to remain engaged with service activities at college.³

Second, undergraduate students indicate they are interested in writing original artistic works. Over the past 50 years, the Higher Education Research Institute has conducted a national survey of new freshmen. The survey includes questions that prompt students to indicate the degree to which they feel “Writing original works (poems, novels, etc.)” is important to them. Since the mid-1980s, the number of respondents who consider writing original works to be “Essential” or “Very Important” to them has risen steadily at a rate of 0.1% per year. In 2015, 15.5% of students indicated it was essential or very important to participate in such an activity. Similarly, in the same year 15.8% of respondents indicated it was “Essential” or “Very Important” to become “accomplished in one of the performing arts” and 15.4% of respondents expressed the same level of important when asked about “Creating artistic work.”⁴

Finally, current enrollment trends within the English major illustrate an increase in student interest in the Writing emphasis, and a stagnation of interest in the other two emphases that include English Education and Literature. Though the number of students completing the Writing emphasis has fluctuated over the last decade, trends indicate a steady increase from around 5 graduates in 2008, to 18 graduates in 2017. This increase has been accomplished without providing students with a full major in writing.⁵ It is expected that many students currently enrolled or planning to enroll in the Writing emphasis will change their major to the proposed B.F.A., and building a complete major in writing should accelerate growth in student enrollments and completion in the proposed major. This growth is reflected in the student

enrollment and graduation projections illustrated in Table 1, and will support net growth in student enrollment in and completion of degrees offered by the Department of English.

Need as Suggested by Market Demand: National, Regional, and State

At the national level, according to the U.S. Bureau of Labor Statistics, employment of writers and authors is projected to grow 8% from 2016 to 2026, about as fast as the average for all occupations. Strong competition is expected for full-time jobs because many people are attracted to this occupation.⁶ In fields related to creative writing, the Department of Labor projects 11% growth in jobs for technical writers and 10% growth in public relations and fundraising managers.

On the regional and state levels, a recent analysis of employment sources like CareerLocker and Worknet shows that there are 676 employers in Wisconsin in the industry of Publishing and Publications. While forecasts indicate that jobs related to journalism are in decline, jobs for writers and editors in Wisconsin for other sectors—like technical writing, education, digital editing, social media, library sciences, community relations, and social services—are expected to grow between 7% to 10%.⁷ In addition, the B.F.A. in Writing and Applied Arts will uniquely prepare students for the numerous *hybrid* positions requiring skill sets UW-Green Bay students are already merging through double majors such as graphic arts/editing or writer/editor. The B.F.A. in Writing and Applied Arts will create a coherent program to support craft-focused, community-facing, adaptable skills, that students can complete easily in four years of study while emphasizing practical experience—and therefore the immediate earning power—of graduates.

Two other recent trends may indicate the skills students develop in the B.F.A. in Writing and Applied Arts will meet employer needs both directly and indirectly. First, the industry for making, publishing, editing, and producing books—especially printed books—is strong and improving. Book sales are up for the third year in a row, according to the Association of American Publishers, particularly for the genres undergraduate creative writers most enjoy writing: young adult, middle grade, and adult fiction. In addition, revenue was up for paperbacks in 2016 to \$5.57 billion from \$5.29 billion in 2015—the most popular format for adult nonfiction book readers.⁸ Second, and indirectly, students of the B.F.A. in Writing and Applied Arts program will develop skills in communications, audience-awareness, listening, empathy, communicating complex ideas, and critical thinking—skills ranked among the seven top characteristics of success at Google.⁹ Similarly, a recent survey of 260 employers by the nonprofit National Association of Colleges and Employers, which includes both small firms and behemoths like Chevron and IBM, ranks communication skills in the top three most sought-after qualities by job recruiters, who “prize both an ability to communicate with one’s workers and an aptitude for conveying the company’s product and mission outside the organization.”¹⁰

The implementation of the proposed B.F.A. in Writing and Applied Arts is well timed, as emerging knowledge of storytelling production and markets for writing in numerous genres—especially the entertainment industry—have exploded in recent years. Multiple platforms now exist for listening to well-crafted stories, especially in audiobooks (a market with 24.7% growth since 2015), where both unit sales and revenue have more than doubled since 2012, growing from \$299 million to \$643 million in 2016.¹¹ Beyond this, audio storytelling in the form of podcasting has expanded its market exponentially, as industry watchers report an 88% increase

in those who listen to podcasts at least once a week, a 33-percent increase in those who report ever having listened to podcasts and a 25-percent increase in awareness of the term *podcasting* since 2014. In fact, the online magazine *Slate* now realizes 25 percent of its revenue from its suite of two dozen podcasts, up from 0 percent in 2014.¹²

The future is equally exciting in the area of comic book and graphic novel writing and publication. In 2016, total comics and graphic novel sales to consumers in the U.S. and Canada reached \$1.085 billion in 2016, a \$55-million increase over sales in 2012—due in part to increased variety of content by new audiences for comics, including kids and women. In 2018, *Black Panther*—a movie written by screenwriters from comic books written by well-known literary writers as well as comic industry mainstays—is the highest-grossing superhero film of all time in North America, and the lucrative relaunch of the Star Wars line in 2015 and DC’s 2016 *Rebirth* event further strengthened comic sales.¹³

Finally, two recent business models have increased the need for creative writers, the demand for business-savvy publishers, and the appetites of consumers: streaming television services like Amazon and Netflix; and crowdfunding resources like Kickstarter. As the creators of films, series, television shows, documentaries—for all audiences and ages—writers are driving profits skyward for entertainment industries. With global online distributors like Netflix, and now Amazon, the market for content created by writers is truly the entire world.¹⁴ Creating content is therefore becoming highly competitive, as executive Mark Gordon puts it: “Hit shows are driven by great writing and stars, and for broadcast TV, it’s more difficult to secure the best writers and top-tier actors.”¹⁵ However, for those writers, editors, community arts advocates, and publishers wishing to fund their own projects, there are now, more than ever, various independent means to success. For example, Chicagoan David Dewane used Kickstarter to found Mouse Books, printing 48-page themed books the size of a smartphone;¹⁶ while numerous independent comic book publishers, aspiring to diversify the market, have been funded through Kickstarter.¹⁷

1 For example, see Vida: Women in the Literary Arts, or #WeNeedDiverseBooks Inc.

2 Source: The College Board, AP Program Participation and Performance Data, March 2017

3 Data compiled by Debbie Furlong, Director of Institutional Research, UW-Green Bay, March 26, 2017

4 Source: The Higher Education Research Institute, 2016 Freshman Survey, March 2017

5 Data compiled by Debbie Furlong, Director of Institutional Research, UW-Green Bay, March 26, 2017

6 Source: The Bureau of Labor Statistics, U.S. Department of Labor, accessed March 27, 2018

7 Data from WORKNET: Occupations: Search Results: ‘Author/Writer’ “Public Relations Skills,” “Copywriter Skills,” “Desktop Publishers”; CAREERLOCKER “Technical Writers—Expected Employment, 2022”; Brown County Workforce Economic Profile 2015, State of Wisconsin Department of Workforce Development. Accessed February 5, 2017.

8 Source: “Book Publishing Annual StatShot,” American Association of Publishers, August 1, 2017

9 Source: Valerie Strauss, “The Surprising Thing Google Learned about Its Employees—and What it Means for Today’s Students.” The Washington Post, February 20, 2017

10 Source: Valerie Strauss, “The Surprising Thing Google Learned about Its Employees—and What it Means for Today’s Students.” The Washington Post, February 20, 2017

11 Source: “Book Publishing Annual StatShot,” American Association of Publishers, August 1, 2017

12 Source: Eric Zorn, “Listen Up—Again! The Podcast Boom is Just Getting Started!” Chicago Tribune, February 16, 2018

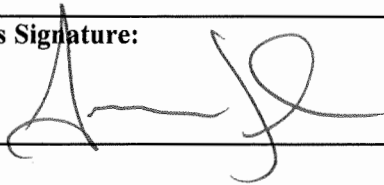
13 Source: John Jackson Miller, “Comic and Graphic Novel Sales up 5% in 2016,” Comichron. Accessed March 28, 2018

-
- 14 Source: Writer's Guild of America East, "State of the Industry 2017: Unprecedented Prosperity," accessed March 28, 2018
- 15 John Erlichman, "Forget the Ratings: Television is a Growth Business with Record Profits," *Forbes*, January 17, 2017
- 16 Cheryl V. Jackson, "Pocket-sized Dostoyevsky? Chicago's latest Kickstarter hit offers classic lit to go," *Chicago Tribune*, July 7, 2017
- 17 Abraham Reisman, "Pushing Diversity Is a Tough Business for Four Indie-Comics Publishers," *Vulture*, January 11, 2018

University of Wisconsin - Green Bay
Cost and Revenue Projections For BFA in Writing and Applied Arts

	Items	Projections				
		2019-20	2020-21	2021-22	2022-23	2023-24
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	20	22	24	25	25
	Enrollment (Continuing Student) Headcount	0	18	37	39	39
	Enrollment (New Student) FTE	20	22	24	25	25
	Enrollment (Continuing Student) FTE	0	18	37	39	39
II	Total New Credit Hours	3	3	0	0	0
	Existing Credit Hours	21	21	24	24	24
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1	1	1	1	1
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.04	0.04	0.04	0.04	0.04
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$12,596	\$13,856	\$0	\$0	\$0
	<i>From Tuition (existing credit hours x FTE)</i>	\$25,193	\$95,052	\$196,802	\$205,002	\$205,002
	<i>From Program Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$37,789	\$108,908	\$196,802	\$205,002	\$205,002
V	New Expenses					
	Salaries plus Fringes					
	<i>New Faculty/Instructional Staff</i>	0	0	0	0	0
	<i>Cost of instruction for new credits (existing Faculty/IS)</i>	\$9,969	\$9,969	0	0	0
	<i>Cost of instruction for existing credits (existing Faculty/IS)</i>	\$69,781	\$69,781	\$79,750	\$79,750	\$79,750
	<i>Cost of Chair course reassignment</i>	\$7,395	\$7,395	\$7,395	\$7,395	\$7,395
	<i>Current Admin Staff (supports existing & proposed program)</i>	\$2,178	\$2,178	\$2,178	\$2,178	\$2,178
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other - General Program S&E</i>	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800
VI	Total Expenses	\$92,123	\$92,123	\$92,123	\$92,123	\$92,123
	Net Revenue	\$ (54,334)	\$ 16,785	\$ 104,678	\$ 112,878	\$ 112,878
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						

Provost's Signature:



Date:

7 Nov 13

UNIVERSITY OF WISCONSIN-GREEN BAY
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF FINE ARTS (B.F.A.) IN WRITING AND APPLIED ARTS

Implementation of the proposed Bachelor of Fine Arts (B.F.A.) in Writing and Applied Arts will enable UW-Green Bay to respond to student demand for writing craft and professionalizing opportunities in multiple fields such as literary and digital publishing, book editing, writing for entertainment, and arts management. The 120-credit program will include 48 credits of major coursework. Currently, UW-Green Bay offers an emphasis in Creative Writing within the B.A. in English. Consequently, implementation of the proposed B.F.A. in Writing and Applied Arts will 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. Implementation of the degree will require the development of two new courses, which can be taught by existing faculty. Additional program costs will be covered by tuition revenue earned through enrollments in the major over the next five years. No staffing increases are expected.

Section I – Enrollment

New student enrollments represent those who were not enrolled in the proposed program or in the B.A. in English at UW-Green Bay during the previous academic year. Continuing students are those who were enrolled in the proposed program, or the B.A. in English during the previous academic year. In year one, it is expected that 10 students will change their major from the B.A. in English to the B.F.A. These 10 students are not included as enrollments in the program budget because revenues generated by these students are not new to the institution. It is anticipated that student headcounts will match student FTEs. Continuing enrollments were calculated based on UW-Green Bay's overall student retention rates as follows:

Fall 1 to Fall 2 Retention Rate is 75% (first fall represents start of academic career)

Fall 2 to Fall 3 Retention Rate is 81% (of those who returned for the second fall)

Fall 3 to Fall 4 Retention Rate is 91% (of those who returned for the third fall)

Fall 4 to Fall 5 Retention Rate is 95% (of those who returned for the fourth fall)

Section II – Credit Hours

The B.F.A. in Writing and Applied Arts program curriculum will consist of 16 courses (48 credits) that will be taught in a two-year cycle. Students will begin major coursework in their sophomore year. It is expected that sophomores will enroll in 3 courses (9 credits), junior in 6 courses (18 credits), and seniors in 7 courses (21 credits) for a total of 48 credits per student. Students are expected to be able to complete major course requirements in 2.5 years. New credit hours represent two new course additions: one will be added in the first year of program implementation and one will be added in the second year of program implementation. Existing credit hours represent courses that are currently being offered at UW-Green Bay.

Section III – Faculty and Staff Appointments

Eight courses (24 credits) per year will be offered and will require one faculty FTE to cover. Coverage will be provided by several existing faculty teaching a variety of courses as part of their regular load. Except for the two new required courses that will be added for the program, faculty already teach the required courses in the program as part of their regular teaching load.

Administrative staffing will be covered by existing staff positions, specifically the Humanities Academic Department Assistant (ADA). It is estimated that one-third (0.04 FTE) of the Humanities ADA's total time (0.12 FTE) will be required to manage the program. Implementation of the proposed degree also will require a program chair, who will receive a reassignment to manage the curriculum. The estimated cost for this reassignment is the UW-Green Bay standard reassignment cost of \$5,100 plus a fringe cost of \$2,295 (45%), or \$7,395. No new staffing positions are anticipated.

Section IV – Program Revenues

As a result of implementing the B.F.A. in Writing and Applied Arts, overall English department program enrollments will increase from approximately 140 students per year to 200 students per year. A 60-student increase would generate approximately \$375,000 more in total tuition revenues for the campus each year. For the purposes of this budget, only tuition attributable to the 48 credits required for the major are included in the program revenue projection. General education revenue and student segregated fees are excluded from the calculations.

Tuition revenues were calculated using a mean per-credit tuition rate applied to the number of credit hours enrolled by each student—relative to the number of students in each classification (e.g. sophomores, juniors, and seniors) expected to be enrolled in a given academic year multiplied by the expected credit load for each group (see Section II). Per-credit tuition was calculated to be \$209.94 and is based on the full-time resident tuition rate divided by 15 credits. This assumes that students will take an average of 15 credits per semester, thus staying within the credit plateau. New tuition revenue represents tuition generated by the two new courses. One course will be developed in year one and the second course in year two of the program. Beginning in year three, these credits will be considered existing credits.

Section V – Program Expenses

Additional expenses to deliver the proposed program are minimal. Faculty, as well as the necessary campus infrastructure, are currently in place to deliver the degree. Expenses associated with the cost of current faculty are included to demonstrate the anticipated revenues that are attributable to major coursework is sufficient to cover the cost to deliver this program, but the university expects to include these costs in the regular workload of program faculty and staff. In the first year of the program, anticipated salary and fringe costs will include the cost to implement one new course. A similar cost is anticipated in the second year of the program to deliver a second new course. These costs amount to approximately \$9,969 in salary (\$6,875) and fringe (45% of salary or \$3,094) for each of the first two years. Administrative duties associated with the program will be assumed by the Humanities ADA. As noted above, a reassignment for the chair of the program also will be necessary, amounting to a cost of \$5,100 plus a fringe cost of \$2,295 (45%), or \$7,395. Other expenses will include regular program S&E costs, such as programming, printing, marketing, etc., as well as faculty support.

Section VI – Net Revenue

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.



Date: October 11, 2018

Re: Authorization to Implement a Bachelor of Fine Arts (BFA) in Writing and Applied Arts

Dear President Cross,

I confirm the University of Wisconsin-Green Bay's strong commitment to adding a Bachelor of Fine Arts (BFA) in Writing and Applied Arts to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on 10 October 2018. The BFA program responds to high student demand for writing craft as well as professionalizing opportunities in related fields like literary and digital publishing, book editing, writing for entertainment, and arts management.

Implementation of the BFA in Writing and the Applied Arts at UW-Green Bay will 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 earned through enrollments in the major over the next five years. No staffing increases are expected.

The BFA will be housed in the College of Arts, Humanities, and Social Sciences, which includes the English department. English is a healthy program with 143 majors currently enrolled. The program has strengths in Creative Writing, which will contribute significantly to this program, as well as the history of the book and several literary fields that will provide important contexts. The English program oversees an active Teaching Press, the only such bookmaking lab in the United States, as well as the publication of the University's literary journal, *Sheepshead Review*. Other departments, including Art, Design, History, and Communications, are able to add supplementary coursework and experience in fields such as printmaking and printing and Wisconsin's history magazine, *Voyageur*. This will be the only BFA in Writing in Wisconsin.

We are excited by the addition of this degree, which aligns well with our mission. Specifically, this program is geared toward active community service and outreach by meeting the growing need for professional writers in a variety of fields regionally and nationwide. In addition, the program draws on existing, and will seek to develop new, partnerships with regional technical colleges to develop technical writing skills and other organizations such as the Hamilton Woodtype Museum in Manitowoc. The program also enhances the University's mission to be an intellectual, cultural, and economic resource by contributing to such projects as the UntitledTown Book and Author Festival, the region's largest literary arts festival.

I am unequivocally supportive the development of a BFA in Writing and the Applied Arts at UW-Green Bay. Please let me know if you require any additional information regarding the program, and thank you in advance for your consideration. I look forward to receiving authorization from the Board of Regents for the implementation of this important program.

Gregory Davis
Provost and Vice Chancellor



October 25th, 2018

To the UW Board of Regents,

Writing enables us to approach ideas greater than ourselves. Historically, both fiction and non-fiction writers have posed some of humanity's deepest and most timely questions – what it means to be human, what it means to participate in humanity, what role the government or the market should play in our lives, and how we understand culture and cultural differences. The role of writing should be to challenge us and to push us forward.

Green Bay has already demonstrated that it is excited about becoming a nexus for new ideas, from UntitledTown, to the new STEM center at UWGB, to Titledown Tech, and I believe that a program like the BFA in Writing and Applied Arts is a natural next step. This program will create a new generation of writers with skills that can be applied to any number of disciplines. In my own experience, the business world is as in need of a great storyteller as every other field, and writers are uniquely equipped to make abstract ideas tangible and accessible to a wide audience.

I look forward reading the new ideas that emerge out of UWGB and I can't wait to see the impact that this program will have on our community.

Sincerely,

Megan L. Dickman

Crystal Clear Resources
Principal Owner / Writer
megan@crystalclearresources.com
920-445-6727

KAVARNA

Alex Galt, Owner | 143 N. Broadway, Green Bay, Wisc. 54303 | alex@kavarna.com

October 19, 2018

To the UW Board of Regents,

I'm writing to voice my strong support for the proposed B.F.A. in Writing and Applied Arts. As an area small business owner, I've long seen UW-Green Bay as the single most consequential fulcrum for improving Greater Green Bay's economic and cultural well being. Seventy percent of UWGB graduates remain to make their lives in the immediate vicinity. They are among our most engaged citizens and active business leaders because not only have they received a great education, but they have a deep connection to this community. I feel certain that a degree program in Writing and Applied Arts will be of benefit to all of NE Wisconsin at a time when cities are competing to amass the creative capital required to fuel a 21st century economy.

The value of writing programs—at least in my view—is self-evident. Centering a writing program around applied arts, particularly with a crafts emphasis and in collaboration with area non-profits, will significantly broaden the scope of how students engage with the world. Critical thought and inquiry are intrinsic to the act of writing, but creating tangible objects—especially by hand—changes people. Employing words in service to worthy causes changes people. Once students feel the magic of making things happen, they will never stop.

I know this because of my experience as an undergraduate in the 1990s. My friends and I published magazines, started festivals, made music, printed chapbooks, and dozens of other cultural ventures of varying quality. A label my friends started continues to this day with artists like Grammy Award winner Bon Iver on its roster. The creativity and success of my business, the events that I've promoted, my co-founding of the UntitledTown Book and Author Festival, and many other things over the years are all directly attributable to the sense of empowerment that I developed in college. In fact, an enormous amount of current cultural and economic activity all over the United States can be traced back to the culture of making and doing we developed in Bloomington, Indiana circa 1996. It would be amazing to imbed this in a degree program. These are the kinds of ripples that NE Wisconsin needs.

Sincerely,

Alex Galt

Owner, Kavarna Coffeehouse

Program Authorization (Implementation)
Masters of Arts in African and African Diaspora Studies
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.f.(1):

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

**NEW PROGRAM AUTHORIZATION
MASTER OF ARTS IN AFRICAN AND AFRICAN DIASPORA STUDIES
UNIVERSITY OF WISCONSIN-MILWAUKEE**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Milwaukee submits this request to establish a Master of Arts degree program in African and African Diaspora 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.(1), authorizing the implementation of the Master of Arts degree program in African and African Diaspora Studies at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The University of Wisconsin (UW)-Milwaukee proposes to establish a Master of Arts (M.A.) in African and African Diaspora Studies, a discipline that encompasses the study of, and research about, the African continent and persons of African descent. Chiefly, the proposed M.A. in African and African Diaspora Studies is designed to meet the demand of local professionals and entrepreneurs who seek additional credentialing and advanced knowledge of African and African-American peoples as they engage these communities in either service or commerce.

In fall 2008, UW-Milwaukee implemented an African and African Diaspora Studies doctoral program. Graduates of the program have entered posts as tenure-track academicians, visiting scholars, and leaders in other professional fields. Thus, the establishment of a master's program will serve existing UW-Milwaukee students, as well as Milwaukee-area professionals who work in areas such as health care, social work, education, strategic sales, and market development together with African-American populations, which comprise nearly 40% of the city of Milwaukee's population.

Mission. Program design and objectives will support multiple facets of the UW-Milwaukee mission by promoting public service and research in ways that fulfill the social, economic, and cultural needs of the state and the Milwaukee region, and by meeting the social and cultural challenges faced at the local, regional, and national level. Finally, the imperatives addressed by this program resonate with the mission of the College of Letters and Science, which is "to provide excellent instruction and conduct high-quality research in the humanities, social sciences, and natural sciences seeking out, preserving, and transmitting knowledge to provide an

intellectual foundation in the basic areas of knowledge and to foster critical thinking about human problems and their solutions.”

Student Demand. UW-Milwaukee is nationally and globally recognized as a center for urban scholarship, especially regarding its graduate school. While the Ph.D. program targets select applicants nationally and globally for high-level training as researchers, the M.A. degree will attract Milwaukee-area professionals seeking a secondary credential to supplement their primary professional areas.

The proposed program will deliver a credentialing option for area professionals already possessing a bachelor’s degree, and who are interested in acquiring advanced skills and a professional degree to supplement their primary professional areas, such as education, social work, and health care, but who do not wish to pursue a Ph.D., which is designed to train academic researchers. The M.A. program also will provide an option for doctoral students who must exit doctoral study due to personal or professional reasons, or simply because the M.A. program is better aligned with their professional goals.

Market Demand. Implementation of this program will respond to inquiries for such a program expressed by local organizations, such as the Community Brainstorming Conference, the Social Development Commission, and Transition High School. Graduates of the M.A. in African and African Diaspora Studies will directly and indirectly contribute to the development of a strong workforce and community, which are foundational to comprehensive economic and community planning in the Milwaukee region.

Credit Load and Tuition. The M.A. will consist of 30 credits, including 24 credits of coursework and 6 thesis credits. The program can be completed in two years. Students enrolled in the M.A. in African and African Diaspora Studies will pay standard tuition and fees. For 2018-19, per-semester standard graduate tuition and segregated fees for full-time students enrolled in 8 credits are \$5,941.81 for Wisconsin residents, \$12,460.29 for nonresidents, and \$9,280.45 for Minnesota residents with reciprocity. These rates include segregated fees, which currently amount to \$748.45 per semester. Students enrolled up to 8 credits are considered full-time and eligible for financial aid. Students who are enrolled in less than 8 will pay per-credit tuition rates. For 2018-19, per-credit standard graduate tuition is \$649.17 for Wisconsin residents, \$1,463.98 for nonresidents, and \$1,066.50 for Minnesota residents. Part-time master’s students enrolled in 6 credits per semester will pay prorated segregated fees.

Degree Program Outcomes. Graduates of the M.A. in African and African Diaspora Studies will pursue or advance careers in public policy, administration, social work, and other non-profit and public policy enterprises, including non-governmental organizations (NGO’s). Graduates will be prepared to enhance understanding of diversity within their profession, to develop public policies germane to the target populations researched, to address issues affecting people of African descent, and to provide education and career development in communities of African descent.

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 AFRICAN AND AFRICAN DIASPORA STUDIES
AT UW-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin (UW)-Milwaukee proposes to establish a Master of Arts (M.A.) in African and African Diaspora Studies, a discipline that encompasses the study of and research on the African continent and persons of African descent. In fall 2008, UW-Milwaukee implemented an African and African Diaspora Studies doctoral program. Graduates of the program have entered posts as tenure-track academicians, visiting scholars, and other area professionals. Establishing a master's program will serve existing students and Milwaukee-area professionals who work with African-American populations that make up nearly 40% of Milwaukee's population and who work in areas such as health care, social work, education, strategic sales, and market development.

The challenges plaguing Milwaukee's urban black community continue to persist, if not worsen, as U.S. trends, such as deindustrialization, mature. Students will receive instruction and engage in research to address challenges including high rates of underemployment, wage inequality, disproportionate incarceration, hyper-segregation, and educational achievement gaps. Chiefly, the proposed M.A. in African and African Diaspora Studies is designed to meet the demand of local professionals and entrepreneurs who seek additional credentialing and advanced knowledge of African and African-American peoples as they engage these communities in either service or commerce. The M.A. will consist of 30 credits, including 24 credits of coursework and 6 thesis credits. The program can be completed in two years.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Milwaukee

Title of Proposed Program

African and African Diaspora Studies

Degree/Major Designations

Master of Arts

Mode of Delivery

Single institution. Primarily (more than 50% of coursework) face-to-face instruction.

Projected Enrollment by Year Five

Table 1 illustrates enrollment and graduation projections for the first five years of the program after implementation. By year five, it is expected that 20 students will annually enroll in the program. By the end of year five, a total of 38 students will have enrolled and 24 students

will have graduated. Average retention is projected to be 90%, based on retention rates for similar graduate programs.

Table 1: Five-Year Projected Enrollment

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	5	8	10	10
Continuing Students	NA	5	5	8	10
Total Enrollment	5	10	13	18	20
Graduating Students	NA	4	4	7	9

Tuition Structure

Students enrolled in the M.A. in African and African Diaspora Studies will pay standard tuition and fees. For 2018-19, per-semester standard graduate tuition and segregated fees for full-time students enrolled in 8 credits are \$5,941.81 for Wisconsin residents, \$12,460.29 for nonresidents, and \$9,280.45 for Minnesota residents with reciprocity. These rates include segregated fees, which currently amount to \$748.45 per semester. Students enrolled in 8 credits or more are considered full-time and eligible for financial aid. Students who are enrolled in less than 8 credits will pay per-credit tuition rates. For 2018-19, per-credit standard graduate tuition is \$649.17 for Wisconsin residents, \$1,463.98 for nonresidents, and \$1,066.50 for Minnesota residents. Part-time master's students enrolled in 6 credits per semester will pay prorated segregated fees.

Department or Functional Equivalent

Department of African and African Diaspora Studies

College, School, or Functional Equivalent

College of Letters and Science

Proposed date of Implementation

September 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The M.A. in African and African Diaspora Studies is designed to be completed in two years and consists of 30 graduate-course credits. These 30 credits comprise 24 credit hours of advanced coursework, followed by 6 credit hours of thesis work. See *Program Curriculum* below for more detail.

Student Learning Outcomes Program Objectives

Graduates of the M.A. in African and African Diaspora Studies will pursue or advance careers in public policy, administration, social work, and other non-profit and public policy enterprises, including non-governmental organizations (NGO's). Graduates will be prepared to enhance understanding of diversity within their profession, to develop public policies germane to the target populations researched, to address issues affecting people of African descent, and to provide education and career development in communities of African descent.

This interdisciplinary program is designed to give graduates an understanding of the African and African diasporic experiences in both local and global contexts and incorporates culturally distinct perspectives. Upon completion of the program, graduates will demonstrate the following learning outcomes:

- Analyze and compare African and African diasporic experiences in both local and global contexts.
- Identify and compare culturally distinct perspectives, knowledge systems, and practices within African and African diasporic populations.
- Critique policies with respect to impacts upon communities of African descent both currently and in historical contexts.
- Reflect upon and apply awareness of African and African diasporic experiences and theory to individual professional practices, communications, and interactions.
- Master quantitative and qualitative methodological skills for identifying and examining challenges affecting people of African descent as well as strengths and resources within African and African diasporic communities.
- Utilize theoretical frameworks from Black Studies to design research-based strategies, programs, and recommendations to address challenges affecting people of African descent.

Program Requirements and Curriculum

Table 2 illustrates the M.A. in African and African Diaspora Studies program curriculum and course requirements. The core curriculum includes 12 credits of core coursework comprised of 700- and 800-level graduate courses that also form the core for the first year of the doctoral program. Coursework will introduce students to research methods and canonical literatures in the political economy and the cultures and society tracks. In addition, students will complete 12 credits of other graduate coursework. Students may select from courses listed in Table 2, or with the approval of their advisors, students may use up to 6 credits drawn from other graduate programs at UW-Milwaukee (UWM). At least 15 credits of overall coursework must be taken at the 700 level or above. The first-year core courses constitute 12 credits of 700-level coursework. Upon completion of 24 credits of coursework or beginning the summer after the second year of coursework, students will complete a 6-credit master's thesis. The proposed program will be run by the African and African Diaspora Studies graduate faculty, with other courses taught by the affiliated faculty from other departments at UW-Milwaukee.

Table 2: M.A. in African and African Diaspora Studies Program Curriculum

Core Coursework	12 credits
AFRIC 700 Foundations and Theories in African and African Diaspora Studies	3 credits
AFRIC 701 Theories and Methods in Empirical Research in African and African Diaspora	3 credits
AFRIC 705 Classic Works: Intellectual Production in Africa and the Diaspora I	3 credits
AFRIC 708 Critical Literary Theory I: Cultural Roots of Africological Literary Theory	3 credits
Additional Coursework	12 credits
AFRIC 300 Urban Violence	3 credits
AFRIC 311 African Religious Thought and Social Organizations	3 credits
AFRIC 319 African American Urban History	3 credits
AFRIC 321 Black Workers in the 21st Century	3 credits
AFRIC 322 Order and Disorder: The Quest for Social Justice	3 credits

AFRIC 325	Africa/China Relations	3 credits
AFRIC 326	Economic Problems of Black Business	3 credits
AFRIC 329	Economic Growth and Sustainable Development in Africa	3 credits
AFRIC 344	Global Black Social Movements	3 credits
AFRIC 350	The Black Family	3 credits
AFRIC 450	Cultural Transmissions: Black Africa and Black America	3 credits
AFRIC 451	Rites of Passage in Black Societies	3 credits
AFRIC 497	Study Abroad	3 credits
AFRIC 545	Raising Children, 'Race-ing' Children	3 credits
AFRIC 565	Selected Texts/Topics in African and African Diaspora Studies	3 credits
AFRIC 706	Classic Works: Intellectual Production in Africa and the Diaspora II	3 credits
AFRIC 709	Critical Literary Theory II: Modern Concepts in the African World	3 credits
AFRIC 799	Graduate Independent Study	3 credits
AFRIC 800	Intro to Qualitative Research Methods in African and African Diaspora Studies	3 credits
AFRIC 804	Qualitative Interviewing and Grounded Theory	3 credits
AFRIC 812	Political Economy: Conceptual	3 credits
AFRIC 814	Public Policies, Development, and Underdevelopment in Africa & the Diaspora	3 credits
AFRIC 816	Political Economy of Development in African Countries	3 credits
AFRIC 817	Political Economy of Development in African Countries II	3 credits
AFRIC 818	Race Matters: Government and Politics in Latin America and the Caribbean	3 credits
AFRIC 820	Political Economy of Income and Wealth Inequality	3 credits
AFRIC 821	Race and Inequality	3 credits
AFRIC 834	Seminar on Slavery	3 credits
AFRIC 836	Comparative Social Institutions in African World Communities	3 credits
AFRIC 837	Memory and Tradition: Identity-Making and Memory in the African Diaspora	3 credits
AFRIC 840	Healing Traditions in the African Diaspora	3 credits
AFRIC 845	Race/Ethnicity and the Psychology of Oppression	3 credits
AFRIC 851	African-American Literary Theory and Criticism	3 credits
AFRIC 852	Folklore in the African World	3 credits
AFRIC 862	Development of African-American Children in Urban and Rural Areas	3 credits
AFRIC 865	The Quest for Pan-Africanism	3 credits
AFRIC 866	Black Power Reconsidered	3 credits
AFRIC 867	Problems in African American Urban History	3 credits
AFRIC 868	Black Intellectuals and the Public Sphere	3 credits
AFRIC 880	Seminar on Issues in African and African Diaspora Studies	3 credits
Thesis Research		6 credits
Total Credits		30 credits

Assessment of Outcomes and Objectives

Faculty and instructional staff will use formative and summative assessment techniques to evaluate student learning outcomes. Formative assessment will provide important developmental feedback to students. These techniques will also be applied to identify those students that may need additional support during their course of study. Summative assessment will be used to measure the overall effectiveness of the program design to ensure that the best quality and performance standards are maintained.

These methods of assessment will be used to review learning outcomes and to establish the standards for performance. To this end, the department will create rubrics that can be applied to evaluate theses defenses as well as qualifying examinations as provided in the course and

program requirements. Program reviews will be undertaken annually by the African and African Diaspora Studies Graduate Affairs Committee to determine effectiveness of both instructional methods and program outcomes. These program reviews will consist of student performance analyses; discussions among faculty of program strengths and deficiencies, along with corrective measures to be taken; and requests for feedback by employers of the program graduates' performance.

Diversity

It is expected that the M.A. program in African and African Diaspora Studies will attract students from diverse backgrounds, as has been true for the B.A. and Ph.D. programs. Recruitment and enrollment activities for the proposed program will engage a (potential) student population across socioeconomic class, cultural background, nationality, race, color, gender, religion, disability, and sexual orientation. Programs in African and African Diaspora Studies welcome and encourage students from these backgrounds, especially those historically underrepresented in college and/or who come from economically disadvantaged circumstances. To achieve this goal, the department will market this program by placing ads in disciplinary outlets specific to Black Studies and/or Ethnic Studies. These outlets are generally and inherently of greater interest to a more diverse body of students than in the larger academy. Department faculty and academic staff will attend fairs for graduating undergraduate students to acquaint students with the M.A. program in African and African Diaspora Studies and encourage them to apply. The department has found this face-to-face contact to be essential in generating a diverse pool of strong applicants. The department will also advertise by word of mouth and through its contacts in and around metropolitan Milwaukee through community events that attract diverse audiences, such as the Community Brainstorming Conference. The department also expects to correspond with students stating an interest in Black Studies and/or Ethnic Studies on their GRE exam profile.

The department is dedicated to ensuring that the program is comprised of students, faculty, and staff who are diverse in respect of race, gender, ethnicity, and national origin. The department's current faculty and academic staff represent an equal representation of male and female members. Members of the faculty and staff include five who are of African descent, three who are white, and two who are foreign-born. The program will regularly review and evaluate the departmental admissions and hiring processes to attract and retain diversity among its students and its faculty/staff. Past department recruitment and retention strategies have succeeded in producing a diverse faculty and academic staff, and have served as a model for other units across the university.

The M.A. in African and African Diaspora Studies curriculum will inherently advance inclusive excellence, as the discipline of African and African Diaspora studies is grounded in a recognition of the need to broaden and deepen the range of diverse curricular offerings in the academy. Students can tap a variety of electives and core courses in African and African Diaspora Studies that address the examination of race and ethnicity as a central focus of its course content. A primary objective of the program is to advance professionals' ability to engage in diversity with respect to perspectives, theories, practices, and populations, as the program's core courses focus on thought, perspectives, and cultures of persons of African descent throughout Africa and its diaspora. Through its electives, students in the M.A. program will have

the opportunity to engage in diversity of thought through a set of electives as varied as Race and Inequality, Development of African-American Children in Urban and Rural Areas, and Black Intellectuals and the Public Sphere. Through the M.A. program, students will also have the opportunity to attend one or more of the department's study-abroad opportunities to Ghana, Belize, and/or Ethiopia.

Collaborative Nature of the Program

Given the interdisciplinary nature of the proposed program, there exists the potential for joint master's degree programs with other schools and departments at UW-Milwaukee. For example, the department has been in conversation with the Master in Library and Information Science program in the School of Information Studies regarding a potential joint master's degree program. Further, faculty in the Department of African and African Diaspora Studies are interested and willing to collaborate with other UW institutions and share coursework that is offered as part of this program. Related degree programs offered at other UW institutions can benefit from the program's global coverage by incorporating elements of its curriculum into their chiefly U.S.-based Black Studies coursework.

Projected Time to Degree

Students studying full-time can complete the program in two years, with the last semester dedicated to the thesis write-up. Students could complete the program in 1.5 years, if they attend full-time, and they enroll during the mid-program summer session to complete independent study. It is anticipated that most students who enroll in the M.A. in African and African Diaspora Studies will be working professionals seeking further credentials. These students may complete the program in five semesters, or two years, assuming students take six credits of coursework per semester and complete the thesis write-up in a final summer session.

Program Review Process

Feedback from students will be collected via teaching reviews and regular faculty engagement of students will be used in the program review process. Ongoing African and African Diaspora Studies department review of curriculum and advising structure will take place during faculty meetings, convening of the department's Graduate Affairs Committee and periodic faculty workshops. More thorough program reviews will be undertaken on an ad hoc basis as program needs change.

The M.A. in African and African Diaspora Studies will be subject to the routine program reviews of the Graduate School in accordance with Graduate Faculty Committee Document 951. Assessment may include a five-year new program review, subsequent continuing program reviews every 10 years, and mid-cycle reviews which evaluate progress made based on program review recommendations.

Accreditation

UWM's regional accrediting body is the [Higher Learning Commission](#) (HLC). Accreditation reviews are done on a 10-year cycle. UWM was reviewed in the Spring 2015 semester; the review prior to that was done in 2005.

JUSTIFICATION

Rationale and Relation to Mission

Now a Research 1 (R1) institution, UW-Milwaukee has long been recognized as a center for urban scholarship, especially regarding its graduate school. This fact positions African and African Diaspora Studies to attract students globally, nationally, and locally. Considering recent national and local events that have heightened racial tensions, it is even more imperative that UW-Milwaukee develops graduate programs addressing these themes. This imperative resonates with the Guiding Values of UW-Milwaukee to “open inquiry to support the positive transformation of individuals, institutions, and communities.” Program design and objectives will support multiple facets of the UW-Milwaukee mission by promoting public service and research in ways that fulfill the social, economic, and cultural needs of the state and the Milwaukee region, and meet the social and cultural challenges faced at the local, regional, and national level. Finally, the imperatives addressed by this program resonate with the mission of the College of Letters and Science, which is “to provide excellent instruction and conduct high-quality research in the humanities, social sciences, and natural sciences seeking out, preserving, and transmitting knowledge to provide an intellectual foundation in the basic areas of knowledge and to foster critical thinking about human problems and their solutions.”

Institutional Program Array

The M.A. in African and African Diaspora Studies will fit well within a department that houses a major and minor for undergraduates seeking a bachelor’s degree and a Ph.D. program for graduate students.

African and African Diaspora Studies is interdisciplinary and thus intersects with other fields including sociology, literary studies, anthropology, history, economics, geography, urban studies and more. Black Studies has generated unique and important theoretical, methodological, and epistemological perspectives that have impacted other disciplines. Faculty members in other departments whose work aligns with Africological paradigms serve as affiliated faculty in the department. This means that African and African Diaspora Studies master’s students can work with affiliated faculty on their theses and take course electives offered by these other professors.

As an interdisciplinary field, whose theories delve into the sociocultural thicket of race, equity, politics, economics, culture, and identity, students in graduate courses in African and African Diaspora Studies are enrolled in African and African Diaspora Studies and non-African and African Diaspora Studies courses. Many courses are cross-listed or fulfill requirements for other departments or centers, which also bolsters enrollment. For example, African and African Diaspora Studies faculty members have taught courses that are cross-listed with Urban Studies or Global Studies, count toward graduate certificates in Global Health (School of Nursing), or are part of the array of Center for Latin American and Caribbean Studies courses.

Finally, the proposed program will align and contribute to the classification of UW-Milwaukee as a top-tier, R1 research university, according to Carnegie Classifications. Students enrolled in the M.A. in African and African Diaspora Studies will develop and integrate their practical knowledge and experiences with the knowledge base of students enrolled in the Ph.D.

program whose focus may be more centered on research and teaching. This academic diversity among students should improve the educational experiences for both M.A. and Ph.D. students in African and African Diaspora Studies. The collaborative nature of the M.A. in African and African Diaspora Studies may contribute to UW-Milwaukee in retaining its R1 research status by helping to support and sustain the Ph.D. program, and by providing another avenue for graduate student research through its required thesis.

Other Programs in the University of Wisconsin System

In Wisconsin and the UW System, only UW-Madison has a related program at the graduate level, an M.A. in Afro-American Studies. However, the program curriculum is restricted to the study of African-Americans (i.e., the United States). No other program has the global diasporic coverage of the proposed program.

Need as Suggested by Current Student Demand

Locally, student demand for this program has been evident through faculty and staff communication with professionals in the community. The Department of African and African Diaspora Studies has received regular requests from local professionals for a master's program that can offer an advanced education regarding the definition and solution of problems (wage inequality, disproportionate incarceration, educational achievement gaps, etc.) that confront people of African descent, as well as cultural literacy and culturally relevant pedagogy. The proposed program will deliver a credentialing option for area professionals already possessing a bachelor's degree, and who are interested in acquiring advanced skills and a professional degree to supplement their primary professional areas (e.g., education, social work, nursing), but do not wish to pursue a Ph.D., which is designed to train academic researchers.

UW-Milwaukee is nationally and globally recognized as a center for urban scholarship, especially regarding its graduate school. While the Ph.D. program targets select applicants nationally and globally for high-level training as researchers, the M.A. degree will attract Milwaukee-area professionals seeking a secondary credential to supplement their primary professional areas. The M.A. program will provide further visibility for the department and can serve to attract more undergraduate majors as well as new graduate students. Finally, the M.A. program will address a current shortcoming in the department by providing an option for doctoral students who must exit doctoral study due to personal or professional reasons, or simply because the M.A. program is better aligned to their professional goals. This standard M.A. exit option would permit students who have amassed substantial graduate credit hours, who either do not choose or are unable to finish a doctoral degree, a return on their investment by completing an M.A. The national attrition rate for students exiting Ph.D. programs is roughly 50%. The UW-Milwaukee Ph.D. program has produced similar rates of attrition, but without being able to offer students to exit with the value added by taking a master's degree program.

Need as Suggested by Current Market Demand

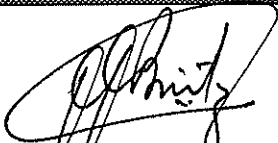
Milwaukee-area businesses, public and non-governmental organizations, and underserved populations will benefit from the outcomes created through the implementation of the M.A. in African and African Diaspora Studies. UW-Milwaukee is positioned to offer essential research and training to area professionals addressing the problems faced by the urban core and to business and industry to engage Milwaukee's African-American community in commerce. The

problems of Milwaukee's predominately black urban core, chiefly produced by a decades' old maturing deindustrialization, demand attention. Underemployment, wage inequality, disproportionate incarceration, hypersegregation and educational gaps remain stubbornly persistent. For area healthcare and other professionals generally, engaging this community requires specialized knowledge of its cultural specificities and the specific mix of political, social and economic factors that have shaped it. Investors and employers seeking to engage this population numbering in the hundreds of thousands can also profit from access to this specialized research.

Implementation of this program will respond to inquiries for such a program expressed by local organizations, such as the Community Brainstorming Conference, the Social Development Commission, and Transition High School. Graduates of the M.A. in African and African Diaspora Studies will directly and indirectly contribute to the development of a strong workforce and community, which are foundational to comprehensive economic and community planning in the Milwaukee region. African-American populations make up nearly 40% of Milwaukee's population.

Servicing Milwaukee-area professionals who work in areas of health, social and human services, community development, economic development, business, and education can strengthen their proficiency to understand peoples of Africa and its diaspora. African and African Diaspora Studies graduates, with either the M.A. or Ph.D. degrees, will be positioned to play leading roles in sustaining research, performing public service, contributing to community and economic planning efforts, and engaging in policy development. This momentum can be sustained by providing educational leadership in meeting the social, cultural and technological challenges of the metropolitan area and beyond.

University of Wisconsin - Milwaukee
Cost and Revenue Projections For MA in African and African Diaspora Studies

	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	5	5	8	10	10
	Enrollment (Continuing Student) Headcount	NA	5	5	8	10
	Enrollment (New Student) FTE	4.13	4.13	6.60	8.25	8.25
	Enrollment (Continuing Student) FTE	NA	4.13	4.13	6.60	8.25
II	Total New Credit Hours	66	66	106	132	132
	Existing Credit Hours	NA	66	66	106	132
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	8.5	8.5	8.5	8.5	8.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	1	1	1	1	1
IV	New Revenues					
	<i>From Tuition</i>	\$42,845	\$85,690	\$111,398	\$154,243	\$171,381
	<i>From Fees</i>					
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Other</i>					
	<i>Reallocation</i>					
	Total New Revenue	\$42,845	\$85,690	\$111,398	\$154,243	\$171,381
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other:</i>					
	Total Expenses					
VI	Net Revenue	\$42,845	\$85,690	\$111,398	\$154,243	\$171,381
Provost's Signature:		Date:				
		11/08/18				

UNIVERSITY OF WISCONSIN-MILWAUKEE
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF ARTS (M.A.) IN AFRICAN AND AFRICAN DIASPORA STUDIES

The University of Wisconsin at Milwaukee proposes to establish a Master of Arts (M.A.) in African and African Diaspora Studies. The proposed program is comprised of at least 30 credits of coursework and research. An M.A. in African and African Diaspora Studies would provide Milwaukee-area professionals (healthcare workers, educators, strategic sales and market development specialists, etc.) and existing students distinct advantages in understanding African-American populations. Such enhanced cultural literacy would allow graduates to interact more effectively with the community in their varied professional capacities. The proposed program compliments and shares core requirements with the current Ph.D. in African and African Diaspora Studies.

Section I – Enrollment

By the end of year five, it is expected that 38 new students will have enrolled in the program and 24 students will have graduated from the program. Student FTE counts in the cost-revenue estimates are based on a typical pattern that for every one full-time student, there are two part-time students. The formula in the spreadsheet takes into account that part-time does not equal half the number of credits of full-time. Thus, the formula tries to capture the difference in credit hours for a full-time load (8 credits) and a typical part-time load (6 credits).

Section II – Credit Hours

The credit-hour estimates in the cost revenue projections are computed as student FTE multiplied by 16 credit hours, typically full-time enrollment for graduate students is 8 credit hours per semester.

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. Current faculty will provide advising to students enrolled in the program. The current FTE in faculty and instructional staff for the department is 8.5.

Section IV – Program Revenues

Revenues are calculated in the following way: Each student FTE is assumed to take 8 credits per semester, thus yearly, 16 credits. For example, in year one, an FTE of 4.13 is multiplied by 16 to yield 66 credits, rounded to the nearest whole number. The revenue estimate is based on a cost per credit of \$649.17. Thus, year one revenues equal \$42,845.

Section V – Program Expenses

There will be no new expenses related to implementation of this program. Incoming M.A. students will enroll in currently offered graduate classes. Given the estimated number of new M.A. students, these students will not require additional sections of graduate classes. Marketing and marketing costs for this program will be included within the marketing plan completed by the College of Letters and Science and the Graduate School. No special marketing materials are anticipated.

Section VI – Net Revenue

No increase in the Department of African and African Diaspora Studies, existing instructional and administrative resources will be needed in order to offer the MA in African and African Diaspora Studies. Additionally, the target audience for this program is existing professionals seeking to improve their ability to work with the richly diverse population that exists in Milwaukee. These students then will pay tuition, as opposed to receiving any institutional support. Thus, no new expenses are counted against the estimated new revenues. The net revenues from this program will be allocated according to UW-Milwaukee's budget model. The revenues will be distributed among the College of Letters and Science and the central campus fund which supports campus administrative functions based on the formula used in the budget model.



Academic Affairs

Chapman Hall 230
P.O. Box 413
Milwaukee WI 53201-0413
414-229-4503 *phone*
414-229-4929 *fax*
www3.uwm.edu/dept/acad_aff/

November 8, 2018

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

Re: Authorization to implement a Master of Arts in African and African Diaspora Studies

A handwritten signature in black ink, appearing to be "JB", located to the right of the "From:" line.

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 (M.A.) in African and African Diaspora Studies.

UWM has offered the Ph.D. in African and African Diaspora Studies since 2008. The proposed M.A. in African and African Diaspora Studies is designed to meet the demand of local professionals and entrepreneurs who seek additional credentialing and advanced knowledge of African and African-American peoples as they engage these communities either in service or commerce. The proposed program will serve existing students and Milwaukee-area professionals who work with African-American populations that make up nearly 40% of the Milwaukee's population, and who work in areas such as health-care, social work, education, strategic sales, and market development. It also will help UWM meet its goals towards community engagement. The program projects a net revenue generation based on reasonable projections on enrollment.

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 this request for authorization for approval.

c: Carleen Vande Zande, Associate Vice President, UWSA APEI
Diane Treis-Rusk, UWSA Academic and Student Affairs
Scott Gronert, Dean, College of Letters and Science
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)
Doctor of Occupational Therapy
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.f.(2):

That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Occupational Therapy at UW-Milwaukee.

**NEW PROGRAM AUTHORIZATION
DOCTOR OF OCCUPATIONAL THERAPY
UNIVERSITY OF WISCONSIN-MILWAUKEE**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Milwaukee submits this request to establish a clinical Doctor of Occupational Therapy degree program. 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 Doctor of Occupational Therapy degree program at the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The University of Wisconsin-Milwaukee proposes to establish a clinical Doctorate in Occupational Therapy (OTD). This program responds to a forthcoming accreditation requirement from the Accreditation Council for Occupational Therapy Education (ACOTE) to convert the existing master's-entry Occupational Therapy (MSOT) program to doctoral-entry by 2027. Per future accreditation expectations, the OTD will subsume the MSOT and become the primary Occupational Therapy professional degree at UW-Milwaukee no later than 2027.

The program also responds to requests from current and prospective students for an advanced Occupational Therapy degree, and it will support a strategic priority of the UW System to produce more healthcare professionals who can meet the increasing demand for healthcare services by Wisconsin citizens, especially in underserved areas.

Mission. The purpose of the OTD program is to educate bachelor's and master's trained occupational therapists to: become experts and leaders in clinical and community practice; to meet the needs of expanding populations across their life span in health care, education and community settings; serve the needs of qualified occupational therapists who are seeking to advance their careers; and respond to the current shortage of experienced, doctoral-level occupational therapists qualified to teach in occupational therapy programs around the country.

Strategic planning at UW-Milwaukee is guided by its mission statement (<http://www.uwm.edu/Dept/Chancellor/Mission.htm>) and the "mutually reinforcing academic goals...to continue development of a balanced array of high-quality doctoral programs

in...professional areas” and to “attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.” UWM’s continued plan is to develop further as a “major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area” and to “enrich the health and well-being of people in Wisconsin and the world through innovative research, outstanding education and exceptional service...” Implementation of this proposed OTD will advance these strategic plans and goals. Enhancing the training of occupational therapists to include training at the doctoral level will aid in UW-Milwaukee's efforts to enhance and maintain its graduate programs and to serve Wisconsin and the nation.

Student Demand. Student demand is apparent at UW-Milwaukee. The Occupational Therapy program is ranked 17th among 164 programs in the US News & World Report ranking of best graduate schools. As such, competition to enroll in the professional MSOT degree program is great. On average, the program currently draws more than 550 qualified applicants each year for its 32 admission slots. Many of these applicants are from out-of-state. Therefore, it is anticipated that student demand for the proposed OTD will easily be sufficient to fill the projected initial slots, and more in the future.

Market Demand. In 2017, the Accreditation Council for Occupational Therapy Education (ACOTE) issued the mandate that all OT programs be doctoral professional entry by 2027. Several programs nationwide have already transitioned to the OTD or have added an OTD to their degree offerings. As of Winter 2017, there are 15 running OTD programs, 14 candidate OTD programs, and 15 applicant programs at the entry level, with 40 post-professional clinical doctorate programs listed at the AOTA website. This proposed OTD readies the Department of OST for this impending progression of the field.

The need for advanced skills within the industry and forthcoming accreditation requirements will further drive market demand. While master's level training currently prepares occupational therapy students to be general practice clinicians, there is a recognized need for more occupational therapists with advanced preparation in specialty areas, with knowledge and training needed to develop and coordinate treatment strategies in large-scale practice operations, and with knowledge and skill needed to move occupational therapy into emerging health areas at the population and community levels. For example, the increasing number of persons with disabilities in society, especially the great increase in the geriatric populations, leads to greater needs not only for basic occupational therapy services but also for expert therapy and clinical leadership. Technical skills, experience, and leadership abilities are all required to meet these responsibilities. OTD programs are designed to address these needs. Further, payment systems, demands for accountability, and new business models continue to modify occupational therapy work settings and systems, resulting in a demand for advanced clinicians who can translate, adapt, and test new and modified approaches.

Credit Load and Tuition. The OTD program will be an important addition to the array of degrees in the College of Health Sciences, the largest health science education entity in the state, and is an excellent fit with other academic programs in the Department of Occupational Science and Technology (OST), all of whose graduate faculty can contribute to this degree. The OST department is already staffed to meet essential needs of the proposed OTD program

and offers many of the needed courses, as some of its courses are already research-based and sufficiently advanced such that they fit easily into the OTD program.

The program will be comprised of 33 credits beyond the MSOT, including: 18 credits of core courses, doctoral project and field experience, as well as a minimum of 15 credits of a doctoral committee-approved specialty program of study related to the profession of OT. The Occupational Therapy graduate tuition and fee structure will apply. Based on the 2018-19 academic year, for Wisconsin residents, the tuition and segregated fees total \$6,980.45 per semester for a full-time student who is enrolled in 8-15 credits per term. Of this amount, \$6,232 is attributable to tuition and \$748.45 is attributable to segregated fees. The per credit tuition rate without segregated fees is \$779 per credit. Non-resident tuition is \$14,870.65, of which \$14,122.20 is attributable to tuition and \$748.45 is attributable to segregated fees. The per-credit tuition rates without segregated fees is \$1,066.50.

Degree Program Outcomes. Students enrolled in the proposed OTD will achieve advanced expertise and leadership in provision of evidence-based occupational therapy. Graduates will contribute to knowledge development of best clinical application of evidence, will implement best practices and programs, and will contribute to the knowledge and skills of other clinicians. As recognized experts in their specialization area, graduates will drive improvements in the healthcare system as occupational therapy educators, leaders, and managers in universities, hospitals, schools, and community sites.

The OTD program will be implemented both in and beyond the campus, with practice residencies and projects at clinic, hospital, education, community and private practice settings throughout southeast Wisconsin and the United States. Through its location in Milwaukee, and as the state's largest urban university, the program will meet the needs of Wisconsin's largest metropolitan area and strengthen existing collaborations with faculty and clinicians at key medical facilities, including the Zablocki VA Medical Center and Froedtert Hospital.

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
DOCTOR OF OCCUPATIONAL THERAPY
AT UW-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a clinical Doctor of Occupational Therapy (OTD). The development of this program responds to a forthcoming accreditation requirement from the Accreditation Council for Occupational Therapy Education (ACOTE) to convert the existing master's-entry Occupational Therapy program to doctoral-entry by 2027, and to requests from current and prospective students for an advanced Occupational Therapy degree. The OTD will complement the existing Master of Science in Occupational Therapy (MSOT) by providing opportunities for MSOT students to pursue advanced specialties in the profession and by allowing the faculty to teach and mentor within their primary areas of expertise. Per future accreditation expectations, the OTD will subsume the MSOT and become the primary Occupational Therapy professional degree at UW-Milwaukee no later than 2027.

The program will be comprised of 33 credits beyond MSOT. Students enrolled in the proposed OTD will achieve advanced expertise and leadership in provision of evidence-based occupational therapy. Graduates will be prepared to develop innovative programs that meet the growing needs of people, populations, and communities where inclusive participation in everyday life contributes to individuals' health, well-being and quality of life. Graduates will contribute to knowledge development of best clinical application of evidence, will implement best practices and programs, and will contribute to the knowledge and skills of other clinicians. As recognized experts in their specialization area, graduates will drive improvements in the care system as occupational therapy educators, leaders, and managers in universities, hospitals, schools, and community sites. Consequently, the program will support a strategic priority of the UW System to produce more healthcare professionals who can meet the increasing demand for services by Wisconsin citizens, especially in underserved areas.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Milwaukee

Title of Proposed Program

Doctor of Occupational Therapy

Degree/Major Designations

Doctor of Occupational Therapy

Mode of Delivery

Required coursework will be delivered face-to-face. Some required courses also will be available via distance education. Courses that include field placements or projects may be offered in a hybrid format.

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years of the program. It is expected that most students will complete the program in two years; therefore, students listed as continuing to the second year are also expected to graduate in the same year. By the end of year five, it is projected that 38 students will have enrolled in the program and 28 students will have graduated from the program. Retention in the program is anticipated to be 100%, based on retention statistics realized in the MSOT program, the degree level, and the competitive pool of applicants.

Table 1: Projected Enrollments over Five Years (Headcount)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New students admitted	6	6	8	8	10
Continuing and Graduating students	0	6	6	8	8
Total enrollment per year in major	6	12	14	16	18

Tuition Structure

For students enrolled in the OTD program, the Occupational Therapy graduate tuition and fee structure will apply. Based on the 2018-19 academic year, for Wisconsin residents, the tuition and segregated fees total \$6,980.45 per semester for a full-time student who is enrolled in 8-15 credits per term. Of this amount, \$6,232 is attributable to tuition and \$748.45 is attributable to segregated fees. The per-credit tuition rate without segregated fees is \$779 per credit. Nonresident tuition is \$14,870.65, of which \$14,122.20 is attributable to tuition and \$748.45 is attributable to segregated fees. The per-credit tuition rate without segregated fees is \$1,066.50.

Department or Functional Equivalent

Department of Occupational Science and Technology

College, School, or Functional Equivalent

College of Health Sciences

Proposed Date of Implementation

January 2019

DESCRIPTION OF PROGRAM

Overview of the Program

The mission of the proposed OTD program will be to produce advanced occupational therapists who will be practice experts, leaders, and educators with advanced clinical specialization. Graduates will become the *go to* professionals on clinical teams whose practice is shaped by best evidence. They will become clinical trainers, educators, and coordinators, and can provide community-wide leadership. They may also serve as expert consultants or collaborate with researchers to develop more effective or practical treatments or interventions. The program will be comprised of 33 credits beyond MSOT, which will include 18 credits of core courses,

doctoral project and field experience, and a minimum of 15 credits of a doctoral committee-approved specialty program of study related to the profession of OT.

Student Learning Outcomes

Students admitted to the program will enter the program at an advanced level of preparation, already having completed the basic training necessary for professional entry-level certification and experience in clinical practice. The OTD will prepare students to become experts in an identified specialization area and will prepare them to become clinical leaders, translating new findings and evidence into practice. Students will develop and demonstrate more advanced knowledge and skills, beyond the master's level in an occupational therapy concentration area. In addition, graduates will demonstrate advanced proficiency in:

1. Identifying and appraising best external evidence, integrating it with clinical experience, theories and clients' view, values, and needs.
2. Critical clinical reasoning, learning from clinical theories, reports, and their own observations, including formulating and measuring outcomes and learning from local outcomes data.
3. Designing, implementing and evaluating innovative, evidence-based assessment and intervention programs, being mindful of cost, access to healthcare, and client/patient outcomes.
4. Collaborating, communicating respectively and effectively leading interprofessional teams.
5. Delivering an individualized, population-based intervention with demonstrated efficacy in solving a clinical problem.
6. Practicing ethical and legal behavior and decision-making.
7. Communicating their ideas, knowledge and recommendations clearly and effectively to clients, health care professionals, community groups and the public.
8. Achieving their own professional goals.

Program Requirements and Curriculum

Admissions

The formal admissions process will be competitive and will include evaluation of: GPA, coursework, professional experiences, and a statement of personal interests. The program will recruit and promote matriculation of a diverse, qualified, and promising student class. Primary entry requirements will include:

1. An M.S. in Occupational Therapy or Master of Occupational Therapy degree from an ACOTE-accredited program or equivalent agency that is recognized by the World Federation of Occupational Therapists (WFOT). ACOTE closely regulates and highly structures requirements of accredited master's programs in occupational therapy.
2. Occupational therapy licensure or equivalent international licensure approved by WFOT.

Applicants that are currently seeking their master's degree may apply to the program but would not formally matriculate to the OTD program until they complete master's level coursework and fieldwork, and receive their master's degree. Additionally, all applicants will be certified as occupational therapists by the National Board of Certification in Occupational

Therapy examination, and with an active license in some state or international equivalent approved by WFOT. Given the frequency of processing delays for certifications and licensure applications, however, students may be provisionally admitted to the OTD program and accumulate credits towards graduation while securing required licensure and certification documentation.

Bachelor's-prepared, practicing occupational therapists may be admitted on a case-by-case basis. Bachelor's prepared-OT practitioners that are accepted to the OTD program will be expected to complete deficiency credits that include a minimum of 54 credits of graduate-level coursework at UWM. Completion of this coursework will ensure that their educational background is comparable to current master's-prepared practitioners.

Curriculum Structure

Building on the foundation of master's level education and professional experience of licensed occupational therapists, the OTD curriculum will be designed around a core of advanced student competencies to develop expertise in evidence identification and application, clinical reasoning and theory, assessment and outcomes measurement, and leadership and educational expertise. Students will develop advanced knowledge and skills in a concentration or specialization area, apply advanced evidence-based clinical skills and develop and/or implement a publishable doctoral project. The curriculum plan assumes that the admitted doctoral student has an M.S. degree in Occupational Therapy including a course in modern evidence-based practice (EBP).

As illustrated in Table 2, the OTD curriculum will be comprised of 33 credits, including nine credits of required occupational therapy core courses beyond the level of the M.S. degree and 15 credits of electives in a concentration area chosen by students and their advisors. As well, students will complete a doctoral clinical field experience and a doctoral project comprising nine credits. The 33-credit program will be comparable in scope to other programs, such as the 34-credit program at UW-Madison.

Table 2: Schema for OTD: Core and Elective Course Requirements

Core Courses		9 credits
OT 701	Advanced Measurement and Instrumentation in Health Care	3 credits
OT 8xx ¹	Evidence Based Practice for Individuals and Populations	3 credits
NURS 810	Leadership for Advanced Practice in Health Care	3 credits
Electives Courses for OTD Specialties (See Table 3)		15 credits
Doctoral Project and Experiential Components (minimum)		9 credits
OT 8xx ¹	OT Doctoral Experience (i.e., individualized field experience).	3 credits
OT 9xx ¹	OTD Doctoral Project ²	6 credits
Total Credits		33 credits

¹ Course Action Request (CAR) form under development; submission deferred until OTD is approved as the course would not be offered without the OTD.

² Up to 3 credits may be transferred on a case-by-case basis for UW-Milwaukee MSOT graduates whose completed master's thesis or master's project is used as a foundation for their OTD project.

The Doctoral Experience and the Doctoral Project

Following recommendations from ACOTE, a professional doctoral experience of at least 16 weeks or 640 hours in a practice setting will be required. The OTD student must deliver and show competence in an evidence-based or evidence-informed *population-based* intervention that is still individualized. In the occupational therapy research, evidence shows that effective treatments or interventions strategies not only need to be explicated or standardized to meet standard needs of a population but also need to be individualized and targeted to an individual's needs and goals. Ideally, the doctoral experience will also inform the student's doctoral project. The doctoral experience may occur in one 16-week period, or it may be spread out over a greater period, if the 640-hour criterion is met.

Like the M.S. thesis and Ph.D. dissertations, the culminating 6-credit hour doctoral project theses must be written and publicly presented and defended. Students will be encouraged to submit their research for publication in peer-reviewed journals. Up to 3 credits may be transferred, on a case-by-case basis, for UW-Milwaukee MSOT graduates whose master's thesis or project will be used as the foundation of their OTD project.

OTD concentration area and plan of study

A primary purpose of the OTD is to enable occupational therapists to develop expertise in a clinical area. To accomplish this, not only will students take elective courses, but they will also formulate and implement a doctoral experience in a chosen setting and complete a doctoral project, as described above. Applicants will propose an area of specialized interest before admission and will be assigned a primary advisor. Students work with faculty advisors to develop a statement of their proposed concentration area, their needed and desired knowledge and courses, a mentoring team, possible doctoral experience sites, and a doctoral project. By the end of the first semester, OTD students will have a primary advisor and at least three other members who also serve as mentors for the concentration area, the doctoral experience, and the doctoral project. These four individuals comprise the Doctoral Committee. Community experts from outside UW-Milwaukee are encouraged to expand knowledge and perspective.

Table 3: Examples of Doctoral Concentrations

Assistive Technology and Assessable Design	15 credits¹
OT 760 – Assistive and Rehabilitation Technology	3 credits
OT 724 – Advanced Design and Disability	3 credits
OT 765 – AT Service Delivery in Schools (EXCED Course)	3 credits
OT 770 – Assessment in Assistive Technology and Accessible Design	3 credits
OT 777 – Fieldwork in Assistive Technology	3 credits
Community and Behavioral Health	15 credits
PH 702 – Introduction to Biostatistics	3 credits
PH 706 – Perspectives in Community and Behavioral Health	3 credits
PH 725 – Theories and Models of Health Behavior	3 credits
PH-726 – Community Health Assessment	3 credits
PH-728 – Program Evaluation in Public Health (or)	3 credits

¹ Assumes that student has already taken OT 620 (Introduction to AT).

Table 3 illustrates two examples of programs of study that OTD students might select: (1) Assistive Technology and Accessible Design and (2) Community and Behavioral Health. These examples of programs of study borrow from existing programming in the College of Health Sciences (CHS) and the Zilber School of Public Health, and thus provide strong, focused content for the OTD students in a very resource efficient way. Further, both programs of study represent areas of recognized strength at UWM. Beyond these two examples, the CHS and UW-Milwaukee have a wealth of graduate-level programming in health. Thus, many additional concentration areas can be developed by OTD students and their advisors. As the OTD program matures, it will be one of several catalysts that promote interdisciplinary education and research between the many Colleges/Schools and health-related programs at UWM.

Assessment of Outcomes and Objectives

Learning and educational outcomes will be continually assessed throughout enrollment in the program and continuing after graduation. An assessment plan will be developed as required by UW-Milwaukee and in the College of Letters and Science. Assessment plans will support continuous improvement. Currently, assessment planning for the Accreditation Council on Occupational Therapy Education (ACOTE) is voluntary. However, the assessment plan will be consistent with ACOTE recommendations in order to facilitate future accreditation when and if needed, as ACOTE criteria are well-developed consensus standards.

Student learning will be evaluated using written and oral course assessments, completion of assignments and laboratory demonstrations, case analyses, as well as periodic examinations. Skills in clinical settings are observed, and both student and mentor/clinical supervisors reflect on and evaluate performance. Students are also assessed through contributions to classes and discussions. Doctoral students, with the advice and consent of their mentors, will write a professional development plan and develop an electronic portfolio. Their mentoring team will provide feedback and evaluate progress.

Clinical instructor focus groups will take place on a bi-annual basis. Groups will be formed according to types of facilities and level of student learning within the curriculum. A currently established external Occupational Therapy Advisory Committee will expand its purview to permanently consider OTD as well as MSOT program issues. In addition to representatives from the department, this expanded committee will be comprised of at least 10 members, including representatives from: (i) collaborating UW or UW-Milwaukee programs and departments, (ii) community partners, (iii) fieldwork and emerging experiential sites, and (iv) students/alumni of the OTD. This body will have an advising function. Their responsibilities would include suggesting and reviewing proposed strategic plans relevant to the OTD program, as well as reviewing curriculum plans or changes, policies and procedures, including recruitment, annual evaluation data, all OTD promotional materials, integration with MSOT, and other important items.

An OTD Steering Committee will be put in place to oversee program content and delivery and will meet a minimum of once a semester. All these data sources will be reviewed recurrently each year to improve courses and programming. Admission criteria also will be monitored for correlation with student academic and clinical success. All decisions regarding

curricular content, delivery, and program administrative activity will be reviewed and approved by the body prior to implementation.

Collaborative Nature of the Program

Occupational therapy is a broad field, drawing from frames of reference as diverse as *the medical model*, traditional rehabilitation, education, assistive technology, accessibility, and ergonomics—to name a few. Identification of best evidence is then not a simplistic matter. Tens of thousands of clinical studies have been published relevant to occupational therapy, and more are published every year—new assessments, new ideas, new data on interventions. The program’s ability to identify and respond to emerging trends and knowledge will be facilitated by widespread collaborations and cross-disciplinary coursework.

The Department of Occupational Science and Technology has a history of developing and implementing collaborative research and educational programs with other departments in CHS, UW-Milwaukee, and other institutions, including UW-Madison, UW-La Crosse, Marquette University, the Medical College of Wisconsin, as well as universities across the nation. Building on this history, the proposed OTD program is markedly interdisciplinary, involving collaborations with faculty throughout UW-Milwaukee, including the Zilber School of Public Health, the College of Nursing, and other departments and centers. For instance, the assistive technology and design classes involve collaborations between engineers, occupational therapists, and architects. As with other programs, UWM fully expects collaborations will continue with the U.S. Department of Veterans Affairs (VA) and the Zablocki VA Medical Center, local hospitals, clinics, nursing and rehabilitation facilities, and schools in Wisconsin and community organizations across the country. Further, the five departments within CHS are affiliated with numerous (27 at last count) instructional and research laboratories.

Diversity

The Department of Occupational Science and Technology is committed to preparing students in multiple ways to recognize and consider the multicultural diversity in our society, the university, and its programs. Attitudes and skills to effectively engage with individuals from different cultural backgrounds is particularly critical in the occupational therapy profession, which relies on excellent therapeutic communication, trust, and alliance between therapist and client. The OTD program curriculum will include opportunities for students to reflect on their own values, behaviors and attitudes and examine how these views and values may differ from those of clients from other cultures or economic strata. Students will be challenged to view issues from the perspectives of clients and interdisciplinary colleagues to enhance their client-centered therapy and leadership abilities. Readings, reflections, experiences and service learning sites are selected to broaden perspectives and to raise awareness of social issues. Team learning and interprofessional collaboration are promoted.

Creating a diverse pool of program graduates will be important relative to institutional mission, the needs of the industry and communities, and the need for future educators. Currently, among the hundreds of qualified applicants to graduate programs in the CHS, 21.4% are from diverse backgrounds or cultures. Within the MSOT program, special attention is paid to the needs and concerns of these students, and such attention will continue in the OTD. The department has overcome some of the faculty diversity challenges faced in science and

engineering fields with 63% of the faculty who are female and 20% who represent racial and ethnic minorities.

To monitor and improve progress in creating an equitable, inclusive and welcoming program, CHS will track demographics of applicants, admissions, graduates, as well as the composition of faculty hires to determine the extent to which the program meets the College's and university's goals of equity and inclusiveness. Further, CHS will continue to include items addressing diversity, equity and climate issues on the annual program satisfaction questionnaire of current students, which includes barriers to success in the program. As the UW-Milwaukee and UW System diversity goals evolve, the program will incorporate recommendations into the curriculum and program activities.

Projected Time to Degree

The OTD curriculum is designed to be completed in 4 semesters. It is expected that most full-time students will complete the program in 4-6 semesters. Some students may combine full- and part-time coursework over a period of 2-3 years, especially if they choose to work part-time, take additional courses, or want to invest more time to complete their project. It is feasible for a highly prepared and motivated doctoral student to complete the program in as little as 3 semesters of intensive full-time study, particularly if the student is a graduate of the UW-Milwaukee MSOT program. These students may transfer up to 3 credits of their master's thesis or project and apply them to their OTD project credits requirement. Incoming OTD students with advanced applicable coursework and experience may transfer graduate credits or place out of up to 6 credits that directly relate to their proposed program of study. These credit awards may accelerate time to completion for some students.

Program Review

Students will be asked to evaluate every course and instructor at mid-semester and the end of the semester, providing the basis for student evaluation of the program. As well, upon completion of courses and the program, students will provide feedback in focus groups. Students will complete semi-structured surveys immediately following completion of all degree requirements, just prior to graduation, assessing their belief about their academic preparation. Surveys of students at this time allow the program to gain insight into how well the didactic portion of the curriculum prepared them for the experiential portion of the curriculum. Graduate follow-up surveys will be administered 12 months after matriculation. During the year after graduation, phone and email are used to collect data on student employment, advancement, satisfaction with the program, and free-form comments. Finally, a survey of alumni and employers will be administered every five years to ascertain employment patterns, earned income, the degree to which program graduates demonstrate professional commitment, social commitment and life-long learning.

As discussed previously, the OTD program also will be continuously reviewed by the Department of Occupational Science and Technology and the Occupational Therapy Program's External Advisory Board. In addition, the Academic Programs and Budget Committee (APBC) of the College of Health Sciences and the UW-Milwaukee Graduate School will periodically review the performance of the OTD program in accordance with UW-Milwaukee and UW System Policies and Procedures. In keeping with current policy, the new OTD program will

undergo a Graduate School review five years after implementation and every 10 years subsequently. The initial program review is estimated to occur in academic year 2022-23.

Several program elements will be evaluated to assess the creation and maintenance of quality. These include but are not limited to student performance (time to completion, grades, and doctoral quality); diversity of studies (courses and concentration topics); student evaluations of the faculty and program; diversity of participation in the program from different types of students and with different career objectives; observations and feedback from the external Occupational Therapy Program Advisory Committee; graduate employment/advancement; and employer feedback.

Although accreditation is not currently required for the OTD program, program review will incorporate critical key elements of an OTD program identified by ACOTE (2013). These include prior M.S. in Occupational Therapy education; supervised clinical fieldwork experience; passing the National Board of Certification in Occupational Therapy (NBCOT) examination; attainment of advanced knowledge and skills in evidence-based practice, measurement, and leadership; and development of advanced clinical skill and knowledge in a specialized area.

Accreditation

External accreditation is currently not available for the OTD from ACOTE; however, the accrediting body has released voluntary standards for accreditation of entry-level OTD programs (ACOTE, 2013). This proposed program is designed to be closely compatible with those entry-level OTD standards. It is expected the forthcoming accreditation requirements will be similar to the voluntary standards that are currently in place.

JUSTIFICATION

Rationale and Relation to Mission

The purpose of the OTD program is to educate bachelor's and master's trained occupational therapists: to become experts and leaders in clinical and community practice; to meet the needs of expanding populations across their life span in health care, education and community settings; to serve the needs of qualified occupational therapists who are seeking to advance their careers; and to respond to the current shortage of experienced, doctoral-level occupational therapists qualified to teach in occupational therapy programs around the country.

Strategic planning at UW-Milwaukee is guided by its mission statement (<http://www.uwm.edu/Dept/Chancellor/Mission.htm>) and the “mutually reinforcing academic goals...to continue development of a balanced array of high-quality doctoral programs in...professional areas” and to “attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.” UWM’s continued plan is to develop further as a “major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area” and to “enrich the health and well-being of people in Wisconsin and the world through innovative research, outstanding education and exceptional service....” Implementation of this proposed OTD will advance these strategic plans and goals. Enhancing the training of occupational therapists to include training at the doctoral

level will aid in UW-Milwaukee's efforts to enhance and maintain its graduate programs and to serve Wisconsin and the nation.

The OTD is an advanced clinical degree and, as compared to the current degree program for MSOT students, students in the OTD program will receive enhanced training in scientific methods, measurement, evidence-development and application, and will develop innovative, evidence-based clinical interventions and projects. By facilitating application of research and informing applied clinical research, the OTD will assist in fulfilling UWM's vision as a “top-tier research university” and will serve as a vehicle to disseminate the Department of OST's and UWM's leading research related to occupational therapy practice.

Institutional Program Array

The College of Health Sciences (CHS) at UW-Milwaukee offers pre-professional, professional, and research-focused degrees through five academic departments: Biomedical Sciences, Communication Sciences and Disorders, Occupational Science and Technology (OST), Health Informatics and Administration, and Kinesiology. The CHS also offers a Ph.D. in Kinesiology and a multidisciplinary Ph.D. in Health Sciences degree in which all departments participate.

The OTD program will be an important addition to the array of degrees in the College of Health Sciences, the largest health science education entity in the state, and is an excellent fit with other academic programs in the Department of Occupational Science and Technology (OST), all of whose graduate faculty can contribute to this degree. The OST department is already staffed to meet essential needs of the proposed OTD program and offers many of the needed courses, as some of the courses are already research-based and sufficiently advanced such that they fit easily into the OTD program.

The CHS has steadily developed an array of graduate programs in health sciences and the therapy professions, including: (i) Doctorate of Physical Therapy, (ii) Master of Science in Occupational Therapy, (iii) Master of Science in Athletic Training, and (iv) Master of Science in Communication Sciences and Disorders. These programs are routinely evaluated and improved or expanded in response to accreditation changes, the advancement of the professions and employment opportunities within, and ultimately to the advancement of the practice of health and health care in the greater region.

At UW-Milwaukee, the OT program was established as a bachelor's program in the Department of Health Sciences (1975-2000). In 2000, it became its own department, with an entry-level B.S. and post-professional M.S. in Occupational Therapy, a certificate in Therapeutic Recreation, and post-baccalaureate certificates in ergonomics and assistive technology. In 2009, the department changed its name to Occupational Science and Technology (OST), which better reflected the composition of multidisciplinary research and educational programs offered. In 2013, the Department of OST launched its entry-level MSOT graduate program and redeveloped its undergraduate Bachelor of Science in Occupational Studies degree (BSOS) as a stand-alone entity. This proposed clinical doctorate in occupational therapy (OTD) capitalizes on the existing MSOT infrastructure and will provide advanced education to students that is based upon the areas of world-recognized expertise in the Department of OST.

Other Programs in the University of Wisconsin System

UW-Madison has recently implemented an OTD. Like the online UW-Madison OTD, and all OTDs to a large extent, the UW-Milwaukee program has as its mission: “training for visionary leadership, inter-professional education and practice, and research translation.” However, the proposed OTD will differ from the UW-Madison program in that it will be delivered face-to-face. As well, the UW-Milwaukee OTD will have a leadership-in-practice and profession mission, and whereas “specialties will not be the primary focus of the UW-Madison curriculum,” specialty foci are at the center of the UW-Milwaukee OTD. Thus, the UW-Madison and the UW-Milwaukee OTD programs will be complementary, offering students different opportunities at each of Wisconsin’s R1 research institutions.

Other noteworthy OTD programs in the greater region include: Concordia University, and the University of Illinois-Chicago (UIC). Concordia is a private, religious-affiliated university. Their OTD is an online OTD program with specialty foci in one of three tracks: education, hand and upper extremity rehabilitation, and pediatrics. UIC, also a top-tier research university, offers a face-to-face OTD, and theirs is the only other public offering in the Great Lakes region of the Midwest. By 2027, all OT programs in the U.S. will be entry-level OTD.

Need as Suggested by Current Student Demand

A proprietary survey of Midwest therapists, conducted by Edu Ventures, Inc. in 2010, suggests that 55% of therapists express an interest in an OTD. The most commonly cited reasons for their interest were: advancing clinical practice, seeking personal enrichment, and enhancing career options. Yet, few occupational therapists currently have doctoral-level training. Of the approximately 110,000 occupational therapists nationally, less than 5% have an OTD (2015 AOTA Salary & Workforce Survey).

This demand is apparent at UW-Milwaukee. The Occupational Therapy program is ranked 17th among 164 programs in the US News & World Report ranking of best graduate schools. As such, competition to enroll in the professional MSOT degree program is great. On average, the program currently draws more than 550 qualified applicants each year for UWM’s 32 admission slots. Many of these applicants are from out-of-state. The department receives several inquiries at application regarding an OTD option. Similarly, UW-Milwaukee MSOT students expressed interest in continuing to an OTD. Therefore, it is anticipated that student demand for the proposed OTD will easily be sufficient to fill the projected initial slots, and more in the future. By 2027, this OTD program will subsume the existing MSOT program as the OT profession progresses to doctoral-entry.

The need for advanced skills within the industry and forthcoming accreditation requirements will further drive student demand. While master's level training currently prepares occupational therapy students to be general practice clinicians, there is a recognized need for more occupational therapists with advanced preparation in specialty areas, with knowledge and training needed to develop and coordinate treatment strategies in large-scale practice operations, and with knowledge and skill needed to move occupational therapy into emerging health areas at the population and community levels. For example, the increasing number of persons with disability in society, especially the great increase in the geriatric populations, leads to greater

needs not only for basic occupational therapy services but also for expert therapy and clinical leadership. Technical skills, experience, and leadership abilities are all required to meet these responsibilities. OTD programs are designed to address these needs. Further, payment systems, demands for accountability, and new business models continue to modify occupational therapy work settings and systems, resulting in a demand for advanced clinicians who can translate, adapt, and test new and modified approaches.

In 2017, the Accreditation Council for Occupational Therapy Education (ACOTE) issued the mandate that all OT programs be doctoral professional entry by 2027. Several programs nationwide have already transitioned to the OTD or have added an OTD to their degree offerings. As of Winter 2017, there are 15 running OTD programs, 14 Candidate OTD programs, and 15 Applicant programs at the entry level, with 40 post-professional clinical doctorate programs listed at the American Occupational Therapy Association (AOTA) website. This proposed OTD readies the Department of OST for this impending progression of the field.

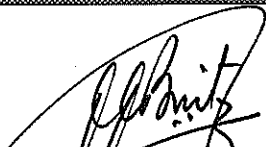
Need as Suggested by Market Demand

Demand for occupational therapy practitioners has been increasing rapidly in the recent decades, and much faster than the average growth for other professions. U.S. Bureau of Labor Statistics data (2017) indicate 24% growth in the 2016-2026 period. This increased demand is expected to continue for the coming decades (Bureau of Labor Statistics, 2017). The Wisconsin Department of Workforce Development projections show a 15% projected increase in the rate of employment for occupational therapists. As scientific knowledge and technology advance, a nationwide trend towards increased education for healthcare professionals has appeared.

The OTD program will be implemented both in and beyond the campus, with practice residencies and projects at clinics, hospitals, education, community and private practice settings throughout southeast Wisconsin and the U.S. Through its location in Milwaukee, and as the state's largest urban university, the program will meet the needs of Wisconsin's largest metropolitan area and strengthen existing collaborations with faculty and clinicians at key medical facilities including the Zablocki VA Medical Center and Froedtert Hospital.

References

- American Occupational Therapy Association (2015). Salary & Workforce Survey. Retrieved from <https://www.aota.org/Education-Careers/Advance-Career/Salary-Workforce-Survey.aspx>.
- Bureau of Labor Statistics (2017). U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Occupational Therapists. Retrieved from <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>.
- US News and World Report (2016). Best Graduate Schools. Retrieved from <https://www.usnews.com/best-graduate-schools/top-health-schools/occupational-therapy-rankings>.

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Newly Proposed OTD Program						
	Items	Projections				
		Calendar Year 2019	Calendar Year 2020	Calendar Year 2021	Calendar Year 2022	Calendar Year 2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	6	6	8	8	10
	Enrollment (Continuing Student) Headcount	0	6	6	8	8
	Enrollment (New Student) FTE	6	6	8	8	10
	Enrollment (Continuing Student) FTE	0	3	3	4	4
II	Total New Credit Hours	144	144	192	192	240
	Existing Credit Hours	0	54	54	72	72
III	FTE of New Faculty/Instructional Staff	0.38	0.25	0	0.1	0
	FTE of Current Fac/IAS	0	0.38	0.63	0.63	0.73
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	New Revenues					
	From Tuition	\$102,828	\$144,897	\$179,174	\$193,196	\$227,473
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$102,828	\$144,897	\$179,174	\$193,196	\$227,473
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$22,743	\$37,706	\$37,706	\$43,691	\$43,691
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Other:	\$0	\$0	\$0	\$0	\$0
	Total Expenses	\$22,743	\$37,706	\$37,706	\$43,691	\$43,691
VI	Net Revenue	\$80,085	\$107,191	\$141,468	\$149,505	\$183,782
Provost's Signature:		Date:				
		11/08/18				

**UNIVERSITY OF WISCONSIN-MILWAUKEE
COST AND REVENUE PROJECTIONS NARRATIVE
DOCTOR OF OCCUPATIONAL THERAPY**

Introduction

The University of Wisconsin-Milwaukee proposes to establish a clinical Doctorate in Occupational Therapy (OTD). The development of this program responds to requests from the current and prospective students to offer an advanced Occupational Therapy degree and a forthcoming accreditation requirement from the Accreditation Council for Occupational Therapy Education (ACOTE) to convert the existing master's-entry Occupational Therapy program to doctoral-entry by 2027. Per future accreditation requirements, this OTD will subsume the MSOT and become the sole Occupational Therapy degree at UW-Milwaukee no later than 2027. The program will be comprised of 33 credits beyond MSOT. Courses will be offered primarily face-to-face with some online offerings.

It is anticipated that students will join the OTD program in the Spring term, after completing their Master's in Occupational Therapy the preceding Fall, and complete the OTD program in 4-6 semesters, including summer. For the purpose of enrollment, credit hours, and cost/revenue projections, the OTD program year is defined as January through December, and includes the spring, summer and fall semesters. The intake for this program occurs in the spring semester of each year. As such, it is more convenient to discuss and track student numbers by calendar year than by academic year. The budget numbers will be translated to a fiscal-year basis for internal budget building and reporting.

Section I – Student Enrollment

Students will enroll full-time (i.e., 9-12 credits per term) in each of the first spring and fall terms, and part-time (i.e., 3-6 credits) in the first summer term. The average student will require one additional spring and one additional summer term to complete the program. The second spring and summer terms are likely to be part-time (i.e., 6 credits, and 3 credits, respectively). Part-time students are assumed to be 0.5 FTE each.

In years one and two, it is anticipated that the program will enroll 6 new students each year, and thus 12 total students (i.e., 9 FTE) will be enrolled during the second year. In years three and four, anticipated enrollment increases to 8 students each year with a total of 16 in the program by the end of year four. In years five and six, new enrollments are anticipated to be 10 students per year. The final size of the program is anticipated to be 12 new students per year for a total of 24 (i.e., 18 FTE) students in the proposed post-professional OTD program.

Section II – Credit Hours

New and continuing credit hours listed align to new and continuing student enrollments within the calendar year. New credit hours do not necessarily reflect new courses or sections. Two new courses/sections (6 credits) will be added for the OTD, as will the 6-credit doctoral project and the 3-credit doctoral experience. Students in the OTD are expected to take 24 credits in their first program year that includes the spring and summer semesters plus the fall semester of the subsequent academic year. The remaining 9 credits will be taken in the spring (6cr) and

summer (3cr) semesters of the second program year. For example, in year one, new student credit hours (SCH) equal 24 credits x 6 student headcount, or 144 SCH. In year two, continuing students will generate 9 credits x 6 student headcount to equal 54 SCH, which will be added to the 144 SCH generated by the new, first-year students, for a total of 198 SCH. By the end of year five, total SCH generation is expected to be 312 from 14 students (headcount). The anticipated maximum program capacity is 24 students generating 396 SCH per year.

Section III – Faculty and Staff Appointments

The unique construction of the proposed OTD will lead to only modest new course/section offerings. Of the 33 credits that comprise the OTD, 15 are built as specialties from pre-existing coursework (e.g., Assistive Technology and Accessible Design, and Community and Behavioral Health) and the modest increased enrollments attributable to the OTD students are not expected to result in additional sections of these courses.

There will be two courses offered, comprising 6 new credits, for the OTD. These courses will be instructed by existing department faculty or qualified adjunct faculty. In addition, there will be 6 credits of doctoral project (i.e., individual project mentored by a member of the department's faculty), and 3 credits of doctoral experience (i.e., fieldwork). Last, existing coursework in the Assistive Technology and Accessible Design (ATAD) specialty may need to be offered with increased frequency (i.e., once per year rather than once per 3 or 4 spring/fall semesters).

Currently department faculty are fully deployed, thus practitioners from the clinical partner organizations will be used to deliver certain clinical components of the MSOT program. This approach will allow faculty of the department to instruct the new courses in the OTD program and have time available to advise and mentor the OTD student projects. In the first year of the OTD program, it is anticipated that 0.375 FTE of additional instruction will be required (i.e., instruction of two new courses with a single section each plus increased offering of one ATAD course). In year two, it is anticipated that an additional 0.25 FTE will be required to offset the doctoral project instruction for the 6 continuing students, thus bringing the total increase to 0.625 FTE.

As the number of students conducting doctoral projects increases, additional offsets will be needed to free regular faculty time. Thus, in year four an additional 0.1 FTE will be needed to accommodate the additional 2 students (8 total) conducting individual doctoral projects. This will bring the total increase in FTE to 0.725 by the end of year five. At full capacity, the OTD will require an increase of 0.875 additional instructional FTE to deliver the two OTD-specific courses, increase ATAD-course offering frequency, and mentor the individual doctoral projects.

Administration of the OTD will be absorbed into existing OT program and department structures, and thus no material increase in FTE for OTD program administration is required.

Section IV – Program Revenues

Students in the OTD program will pay published Occupational Therapy tuition rates. All calculations for this document are based on the 2018-19 tuition and fee schedule. As described in

Section I, the OTD is expected to bring 6 new students to UWM in year one, increasing to 10 new students per year by year five, with a final target capacity of 12 students beyond year five.

Tuition revenue projections are based on rates published for the academic year 2018-19. Students will enroll as full-time in the spring and fall terms of their first year and take an average of 6 credits in their first summer term. Thus, first-year tuition paid is expected to be \$17,138. This figure is based on two semesters at full-time tuition (2 x \$6,232) plus 6 credits at \$779 per credit (based on resident tuition). No additional course-related fees are anticipated at this time. The typical second year student is expected to take 6 credits in the spring term and 3 credits in summer term, and thus would pay per-credit tuition of approximately \$779 per credit, or \$7,011 for the year. Segregated fees are not included in these estimates. Projected revenues reflected in the spreadsheet were calculated using student headcount enrollment projections.

Section V – Program Expenses

Program expenses are in the form of ad hoc instructional specialists into the department's existing entry-level MS in Occupational Therapy program. These individuals will not be employed by the university in another capacity. These instructors will be community practitioners who will add specific expertise to the entry-level MSOT program. Deploying those instructors into the MSOT program will free departmental faculty to deliver the advanced content of the OTD program. This model maintains or improves quality of instruction in the MSOT program while creating a highly cost-effective means of delivering the advanced OTD content. Existing lecturers in the department are paid \$45,000 per FTE (plus fringes), and thus that rate is assumed for these calculations. Based upon the FTE increases in Section III, program expenses are anticipated to be \$22,743 in salary and fringes in year one and will grow to \$43,691 by the end of year five.

Section VI – Net Program Revenues

Net program revenues are expected to be \$80,085 in year one and will increase to \$183,782 by the end of year five. These are believed to be conservative estimates because: (1) student demand might allow the program to increase in size more quickly than projected in Section I, (2) student tuition is assumed to be paid at the resident rate; however, nonresident tuition might apply (e.g., the MSOT program averages 25% nonresident students year-over-year), and (3) the department strives for continuous improvement of the course offerings and workload, and thus increased instructional staff might not be required to the extent projected in Section III.



Academic Affairs

Chapman Hall 230
P.O. Box 413
Milwaukee WI 53201-0413
414-229-4503 *phone*
414-229-4929 *fax*
www3.uwm.edu/dept/acad_aff/

November 8, 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 "JJB", is placed over the name Johannes J. Britz.

Re: Authorization to implement a Doctor of Occupational Therapy (OTD) degree

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 Doctor of Doctor of Occupational Therapy (OTD) degree.

UWM has offered the Master of Science in Occupational Therapy. The development of this program responds to a forthcoming accreditation requirement from the Accreditation Council for Occupational Therapy Education (ACOTE) to convert the existing masters-entry Occupational Therapy program to doctoral-entry by 2027, and to requests from current and prospective students for an advanced Occupational Therapy degree. The OTD will complement the existing Master of Science in Occupational Therapy (MSOT) by providing opportunities for MSOT students to pursue advanced specialties in the profession and allowing the faculty to teach and mentor within their primary areas of expertise. Per future accreditation expectations, the OTD will subsume the MSOT and become the primary Occupational Therapy professional degree at UW-Milwaukee no later than 2027. The program will support a strategic priority of the UW System to produce more health care professionals who can meet the increasing demand for services by Wisconsin citizens, especially in underserved areas. The program projects a net revenue generation based on reasonable projections on enrollment.

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 this request for authorization for approval.

c: Carleen Vande Zande, Associate Vice President, UWSA APEI
Diane Treis-Rusk, UWSA Academic and Student Affairs
Ray Fleming, Interim Dean, College of Health Sciences
Dev Venugopalan, Vice Provost, UWM Academic Affairs

**UW SYSTEM
TEACHER EDUCATION INITIATIVE
STUDENT PANEL**

EXECUTIVE SUMMARY

BACKGROUND

At its July 6, 2017 meeting, the Education Committee considered whether to develop a set of strategic objectives. The committee also discussed whether to focus upon a Teacher Education Initiative that considered:

- How Wisconsin teachers are taught today;
- How to respond to reduced enrollment in UW System Schools of Education, perhaps through loan forgiveness or tuition remission; and
- How best to provide teachers and leaders for Wisconsin, not only for high-need fields, such as special education, but also for rural school districts, which comprise 72% of Wisconsin's school districts.

As a result, the Education Committee commissioned five presentations on the topics of academic degree programs for teachers within the UW System and teacher licensure in the State of Wisconsin.

These presentations included:

- (1) "The Process for Approving Educator Preparation Programs Leading to Licensure," which was presented by Dr. Sheila Briggs, from the State of Wisconsin, Department of Public Instruction (DPI);
- (2) "An Overview of 20+ Years of UTeach and Its Impact," which was presented by Dr. Mary Ann Rankin, Provost, University of Maryland at College Park; and
- (3) "The UW System Academic Array for Teacher Education Programs," which was presented by a working group of four Provosts from UW-Extension, UW-Milwaukee, UW-Stevens Point, and UW-Superior.

The Provosts identified the primary issues impacting teacher education programs in the State of Wisconsin. These include:

- **Low Enrollment.** Since 2010 there has been a significant drop-off in undergraduate enrollment in teacher education programs.
- **Increased Workforce Demand for Teachers.** Conversely, there is increased demand for teachers both nationally and in Wisconsin, especially in the rural regions of Wisconsin, and in special education and STEM fields throughout the state.

- **Pace of Change.** The field of education has seen dynamic change, driven by changes in DPI licensure, the charter school movement, and advancements in technology that have reshaped how students are educated.
- **Need for Collaboration and Innovation.** The Schools of Education within the UW System seek to collaboratively advance innovation and reduce program duplication among teacher education programs.

The Provosts also recommended that the UW System convene a task force to establish goals for the UW System academic program array in teacher education.

- (4) “Building a Strong Teacher Workforce for Wisconsin,” which was presented by four Deans from Schools and Colleges of Education at UW-Eau Claire, UW-La Crosse, UW-Madison, and UW-Milwaukee.

The Deans recommended that the UW System charge a task force of key stakeholders to address two questions. The key stakeholder groups included:

- UW System Colleges and Schools of Education,
- PK-12 School Leaders,
- Cooperative Educational Service Agencies,
- The Department of Public Instruction, and
- Community Leaders.

The two questions were:

- (1) How can the UW System raise public esteem for teachers in the State of Wisconsin?
- (2) How can the UW System increase enrollment in teacher and principal preparation programs at UW Schools and Colleges of Education?

- (5) “What is the Experience of Students and Graduates of UW System Schools and Colleges of Education?” This presentation will address the question: What is the experience of students and recent graduates who pursue teacher education degrees at UW System Schools and Colleges of Education and who become new teachers in the field?

Four panelists will address the Education Committee, including:

- Two undergraduate students currently in a student teaching practicum, and
- Two recent graduates of a teacher education program.

REQUESTED ACTION

Consider whether to instruct the UW System Vice President for Academic and Student Affairs to charge a task force comprised of key stakeholders to address questions raised by the UW System Provost Working Group, UW System Education Deans, and students and graduates of UW System Schools and Colleges of Education.

RELATED REGENT 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.