

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, December 5, 2019
10:45 a.m. – 12:15 p.m.

James R. Connor University Center
UC 275
228 Wyman Mall
Whitewater, Wisconsin

- A. Report of the Vice President for Academic and Student Affairs
 - 1. Update: UW System Triennial Remedial Education Report
 - 2. Update: Campus Academic Program Array Reports
 - 3. Annual Report: UW System Academic Program Array
- B. The University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Program Fiscal Year 2019 Annual Report
- C. Report on UW-Madison's Nonresident Enrollment Limit Waiver and Revisions to Regent Policy Document 7-3, "University of Wisconsin System Freshman Admissions Policy"
- D. Update: Freshwater Collaborative of Wisconsin
- E. UW-Whitewater Host Campus Presentation: Academic Programs that *Inspire, Engage, and Transform* Students for Success
- F. Approval of the Minutes of the October 10, 2019 Meeting of the Education Committee
- G. UW-Oshkosh: Approval of the Bachelor of Science in Rehabilitation Science
- H. UW-Platteville: Approval of the Bachelor of Science in Construction Management
- I. UW-Platteville: Approval of the Bachelor of Science in Environmental Science and Conservation
- J. UW-Platteville: Approval of the Master of Science in Information Systems Management
- K. UW-Platteville: Approval of the Restructuring of the Bachelor of Business Arts Degree Program
- L. UW-Whitewater: Approval of the Bachelor of Science in Human Performance

- M. UW-Whitewater: Approval of the Master of Science in Communication
- N. Approval of Changes to Regent Policy Document (RPD) 20-5, "Faculty Sabbatical Leave Program"
- O. Approval of Changes to Regent Policy Document (RPD) 4-19, "Naming of University Academic Units"
- P. Approval of Appointments to the Oversight and Advisory Committee of the Wisconsin Partnership Program

**REPORT OF THE VICE PRESIDENT
FOR ACADEMIC AND STUDENT AFFAIRS**

REQUESTED ACTION

For information only.

SUMMARY

The Vice President will provide a brief update on the UW System Triennial Remedial Education Report. In so doing, the Vice President will outline a plan for the Education Committee to engage in discussion at its February 6, 2019 meeting. The topics for discussion will be not only remedial education within the UW System, but also the college and career readiness of students within State of Wisconsin public schools. This discussion will be led by representatives from the UW System, together with representatives from the State of Wisconsin Department of Public Instruction.

The Vice President also will discuss a template for campus academic program array reports. Going forward, the Provost from each UW campus will utilize this template to provide a report to the Education Committee at each of its meetings. The template may include the following key elements:

- Mission
- Current Academic Program Array
- Enrollment Profile
- Matriculation, Retention and Graduation Rates by Student Demographics
- High Impact Practices
- Strategic Budget Emphases
- Student Support Services
- Faculty and Staff Capacity
- Special Facilities

Presenter

- Dr. Anny Morrobel-Sosa, UW System, Vice President for Academic and Student Affairs

ANNUAL REPORT ON UW SYSTEM ACADEMIC PROGRAM ARRAY

REQUESTED ACTION

Review and discussion of the Annual Report on UW System Academic Program Array.

SUMMARY

This presentation will provide an overview of the academic program array actions across the UW System over the last academic year. Specifically, the presentation will focus on the growth and either elimination or suspension of academic degree programs.

Presenter

- Carleen Vande Zande, UW System Associate Vice President for Academic Programs and Educational Innovation

BACKGROUND

Each year the Office of Academic Programs and Educational Innovation reports on the current state of the academic program array across the UW System. The Provosts report on program changes in the Annual Academic Program Planning and Review Array Management Report which consists of program additions, program changes, program suspensions and eliminations. This report fulfills the System's responsibility as stated in Regent Policy Document 4-12, "Academic Program Planning, Review, and Approval in the University of Wisconsin System."

Related 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

December 5, 2019

**UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND
PUBLIC HEALTH: THE WISCONSIN PARTNERSHIP PROGRAM
FISCAL YEAR 2019 ANNUAL REPORT**

REQUESTED ACTION

For information only.

SUMMARY

The FY 2019 Annual Report of the Wisconsin Partnership Program (WPP), covering the activities and expenditures from July 1, 2018 through June 30, 2019, is presented to the UW System Board of Regents.

The Wisconsin Partnership Program at the UW School of Medicine and Public Health (SMPH) is committed to improving health and health equity in Wisconsin through investments in research, education and community partnerships. The WPP looks to the power of collaborative relationships—with community leaders, educators and researchers—to advance its mission of improving the health of the people of Wisconsin.

Two committees, comprised of faculty and community members, govern the work of the WPP. The Oversight and Advisory Committee (OAC) directs and approves funds for public health initiatives. The Partnership Education and Research Committee (PERC) allocates funds for medical, education, and research initiatives aimed at improving population health. These two committees are responsible for ensuring the best possible stewardship of an endowment dedicated to addressing the state's most pressing health problems. The annual report provides an opportunity to learn how the program is responding to Wisconsin's public health challenges through new directions, partnerships, and collaborations aimed at building healthier communities throughout the state.

FY 2019 In Brief

In FY 2019, the Wisconsin Partnership Program launched the 2019-2024 Five Year Plan and awarded 35 grants totaling \$22 million to improve health and advance health equity in Wisconsin. The investments made by the Wisconsin Partnership Program extend across a

diverse range of health challenges and topics including disease prevention and treatment, public health education and training, and population health improvement.

The OAC awarded 19 new grants to support community-academic partnerships and community organizations working to advance health equity and improve health outcomes for communities across the state. Community initiatives and projects that were funded include:

- A project to address the immediate crisis of suicide and provide mental health support in Wisconsin's farming communities.
- A project to improve the experience of African American women during pregnancy, childbirth and postpartum through a collaboration with Milwaukee's African American doulas.
- A partnership with Milwaukee's Sixteenth Street Community Health Centers to improve health outcomes by addressing the stress and health impacts resulting from housing instability.
- A partnership with Great Lakes Native American Elder Association and the Department of Medicine to address Alzheimer's disease and dementia in tribal communities.
- An initiative to address the negative health impacts of incarceration by improving the re-entry system for criminal justice-involved people, including improving employability and job retention.

The PERC awarded 10 new grants to support basic, clinical, translational and applied public health research, education and training. Awards support initiatives including:

- A collaboration between the departments of medicine, pediatrics and pathology and laboratory medicine to produce personalized cell therapies for otherwise incurable adult prostate and pediatric neuroblastoma malignancies.
- A study to understand how diabetic foot ulcers, a major complication of diabetes, heal in response to certain treatments, with a specific focus on the interaction between wound tissue and the microbiome.
- An innovative training program and curriculum for medical students, residents and fellows to increase healthcare providers' ability to effectively diagnose and care for culturally diverse patients living with dementia, in both urban and rural communities.

In addition to supporting research, education and community grant programs, the Partnership Program supports strategic infrastructure investments vital to the school's research and education missions as well as initiatives designed to improve population health and healthcare delivery. Six strategic investments were renewed in FY 2019 including renewals for the following programs and projects:

- The Survey of the Health of Wisconsin (SHOW), an innovative population-based research infrastructure that includes a comprehensive ongoing annual health survey gathering data on health, including physical samples and bio-sample

collections from diverse urban and rural communities to support health sciences and precision medicine research as well as applied public health and community health assessments.

- Institute for Clinical and Translational Research, which provides the infrastructure and resources needed within the SMPH to support the work of researchers, physicians and other faculty who collaborate in translating scientific discoveries into practice to advance health and health equity.
- Health Innovation Program, a program within the SMPH that works to improve healthcare delivery and population health by conducting and disseminating health services research in partnership with UW faculty and Wisconsin healthcare organizations.
- Evidence-Based Health Policy Program which connects state lawmakers and researchers and others in the public and private sector to advance health in Wisconsin by providing policy makers with timely, nonpartisan information for evidence-based decision-making and to increase the involvement of UW faculty research and teaching activities in topical issues of state policy.

Presenter

- Robert Golden, Dean, UW-Madison School of Medicine and Public Health, and the Robert Turell Professor in Medical Leadership; Vice Chancellor for Medical Affairs at UW-Madison; and Chair of the Board of UW Health

BACKGROUND

The Wisconsin Insurance Commissioner's Order (Order) of March 2000 approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and also approved the distribution of the proceeds from the sale of stock to the University of Wisconsin School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin (MCW) to improve the health of the people of Wisconsin.

The Wisconsin United for Health Foundation, Inc. (WUHF) was created by the Insurance Commissioner to oversee the distribution of the proceeds, approve the inaugural five-year plans of each school, and receive subsequent five-year plans, annual reports on expenditures, and financial and program audits. In accordance with the Order, 35 percent of the funds were allocated for public health initiatives, and 65 percent for education and research initiatives to advance population health. In October 2018, WUHF made the decision to dissolve with the final distribution of the remaining assets of \$1.78 million to each school in August 2019.

The Order required the UW System Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of nine public members appointed for four-year, renewable terms. Four public members (health advocates) and four SMPH representatives are appointed by the Regents upon recommendation of the Dean of the SMPH, and one member is appointed by the Insurance Commissioner. In accordance with the Order, the OAC is responsible for directing, approving and monitoring the use of funds for public health initiatives. The committee also reviews, monitors, and reports to the Board of Regents on the funding of education and research initiatives through the Wisconsin Partnership Program's annual reports.

In collaboration with the OAC, the SMPH developed the inaugural Five-Year Plan (2004-2009) describing the uses of the funds. The plan also called for the SMPH to appoint the Partnership Education and Research Committee (PERC), composed of a cross-section of the faculty, OAC representatives, and SMPH leaders, to direct, approve and monitor the allocation of funds for education and research initiatives.

Following approval by the Board of Regents in April 2003, the inaugural Five-Year Plan was reviewed and subsequently approved by the WUHF in March 2004. Immediately thereafter, WUHF transferred the funds to the UW Foundation for management and investment based on the Agreement between the UW Foundation, the Board of Regents, and WUHF (Agreement).

Since March 2004, the OAC and the PERC, collectively known as the Wisconsin Partnership Program, have been engaged in seeking proposals from community organizations and faculty, respectively, and making awards in accordance with the Order, the Agreement, and the Five-Year Plan. The current Five-Year Plan (2019-2024) was presented to and approved by the Board of Regents in December 2018.

As required by the Order and the Agreement, the SMPH, in collaboration with the OAC, must develop annual reports on the Wisconsin Partnership Program's activities and expenditures of funds for review by the Board of Regents. At the December 5, 2019 meeting of the Board of Regents, the Education Committee will convene to review the FY 2019 Annual Report of the Wisconsin Partnership Program.

**REPORT ON UW-MADISON'S
NONRESIDENT ENROLLMENT LIMIT WAIVER
AND REVISIONS TO RPD 7-3, "UNIVERSITY OF WISCONSIN SYSTEM
FRESHMAN ADMISSIONS POLICY"**

REQUESTED ACTION

Adoption of Resolution C., modifying RPD 7-3 and the nonresident enrollment limit as it applies to UW-Madison.

Resolution C.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, UW-Madison must enroll a minimum of 5,200 new in-state undergraduate students each calendar year, based on a three-year rolling average. For purposes of this Resolution, in-state students are defined as Wisconsin residents and Minnesota reciprocity students, consistent with Legislative Fiscal Bureau usage (Informational Paper 83, January 2019). The Board of Regents expects UW-Madison to continue to honor its commitment to enroll 3,600 Wisconsin freshmen within this broader policy but recognizes UW-Madison's commitment to in-state students is best measured by more than just incoming freshmen and should include reciprocity and transfer students alike. The nonresident enrollment limit (Regent Policy Document 7-3, section III) as it applies to UW-Madison is repealed.

SUMMARY

In December 2015, the Board of Regents established a temporary enrollment policy for UW-Madison, lifting the non-resident enrollment cap of 27.5% included in RPD 7-3, and requiring the university to enroll a minimum of 3,600 Wisconsin students in its fall freshman class each year. The Board also asked UW-Madison to provide a report describing admission and enrollment activity and other outcomes resulting from the waiver, in December 2019.

As part of her enrollment report to the Board of Regents, UW-Madison Chancellor Rebecca Blank will also request that the Board repeal the nonresident enrollment limit as it applies to UW-Madison.

Presenter

- Rebecca Blank, Chancellor, UW-Madison

Related Policies

- Regent Policy Document 7-3: University of Wisconsin System Freshman Admissions Policy

ATTACHMENTS

- A) Memo to the Board of Regents from Chancellor Rebecca Blank, dated November 26, 2019
- B) Proposed changes to Regent Policy Document 7-3, University of Wisconsin System Freshman Admissions Policy



November 26, 2019

TO: Members, UW Board of Regents
FROM: Rebecca Blank, Chancellor, UW-Madison *RB Blank*
RE: Renewal of enrollment policy for UW-Madison

BACKGROUND

In December 2015 the Board of Regents established a new enrollment policy for UW-Madison, putting this new policy in place for four years. Hence, we are returning in December 2019 to review that policy and to request that the existing policy be reaffirmed in a somewhat revised version and put in place without an expiration date. This will facilitate our long-term enrollment planning at UW-Madison. Of course, the Board has the right to return to this policy and discuss modifications at any time in the future.

Prior to December 2015, the Board required that no more than 27.5% of the undergraduate student body be out-of-state students. Note that under the Minnesota-Wisconsin reciprocity agreement, MN Compact students are treated as in-state students for admission purposes and thus were not included in the 27.5%. For monitoring purposes, the 27.5% line was compared to a three-year rolling average of enrollments among all undergraduate students.

In December 2015, the Board lifted the cap for UW-Madison and instead required that the campus enroll a minimum of 3600 Wisconsin students in its fall freshman class each year. This recognized the demographic shifts in the state that were reducing the number of high school graduates over time. A 3600 minimum was a strong standard, higher than the average number of high school graduates we enrolled over the previous 10 years and required UW-Madison to enroll a growing share of WI high school graduates over a time period when the population of those graduates is flat or declining.

Note, however, that this new policy was quite different along several dimensions. It focused only on new freshmen students, ignoring our substantial number of new enrollees who transfer into UW-Madison, most of them WI students. It also ignores students who start in the spring rather than the fall. And it dismisses our MN Compact students, even though they are treated as in-state for admissions purposes and the reciprocity agreement impacts our Wisconsin enrollments. (That is, in the absence of reciprocity we would have more WI students and fewer MN students. Hence some number of MN students come to Madison and essentially replace WI students who go to MN due to reciprocity.)

Chancellor Rebecca M. Blank
Morgridge Friends Distinguished Chair of Leadership

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608-262-8967 Fax: 608-262-8333 TTY 608-263-2473

With this new policy, UW-Madison was able to take advantage of its very deep and growing pool of out-of-state applicants. Our out-of-state applications have doubled over the past 10 years at the same time as the quality of the average applicant has risen. Since fall 2015, we have increased our out-of-state enrollments by an average of 250 per year. In fall 2015 we had 2042 non-resident (non-WI/non-MN) incoming freshman. In fall 2019, we had 3079 non-resident freshmen. If we were to look at the pre-December 2015 calculation of our out-of-state enrollments relative to the 27.5% cap, in 2015 that calculation showed us with 27.1% out-of-state students among all of our undergraduates. In 2019, using the same calculation, we were at 32.9%.

Meanwhile, our admission of Wisconsin freshman has stayed strong. We have enrolled between 3617 (Fall 2015) and 3797 (fall 2019) WI freshmen in each of the past five years. As a result, the share of WI high school graduates coming to UW-Madison the fall after they graduate has increased steadily. In 2010, it was 4.9%; in 2019, we are at an estimated 5.8%. In short, our commitment to Wisconsin has grown stronger over the past decade. We are admitting about two-thirds of all Wisconsin applicants in recent years. This is well above the percent of out-of-state applicants who are admitted.

At the same time, we have also provided stronger outreach and access to Wisconsin students.

- When the policy changed, we were encouraged to work harder at UW-Madison to enroll high-ability WI students who applied to a national set of schools, rather than having them leave the state for college. In response we launched the Wisconsin PRIME program, a high-touch recruiting program aimed at high test-score WI students. In fall 2015, we had 883 WI students with an ACT score of 31 or higher (the top 10% of ACT test-takers). By fall 2019, we had increased this number by almost 30% to 1142 WI students. In part because of this program, the average quality of our Wisconsin freshmen students has increased along with the average quality of our out-of-state students.
- Using some of the additional funds raised by increased out-of-state admissions, we have created both Bucky's Tuition Promise (which assures that all WI students from families below \$60,000 income will have their tuition and fees covered for four years at UW-Madison) and Badger Promise (which assures that all WI transfer students from first-generation families will have two years of tuition and fees covered at UW-Madison.) These programs substantially expanded our support for lower-income WI students. In Fall 2019, around 20% of our incoming WI students were attending UW-Madison on one of these programs.

Finally, not only are we recruiting and providing financial support to WI students, but we also have an exceptionally high graduation rate. Bringing students to UW-Madison is only good if they are successful here. Our six-year graduation rate is among the top 10 public schools in the country. Our time to graduation fell below 4 years for the first time ever this past year, which reduces student debt. 54% of our graduating seniors left UW-Madison with zero debt this past year.

In short, the commitment to WI students at UW-Madison is stronger than it has ever been. But it's important to note that our increase in out-of-state student enrollment is good for the state as well. It's good because it helps us fund high-quality programs for all students at UW-Madison, as well as scholarship aid for WI students.

But it is also good because it brings high-ability young people into the state of Wisconsin. We brought about 3000 out-of-state students into UW-Madison in Fall 2019. These are great students who will spend at least four years in the state. We work with local and regional businesses to provide recruitment opportunities for internships and full time employment after graduation. At present 21% of our out-of-state students are in WI a year after graduation. This is quite a high share, particularly given this is not a state with a top-10 metropolitan area or with as many Fortune 500 companies as many other states. As Wisconsin faces major shortages of skilled workers, UW-Madison brings more young talent into the state than any other entity.

PROPOSED POLICY

The Board resolution proposes a slightly revised enrollment policy for UW-Madison moving forward. We would like the Board to enact this proposal without an expiration date. Of course, the Board has the right to revisit it at any time, but we need a stable planning horizon.

The 3600 target we have been operating under is challenging for several reasons. Our share of WI high school graduates has increased at UW-Madison and our applications from WI students have been flat. (In fact, we've worked hard to make sure our applications were flat, at a time when many schools have seen declines.) Furthermore, other schools in the System have faced serious enrollment pressures in recent years. As Madison takes a greater share of WI high school graduates, pressures on the other campuses in the System only increase. While we will continue to meet this number for incoming freshmen in the fall, it would be difficult to increase it.

Even more important, the 3600 figure alone is not a good indicator of our commitment to in-state students. It does not include any transfer students, and it does not include students who start in the spring rather than the fall semester. If the Board wants to assess and assure a commitment to WI students, it should look at all of our incoming WI students. Furthermore, it would be helpful to recognize that MN Compact students are treated as in-state students for admission purposes and were considered in-state students under the prior policy (and we collect in-state tuition from them). As noted above, we have fewer WI students and more MN students at UW-Madison because of reciprocity.

Finally, using a minimum number that is a hard line rather than a multi-year rolling average creates ongoing challenges. We have aimed well above the 3600 figure each year because it is an absolute number we cannot fall below and there is always random variation in the number of students who accept our offer of admission but then don't show up in September.

As a result, we propose the following policy, as the resolution indicates:

The Board would require that UW-Madison enroll at least 5200 new in-state students into an undergraduate degree program in each calendar year. This includes freshmen and transfer students and counts both MN Compact and WI students as in-state, as did the earlier policy. This 5200 will be based on a three-year rolling average. Furthermore, the Board expects that UW-Madison will continue its commitment to enroll 3,600 Wisconsin freshmen as part of this 5200 but recognizes that the commitment to WI students is best measured by more than just incoming freshmen and should include reciprocity and transfer students alike.

The data below show where our admissions have been in recent years. In general, we have had 600-700 MN compact students in each class and have averaged around 700-800 WI transfers. As the data below indicate, we have been slightly above 5200 in each year. Transfers are continuing to decline, however, as the number of students in two-year Wisconsin schools is plummeting. Furthermore, we enrolled a larger-than-expected freshman class this past year (due to higher-than-expected acceptance rates) and need to reduce our freshman class size this coming year. This leads us to ask for a 5200 minimum moving forward.

Enrollment data at UW-Madison

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Required minimum WI Freshmen enrolled in fall semester	3600	3600	3600	3600
New WI freshmen enrolled at some point during the year	3695	3760	3764	3817
New MN freshmen enrolled at some point during the year	638	598	701	683
New WI transfers enrolled at some point during the year	875	860	840	727
New MN transfers enrolled at some point during the year	47	51	65	66
Total	5255	5269	5280	5293

**Proposed changes to Regent Policy Document 7-3
University of Wisconsin System Freshman Admissions Policy**

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents adopts the attached UW System Freshman Admissions Policy as amended, replacing and hereby superseding Regent Policies 72-5 on Nonresident Undergraduate Quotas, 72-11 on the Freshman Admissions Policy, 86-5 on the Use of the American College Test, 87-8 on Traditional and Nontraditional Freshman Admissions Policy, and 97-4 on Competency Based Admissions.

**UNIVERSITY OF WISCONSIN SYSTEM FRESHMAN ADMISSIONS POLICY
UNIVERSITY OF WISCONSIN SYSTEM FRESHMAN ADMISSIONS POLICY**

The University of Wisconsin System has long recognized that higher education serves as a crucial pathway for advancing individual self-knowledge and knowledge of the world, fostering new knowledge and ideas, preparing individuals for future leadership positions, and for promoting the economic vitality of the entire state. To provide the highest quality educational opportunity for all students in a diverse learning environment, this policy allows each institution to admit students whose academic preparation, background and personal experience suggest that the student will succeed at the institution, benefit from that educational experience, and contribute to the educational environment.

This policy provides minimum requirements for freshman admissions, and broad criteria for evaluating qualified applicants through a comprehensive, individualized review process. In the implementation of this policy, individual UW institutions may establish more specific requirements, consistent with the principles and requirements of this systemwide policy.

I. Admissions Requirements

Freshman applicants, both resident and non-resident, must satisfy the following minimum requirements to be eligible for consideration for admission:

- A. Graduation from a recognized high school or the equivalent.
 - 1. A recognized high school is one which either (a) is accredited by a regional accrediting association or state university or (b) is recognized or accredited by a state department of public instruction or its equivalent.

2. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system, or state department of public instruction based on the GED examination, the Wisconsin High School Equivalency Examination, or other established criteria. Applicants from alternative educational backgrounds, including home-schooled students, should contact the Admissions Office at the campus of interest for admissions information. Additional documents, testing, and a personal interview may be required.
- B. Completion of the UW application for admission and submission to the institution(s) by the required deadline.
 - C. Submission of ACT or SAT scores to the institution.
 - D. Satisfaction of academic unit requirements. Students must satisfy either (1) or (2).
 1. For students graduating from high school in spring, 1995 and thereafter, a minimum of 17 high school units is required. (One unit equals one year of high school study or the equivalent.) Thirteen of the 17 units must be distributed as follows:

English	4 units
Social Science	3 units
Mathematics	3 units
Natural Science	3 units
The remaining four units will be: From the above areas, foreign language, fine arts, computer science, and other academic area	4 units
TOTAL	17 units

Each institution may specify additional unit requirements for the remaining four units and may specify required content for all 17 units. Students graduating from high school prior to spring, 1995, should consult with the Admissions Office at the UW institution(s) for the appropriate academic unit requirements.

2. In recognition of curricular initiatives occurring in many high schools that depart from a traditional Carnegie unit structure, the UW System Board of Regents has approved an alternative method by which an applicant may demonstrate that he

or she has satisfied the academic unit requirement. This is referred to as Competency-Based Admission.

High school officials may elect to prepare a UW System Competency-Based Admission profile in addition to, or in lieu of, the traditional high-school transcript for those students whose high school curriculum is not well described by the traditional Carnegie unit structure. The combination of the student's credentials must indicate evidence of preparation in English, social sciences, mathematics, and natural science at a level comparable to that assumed by the traditional academic unit requirements. The admission requirements at each institution for students who apply using Competency-Based Admission will be equivalent to the admission requirements for students who apply under the Carnegie unit system.

- E. An institution has the discretion to waive one or more of the minimum requirements for particular applicants where appropriate, based on the sound educational judgment that the student will succeed at the institution, benefit from that educational experience, and contribute to the educational environment.

II. Admissions Criteria

Freshman applicants must demonstrate that they are prepared to do satisfactory academic work at the institution to which they are applying, and that, as members of the campus community, they will benefit from and enrich the educational environment and enhance the quality of the institution. In making this determination, applicants will be given a comprehensive review based upon the following criteria:

A. ACADEMICS.

Academic factors are the most important consideration in making admissions decisions. Factors that will be considered include, but are not limited to, the quality and rigor of the applicant's college-preparatory coursework, grade point average, class rank and trend in grades.

B. STANDARDIZED TEST SCORES.

ACT or SAT scores are used to provide additional academic information about the quality of the applicant's qualifications, but cannot be the sole criteria for admission. An institution may require additional test scores of some or all applicants as supplemental information.

C. OTHER FACTORS.

Other considerations include, but are not limited to, student experiences, work experience, leadership qualities, motivation, community service, special talents, status as a non-traditional or returning adult, status as a veteran of the U.S. military, whether the applicant is socio-economically disadvantaged, and whether the applicant is a member of an historically underrepresented racial or ethnic group.

III. Non-resident Enrollment

Based on a three-year average, the non-resident undergraduate enrollment shall not exceed 27.5% of the total undergraduate enrollment at any UW institution. This limitation does not include Minnesota reciprocity students. This non-resident undergraduate enrollment limit does not apply to UW-Madison. Enrollments at UW-Madison will be reviewed annually to ensure that UW-Madison has operationalized the enrollment management plan that meets the goals of increasing the number of new Wisconsin freshmen admitted and enrolled relative to the 2009-2012 averages.

UW-Madison must enroll a minimum of 5,200 new in-state undergraduate students each calendar year, based on a three-year rolling average. The Board of Regents expects UW-Madison to continue to honor its commitment to enroll 3,600 Wisconsin freshmen within this broader policy but recognizes UW-Madison's commitment to in-state students is best measured by more than just incoming freshmen and should include reciprocity and transfer students alike.

IV. Admissions Appeals

Applicants who are not accepted for admission may appeal for special consideration through a process defined by the institution.

V. Admissions Policy Review

The Board of Regents shall review this policy every five years.

History: Res. 9290 adopted 2/9/07, created Regent Policy Document 07-1; subsequently renumbered 7-3. Res. 10142, adopted 12/07/2012, amended Regent Policy Document 7-3.

FRESHWATER COLLABORATIVE OF WISCONSIN

REQUESTED ACTION

For information only.

SUMMARY

This presentation will provide an update on the status of planning for the Freshwater Collaborative of Wisconsin (FCW). This initiative builds upon the collective assets of all 13 campuses to collaborate on freshwater research, training, innovation and economic development.

Presenter

- Johannes Britz, Provost, UW-Milwaukee

BACKGROUND

At the June 6, 2019 meeting of the UW System Board of Regents, the 13 campuses of the University of Wisconsin System (UWS) launched the Freshwater Collaborative of Wisconsin (FCW). The purpose of the Freshwater Collaborative is to:

- Establish the nation's most significant, integrated, multi-institutional higher education program serving the freshwater economy, allowing students to traverse disciplines and focus areas across all 13 UW System campuses;
- Attract local, regional and global talent to Wisconsin, securing Wisconsin's role as the "Silicon Valley of Water;"
- Fill the global, regional, and local demand for a water workforce through explicit structuring of curriculum, training, and workplace experience;
- Solve local, regional, and global water resource problems through collaborative research across the natural science, agriculture, engineering, social science, economics and policy arenas; and
- Solidify Wisconsin's world leadership in freshwater science, technology, entrepreneurship, and economic growth.

Previous Action or Discussion

- At its June 6, 2019, the Board of Regents requested periodic updates on the Freshwater Collaborative. This presentation is the second in a series of such updates.

**ACADEMIC PROGRAMS THAT *INSPIRE, ENGAGE, AND TRANSFORM*
STUDENTS FOR SUCCESS**

REQUESTED ACTION

For information only.

SUMMARY

At UW-Whitewater, the goal is for all academic programs to *inspire, engage, and transform* students. This presentation will highlight business programs that engage students internationally and propel students to first-place performances in competitions against students from the top business schools in the nation. This presentation will also feature an interdisciplinary program in Media Arts and Game Development, with unique levels of academic innovation and collaboration. As demonstration of UW-Whitewater's unique mission to serve students with disabilities, the presentation will conclude with a program that provides a new level of university access to adults with moderate to severe cognitive disabilities. Combined, these programs demonstrate UW-Whitewater's commitment to inclusive excellence—supporting success for all students.

Presenter(s)

- Greg Cook, Interim Provost and Executive Vice Chancellor for Academic Affairs
- John Chenoweth, Dean, College of Business and Economics
- Eileen M. Hayes, Dean, College of Arts and Communication
- Jeff Herriott, Professor and Coordinator, Media Arts and Game Development program
- Robin Fox, Dean, College of Education and Professional Studies
- James Collins, Associate Professor and Coordinator, UWW Learning Is For Everyone (LIFE) program

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN REHABILITATION SCIENCE,
UW-OSHKOSH**

REQUESTED ACTION

Adoption of Resolution G., authorizing the implementation of the Bachelor of Science in Rehabilitation Science at UW-Oshkosh.

Resolution G.: That, upon the recommendation of the Chancellor of UW-Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Rehabilitation Science at the University of Wisconsin-Oshkosh.

SUMMARY

The University of Wisconsin-Oshkosh seeks to establish a Bachelor of Science in Rehabilitation Science. This proposal is driven by demand from current and prospective UW-Oshkosh students, as well as healthcare employment trends. As a result, the major will provide the flexibility and rigor to prepare students for the recently approved M.S. in Athletic Training at UW-Oshkosh. It also will prepare students for entrance into advanced programs in occupational therapy, physical therapy, and chiropractic medicine, along with graduate study in cardiac rehabilitation or the other exercise sciences. The degree will require 120 credits, including 49 credits of general education and 61 credits required for the major. With recent expansion in the breadth of faculty expertise, as well as improvements to laboratory facilities, the department is well-positioned to offer this major without the need for any additional resources.

Program Description

The Rehabilitation Science major will include pre-admission classes (9 credits), required core Kinesiology classes (27 credits), and 10 credits from a menu of Kinesiology elective courses. This will provide the opportunity for students to complete 15 credits of lab science courses for the fulfillment of professional school-specific prerequisites. Students will be given the opportunity to complete lab science prerequisites for acceptance to professional and graduate programs and learn to pursue research-driven and research-based evidence

that will serve them well in graduate school and in their careers. Internships and clinical placements will also be available as electives, so that each student can choose his or her best path toward career preparation, while providing the scheduling flexibility to complete the multiple laboratory science courses.

A student who enters UW-Oshkosh as a Kinesiology major will be able to complete all degree requirements in eight semesters, assuming the student earns the grades required in all classes. A student transferring in from another university, a different major, or an associate degree will require a minimum of the following semesters to complete the degree program: If the student has completed Human Anatomy, the program can be completed in a minimum of 5 semesters. If the student has completed Biological Concepts, the program can be completed in a minimum of 6 semesters. If the student has not completed Biological Concepts, the program will require at least 7 semesters to complete.

Mission

The proposed B.S. in Rehabilitation Science is consistent with UW-Oshkosh's mission to "provide a wide array of quality educational opportunities to the people of northeastern Wisconsin." A major in Rehabilitation Science would also support the department's mission: "The members of the Department of Kinesiology at the University of Wisconsin Oshkosh are dedicated to educating students in the areas of exercise & fitness, strength & conditioning, and athletic training, along with students interested in other exercise and healthcare related fields."

One of the strategic priorities of the University of Wisconsin-Oshkosh is to promote academic excellence. The proposed Rehabilitation Science major will reinforce this priority with a strong scientific base that will facilitate learning opportunities in both class and lab environments.

Market and Student Demand

This proposal is driven by the fact that as many as one-third of all new Kinesiology students at UW-Oshkosh have expressed interest in pursuing healthcare professions or graduate study. This can be verified by admissions data, which details student interest in pre-occupational therapy and pre-physical therapy academic pathways. The Kinesiology major currently has approximately 330 students enrolled, and these students can choose from three emphases: Healthcare Science, Exercise & Fitness, and Strength & Conditioning. There are currently 190 students who have declared the Kinesiology major, but have not yet been admitted to the program. The Rehabilitation Science major will be recommended for those students who previously would have chosen the Healthcare Science emphasis or the Exercise and Fitness emphasis as pathways to professional and graduate school programs.

Employment growth in the healthcare and social assistance sector is projected to add nearly 4 million jobs by 2026, about one-third of all new jobs, according to the U.S. Bureau of Labor Statistics. Careers that graduates of the proposed program are likely to pursue continue to show growth: physical therapy (22% increase), occupational therapy (18% increase), athletic training (19%), chiropractic (7% increase), and clinical exercise physiologists (10% increase), among others.

At the state level, the Wisconsin Department of Workforce Development projects an 8.78% annual increase in employment in the healthcare field from 2016 to 2026, and 10,523 position openings per year for this time period. More specifically, for occupational therapy and physical therapy assistants, the department projects a 15% growth in the same time period, generating 384 position openings per year.

Credit Load and Tuition

As with all baccalaureate degree programs in the College of Letters & Science at UW-Oshkosh, completion of at least 120-earned term credits with a passing grade is required. In the proposed Rehabilitation Science program, approximately 49 credits of the 120-credit total would be earned in general education and Bachelor of Science degree requirements. Students will also complete 61 credits focused in the major, including pre-admission courses, required courses, elective courses, and pre-professional/science courses. Remaining credits will be filled via general elective coursework.

The current residential tuition at UW-Oshkosh is \$3,211.08 per semester, in addition to segregated fees of \$617.13 per semester, for full-time students enrolled in 12-18 credits per term. Tuition and segregated fees for nonresident students total \$7,614.69 per semester, with certain tuition exchanges and reciprocities available.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Rehabilitation Science at UW-Oshkosh
- B) Cost and Revenue Projections
- C) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN REHABILITATION SCIENCE
AT UNIVERSITY OF WISCONSIN-OSHKOSH
PREPARED BY UW-OSHKOSH**

ABSTRACT

The Department of Kinesiology is proposing a new major in Rehabilitation Science. The proposed major will serve as a preparatory route to its new M.S. in Athletic Training graduate program. It will also prepare students for entrance into advanced programs in occupational therapy, physical therapy, and chiropractic medicine along with graduate study in cardiac rehabilitation or the other exercise sciences. This proposal also reflects the fact that as many as one-third of all new Kinesiology students at UW-Oshkosh have expressed interest in pursuing healthcare professions. The degree will require 120 credits, including 49 credits of general education and 61 credits required for the major. With the recent expansion in the breadth of faculty expertise, as well as improvements to laboratory facilities, the department is well positioned to offer this major without the need for any additional resources.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Oshkosh

Title of Proposed Program

Rehabilitation Science

Degree/Major Designation

Bachelor of Science

Mode of Delivery

The single-institution program will be delivered on the Oshkosh campus, face-to-face with classroom, laboratory, and clinical instruction.

Projected Enrollments and Graduates by Year Five

Table 1 below represents enrollment and graduation projections for students entering the program over the first five years of program implementation. The model is based on the current enrollment in the Kinesiology major (approximately 330 students), admitting up to 40 full-time rehabilitation science students every year once the program is established. During the first and second year, most of the students newly enrolled in the program will be transitioning from the current Kinesiology major, so data reflecting those

numbers have been added to the table. By the end of the fifth year, it is expected that approximately 100 students will be enrolled in the program and 67 students will have graduated from the program. Once accepted into the Kinesiology program at the end of their first year, the retention rate has been approximately 90% over the past four years; thus, this retention rate was used to calculate the number of continuing students each year. Approximately one-third of the students admitted to the Kinesiology program are interested in the occupational therapy, physical therapy, or kinesiology graduate programs. These are the students anticipated will transition to the new major, along with those preparing for the M.S. in Athletic Training program.

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

	1st Year	2nd Year	3rd Year	4th Year	5th Year
Students Transitioning from Kinesiology Major	10	20	0	0	0
New Students Admitted	0	10	35	40	40
Continuing Students	0	10	37	56	62
Total Enrollment	0	40	72	96	102
Graduating Students	0	0	10	27	30

Tuition Structure

The current residential tuition at UW-Oshkosh is \$3,211.08 per semester, in addition to segregated fees of \$617.13 per semester, for full-time students enrolled in 12-18 credits per term. Tuition and segregated fees for nonresident students total \$7,614.69 per semester, with certain tuition exchanges and reciprocities available.

Department, College, School or Functional Equivalent

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

Proposed Date of Implementation

Spring 2020

DESCRIPTION OF PROGRAM

Overview of the Program

As with all baccalaureate degree programs in the College of Letters and Science at UW-Oshkosh, completion of at least 120 earned term credits with a passing grade is required.

In the proposed Rehabilitation Science program, approximately 49 credits of the 120-credit total would be earned in general education and Bachelor of Science degree

requirements. Students will also complete 61 credits focused in the major, including pre-admission courses, required courses, elective courses, and pre-professional/science courses. Remaining credits will be filled via general elective coursework.

Student Learning Outcomes

Students graduating with a major in Rehabilitation Science will have the ability to:

1. Demonstrate the integration of content knowledge and evidence-based practice that will help them be successful in health care, performance, or exercise-based careers.
2. Demonstrate the application of practical and clinical skills that will help them be successful in health care, performance, or exercise-based careers.
3. Demonstrate the written and oral communication skills necessary to communicate effectively in a variety of formats and settings.
4. Exhibit their critical and creative thinking through teamwork, leadership, and problem-solving in order to demonstrate the appropriate professional skills.
5. Integrate the knowledge, skills and abilities from throughout the curriculum to successfully obtain employment within the discipline or admission to graduate school programs.
6. Implement quantitative and qualitative reasoning and the integration of research and/or evidence to solve problems and develop research questions in health and exercise areas.

Program Requirements and Curriculum

The Rehabilitation Science major will include pre-admission classes (9 credits), required core Kinesiology classes (27 credits) and 10 credits from a menu of Kinesiology elective courses. This will provide the opportunity for students to complete 15 credits of lab science courses for the fulfillment of professional, school-specific prerequisites. Internships and clinical placements will also be available as electives so that each student can choose his or her best path toward career preparation, while providing the scheduling flexibility to complete the multiple laboratory science courses.

Any student interested in completing a Bachelor of Science degree in the Department of Kinesiology (Rehabilitation Science or Exercise and Sport Science) should enroll in the following courses during their first and second semesters:

- Biology 105 Biological Concepts (4 credits)
- Kinesiology 121 Orientation to Kinesiology (1 credit)
- Kinesiology 170 Medical Terminology (1 credit)
- Biology 211 Human Anatomy (4 credits)
- Kinesiology 122 Kinesiology Admissions Seminar (1 credit)
- Kinesiology 171 Prevention, Recognition & Treatment of Athletic Injuries (2 credits)
- Kinesiology 173 Applied Anatomy and Kinesiology (2 credits)
- Psychology 101 General Psychology (3 credits)

Table 2: Bachelor of Science in Rehabilitation Science (course numbers of prerequisites, if any, are in parentheses after each course title)

Pre-Admission (9 credits)

Kinesiology 121	Orientation to Kinesiology	1 cr
Kinesiology 122	Kinesiology Admissions Seminar	1 cr
Kinesiology 170	Medical Terminology	1 cr
Kinesiology 171	Prevention, Recognition, & Treatment of Athletic Injuries	2 cr
Biology 211	Human Anatomy (26-105)	4 cr

Required (27 credits)

Biology 212	Human Physiology (26-211)	4 cr
Kinesiology 104	AED, CPR, and First Aid	1 cr
Kinesiology 173	Applied Anatomy and Kinesiology (26-211)	3 cr
Kinesiology 201	Strength Training Techniques	1 cr
Kinesiology 280	Biomechanics (26-211)	3 cr
Kinesiology 331	Motor Learning (86-101)	3 cr
Kinesiology 349	Behavioral Aspects of Kinesiology (86-101)	3 cr
Kinesiology 350	Physiology of Exercise (26-212)	3 cr
Kinesiology 351	Nutrition for Health & Performance (26-212)	3 cr
Kinesiology 361	Medical Aspects of Kinesiology (77-350)	3 cr

Electives (choose 10 credits)

Kinesiology 202	Advanced Strength Training Techniques (77-201)	1 cr
Kinesiology 352	Performance Assessment Techniques (77-350)	3 cr
Kinesiology 368	Research Techniques (statistics)	2 cr
Kinesiology 370	Principles of Strength Training & Conditioning (77-350)	3 cr
Kinesiology 371	Strength & Conditioning Program Design (77-370)	3 cr
Kinesiology 380	Running Injuries, Assessment, & Interv. (77-280, 77-350)	3 cr
Kinesiology 405	Group Exercise Leadership (77-201, 77-350)	1 cr
Kinesiology 425	Current Topics in Kinesiology	1-3 cr
Kinesiology 443	Progressive Training Techniques (77-370)	2 cr
Kinesiology 447	Admin. & Facilities Mgmt in Kinesiology (77-370)	3 cr
Kinesiology 407	Clinical Experience in Exercise & Fitness (77-352, 77-405)	3 cr
Kinesiology 446	Kinesiology Independent Study	1-3 cr
Kinesiology 461	Clinical Exper. in Strength Trng & Conditioning (77-370)	3 cr
Kinesiology 474	Honors Thesis	1-3 cr

15 credits of additional science courses, chosen from the courses below, for Professional School prerequisites.

Physical Therapy

Chemistry 105 (5 cr)
Chemistry 106 (5 cr)
Physics/Astronomy 171 (5 cr)*
Physics/Astronomy 172 (5 cr)
Math 201 (3 cr)

Occupational Therapy

Chemistry 105 (5 cr)
Physics/Astr. 171 (5 cr)*
Math 201 (3 cr)
Psychology 303 (3 cr)
Psychology 338 (3 cr)

Athletic Training

Chemistry 105 (5 cr)
Physics/Astr. 171 (5 cr)*
Math 201 (3 cr)

*Math 106, 108 or testing out of trigonometry at admissions is required for enrollment in Physics/Astronomy 171.

Assessment of Outcomes and Objectives

All programs at the University of Wisconsin-Oshkosh are required to develop and implement program-level assessment plans that include both direct and indirect measures of student learning outcomes. The Faculty Senate Assessment Committee reviews academic program assessment plans, and each department reports the findings of its outcomes assessment to the Assessment Committee biennially.

The program objectives for the proposed B.S. in Rehabilitation Science will be measured with course assignments, evaluations by instructors, exams, and graduation/employment rates. The assessment plan will continue to monitor student learning, program effectiveness, and quality of instruction annually.

Diversity

Guided by principles of inclusive excellence and the UW-Oshkosh University Learning Outcomes on Intercultural Knowledge, UW-Oshkosh and the Department of Kinesiology are committed to finding ways to expand the diversity of the campus community.

UW-Oshkosh makes available to its faculty and staff a range of training opportunities for diversity awareness, including training on micro-aggressions, unconscious bias, cultural competency and SAFE training for awareness of LGBTQ issues. The student union and the Division of Student Affairs also make available for students a range of events, training opportunities, and experiential opportunities (e.g., Alternative Spring Break) to raise awareness of diversity issues. The university houses and supports an LGBTQ Resource Center, a Women's Center, and a Multicultural Education Center. In addition, students pursuing a B.S. in Rehabilitation Science will be eligible to pursue McNair Scholarships. This program provides undergraduate students from traditionally disadvantaged backgrounds opportunities to develop the skills necessary for acceptance to graduate school.

The anticipated student body of the proposed program will include in-state, out-of-state, and international students. The program will be advertised at the regional, national, and global levels. The marketing of the program will also be targeted to professional networks that reflect underrepresented populations. Program faculty will examine transfer paths and articulation agreements with the Wisconsin Technical College System institutions and UW System campuses, all in support of diverse student populations.

Projected Time to Degree

A student who enters UW-Oshkosh as a Kinesiology major will be able to complete all degree requirements in eight semesters, assuming the student earns the grades required in all classes. A student transferring in from another university or with a different major or with an associate degree will require a minimum of the following semesters to complete the degree program:

- If the student has completed Human Anatomy, the programs can be completed in a minimum of 5 semesters.
- If the student has completed Biological Concepts, the programs can be completed in a minimum of 6 semesters.
- If the student has not completed Biological Concepts, the program will require at least 7 semesters to complete.

Program Review

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

Accreditation

There are no other external accrediting requirements for this program.

JUSTIFICATION

Rationale and Relation to Mission

The proposed B.S. in Rehabilitation Science is consistent with UW-Oshkosh's mission to "provide a wide array of quality educational opportunities to the people of northeastern Wisconsin." A major in Rehabilitation Science would also support the department's mission:

“The members of the Department of Kinesiology at the University of Wisconsin Oshkosh are dedicated to educating students in the areas of exercise & fitness, strength & conditioning, and athletic training, along with students interested in other exercise and healthcare related fields.”

One of the strategic priorities of the University of Wisconsin-Oshkosh is promoting academic excellence. The proposed Rehabilitation Science major will reinforce this priority with a strong scientific base that will facilitate learning opportunities in the class/lab environment. Students will be given the opportunity to complete lab science prerequisites for acceptance to professional and graduate programs and will learn to pursue research-driven evidence that will serve them well in graduate school and in their careers.

The proposed major will serve as an excellent preparatory route for students to eventually enroll in the new M.S. in Athletic Training graduate program. Second, it will help prepare students for entrance into professional programs in occupational therapy, physical therapy, and chiropractic medicine, along with graduate study in cardiac rehabilitation or the other exercise sciences. In fact, as many as one-third of all new Kinesiology students at UW-Oshkosh have expressed interest in pursuing healthcare professions.

Institutional Program Array

The proposed B.S. in Rehabilitation Science will be one of two undergraduate majors offered within the Department of Kinesiology and will be the route that students will be advised to take toward the UW-Oshkosh graduate program in Athletic Training. This major will provide opportunities for interprofessional education and experiences, which will enhance curriculum breadth and depth. The proposed major seeks to retain students in northeast Wisconsin who would otherwise leave the region or the state to obtain their pre-professional undergraduate degree credentials.

Other Programs in the University of Wisconsin System

Other UW System universities offer options that are similar to the proposed Rehabilitation Science major. The Kinesiology department at UW-Eau Claire offers majors in Rehabilitation Science and Exercise Science, and The College of Natural and Health Sciences at UW-Parkside offers a major in Applied Health Sciences. UW-La Crosse offers a B.S. in Exercise and Sport Science. In addition, UW-Madison offers a pre-professional Exercise and Movement Science option for its Kinesiology major, and UW-Milwaukee offers a major in Kinesiology.

While the program at UW-Parkside does provide a similar option on the eastern side of the state, UW-Oshkosh is not concerned with student enrollment given the current demand for pre-professional programs such as this one. Approximately half of the current Kinesiology majors plan to attend a post-baccalaureate professional program, along with students preparing for the new graduate athletic training programs – here and at other UW campuses – that would be interested in pursuing this major. Further, there are many pre-

nursing students at UW-Oshkosh who eventually pursue other healthcare-related majors and prefer to do so here on campus. The Department of Health, Physical Education, Recreation, and Coaching at UW-Whitewater has expressed interest in future collaboration, including travel studies and distance courses; UW-Oshkosh welcomes this suggestion and would be willing to explore possibilities for collaboration.

The proposed Rehabilitation Science major at UW-Oshkosh will certainly be unique for this campus as well as the UW System. For the past 10 years, enrollment trends have shown that Kinesiology has been the major of choice for students seeking admittance to physical therapy programs and, to a similar extent, occupational therapy as well as chiropractic and physician's assistant programs. It is believed that this trend has occurred due primarily to the hands-on, practical and applied experiences in the program that emphasize work with clients in exercise-related settings. The Healthy Titans Employee Fitness Program has clearly been a *win-win* as far as offering a needed service to all UW-Oshkosh employees while giving students on-campus clinical experiences. With the new major, UW-Oshkosh will also provide greater curricular flexibility to allow for students to complete the necessary graduate and professional school prerequisites within their 120-credit degree total.

Need as Suggested by Current Student Demand

This proposal is driven by the fact that as many as one-third of all new Kinesiology students at UW-Oshkosh have expressed interest in pursuing healthcare professions or graduate study. This can be verified by admissions data that details student interest in pre-occupational therapy and pre-physical therapy academic pathways. The Kinesiology major currently has approximately 330 students enrolled, and these students can choose from three emphases: Healthcare Science, Exercise and Fitness, and Strength and Conditioning. The Healthcare Science emphasis (13 students) is sought by students interested in applying to medical school, dental school, or physician assistant programs. The Strength and Conditioning emphasis is for students who want to work with athletic populations and currently has 30 students enrolled. Exercise and Fitness is the largest emphasis enrollment-wise (95 students) partly because it is chosen by the many pre-occupational therapy and pre-physical therapy students, along with those seeking careers in health and fitness-related fields. There are currently 190 students who have declared the Kinesiology major but have not yet been admitted to the program. The Rehabilitation Science major will be recommended for those students who previously would have chosen the Healthcare Science emphasis or the Exercise and Fitness emphasis as pathways to professional and graduate school programs.

Need as Suggested by Market Demand

Employment growth in the healthcare and social assistance sector is projected to add nearly 4 million jobs by 2026, about one-third of all new jobs, according to the U.S.


Bureau of Labor Statistics.¹ Careers that graduates of the proposed program are likely to pursue continue to show growth: physical therapy (22% increase), occupational therapy (18% increase), athletic training (19%), chiropractic (7% increase), and clinical exercise physiologists (10% increase), among others.

At the state level, the Wisconsin Department of Workforce Development (DWD)² projects an 8.78% annual increase in employment in the healthcare field from 2016 to 2026, and 10,523 position openings per year for this time period. More specifically, for occupational therapy and physical therapy assistants, the DWD projects a 15% growth in the same time period, generating 384 position openings per year.

Current and prospective UW-Oshkosh students, as well as healthcare employment trends, are the driving forces behind this proposal for a Rehabilitation Science major. This major will provide the flexibility and rigor to prepare students for the recently approved M.S. in Athletic Training at UW-Oshkosh as well as a variety of professional graduate programs in Wisconsin.

¹ Bureau of Labor Statistics. (2019). *Occupational Outlook Handbook*, Retrieved on September 27, 2019, from <https://www.bls.gov/ooh/healthcare/home.htm>

² Wisconsin Department of Workforce Development. (2019) *Occupation Projections*, Retrieved on September 27, 2019, from <https://jobcenterofwisconsin.com/wisconomy/pub/occupation.htm#Viz>

University of Wisconsin - Oshkosh						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Students Transitioning from Kinesiology Major (Headcount)	10	20	0	0	0
	Enrollment (New Student) Headcount	0	10	35	40	40
	Enrollment (Continuing Student) Headcount	0	10	37	56	62
	Students Transitioning from Kinesiology Major (FTE)	10	20	0	0	0
	Enrollment (New Student) FTE	0	10	35	40	40
	Enrollment (Continuing Student) FTE	0	10	37	56	62
II	Total New Credit Hours					72
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff	0	0	0	0	0.25
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	From Tuition					\$38,533
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	\$0	\$0	\$0	\$0	\$38,533
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff					\$17,438
	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$0	\$0	\$0	\$0	\$17,438
VI	Net Revenue	\$0	\$0	\$0	\$0	\$21,095
	Submit budget narrative in MS Word Format					
	Provost's Signature:		Date:			
				10/8/2019		

UNIVERSITY OF WISCONSIN-OSHKOSH

COST AND REVENUE PROJECTIONS NARRATIVE

BACHELOR OF SCIENCE (B.S.) IN REHABILITATION SCIENCE

The development of the proposed B.S. in Rehabilitation Science reflects the fact that as many as one-third of all new Kinesiology students at UW-Oshkosh have expressed interest in pursuing healthcare professions. The Department of Kinesiology is taking the Kinesiology major with three emphases and creating a new major, Rehabilitation Science, while converting the Kinesiology major into an Exercise and Sport Science major; in essence, converting one major with three emphases into two majors with no emphases. The proposed degree will require 120 credits, including 49 credits of general education and 61 credits required for the major. All of the courses required to support the proposed B.S. in Rehabilitation Science are currently being taught. No additional faculty hires will be required, and UW-Oshkosh anticipates no additional FTE for instructional staff for the first four years, with a slight increase in FTE for the fifth year to accommodate additional enrollments.

Section I – Enrollment

For the first two years, most of the students who are newly enrolled in the program will transition from the existing Kinesiology program, so a line item has been included to distinguish those students from new enrollees at the university. All anticipated enrollments are based on current Kinesiology enrollments in the healthcare science emphasis and the exercise and fitness emphasis. Currently, UW-Oshkosh advises students seeking admission to graduate programs in occupational therapy or physical therapy to pursue one of these emphases, and UW-Oshkosh anticipates attracting these same types of students with the proposed major. There are 95 students enrolled in the exercise and fitness emphasis, one-third of whom will likely pursue acceptance into professional programs in occupational therapy or physical therapy, or a graduate program in exercise science such as cardiac rehabilitation. There are also 13 students enrolled in the Healthcare Science emphasis. The Kinesiology admissions process occurs following the fall and spring semesters and the summer session. The projections are based on the past four years when 75-80 students (total) were admitted to one of the three emphases in the Kinesiology major each year.

Section II – Credit Hours

Because this program is essentially building a major based on existing courses and because instituting the major will redirect students from a Kinesiology major into the new major, this new major will not result in additional credit hours for the first four years. (Incoming students who choose the new program are essentially students who would have enrolled in UW-Oshkosh's Kinesiology program if this major were not developed. Therefore, any additional credit hours attributed to the new program would be offset by an equal number of credit hours not attributed to the Kinesiology major.) By Year 5, it is anticipated that the specificity and focus of the new program will attract enough additional

students to result in a net increase of 6 FTE over the current enrollment. These six additional students, averaging 12 credits per student, will result in a net increase of 72 new credit hours.

Section III – Faculty and Staff Appointments

Currently, 4 full-time and 2 part-time faculty and instructional academic staff teach in the Kinesiology program, for a total of 5.8 FTE. All of the courses for the new program are existing courses currently being taught by existing faculty academic staff. Program administrative responsibilities for the degree will also be initially provided through the current FTE, with the current faculty and academic staff. By Year 5, it is anticipated that a net increase in enrollment will require UW-Oshkosh to offer six additional credits of instruction per year, which will be taught by part-time academic staff. For instructional academic staff with a terminal degree, a 6-credit load is equal to 0.25 FTE. This will bring the total FTE of faculty and instructional staff to 6.05 in Year 5.

Section IV – Program Revenues

For reasons stated in Sections I and II above, no new program revenues are expected, beyond current amounts, for the first four years. Revenue attributed to the new program would essentially be offset by equal losses from the Kinesiology program, resulting in no net revenue. By Year 5, it is anticipated that the specificity and focus of the new program will attract enough additional students to result in a net enrollment increase (i.e., the number of students attracted to the new program will outnumber those lost from the Kinesiology program) and that this additional student FTE will generate \$38,533 in tuition, based on an in-state tuition rate of \$3,211.08 per semester.

Section V – Program Expenses

The 0.25 FTE of instructional staff that will be required to offer additional sections in Year 5 will cost \$17,438, based on an average annual salary of \$45,000 and a fringe rate of 55%. No other expenses for facilities or equipment are needed for this program beyond what are already required for current programs.



October 8, 2019

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

Dear President Cross,

UW Oshkosh proposes a new Bachelor of Science degree in Rehabilitation Science to be offered by the College of Letters and Science. I am writing to confirm the full commitment of the Office of the Provost and Vice Chancellor to this new addition to our program array.

The proposed program will align well with the new strategic plan and mission of the University by expanding options for professional preparation for Wisconsin students in the expanding healthcare field. The proposed major will serve as an excellent preparatory route for students to eventually enroll in our new M.S. in Athletic Training graduate program or in other graduate programs at UW-System campuses. The proposed major seeks to retain students in northeast Wisconsin who would otherwise leave the region or the state to obtain their pre-professional undergraduate degree credentials.

The College of Letters and Science, the Academic Policies Committee and the Faculty Senate have all approved the development and implementation of the new program. The College has the resources, faculty, and courses in place to implement this program. The Rehabilitation Science program will benefit from assessment processes and program review procedures that already exist at the college and university levels, thereby ensuring its academic quality and continuous improvement.

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

A handwritten signature in blue ink, appearing to read "J. Koker".

John Koker
Provost and Vice Chancellor

OFFICE OF THE PROVOST AND VICE CHANCELLOR

800 Algoma Blvd. | Oshkosh, WI 54901

PHONE (920) 424-0300 | FAX (920) 424-0247 | WEB uwosh.edu/provost

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT,
UW-PLATTEVILLE**

REQUESTED ACTION

Adoption of Resolution H., authorizing the implementation of the Bachelor of Science in Construction Management at UW-Platteville.

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

SUMMARY

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Construction Management (BSCM) with two emphasis areas: Construction Management and Construction Safety Management. The program, while new in name, is more accurately described as the elevation of two long-standing emphases within the Industrial Technology Management major. The development of this program responds to a workforce demand for individuals who can fill the unmet need for construction managers in an industry that is experiencing historically low unemployment levels and a growing demand for new construction. Establishing the program will provide students with a solid grounding in construction management theory and application, including the high-impact experiences associated with a construction laboratory. Graduates of the program will be highly equipped to oversee a construction project and manage risk and safety issues.

Program Description

Construction managers plan, coordinate and supervise construction projects for large construction firms or independently as small business owners. Implementation of the proposed Construction Management program elevates the long-standing Building Construction Management (BCM) and the Building Construction Safety (BCS) emphases currently in the Industrial Technology Management program to a stand-alone, interdisciplinary program of study. As proposed, the program focuses on the management of construction projects and the application of important concepts using hands-on

laboratory experiences. Additionally, the new program's name—Construction Management—is more descriptive and is widely recognized by the industry. Full-time students can reasonably expect to complete within four years, or eight semesters. Due to demand for students with skill sets developed in the current program, placement rates for graduates of the program range between 93%-97%.

Mission

UW-Platteville's proposed Construction Management program aligns directly with UW-Platteville's mission to "empowering personal and professional growth through academic programs that prepare learners for today's challenges and tomorrow's opportunities." As a STEM degree program, the new major blends science, technology, engineering, and mathematics into a professional management degree. Graduates fulfill the university's vision of competent professionals with a broader perspective as intellectually astute, ethically responsible, and academically knowledgeable global citizens. At the same time, UW-Platteville supports the needs of regional industries. The new degree provides students with in-depth learning and significant hands-on application, preparing them for immediate employment. Employers report that UW-Platteville graduates are job-ready and competent.

Market and Student Demand

Student enrollment in the current Industrial Technology Management, with Building Construction Management and Building Construction Safety Management emphases, has grown significantly in the past five years. Fall 2019 enrollment figures indicate that there are 228 Building Construction Management majors and 41 Building Construction Safety Management majors. The enrollment in the Building Construction Safety Management emphasis has increased 311% since 2013. Likewise, undergraduate enrollment in the Building Construction Management emphasis has increased more than 40% during the same time. Graduation rates for the Industrial Technology Management program are also high for these programs, averaging over 123 graduates per year over the last five years, which represents a 90% completion rate. It is projected that with increased visibility of these programs as stand-alone majors and increased demand of graduates by employers, enrollment in these programs will continue to grow.

With unemployment in the construction industry at a historically low level, employers are experiencing significant difficulty hiring skilled workers. The U.S. Bureau of Labor Statistics projects that there will be an 11% greater-than-average demand for construction managers from 2016 through 2026. The Associated Builders and Contractors Wisconsin Chapter reported that 70% of construction firms experience difficulties hiring skilled workers. Furthermore, the chapter estimates that the demand for skilled construction laborers will increase in Wisconsin about 8% through 2024. UW-Platteville has a successful curriculum in Building Construction Management and Building Construction Safety Management, which are currently emphases in the Industrial Studies program. Expanding this curriculum into a

stand-alone program will improve its visibility among employers and create more opportunities for students to pursue career positions.

Credit Load and Tuition

Students will complete a minimum of 120 credits of coursework to receive a Bachelor of Science degree. This includes approximately 50-59 credits from Entry Year Experience, Competencies and Liberal Studies areas. Within the major, students will complete 9 core credits required of all Industrial Studies majors, plus 56-57 credits in an area of specialization in Construction Management or Construction Safety Management. All Industrial Studies students are required to complete an approved internship experience before graduation. Typically, the required internship is completed in the summer following the junior year.

Residential tuition and fees for in-state students entering this program will be \$4,236 per semester for a full-time student enrolled in 12-18 credits. Of this amount, \$3,509 is attributable to tuition and \$727 for segregated fees. Tri-State Initiative tuition and fees total \$6,586 per semester. Of this amount, \$5,859 is attributable to tuition and \$727 to segregated fees. Nonresident tuition and segregated fees total \$8,161 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$7,434 is attributable to tuition and \$727 to segregated fees.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Construction Management at UW-Platteville
- B) Cost and Revenue Projections
- C) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science in Construction Management (BSCM) with two emphasis areas: Construction Management and Construction Safety Management. The program, while new in name, is more accurately described as the elevation of two long-standing emphases within the Industrial Technology Management major. The development of this program responds to a high demand for individuals who can fill the unmet need for construction managers in an industry that is experiencing historically low unemployment levels and a growing demand for new construction. Establishing the program will provide students with a solid grounding in construction management theory and application, including the high-impact experiences associated with a construction laboratory. Graduates of the new program will be better equipped to oversee a construction project and manage risk and safety issues. The program is comprised of 120 credits, which will include 54-55 credits in general education and electives, nine (9) core credits as required of Industrial Technology majors, and 56-57 credits in one of the two emphasis areas. Full-time students will be able to complete this degree within four years.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Construction Management

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution; face-to-face

Projected Enrollments and Graduates by Year Five

UW-Platteville expects to transition approximately 100 students from those currently enrolled in the two Industrial Technology Management emphasis areas. Over the course of the first five years, it is expected that 138 new students will have enrolled in the

program and 177 students will complete the program requirements (i.e., graduated). Based on information gathered from existing emphases in Building Construction Management and Building Construction Safety Management, an annual retention rate of 90% is expected.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	26	28	29	30
Continuing Students	100	129	161	196	233
Total Enrollment	125	155	189	225	263
Graduating Students	0	0	27	35	43

Tuition Structure

Residential tuition and fees for in-state students entering this program will be \$4,236 per semester for a full-time student enrolled in 12-18 credits. Of this amount, \$3,509 is attributable to tuition and \$727 to segregated fees. Tri-State Initiative tuition and fees total \$6,586 per semester. Of this amount, \$5,859 is attributable to tuition and \$727 to segregated fees. Nonresident tuition and segregated fees total \$8,161 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$7,434 is attributable to tuition and \$727 to segregated fees.

Department or Functional Equivalent

Department of Industrial Studies

College, School, or Functional Equivalent

College of Business, Industry, Life Science and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

Implementation of the proposed Construction Management program elevates the long-standing Building Construction Management (BCM) and the Building Construction Safety (BCS) emphases currently in the Industrial Technology Management program to a stand-alone, interdisciplinary program of study. As proposed, the program focuses on the management of construction projects and the application of important concepts using hands-on laboratory experiences. Additionally, the new program's name—Construction Management—is more descriptive and is widely recognized by the industry.

Students will complete a minimum of 120 credits of coursework to receive a Bachelor of Science degree. This includes approximately 50-59 credits from Entry Year Experience, Competencies and Liberal Studies areas. Within the major, students will complete 9 core credits required of all Industrial Studies majors, plus 56-57 credits in an area of specialization in Construction Management or Construction Safety Management. Of the 120-credit total, at least 42 credits must be at the 3000-4000 level. All Industrial Studies students are required to complete an approved internship experience before graduation. Full-time students will be able to complete the program in four years.

Student Learning Outcomes and Program Objectives

Construction managers plan, coordinate and supervise construction projects for large construction firms or independently as small business owners. Student learning outcomes (SLOs) identified for this program were approved by the BCM/BCSM Advisory Council. SLOs were chosen to ensure that graduates possess the knowledge, skills and dispositions necessary to be successful construction managers. Upon completion of the program, graduates shall be able to:

- 1) Estimate the cost of construction;
- 2) Plan and execute a construction schedule;
- 3) Evaluate and plan for HVAC, electrical and plumbing using various schematic drawings;
- 4) Demonstrate safe operation of construction tools and equipment, recognize and address common safety challenges and promote a culture of safety; and
- 5) Identify advantages and disadvantages of construction materials for specific situations.

Further, graduates of the Construction Management emphasis shall be able to:

- a) Demonstrate proficiency using computer graphics and construction management software;
- b) Perform various surveying techniques in plotting for construction; and
- c) Demonstrate various aspects of construction administration.

Likewise, graduates of the Construction Safety Management emphasis shall be able to:

- a) Interpret government regulations and policies as they pertain to construction safety;
- b) Develop and implement construction safety plans, recognize safe practices, and make corrections for unsafe conditions at job sites;
- c) Conduct job safety analyses and inspections of construction sites; and
- d) Evaluate hazards inherent to construction activities, identify current safety regulations, and develop strategies and plans of action for improvement.

In this program, students will also have the opportunity to earn at least nine technical certificates.

Program Requirements and Curriculum

Students admitted to UW-Platteville may begin Construction Management coursework in the first semester. There are no additional entrance requirements beyond the university's basic admission requirements. Table 2 illustrates the program curriculum for the proposed program. The Construction Management degree will consist of nine (9) credits in required Industrial Technology Management courses. After completing these nine credits, students can choose either the Construction Management emphasis (56 credits) or the Construction Safety Management emphasis (57 credits), for a total of 65-66 credits.

**Table 2: BS in Construction Management:
Construction Management Emphasis Program Curriculum**

Academic program core course requirements: 9 credits

<u>INDUSTDY 1010</u>	<u>Principles of Safety & Risk Mgmt</u>	3 credits
<u>INDUSTDY 4980</u>	<u>Training & Supervision</u>	3 credits
<u>INDUSTDY 4990</u>	<u>Industrial Studies Internship</u>	3 credits

Academic program course requirements: 42 credits

<u>INDUSTDY 1100</u>	<u>Intro to Construction</u>	3 credits
<u>INDUSTDY 1260</u>	<u>Construction Computer Applications</u>	3 credits
<u>ACCTING 2010</u>	<u>Financial Accounting</u>	3 credits
<u>INDUSTDY 3140</u>	<u>General Construction Estimating</u>	3 credits
<u>INDUSTDY 3180</u>	<u>Construction Safety Management</u>	3 credits
<u>INDUSTDY 3220</u>	<u>Construction Procedures</u>	3 credits
<u>INDUSTDY 4840</u>	<u>Construction Administration</u>	3 credits
<u>INDUSTDY 4050</u>	<u>Road & Infrastructure Lab</u>	3 credits
<u>INDUSTDY 3350</u>	<u>Road & Infrastructure</u>	3 credits
<u>INDUSTDY 2430</u>	<u>Building Construction Materials</u>	3 credits
<u>INDUSTDY 3210</u>	<u>Commercial Construction Laboratory</u>	3 credits
<u>INDUSTDY 4530</u>	<u>Commercial Planning & Design</u>	3 credits
<u>INDUSTDY 4630</u>	<u>Building Systems Analysis</u>	3 credits
<u>INDUSTDY 4960</u>	<u>Commercial Bldg. Planning & Construction</u>	3 credits

Academic program electives: 14 credits

<u>BUSADMIN 3010</u>	<u>Business Communication</u>	3 credits
<u>OR</u>	<u>OR</u>	
<u>English 3000</u>	<u>Technical Writing</u>	
<u>CIVILENG 2630</u>	<u>Elements of Survey</u>	3 credits
<u>CIVILENG 4030</u>	<u>Construction Equipment (prerequisite is INDUSTDY 2540)</u>	2 credits
<u>BUSADMIN 2330</u>	<u>Leadership & Mgmt</u>	3 credits
<u>BUSADMIN 3030</u>	<u>Human Resource Mgmt</u>	3 credits

<u>BUSADMIN 3130</u>	<u>Legal Environment of Business</u>	3 credits
<u>GENENG 2130</u>	<u>Engineering Mechanics-Statics</u>	3 credits
<u>INDUSTDY 4020</u>	<u>Topics in Industrial Studies</u>	1-3 credits
<u>INDUSTDY 4650</u>	<u>Advanced Commercial Estimating</u>	3 credits
<u>INDUSTDY 4990</u>	<u>Industrial Studies Internship (beyond required 3 credits)</u>	1-5 credits
<u>Total Program Credits</u>		<u>65 credits</u>

Table 2: BS in Construction Management: Construction Safety Mgmt Emphasis Program Curriculum

Academic program course requirements: 9 credits

<u>INDUSTDY 1010</u>	<u>Principles of Safety & Risk Mgmt</u>	3 credits
<u>INDUSTDY 4980</u>	<u>Training & Supervision</u>	3 credits
<u>INDUSTDY 4990</u>	<u>Industrial Studies Internship</u>	3 credits

Academic program course requirements: 51 credits

<u>INDUSTDY 1100</u>	<u>Intro to Construction</u>	3 credits
<u>INDUSTDY 1260</u>	<u>Construction Computer Applications</u>	3 credits
<u>INDUSTDY 2430</u>	<u>Building Construction Materials</u>	3 credits
<u>INDUSTDY 3140</u>	<u>General Construction Estimating</u>	3 credits
<u>INDUSTDY 3210</u>	<u>Commercial Construction Laboratory</u>	3 credits
<u>INDUSTDY 3220</u>	<u>Construction Procedures</u>	3 credits
<u>INDUSTDY 4630</u>	<u>Building Systems Analysis</u>	3 credits
<u>INDUSTDY 4840</u>	<u>Construction Administration</u>	3 credits
<u>INDUSTDY 4960</u>	<u>Commercial Bldg. Planning & Construction</u>	3 credits
<u>INDUSTDY 3570</u>	<u>Fleet Safety Mgmt</u>	3 credits
<u>INDUSTDY 3180</u>	<u>Construction Safety Management</u>	3 credits
<u>INDUSTDY 3590</u>	<u>Industrial Hygiene Technology</u>	3 credits
<u>INDUSTDY 4410</u>	<u>Construction Hazard Control Solutions</u>	3 credits
<u>INDUSTDY 4510</u>	<u>Construction Heavy Equipment Safety</u>	3 credits
<u>INDUSTDY 4520</u>	<u>Construction Technical Certifications</u>	3 credits
<u>INDUSTDY 4880</u>	<u>Fire Protection & Environ. Safety</u>	3 credits
<u>INDUSTDY 4910</u>	<u>Construction Safety Capstone</u>	3 credits

Academic program electives: 6 credits (at least 3 credits of BusAdmin)

<u>BUSADMIN 2330</u>	<u>Leadership & Mgmt</u>	3 credits
<u>BUSADMIN 3030</u>	<u>Human Resource Mgmt</u>	3 credits
<u>BUSADMIN 3130</u>	<u>Legal Environment of Business</u>	3 credits

<u>ENGLISH 3000</u>	<u>Technical Writing</u>	3 credits
<u>OR</u>	<u>OR</u>	
<u>BUSADMIN 3010</u>	<u>Business Communications</u>	
<u>INDUSTDY 4650</u>	<u>Commercial Estimating</u>	3 credits
<u>INDUSTDY 4020</u>	<u>Topics in Industrial Studies</u>	1-3 credits
<u>INDUSTDY 4050</u>	<u>Road and Infrastructure Lab</u>	3 credits
<u>INDUSTDY 4720</u>	<u>Seminar in Safety</u>	3 credits
<u>INDUSTDY 4750</u>	<u>Disaster Preparedness</u>	3 credits
<u>INDUSTDY 4970</u>	<u>Independent Study</u>	1-3 credits
<u>INDUSTDY 4990</u>	<u>Industrial Studies Internship (beyond required 3 credits)</u>	1-5 credits

Total Program Credits

66 credit(s)

Assessment of Outcomes and Objectives

Student learning outcomes will be assessed at both the course and the program level. At the course level, learning objectives will be developed that align with the competencies listed above (see Student Learning Outcomes), and learning will be assessed via problem sets, consulting projects, oral presentations, in-class participation, exams and written assignments. The Construction Management program will employ several methods to assess its program level outcomes, including:

1. Surveys of employers.
2. Use of advisory councils including the Construction Management and Safety Council and the Manufacturing Technology and Occupational Safety Council. Each council meets yearly. Council members consist of practitioners in industries such as managers, company executives, engineers, safety professionals, etc.
3. The Construction Management Professional PEER group and the Construction Safety Professional PEER group.
4. Graduate/Alumni Program Review Groups through years 1-5 after graduation in both emphasis areas.

All programs within the Department of Industrial Studies have been accredited by the Association of Technology, Management and Applied Engineering (ATMAE). Since ATMAE's accreditation applies to all programs, the new major will also undergo review. ATMAE reviews programs every five years, with the next UW-Platteville accreditation visit scheduled for spring 2020. ATMAE does not take any stance on the elevation of programs from one level to another (i.e., an emphasis to a major). The purpose of accreditation is to ensure that programs at every level are delivering a quality educational program.

The Construction Safety Management program is also recognized as a Qualified Academic Program by the Board of Certified Safety Professionals (BCSP). BCSP evaluates programs on a five-year cycle so the next accreditation review should take place in 2024.

Diversity

Traditionally, construction management has been a male-dominated industry. The faculty, staff, and students are committed to increasing gender and ethnic diversity in construction management. To that end, UW-Platteville sponsored *Construction Days* for high school students throughout Wisconsin on October 30, 2019. High school Technology Education teachers brought high school students (including females and students of color) to Platteville for lab tours and classroom activities. Ms. Gretchen Bockenbauer, lecturer in construction courses, has presented on Construction Management for Women in STEM workshops and is a member of the Women in Engineering steering committee.

With increasing demand for more construction workers in the labor market, UW-Platteville can provide the resources for access to quality learning opportunities. The creation of the Introduction to Construction class helps students understand the diversity of construction and the breadth of its opportunities. As a result, these students broaden their exposure to the construction industry. In addition, students enrolled in the Construction Management program will be able to be involved in a variety of student organizations such as the Construction Management Association. Finally, a department goal is to formulate a student organization called the National Association of Women in Construction. This campus-based program will partner with the national organization, thereby providing a larger network for women in construction.

Collaborative Nature of the Program

The Department of Industrial Studies has collaborations with a limited number of institutions. Perhaps the most productive collaboration is with the Morrison Institute of Technology in Morrison, Illinois. Morrison's Engineering Technology Construction Specialization Program is a perfect fit with UW-Platteville's Construction Management degree, providing the managerial dimension to Morrison's technical expertise.

Projected Time to Degree

Full-time students can reasonably expect to complete within four years or eight semesters. Historically, there are very few part-time students pursuing degrees in this department. Typically, the required internship is completed in the summer following the junior year. Due to demand for students with skill sets developed in the current program, graduate placement rates range between 93%-97%. All students participate in INDS 4990 Industrial Studies Internship and, as a group, there is 99% completion rate. Approximately 40% of the students accept full-time employment with the employer after an internship.

Program Review

All undergraduate, academic programs at the University of Wisconsin-Platteville are reviewed by the Academic Planning Council. Additionally, the Department of Industrial Studies conducts regular reviews of program curriculum through the Higher Learning Commission (HLC) process. At the same time, the department is accredited by the

Association of Technology, Management and Applied Engineering on a five-year basis. When curricular changes are deemed necessary, changes are reviewed and approved by the Department of Industrial Studies Curriculum Committee, the College Curriculum Committee, and the University Undergraduate Curriculum Committee. New courses and significant changes to any program are first reviewed by those three committees before also being reviewed by the University Budget Commission and the Academic Planning Council. The Construction Management program will have its first program review three years after implementation and at least every six years thereafter.

Accreditation

The University of Wisconsin-Platteville is accredited by the Higher Learning Commission (HLC). The last HLC review was in 2016. Due to recent UW System restructuring, the typical review cycle has changed. Thus, the university's next review will occur in 2021-22. The program will maintain accreditation from the Association of Technology, Management and Applied Engineering. The next review will be March 2020.

JUSTIFICATION

Rationale and Relation to Mission

UW-Platteville's proposed Construction Management program aligns directly with UW-Platteville's mission to "empowering personal and professional growth through academic programs that prepare learners for today's challenges and tomorrow's opportunities." As a STEM degree program, the new major blends science, technology, engineering, and mathematics into a professional management degree. Graduates fulfill the university's vision of competent professionals with a broader perspective as intellectually astute, ethically responsible, and academically knowledgeable global citizens. At the same time, UW-Platteville supports the needs of regional industries. The new degree provides students with in-depth learning and significant hands-on application, preparing them for immediate employment. Employers report that UW-Platteville graduates are job-ready and competent.

Institutional Program Array

Upon authorization of this academic program, the Department of Industrial Studies will provide three Bachelor of Science degrees: Bachelor of Science in Technology Education, Bachelor of Science in Industrial Technology Management, and Bachelor of Science in Construction Management. Upon authorization, the department will also offer four emphases and two certificates.

Other Programs in the University of Wisconsin System

With emphases in Construction Management and Construction Safety Management, the proposed program will be one of two Construction Management programs in the University of Wisconsin System. Currently, UW-Stout is the only public institution in

Wisconsin that offers an accredited baccalaureate in construction management. A small number of students graduate from UW-Stout in a construction management field.

Elsewhere in the Midwest, accredited baccalaureate degrees in Building Construction Management are awarded in Illinois (Bradley University, Illinois State University and Southern Illinois University), Michigan (Eastern Michigan University, Ferris State University, Michigan State University, Michigan Technological University), Minnesota (Minnesota State University-Mankato, Minnesota State University-Moorhead, University of Minnesota Twin Cities), Nebraska (University of Nebraska-Lincoln) and North Dakota (North Dakota State University). There are no accredited baccalaureate programs in Construction Management in South Dakota or Iowa, the latter being a major source of students to the Tri-State Initiative at UW-Platteville.¹

Need as Suggested by Current Student Demand

Student enrollment in the current Industrial Technology Management, with Building Construction Management and Building Construction Safety Management emphases, has grown significantly in the past five years. Fall 2019 enrollment figures indicate that there are 228 Building Construction Management majors and 41 Building Construction Safety Management majors. The enrollment in the Building Construction Safety Management emphasis has increased 311% since 2013. Likewise, undergraduate enrollment in the Building Construction Management emphasis has increased slightly more than 40% during the same time. Graduation rates for the Industrial Technology Management program are also high for these programs, averaging over 123 graduates per year over the last five years, which represents a 90% completion rate. It is believed that with increased visibility of these programs as stand-alone majors and increased demand of graduates by employers, enrollment in these programs will continue to grow.

Need as Suggested by Market Demand

With unemployment in the construction industry at a historically low level, employers are experiencing significant difficulty hiring skilled workers.² The Bureau of Labor Statistics projects that there will be an 11% greater-than-average demand for construction managers from 2016 through 2026.³ The Associated Builders and Contractors Wisconsin Chapter reported that 70% of construction firms experience difficulties hiring skilled workers. Furthermore, the chapter estimates that the demand for skilled

¹ American Council for Construction Education, http://www.acce-hq.org/accredited_programs/category/baccalaureate-programs/. Retrieved August 28, 2018.

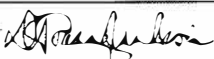
² Associated Builders and Contractors, Inc., Wisconsin Chapter, <http://www.abcw.org/News-Publications/ABC-Wisconsin-News/entryid/13703/construction-employees-and-employers-thank-legislature-for-addressing-construction-skills-gap>. Retrieved August 31, 2018.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition, Construction Managers*, on the Internet at <https://www.bls.gov/ooh/management/construction-managers.htm> (visited August 31, 2018).

construction laborers will increase in Wisconsin about 8% through 2024. UW-Platteville has a successful curriculum in Building Construction Management and Building Construction Safety Management, which are currently emphases in the Industrial Studies program. Expanding this curriculum into a stand-alone program will improve its visibility among employers and create more opportunities for students to take career positions.

Education Committee Item H.

Attachment B

University of Wisconsin - Platteville						
Cost and Revenue Projections For Proposed Construction Management Program						
Items		Projections				
		2020-21	2021-22	2022-23	2023-24	2024-25
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	26	28	29	30
	Enrollment (Continuing Student) Headcount	100	129	161	196	233
	Enrollment (New Student) FTE	25	26	28	29	30
	Enrollment (Continuing Student) FTE	100	129	161	196	233
II	Total New Credit Hours	150				
	Existing Credit Hours	1,850	2,484	3,017	3,600	4,215
III	FTE of New Faculty/Instructional Staff		1	0	0	0
	FTE of Current Fac/IAS	5.5	5.5	6.5	6.5	6.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	1	1	1	1	1
IV	Revenues					
	<i>From Tuition</i>	\$441,238	\$548,017	\$665,607	\$794,018	\$929,732
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other (Program Fee)</i>					
	<i>GPR (re)allocation</i>					
	Total New Revenue	\$441,238	\$548,017	\$665,607	\$794,018	\$929,732
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$411,400	\$494,428	\$504,317	\$514,403	\$524,691
	<i>Other Staff (Laboratory Manager)</i>	\$65,700	\$67,014	\$68,354	\$69,721	\$71,116
	Other Expenses					
	<i>Facilities</i>	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
	<i>Equipment</i>	\$67,000	\$73,700	\$81,070	\$89,177	\$98,095
	<i>Supplies</i>	\$73,500	\$80,850	\$88,935	\$97,829	\$107,611
	<i>Other (please list): licenses/certifications</i>	\$5,000	\$5,500	\$6,050	\$6,655	\$7,321
	Total Expenses	\$628,600	\$727,792	\$755,341	\$784,731	\$816,126
VI	Net Revenue	-\$187,363	-\$179,775	-\$89,734	\$9,287	\$113,606
Submit budget narrative in MS Word Format						
Provost's Signature: 		Date:		11/21/2019		

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BACHELOR OF SCIENCE (B.S.) IN CONSTRUCTION MANAGEMENT

Introduction

The University of Wisconsin-Platteville proposes to establish a B.S. in Construction Management in response to the increasing demand of construction professionals. The current major, Industrial Studies, includes emphasis areas in Construction Management and Building Construction Safety Management. The new program will elevate these emphasis areas to a major.

Section I – Enrollment

The program is expected to draw a total of 138 new students. Given the interest of students in existing emphases, the program expects 100 students to switch to the new program in the first year. There is sufficient overlap between the existing program and the new major to accommodate those who wish to remain with the existing program. In addition, the program regularly draws a significant number of students from other majors. Overall growth in continuing students is the net change from loss due to attrition and graduation and gain due to the increasing number of students switching from other majors to Construction Management. Enrollment is expected to grow at a pace mirroring the increased demand for the Industrial Studies majors over the last five years. It is anticipated that all students will be full-time, typically taking 15 credits per semester. Based on the existing program, the Construction Management program expects a 90% retention rate.

Section II – Credit Hours

Students will complete 65-66 credits beyond general education requirements. In the Building Construction Management emphasis, two new courses (6 credits) will be created and 3 courses (9 credits) will be revised to fit current skill demands of the industry. The department plans to create or revise courses with existing faculty resources. The program consists of 65-66 credits with the remaining 54 or 55 credits in general education and elective credits for a total of 120 credits for the degree. Thus, about 55% of the credits taken will specifically relate to the Construction Management program.

Credit hours are calculated using headcount times the number of credits taken by a full-time student in a year (30 credits) times 55% (percentage of 120 total credits to credits required for the program), which equals approximately 16 credits per year. Most students take a combination of general education and program requirements throughout their four years on campus.

Section III – Faculty and Staff Appointments

The department values a student:faculty ratio that supports the hands-on nature of this program. Current instructional FTE devoted to this program is 5.5. By Year 2, however,

one new faculty FTE will be required. The additional faculty FTE in Year 2 maintains a workable student:faculty ratio as the program is growing. There is no need for additional administrative staff.

Section IV – Program Revenues

Tuition Revenues:

Tuition is calculated by multiplying the new and continuing student enrollment headcount times tuition of \$6,418 per year times 55% (percentage of courses taken in a year directly attributable to the program). While the university draws out-of-state students (yearly tuition equals \$14,268) and students from Iowa and Illinois via its Tri-State Initiative (yearly tuition equals \$11,118), the most conservative approach is to use in-state tuition for this calculation.

Section V – Program Expenses

Expenses – Salary and Fringe

Salaries plus fringes are calculated by multiplying the salary of instructors to be associated with the program plus current fringe cost of 38.17%. An increase of 2% is added each year to accommodate pay and fringe cost increases. The same approach is used to calculate the salary/fringe for the laboratory manager.

Other Expenses

The cost of maintaining facilities, equipment and construction and safety supplies is reflected in this section of the budget. Leasing of construction equipment, such as skid steers, scrapers, dump trailers, and tractors, and the cost of consumable supplies, such as building materials, are required to provide a level of applied activities specific to this program. Cost increases of 5% for equipment and 10% for supplies is built into the budget. Facilities will also need annual updates to assure compliance with safety and ADA requirements.

Section VI – Net Revenue

The university is committed to supporting this program and is willing to reallocate funds as needed to the program. In its initial years, the program will generate a negative net revenue. However, as the program grows, positive net revenues will be used to assist students with internship placement, engagement with industry, and scholarship opportunities.

November 4, 2019

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

Re: Provost Letter of Commitment for Implementation of a BS in Construction Management

Dear President Cross:

The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Science in Construction Management. The Notice of Intent for this major was circulated to UW-System campuses in February 2019. While UW-Stout noted that economic conditions and a decline in high school graduates would impact enrollment in both Stout's and Platteville's programs, they did not feel Platteville's program created any unnecessary duplication. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This program fills a regional need for construction managers. The program utilizes high impact practices including a unique construction laboratory. Graduates will receive instruction and hands-on experiences in risk and safety. Students who choose the safety management emphasis will have completed nine technical certificates upon graduation including the Associated General Contractors of America 40 hour certificate and OSHA Construction 30 hour certificate. Industry partners applaud the level of preparation graduates will have as no other programs provide the classroom and laboratory experiences this program provides.

The Department of Industrial Studies has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,



Joanne Wilson
Provost & Vice Chancellor
Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

Dr. D. Joanne Wilson, Provost | 2507 Ullsvik Hall | 1 University Plaza | Platteville WI 53818-3099
608.342.1261 | wilsonj@uwplatt.edu | www.uwplatt.edu/provost

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE AND
CONSERVATION, UW-PLATTEVILLE**

REQUESTED ACTION

Adoption of Resolution I., authorizing the implementation of the Bachelor of Science in Environmental Science and Conservation at UW-Platteville.

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

SUMMARY

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science degree in Environmental Science and Conservation (ESC). Environmental science is intimately linked to the state's major economic drivers of agriculture, engineering, and natural resource management. UW-Platteville has offered a minor with high enrollments in environmental science for many decades. The proposed academic degree program will expand on the enrollment of this popular minor, and provide students with an interdisciplinary and dynamic scientific curriculum. Students will learn to think critically and draw connections among the physical, ecological, social, and information sciences that comprise the growing complexity of environmental issues. Graduates will be equipped to immediately enter the workforce and effectively address, critically process, and solve current and future environmental problems. Program graduates will also be well prepared for graduate studies. Full-time students—those taking 15 credits per semester—will be able to complete the program in four years.

Program Description

The environmental sciences have become a fundamental STEM component across a range of careers and fields, and their importance will only increase as societies and economies contend with the increasingly complex issues surrounding environmental conservation,

regulation, ethics, and resource management. The faculty members who developed the major are campus leaders in creating and offering individualized, high-impact practices (HIPs) for students, applying effective and creative advising techniques, and maintaining industry and graduate school networks on behalf of their students. These approaches are proven to increase student satisfaction, retention, and success and will be foundational components of the major. As a result, students will gain hands-on experience through field and lab classes, lectures, and research opportunities integrated throughout the program curriculum.

Contributing faculty also have long-standing academic and professional networks with faculty members and employees of the Wisconsin Geological and Natural History Survey, the Wisconsin Department of Natural Resources, the U.S. Forest Service, the National Park Service, and the National Resources Conservation Service. These relationships translate into research, internship, and employment opportunities for students.

Faculty, staff, and students in this major also will work closely with the Freshwater Collaborative of Wisconsin, based out of the School of Freshwater Sciences at UW-Milwaukee. A provost-appointed committee, largely consisting of contributing faculty, has been researching the feasibility of offering a UW-Platteville specialization in aquatic science and management that focuses on agriculture, small streams, and groundwater—aspects of water resources that are prominent in the Driftless Region. If approved by UW System, this effort may become part of the new Environmental Science and Conservation program, and funding from the Freshwater Collaborative would allow the addition of new faculty lines, student scholarships, funded internships and research assistantships, and overhead to support the new initiative.

Mission

The proposed B.S. in Environmental Science and Conservation program promotes the institutional mission of UW-Platteville by supporting UW-Platteville's mission: (1) to provide degree programs in a broad spectrum of disciplines including science, technology, engineering, and mathematics and (2) to promote excellence by using a personal, hands-on approach to empower each student.

The program also will contribute to the mission of the UW System by offering UW-Platteville students a degree that challenges them to discover and disseminate knowledge about the interaction between humans and ecosystems, and to apply the education they earned in the local laboratory of the Driftless Region to environmental problems on a global scale. In so doing, graduates will serve society and improve the human condition.

Market Demand

Data from the United States Department of Labor, Bureau of Labor Statistics (BLS) list 128,500 people in the U.S. currently employed as environmental scientists. These data also indicate that a person holding the B.S. in Environmental Science earned a median income of \$69,000 in 2016. The BLS rates employment growth in the field of environmental science as faster than average and anticipates an 11% increase in U.S. jobs in this sector during the next decade (2016–26). Regional U.S. Department of Labor data (Table 4) show similar upward trends for environmental scientists.

Credit Load and Tuition

Students seeking a B.S. in Environmental Science and Conservation will complete 120 credits. The program will consist of 30-36 credits, plus an additional 12-17 credits within one of two emphases: Natural and Physical Science or People and Planet. The program will require 4-6 credits of participation in undergraduate research and/or internship. In addition, students will complete 37-57 credits in general education and elective credits. A student must successfully complete 120 credits to earn the B.S. in Environmental Science and Conservation (37–57 core curriculum and general education credits; 30–36 credits in the major; 12–17 credits in one of two emphases, Natural and Physical Science emphasis or People and Planet emphasis; plus, additional electives to reach 120 credits).

Tuition and fees will be \$4,186 per semester for in-state students enrolled in 12-18 credits in the Bachelor of Science in Environmental Science and Conservation program. Of this amount, \$3,459 is attributable to tuition and \$727 is attributable to segregated fees. The Tri-State Initiative tuition and segregated fees total \$6,536 per semester. Of this amount, \$5,809 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$8,111 per semester for a full-time student enrolled in 12-18 credits. Of this amount, \$7,384 is attributable to tuition and \$727 is attributable to segregated fees.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Environmental Science and Conservation at UW-Platteville
- B) Cost and Revenue Projections
- C) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE
AND CONSERVATION
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Science degree in Environmental Science and Conservation (ESC). Establishing this degree program will provide students with a transdisciplinary and dynamic scientific background, wherein they will learn to think critically and draw connections among the physical, ecological, social, and information sciences that comprise the growing complexity of environmental issues. Graduates will be equipped to immediately enter the workforce and effectively address, critically process, and solve current and future environmental problems. Program graduates will also be well prepared for graduate studies. Students seeking a B.S. in Environmental Science and Conservation will complete 120 credits. The program will consist of 30-36 credits, plus an additional 12-17 credits within one of two emphases: Natural and Physical Science or People and Planet. The program will require 4-6 credits of participation in undergraduate research and/or internship. In addition, students will complete 37-57 credits in general education and elective credits. Full-time students—those taking 15 credits per semester—will be able to complete the program in four years.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Environmental Science and Conservation

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution

Face-to-face, with the intent of offering some distance delivery (<50%) in the future

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. In addition to attracting 11 new students to the program

in Year 1, the department anticipates some current undecided students and those in the Environmental Science minor will switch to this program when it is offered beginning in Year 2. By the end of Year 5, it is expected that 108 students will have enrolled in the program and 27 students will have graduated from the program. These enrollment projections are based on the average enrollment of students in environmental science programs at peer universities (see *Other Programs in the University of Wisconsin System* below), as well as a 12.7% increase in demand for environmental scientists in Wisconsin during the next decade (see *Need as Suggested by Market Demand* below). The average student retention rate at UW-Platteville is 77%.¹ This conservative retention rate was used to calculate enrollments in Table 1. The anticipated retention rate of the new program will likely be higher, based on the current retention rate of greater than 90% for UW-Platteville Department of Geography students. Students will be recruited through admission events, prospective-student campus tours, regional middle- and high-school outreach, and campus-generated media.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	11	20	22	24	26
Continuing Students	0	12	27	44	50
Total Enrollment	11	32	49	68	76
Graduating Students	0	0	0	12	15

Tuition Structure

Tuition and fees will be \$4,186 per semester for in-state students enrolled in 12-18 credits in the Bachelor of Science in Environmental Science and Conservation program. Of this amount, \$3,459 is attributable to tuition and \$727 is attributable to segregated fees. The Tri-State Initiative tuition and segregated fees total \$6,536 per semester. Of this amount, \$5,809 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$8,111 per semester for a full-time student enrolled in 12-18 credits. Of this amount, \$7,384 is attributable to tuition and \$727 is attributable to segregated fees.

Department or Functional Equivalent

Department of Geography

College, School, or Functional Equivalent

College of Liberal Arts and Education

¹ UW System. 2018a. Retention and graduation: 2017-18, informational memorandum.

Proposed Date of Implementation

September 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The environmental sciences have become a fundamental STEM component across a range of careers and fields, and their importance will only increase as societies and economies contend with the increasingly complex issues surrounding environmental conservation, regulation, ethics, and resource management. UW-Platteville has offered a minor with high enrollments in environmental science for many decades. The proposed academic degree program will expand on the enrollment of this popular minor and provide students with a transdisciplinary and dynamic scientific curriculum that will prepare them to address complex environmental issues. Students will gain hands-on experience through field and lab classes, lectures, and research opportunities integrated throughout the program curriculum; a program of study will prepare them to immediately enter the workforce and/or pursue a graduate degree in the environmental sciences. A student must successfully complete 120 credits to earn the B.S. in Environmental Science and Conservation (37–57 core curriculum and general education credits; 30–36 credits in the major; 12–17 credits in one of two emphases, Natural and Physical Science emphasis or People and Planet emphasis; plus, additional electives to reach 120 credits).

Student Learning Outcomes and Program Objectives

Graduates who complete the B.S. in Environmental Science and Conservation will be able to:

1. Demonstrate mastery of fundamental concepts of the ecological, physical, and social sciences and apply them in the practice of environmental science and conservation;
2. Comprehend and apply the integral concepts of ecological and social resilience, ecosystem services, the “land ethic,” ecosystem restoration, and sustainability;
3. Identify, define, and explain relationships between human and environmental systems from local to global scales;
4. Examine and explain the ethical and historical context of social disparities, especially concerning race, gender, and socioeconomic status, in relation to environmental issues;
5. Use the techniques, skills, and modern tools necessary to collect and analyze environmental data;
6. Apply quantitative techniques to describe and evaluate diversity in human and environmental systems;
7. Synthesize and communicate research results to answer questions about the past, present, and future of the human and physical environment;
8. Appraise and contribute ideas and solutions to local, regional, national, and global environmental problems; and

9. Articulate a thoughtful, creative, and ethical perspective that promotes civil discourse among corporate, public, and governmental stakeholders to advance the sustainability of our society and planet.

As the name implies, learning outcomes for students in the Natural and Physical Science emphasis attend to those fields. Learning outcomes in the People and Planet emphasis will focus on human interactions with our planet.

Program Requirements and Curriculum

Upon declaring the Environmental Science and Conservation major, students will prepare a packet of information, which will serve as a foundation for their selected curricular pathway within the program. This packet will include:

1. Statement of Purpose that explains why the declared major was selected and a definition of environmental science and conservation as understood by the students at the time of application. This can be a 1- to 2-page written document, audio or visual file, illustration, or other creative medium they believe effectively captures their understanding and perspective of environmental science and conservation; and
2. Plan of Study that details courses they will pursue to satisfy their degree requirements, including the identified emphasis. Students may also wish to include those extracurricular and club activities in which they plan to participate, as is appropriate.

Table 2 lists the curriculum for the proposed 120-credit program. In addition to 37-57 core and general education credits, students shall also take 30-36 fundamental major credits plus 12-17 major emphasis credits. Some courses required in the major also fulfill general education requirements. Students will select electives to complete the remaining credits.

Table 2: B.S. in Environmental Science and Conservation Program Curriculum

Academic program or major course requirements:

Environmental Science and Conservation Required Courses (30–36 credits)

BIOLOGY	1910	Environmental Science	3–4
CHEMSTRY	1050 or 1140 and 1240, or 1450	Survey of General Chemistry, or General Chemistry I and II, or Chemistry for Engineers	5–8
GEOGRPHY	3230	Introduction to Geographic Information Systems	3
RECLAM	4940 or	Project Management in Reclamation and Restoration or	3
BUSADMIN	3580	Principles in Project Management and Sustainable Development	

Environmental Law/Policy Courses (3 credits)**Select one of the following:**

ENERGY	4130 <i>or</i>	Sustainability: Policy and Practice <i>or</i>	3
POLISCI	1230 <i>or</i>	Introduction to American Government <i>or</i>	
RECLAM	3880	Environmental Law	

Environmental Ethics Courses**Select one of the following:**

PHLSPHY	2440 <i>or</i>	Environmental Ethics <i>or</i>	3
	2530 <i>or</i>	Ethics <i>or</i>	
	2540	Science, Technology, and Ethics	

Environmental Science and Conservation "Opportunity from the Start" Experience

ENVSC	xxxx	The Land Ethic	3
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Foundational Research Experience**Select one of the following:**

BIOLOGY	2420/242	Fundamentals of Biological Investigation <i>or</i>	3
	W <i>or</i> 3460	Ecological Methods and Research	

Conducting Environmental Research**Select one of the following:**

BIOLOGY	4970* <i>or</i>	Senior Thesis <i>or</i>	1-3
GEOGRPHY	3950	Guided Research	

Research Synthesis and Dissemination

GEOGRPHY	4030	Geography Seminar	3
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*(pre-requisite Biology 4920; 1-3 credits)

Majors will take at least three classes (minimum of nine credits) from their chosen emphasis group. At least one class must be from a different discipline than the other chosen classes. Students will also take at least three credits from the other emphasis (12-17 credits).

Natural and Physical Science Emphasis

BIOLOGY	2130	Plants and Society	3
BIOLOGY	2450	Fungi, Algae, and Bryophytes	4
BIOLOGY	2640	Invertebrate Zoology	5
BIOLOGY	3030	Ornithology	3

BIOLOGY	3230	Mammalogy	4
BIOLOGY	3240	Microbiology	5
BIOLOGY	3450	Ecology and Evolution	3
BIOLOGY	3650	Plant Communities of Wisconsin	4
BIOLOGY	3750	Freshwater Biology	4
BIOLOGY	4710	Selected Regional Habitats	2-3
CHEMSTRY	3110	Environmental Chemistry Laboratory	1
CHEMSTRY	3130	Environmental Chemistry	3
ENERGY	2340	Fundamentals of Energy Sources	4
ENERGY	3130	Sustainability: Ecology, Resources, and Practice	3
ENERGY	3230	Biorenewable Resources	3
ENVENG	3340	Environmental Engineering	4
ENVENG	4300	Hydrology	3
ENVENG	4310	Groundwater Hydrology	3
GEOGRPHY	1140	Global Landforms	4
GEOGRPHY	1240	Weather and Climate	4
GEOGRPHY	1370	Global Vegetation	4
GEOGRPHY	3340	Biogeography	4
GEOGRPHY	3520	Remote Sensing of the Environment	3
GEOGRPHY	3750	Field Geography of the Western United States	2-3
GEOGRPHY	4150	Global Environmental Change	3
GEOGRPHY	4760	Geography Field Study	2-3
GEOLOGY	3430	Hydrogeology	4
RECLAM	3020	Reclamation Vegetation	3
RECLAM	3410	Wetland Ecology, Restoration, and Management	3
SCSCI	2230	Soils	4
SCSCI	4350	Soil and Water Conservation	3

People and Planet Emphasis

AGBUS	2330	World Population, Food, and Resources	3
ECONOMIC	2940	The Political Economy of Race, Gender, and Ethnicity	3
ENERGY	2130	Energy, Environment, and Society	3
ENERGY	3430	Green Building Design	3
ENGLISH	3750	American Literature of Ethnicity and Immigration	3
ENGLISH	3760	Wisconsin Indian Literature	3
ENTRP	2010	Social Context of Creativity, Innovation, and Entrepreneurship	3
ETHNSTDY	1030	Race, Gender, and Class	3
ETHNSTDY	2130	The Native American Experience	3
ETHNSTDY	2200	Introduction to Ethnic Studies	3
ETHNSTDY	2750	Native American Art	3

ETHNSTDY	3230	Social Inequalities	3
GEOGRPHY	1330	World Regional Geography	3
GEOGRPHY	3120	Geography of the Driftless Area	3
GEOGRPHY	3170	Space, Place, and Gender	3
GEOGRPHY	3850	Geography of the National Parks	3
HISTORY	3010	Race, Gender, and United States Labor History	3
HISTORY	3160	US Legal History of Race and Gender	3
HISTORY	3860	History of Western Science	3
HISTORY	3890	History of Science and Technology in Europe	3
MEDIA	1630	Introduction to Mass Media	3
POLISCI	3730	Ethnic Rights and Politics	3
POLISCI	3750	International Human Rights	3
ANTH	1130	Introduction to Anthropology	3
ANTH	2130	Cultural Anthropology	3
SOCIOLGY	2230	Gender and Society	3
SOCIOLGY	2330	Contemporary Social Problems	3
SOCIOLGY	3530	Rural Sociology	3
WOMGENDR	2730	Women in Science and Engineering	3
WOMGENDR	3630	Ethnic and Gender Equity in Education	3

Total Credits

42-53

Assessment of Outcomes and Objectives

Student learning outcomes (SLOs) will be assessed at both the course and the program level. At the course level, learning objectives will be developed that align with the competencies listed above (see Student Learning Outcomes), and learning will be assessed via problem sets, consulting projects, oral presentations, in-class participation, exams and written assignments. Selected components of the Environmental Science and Conservation program will be assessed every year during a five-year cycle, including the mapping of students' learning opportunities, program goals and objectives, and an analysis of assessment data. Specific assessments will include:

- Signature assignments included in each course to showcase student progress. Examples: conservation project, creative work, paper, research-grant or internship application, research poster or other substantial work that conveys the meaning of the course and exhibits student accomplishments therein.
- Courses Infused with High-Impact Practices (HIPs). Student progress and participation will be tracked through the university learning management platform. Examples of HIPs that will be offered: (a) first-year seminar/Driftless-themed Introduction to College Life, (b) common intellectual experiences (e.g., a cohort of thematic general education courses), (c) writing-intensive courses, (d) three-course capstone experience; (e) collaborative assignments and projects (e.g., scientific research that is integrated with classes and capstone experience), (f) service learning through The Land Ethic course and restoration projects; and (g) internships.

ePortfolios to broadcast student accomplishments and boost career opportunities. ePortfolios will contain the following: (a) personal narrative, (b) CV and/or résumé, (c) signature assessment from each course coupled with a short narrative of the piece, (d) extracurricular activities such as clubs, sports, government, etc., and (e) HIPs to feature research or internships.

Environmental science as a field is ideally suited to engage learners through undergraduate research, service learning, field-based coursework, and e-portfolios, and these HIPs will be central in focus and integrated throughout the program, maximizing student success and providing students from underrepresented backgrounds access to an important and in-demand STEM degree. Assessment data will also be used to demonstrate programmatic health to the Higher Learning Commission, UW-Platteville's accrediting agency.

Diversity

Inclusion of marginalized and minority groups is important for this major and the faculty who will offer the curriculum. The program learning outcomes were crafted with specific focus on the societal aspects of environmental problems (e.g., articulate a thoughtful... and ethical perspective... to advance the sustainability of our society; examine and explain the ethical and historical context of social disparities, especially concerning race, gender, and socioeconomic status, in relation to environmental issues). The program curriculum was crafted with understanding, acknowledgement, and sensitivity of diversity as it pertains to the distribution and array of environmental problems. Required courses in Social and Environmental Justice, Environmental Conservation, and Ethics, plus multiple elective-emphasis courses in the *People and Planet* emphasis from the disciplines of ethnic studies, sociology, and women's and gender studies, among others, will offer students opportunities to engage immediately and often with a diversity of ideas and perspectives that will frequently differ from their own. The inclusion of these disciplines is purposeful and important because environmental issues are frequently magnified for minorities and women, especially in developing and socioeconomically depressed regions.² This program has a significant experiential learning component that will require undergraduate research and other hands-on, applied encounters. Students will have access to and be encouraged to seek out opportunities in diversity (e.g., urban permaculture, environmental advocacy, urban water quality) within this part of the curriculum, as well.

This degree was intentionally designed to be inclusive, and faculty will promote and advise students from such populations appropriately. Currently, student diversity is well represented in terms of gender, sexual orientation and educational background (first-generation students) but relatively low with respect to students of color within the Department of Geography. UW-Platteville also enrolls a substantial number of local, first-

² D. Cory, et al. 2012. Environmental Justice and Federalism. DOI: <https://doi.org/10.4337/9781781001400>

generation college students and military veterans and, with the collaborative integration of campuses at UW-Platteville Baraboo Sauk County and UW-Platteville Richland, the number of nontraditional college students will grow. Students from all of these backgrounds bring a diverse range of experiences and motivations to higher education, and their success is increased through engagement with high-impact learning experiences. The proposed degree will be a great platform through which to engage all of these students, especially through strategic program partnerships with university student services to ensure that they have every opportunity for success. Examples of these potential partnerships across the UW-Platteville campus include the Education Abroad office, Office of Multicultural Student Affairs, the Patricia A. Doyle Center for Gender and Sexuality, TRIO office, Services for Students with Disabilities, and Wright Center for Non-Traditional and Veteran Students.

The proposed program will also work with the Office of Human Resources to ensure all measures are taken to recruit personnel in an equitable manner and do so in a way that cultivates and fosters a diverse and inclusive program. The gender ratio of faculty who will contribute to the new program is 1:1, and minority personnel, currently only 12% of program faculty, will continue to be recruited. These efforts align with the latest UW-Platteville Strategic Plan that further addresses and supports diversity and equity.³

Collaborative Nature of the Program

It is anticipated that faculty, staff, and students in this major would work closely with the Freshwater Collaborative of Wisconsin, based out of the School of Freshwater Sciences at UW-Milwaukee.⁴ A provost-appointed committee, largely consisting of contributing faculty, has been researching the feasibility of offering a UW-Platteville specialization in aquatic science and management that focuses on agriculture, small streams, and groundwater—aspects of water resources that are prominent in the Driftless Area. If approved by UW System, this effort may become part of the new Environmental Science and Conservation program, and funding from the Freshwater Collaborative would allow the addition of new faculty lines, student scholarships, funded internships and research assistantships, and overhead to support the new initiative.

Contributing faculty have long-standing academic and professional networks with faculty members and employees of the Wisconsin Geological and Natural History Survey, the Wisconsin Department of Natural Resources, the U.S. Forest Service, the National Park Service, and the National Resources Conservation Service. These relationships translate into research, internship, and employment opportunities for students. The major will also be highly collaborative across disciplines, as demonstrated in the curriculum above.

³ <https://www.uwplatt.edu/strategic-plan>

⁴ UW System Freshwater Collaborative. 2019. Case Statement.

Projected Time to Degree

Full-time students will be able to finish the proposed degree in four years, assuming that any prerequisite courses are taken in order and 15 credits per semester are successfully completed. Historically, very few students in the Geography department at UW-Platteville have enrolled on a part-time basis.

Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville. Specifically, each program is reviewed in-depth by the Academic Planning Council (APC) on a six-year cycle. The program is reviewed to ensure that (1) student learning outcomes are clearly defined, (2) curriculum mapping indicates where SLOs will be assessed, (3) a regular assessment of SLOs has been conducted, (4) assessment results are analyzed, and (5) program arrives at data-driven decisions to improve the curriculum and its delivery.⁵ This process examines mission-fit, resource efficiency, academic quality, and service quality to students.

Accreditation

This program does not require additional accreditation approvals once approved by the Board of Regents.

JUSTIFICATION

Rationale and Relation to Mission

The proposed B.S. in Environmental Science and Conservation program promotes the institutional mission of UW-Platteville by supporting the following facets of UW-Platteville's mission:

1. To provide degree programs in a broad spectrum of disciplines including science, technology, engineering, and mathematics....

Broad spectrum and *science* are terms that stand out in the first sentence of the mission statement. UW-Platteville has a long, rich history of offering a robust and affordable STEM education to the people of Wisconsin and particularly to the residents of southwest Wisconsin. Environmental science inherently draws from multiple disciplines; is intimately linked to the state's major economic drivers of agriculture, engineering, and natural resource management; and will provide a new major option that is unmatched in its curricular breadth on campus.

2. To promote excellence by using a personal, hands-on approach to empower each student....

The faculty members designing this new major are campus leaders in creating and offering individualized, high-impact practices (HIPs) for students, applying effective and creative advising techniques, and maintaining industry and graduate school

⁵ UW-Platteville. 2019. Office of Institutional Research. Assessment cycle. <https://campus.uwplatt.edu/oir/academic-assessment> (accessed 10 September 2019).

networks on behalf of their students. These approaches are proven to increase student satisfaction, retention, and success and will be foundational components of the major.

Planning for the major began when faculty determined a curricular deficiency in relation to the region, workforce, and student-body needs. UW-Platteville is situated in the most environmentally unique region in Wisconsin and, arguably, the entire Upper Midwest.⁶ The Driftless Area, home to UW-Platteville and most of its student body, is unique in its interwoven landscape of productive farmland, rural communities, dramatic bluffs and meandering trout streams, unparalleled recreational opportunities, and rich natural resources—the people here are inseparably linked with environmental conservation. The Department of Geography believes challenges and opportunities presented by this unique landscape will be best met by college graduates trained in the setting in which they will work. Many students choose to attend UW-Platteville because of its location. Because UW-Platteville attracts most of its students from a 75-mile radius, most students have grown up in the Driftless Area, farmed and played here, and they have strong ties, deep roots, and a clear sense of place and connection to their landscape and environment. The proposed program would cultivate, support, and promote this sense of Driftless topophilia.

Furthermore, the B.S. in Environmental Science and Conservation program will contribute to the mission of the UW System by offering UW-Platteville students a degree that challenges them to discover and disseminate knowledge about the interaction between humans and ecosystems and to apply the education they earned in the local laboratory of the Driftless Area to environmental problems on a global scale. In doing so, program graduates serve society, improve the human condition, and through these endeavors, seek information about the environment.

The proposed major will provide an outstanding education that embraces progressive and effective learning formats, integrates high-impact learning experiences, recruits and retains an active population of majors, and graduates critical thinkers.⁷ Support for this degree has been expressed by campus administration, faculty at sister institutions, numerous environmental advocacy and conservation organizations, and, most importantly, multiple UW-Platteville students.⁸

Institutional Program Array

UW-Platteville has offered a successful, multidisciplinary minor in environmental science for decades, which often leads students to ask their advisor, “Does UW-Platteville offer a *major* in environmental science?” The current UW-Platteville academic program

⁶ <https://www.nrcs.usda.gov/wps/portal/nrcs/detail/wi/newsroom/releases/?cid=STELPRDB1119413>

⁷ www.uwplatt.edu/chancellor/mission

⁸ UW-System Freshwater Collaborative. 2019. Case Statement.

array consists of multiple departments and programs that offer curricula germane to environmental science but does not offer an environmental science degree (e.g., Geography, Biology—specifically its core of Ecology faculty). Today's complex environmental problems always involve biological, chemical, and physical interactions, and solutions to these problems require a systems approach that is inherently and inescapably transdisciplinary in scope. This proposed academic degree program would efficiently integrate curricula from multiple areas to provide a comprehensive environmental science degree that will better serve the student body, state, and region. Most of the courses required for the proposed major are already established and taught by current faculty. Only one new elective class development is needed; most programmatic design will consist largely of curricular reorganization. Available capacity in pre-existing classes has been confirmed by affected departments through the university's curriculum approval process.

Other Programs in the University of Wisconsin System

Only five other comprehensive universities in the UW System currently offer a degree in Environmental Science (CIP code 03.0104): Green Bay, River Falls, Stout, Superior, and Whitewater. As noted earlier, this proposed program is distinctly interdisciplinary, focusing on the interactions among the physical, ecological, social, and information sciences that comprise the growing complexity of environmental issues.

The majority of UW-Platteville students come from local communities, and few of these universities are reasonably close enough to be attractive to a student in the region who is interested in earning a similar degree. The closest institution is over 100 miles and 2.25 hours from Platteville, and the average distance is approximately 220 miles and four hours. In fact, in the entire Driftless Area of Wisconsin, Iowa, Illinois, and Minnesota (24,000 square miles—an area larger than New Jersey), only two universities or colleges (UW-Stout and University of Dubuque) currently offer a bachelor's degree in environmental science. Although UW-Madison and UW-Milwaukee offer a similar degree, the proposed program is not in direct competition, since UW-Platteville does not typically recruit students from the same pool of applicants (i.e., students seeking a degree from a research-intensive university).

Need as Suggested by Current Student Demand

The projected demand for a B.S. in Environmental Science and Conservation at UW-Platteville ranked very high according to analytics performed by Gray Associates (see Table 3). Their metric is based on three criteria: student demand, competitive intensity, and employment opportunities.⁹

⁹ Gray and Associates. 2018. UW-Platteville program array data. graydata.grayassociates.com (accessed 29 March 2018).

Table 3: Gray Associates Analytics for Projected Demand of a B.S. in Environmental Science and Conservation at UW-Platteville.

Market	Mode	Percentile
Platteville*	Online	>95th
Platteville*	Campus/Blended	>70th
National	Online	>98th
National	Campus/Blended	94th

*150-mile radius

*Survey of accredited public and private institutions of higher education with a majority of students pursuing campus-based degrees

Given the state's emphasis on building strong rural communities,¹⁰ this new program is perfectly situated to build the workforce and thoughtful citizens that will be necessary to ensure the sustainability and economic security of the region. In fact, UW-Platteville faculty are already steeped in these efforts (e.g., Chris Underwood and Evan Larson conduct environmental-change and groundwater research in the Driftless area; Kris Wright conducts research on local trout streams; Rebecca Doyle-Morin conducts research on local invertebrate fauna; Jeff Huebschman conducts research on local bat and bird populations.). Each of these faculty members have long-standing, broad, and complementary regional expertise that will support and enrich the major. This new degree program is expected to attract new enrollees to UW-Platteville as environmental issues continue to poll strongly among the current generation of traditional college students.¹¹ The proposed program is also related to many current societal and environmental issues and would also provide a compelling second major for some students.

Need as Suggested by Market Demand

United States Department of Labor, Bureau of Labor Statistics (BLS) data list 128,500 people in the U.S. currently employed as an environmental scientist. Their data also indicate that a person holding the B.S. in Environmental Science earned a median income of \$69,000 in 2016.¹² The BLS rates employment growth in the field of environmental science as *faster than average* and anticipates an 11% increase in U.S. jobs in this sector

¹⁰ <http://legis.wisconsin.gov/assembly/republicans/ruralwisconsininitiative>

¹¹ <https://www.pewsocialtrends.org/2019/01/17/generation-z-looks-a-lot-like-millennials-on-key-social-and-political-issues/>

¹² United States Bureau of Labor Statistics. 2019. Environmental science employment data. <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm> (accessed 9 August 2019).

during the next decade (2016–26).¹³ Regional U.S. Department of Labor data (Table 4) show similar upward trends for environmental scientists.¹⁴

Table 4: Regional Environmental Science Job Projections 2016–26.

Area	Base Year	Base # Jobs	Proj Year	Proj # Jobs	Change (+/-)	% Change	Avg Annual Openings
US	2016	89,500	2026	99,400	9,900	11.1	9,500
Wisconsin	2016	1,180	2026	1,330	150	12.7	130
Illinois	2016	3,030	2026	3,220	190	6.3	300
Iowa	2016	730	2026	820	90	12.3	80
Michigan	2016	2,460	2026	2,720	260	10.6	260
Minnesota	2016	1,770	2026	2,010	240	13.6	200

On March 23, 2018, a U.S. federal spending bill was passed and signed that largely supports environmental offices, agencies, and initiatives and rejects deep cuts to federal research spending.¹⁵ In this bill, agencies that (1) directly fund environmental research (including undergraduate research), and/or (2) provide job opportunities to graduates with environmental degrees received substantial budgetary increases or avoided cuts. The signing of this bill suggests that funding, research (e.g., Professors Larson and Underwood have applied for numerous externally funded grants during the past decade and have been awarded over \$1 million in funding that has directly supported undergraduate research at UW-Platteville), education, and employment in the environmental arena are viewed as beneficial and should continue to trend upward even during times of fiscal austerity and political scrutiny of environmental issues. At the time of this writing, Burning Glass Technologies reported 19,899 environmental science job postings in the U.S., and 71% of those postings required a bachelor's degree.¹⁶ These data speak to the national, state, and local demand for this program.

¹³ United States Bureau of Labor Statistics. 2019. Environmental science employment data. <https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm> (accessed 9 August 2019).

¹⁴ United States Bureau of Labor Statistics. 2019. Projection Central. Regional environmental science employment data. <http://www.projectionscentral.com/Projections/LongTerm> (accessed 10 September 2019).

¹⁵ Science. 2018. Trump, Congress approve largest U.S. research spending increase in a decade. doi:10.1126/science.aat6620.


¹⁶ Gray and Associates. 2018. UW-Platteville program array data. graydata.grayassociates.com (accessed 29 March 2018).

Education Committee Item I.

University of Wisconsin - Platteville

Attachment B

Cost and Revenue Projections For BS in Environmental Science and Conservation

Items		Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	11	20	22	24	26
	Enrollment (Continuing Student) Headcount	0	12	27	44	50
	Enrollment (New Student) FTE	11	20	22	24	26
	Enrollment (Continuing Student) FTE	0	12	27	44	50
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	47	135	206	286	320
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0.56	0.56	0.56	0.56	0.56
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.14	0.14	0.14	0.14	0.14
IV	Revenues					
	<i>From Tuition</i>	\$9,884	\$28,753	\$44,027	\$61,099	\$68,288
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>	\$27,650	\$27,650	\$27,650	\$27,650	\$27,650
	Total New Revenue	\$52,534	\$71,403	\$86,677	\$103,749	\$110,938
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$46,449	\$47,379	\$48,327	\$49,294	\$50,280
	<i>Other Staff</i>	\$6,467	\$6,597	\$6,729	\$6,864	\$7,002
	Other Expenses					
	<i>Facilities</i>	0	0	0	0	0
	<i>Equipment</i>	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
	<i>Supplies</i>	\$17,400	\$18,270	\$19,184	\$20,143	\$21,150
	<i>Other (marketing)</i>	\$1,000	\$1,000	\$500	\$500	\$500
	Total Expenses	\$97,316	\$99,246	\$100,740	\$102,801	\$104,932
VI	Net Revenue	-\$44,783	-\$27,843	-\$14,062	\$949	\$6,006
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date:	11/21/2019		

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

B.S. IN ENVIRONMENTAL SCIENCE AND CONSERVATION

Introduction

The University of Wisconsin-Platteville proposes to establish a B.S. in Environmental Science and Conservation in response to the increasing demand for employees who have an understanding of environmental issues. The program is transdisciplinary as it draws from a wide variety of disciplines.

Section I – Enrollment

The program is expected to draw 108 new students over the 5-year period. In addition, students currently enrolled in the minor have expressed interest in the major, and the program expects that five students will switch to the major when it becomes available. By the end of Year 5, it is expected that 27 students will graduate from the program.

Section II – Credit Hours

Students will complete 37-57 core curriculum and general education credits, 30-36 major credits, 12-17 credits within a chosen emphasis, plus additional elective credits to reach a total of 120 credits for the degree. No new courses are needed for the program. The program is highly transdisciplinary; thus, students take a minimum of 9 required credits in geography courses, and the remainder of the courses are drawn from a variety of disciplines. Given overall enrollment declines and the breadth of course choices, the program does not believe the additional student FTE resulting from growth in the program will significantly overburden other departments. The curriculum approval process invited affected departments to express any concerns they may have regarding additional enrollment pressures due to this program. No negative comments were received.

The credit hour calculation includes 9 required credits in geography and assumes approximately half of the elective credits (8 credits) will be geography courses, for a total of 17 out of 120 credits or 14% of the total coursework. Credit hours were calculated using headcount x the number of credits taken by a full-time student in a year (30 credits) x 14% = approximately 4.2 credits per year. Most students take a combination of general education and program requirements throughout their four years on campus.

Section III – Faculty and Staff Appointments

The department also provides several general education courses to students. Thus, 14% (percentage of program-specific courses) of the four instructional FTE in the department is devoted to instruction in this program. There is no need for additional administrative staff. The department's lab instructor is also allocated based on the

percentage of program-specific courses (14%). No new FTE is needed to support the program.

Section IV – Program Revenues

Tuition Revenues

Tuition is calculated by multiplying the new and continuing student enrollment headcount by tuition of \$6,418 per year times 14% (credits taken directly attributable to the program). While the university draws out-of-state students (yearly tuition equals \$14,268) and students from Iowa and Illinois via its Tri-State Initiative (yearly tuition equals \$11,118), the most conservative approach is to use in-state tuition for this calculation.

Grants/Extramural Funding

The home department (Department of Geography) has been consistently successful at securing external funding for undergraduate research. Going forward, based on this trend, \$15,000 per year in indirect funding from grants is anticipated.

General Program Revenue (GPR)

This program was developed in response to student interest in the field of environmental science and U.S. Bureau of Labor Statistics projections for employment growth in this field. The university will allocate sufficient funding to support this program from the closure of smaller programs and reassignment of FTE within the College of Liberal Arts and Education. GPR funding was calculated by multiplying the average instructional academic staff salary and fringe of \$55,300 by 50% ($\$55,300 \times 50\% = \$27,650$).

Section V – Program Expenses

Expenses – Salary and Fringe

Salaries plus fringes are calculated by multiplying the salary of instructors associated with the program plus current fringe cost of 38.17%. An increase of 2% is added each year to accommodate pay increases. The same approach is used to calculate the salary and fringe for the laboratory manager.

Other Expenses

The current renovation of Boebel Hall provides for updated laboratory space needed for this program. It is anticipated that \$26,000 per year is needed for laboratory and field research equipment costs (e.g., office and classroom equipment, field equipment for undergraduate research classes, software). Also \$1,000 per year is anticipated for marketing costs for the new major for the first two years, decreasing to \$500 per year for Years 3-5. These costs are important for attracting and recruiting new students to the major. Further, \$17,400 per year is anticipated for laboratory consumable items and undergraduate research conference presentations. Cost increases of 5% a year for supplies are built into the budget.

Section VI – Net Revenue

The university is committed to supporting this program and is willing to reallocate funds as needed to the program. Initially, the program will generate a negative net revenue. As the program grows, however, it is expected that the program will generate a modest positive net revenue. Modest revenue will be reinvested in the program for future anticipated growth in student numbers, FTE, and undergraduate research experiences.

November 4, 2019

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

Re: Provost Letter of Commitment for Implementation of a BS in Environmental Science and Conservation

Dear President Cross:

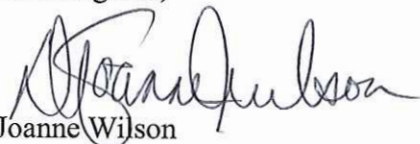
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Science in Environmental Science and Conservation. The Notice of Intent for this major was circulated to UW-System campuses in January 2019. No concerns from sister institutions were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This program is interdisciplinary. Students take courses from a broad spectrum of disciplines including the natural sciences, social sciences, ethics, and natural resource management. The goal of the program is to provide graduates with an appreciation for the connection between environmental issues and political, economic and social issues. The program promotes on hands-on learning through employment of high-impact practices in the classroom and in fieldwork. This program compliments our current broad array of STEM-related bachelor's degree offerings and with UW-Platteville's mission to *"promote excellence by using a personal, hands-in approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community."*

The Department of Geography has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,


Joanne Wilson
Provost & Vice Chancellor
Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN INFORMATION SYSTEMS MANAGEMENT,
UW-PLATTEVILLE**

REQUESTED ACTION

Adoption of Resolution J., authorizing the implementation of the Master of Science in Information Systems Management at UW-Platteville.

Resolution J.: That, upon the recommendation of the Chancellor of UW-Platteville and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Information Systems Management at the University of Wisconsin-Platteville.

SUMMARY

The University of Wisconsin-Platteville proposes to establish a Master of Science in Information Systems Management. The program is designed for working mid-career professionals who seek an advanced information systems management degree for promotion in their organizations. Thus, the School of Business will coordinate the degree program with the Center for Distance Learning (CDL), to offer courses online, via asynchronous online modality. As a result, this program will be available to individuals wherever they live and work, and at times that best fit their schedules. The program emphasizes management practices, concepts, and theories rather than technical computer programming skills, such as those found in M.S. in Information Technology Management programs. Upon completion of the program, graduates will be highly equipped to enter middle and senior leadership roles within information systems areas of organizations, such as information technology (IT), management information systems (MIS), business analytics/intelligence (BA/BI), or cybersecurity in a wide variety of organizations.

Program Description

The program curriculum was developed using feedback received from a core base of employers located in the tri-state area. Going forward, an industry advisory board will participate in program assessment activities along with program faculty.

The over-arching goal of the program is to further develop professionals who can effectively contribute to 21st century commerce and, in turn, advance the state's and region's economic vitality. The M.S. in Information Systems Management prepares students to manage organizational data from a holistic perspective, recognizing that data is not only central to organizational decision making, but also under constant threat of theft from hackers and inadvertent misuse from employees. This program teaches students both how to appropriately utilize available data, how to manage and safeguard data, and how to preserve data integrity.

While a bachelor's degree may be sufficient for entry-level positions in these occupational areas, the contemporary business environment requires employees with advanced training in information systems management. Organizations continually seek specialized expertise in managing information systems across the entire firm. The growing complexities of managing an organization's information systems require technical knowledge of information systems, but more importantly, a thorough understanding of the management processes and techniques that are required to manage how data and information move within companies, between them, and into the world to fully maximize a firm's value to its stakeholders.

Mission

The M.S. in Information Systems Management will contribute directly to the mission of the UW System by providing graduate-level management expertise for those seeking to manage the process through which data and information move within companies, between them, and into the world.

The Information Systems Management program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that serves management-minded, mid-career information systems professionals who, through time or location constraints, are unable to pursue further academic study and career preparation. It also supports major themes in the institution's Strategic Plan by reaffirming and extending UW-Platteville's 40-year commitment to place-bound students and by being responsive to industry through distinctive and targeted programming.

Market Demand

Long-term occupational projections from the U.S. Department of Labor indicate that vacancies within the category of Computer and Information Systems Managers are expected to increase 12% between the years 2016 to 2026, and vacancies for positions in the occupation of Security Analysts are projected to grow by 32% during this same period. In Wisconsin, vacancies in the occupational area of Computer and Information Systems

Managers are expected to increase by 14% between 2016 and 2026. During this time period, it is projected that there will be 500 openings across industries, statewide. In the southwest region of the state, a 10% increase in vacancies is projected. As well, state occupation projections for Wisconsin indicate that vacancies in information security analyst positions may increase significantly across many industries. For example, between 2016 and 2026, vacancies are expected to increase by 55% in the credit industry; 51% in the professional, scientific, and technical services industry; 32% in the services industry; 28% in the insurance industry; and 26.3% in the information industry.

Credit Load and Tuition

The proposed M.S. in Information Systems Management degree is a 30-credit program that is comprised of a 21-credit core and 9 credits of electives that students may select from one of two concentrations in Business Analytics or Cybersecurity. All students will be required to complete a capstone experience as part of their final course in the program.

It is anticipated that most students will progress through the program on a part-time basis. This equates to two courses per regular term (i.e., 6 credits) and one course per summer term (i.e., 3 credits). At that rate, the average time to completion will be 24 months. Because the program has few prerequisites, a full-time student could complete the program in 15 months.

Similar to other online graduate management programs at UW-Platteville, the Information Systems Management program will be operated utilizing a distance education pricing model. For students enrolled in the Information Systems Management program, UW-Platteville's online graduate tuition rate will apply. In the current academic year, tuition and technology fees for all students (regardless of residency) is \$695 per credit. Online students do not pay segregated fees. Students can expect to pay \$200 per a three-credit course for textbooks.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Request for Authorization to Implement a Master of Science in Information Systems Management at UW-Platteville
- B) Cost and Revenue Projections
- C) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN INFORMATION SYSTEMS MANAGEMENT
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

Program Description

The School of Business, in coordination with the Center for Distance Learning (CDL), at University of Wisconsin-Platteville proposes a Master of Science (M.S.) in Information Systems Management to be offered via asynchronous online modality. Upon completion of the program, graduates will be better equipped to manage, safeguard, extract, and interpret data from organizational information systems. The program emphasizes management practices, concepts, and theories rather than technical computer programming skills such as those found in M.S. in Information Technology Management programs. The M.S. in Information Systems Management will be a 30-credit program that is comprised of a 21-credit core and 9 credits of electives from one of two concentrations: business analytics and cybersecurity.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Information Systems Management

Degree Designations

Master of Science

Mode of Delivery

Single institution and 100% online

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, the program is expected to have an annual total enrollment of 117 students and will have graduated 70 students since the inception of the program. The average student retention rate of students from the first to the second year is projected to be 84-86%, based on retention in UW-Platteville's three other online graduate business programs.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	30	33	42	48
Continuing Students	---	26	46	61	76
Total Enrollment	30	56	79	103	124
Graduating Students	---	6	13	21	30
Less Stop-Outs	4	4	5	6	7

Tuition Structure

Similar to other online graduate management programs at UW-Platteville, the Information Systems Management program will be operated utilizing a distance education pricing model. For students enrolled in the Information Systems Management program, UW-Platteville's online graduate tuition rate will apply. In the current academic year, tuition and technology fees for all students (regardless of residency) is \$695 per credit. Online students do not pay segregated fees. Students can expect to pay \$200 per a three-credit course for textbooks.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

September 2020

DESCRIPTION OF PROGRAM**Overview of the Program**

The proposed M.S. in Information Systems Management degree is a 30-credit program that is comprised of a 21-credit core and 9 credits of electives that students may select from one of two concentrations in Business Analytics or Cybersecurity. All students will be required to complete a capstone experience as part of their final course in the program. The program is designed for working mid-career professionals who seek an advanced information systems management degree for promotion in their organizations.

Student Learning Outcomes and Program Objectives

The M.S. in Information Systems Management prepares students to manage organizational data from a holistic perspective, recognizing that data is central to organizational decision making and under constant threat of theft from hackers and inadvertent misuse from employees. This program teaches students both how to

appropriately utilize available data, how to manage and safeguard data, and how to preserve data integrity. Upon completion of the program, students will be able to:

1. Work in cross-functional teams to develop insights that guide organizational decision making.
2. Design and implement technical processes that gather and interpret data.
3. Clearly communicate results of data analysis to both internal and external stakeholders.
4. Analyze the effects and importance of ethical practices in the use of organizational data.
5. Construct appropriate policies and procedures to manage and protect information across a wide range of information systems.

The concentration areas provide additional depth in one or more of the program learning outcomes. Specifically, the Business Analytics concentration curriculum will develop student mastery in advanced topics related to outcomes two and three whereas the Cybersecurity concentration develops mastery in advanced topics related to outcomes four and five.

Program Requirements and Curriculum

The M.S. in Information Systems Management program will follow the existing graduate program admission guidelines set forth in academic policies developed by the UW-Platteville faculty. To be admitted in good standing, applicants must have an overall undergraduate GPA of 2.75 or higher or at least a 2.90 on the last 60 credits from the applicant's bachelor's degree-granting institution.

Table 2 illustrates the program curriculum for the proposed program. The M.S. in Information Systems Management program is proposed as a 30-credit program that is comprised of a 21-credit core and 9 credits of electives from one of two emphasis areas. Students will be required to select one emphasis area.

Table 2: M.S. in Information System Management Curriculum

CORE COURSEWORK	21 total credits
OCL 7330: Organizational Change Leadership	3 credits
INFOMGT 7010: Data Visualization & Communication*	3 credits
BUSADMIN 7600: Applied Project Management* (3 credits)	3 credits
ACCTING 7210: Applied Accounting	3 credits
INFOMGT 7020: Data Driven Decision Making*	3 credits
INFOMGT 7110: Data Management & Ethics*	3 credits
INFOMGT 7840: Capstone*	3 credits

CONCENTRATION (CHOOSE ONE)	
Business Analytics Concentration (select three courses)	9 total Credits
OCL 7310: Business Analytics	3 credits
BUSADMIN 7510: Marketing Analytics*	3 credits
BUSADMIN 6170: Predictive Analytics	3 credits
PROJMGT 7030: Project Risk Management	3 credits
Cybersecurity Concentration (select three courses)	9 total Credits
INFOMGT 7310: Foundations of Cybersecurity*	3 credits
INFOMGT 7320: Cyber Risk Management*	3 credits
INFOMGT 7330: Cybersecurity Law and Policy*	3 credits
CRIMLJUS 7340: Cyber Crime	3 credits
DEGREE TOTAL	30 credits

*Courses marked with asterisk are new courses to be developed

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, program faculty/staff will assemble a seven-member industry advisory board that is primarily comprised of representatives from core firms in the UW-Platteville region and two members from the broader service area. This body will meet twice annually. Second, the program will be included in the standard UW-Platteville program review cycle conducted by the Academic Planning Council and the Graduate Council. This process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups. Third, the faculty of the School of Business' Curriculum Committee and the program's academic director will establish an assessment plan and ongoing data collection procedures to inform revision of the program and to evaluate the program's performance at meeting its stated learning objectives. Likely assessments include a portfolio-based authentic assessment in the capstone course and a survey of the student's employer upon completion of the program. Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Division of Diversity and Inclusion, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

As a management program, themes related to diversity, inclusion, and systematic bias are embedded in multiple courses throughout the program. Example courses include ISM 7020: Data Driven Decision Making and OCL 7330: Organizational Change Leadership.

The UW-Platteville online program model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of nontraditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that nontraditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others.

The strength of this program and the success of its students is, in large part, based on the program faculty and staff's ability to attract and retain a diverse adult student audience. The program coordinator for the M.S. in Information Systems Management program employed by UW-Platteville will work with the marketing department to conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, a program advisory board (described below) will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Information Systems Management program is important, but equally important is providing the support services that enable all students to feel comfortable and to succeed. The Center for Distance Learning (CDL) at UW-Platteville will have academic support staff who will work closely with all students to self-identify barriers to their success either to help them overcome those barriers directly or to point them to home campus and other resources that will be of assistance to them. The CDL will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and programmatic interests to help build points of commonality and understanding. Social media opportunities for student connections will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program.

While the proposed degree does not project a significant number of new faculty and staff, the CDL and the program coordinator will be committed to recruiting a culturally diverse community. The program will work toward achieving equity in the gender

distribution of faculty, and faculty of color will be encouraged to participate in this program.

Projected Time to Degree

It is anticipated that most students will progress through the program on a part-time basis. This equates to two courses per regular term (i.e., 6 credits) and one course per summer term (i.e., 3 credits). At that rate, the average time to completion will be 24 months. Because the program has few prerequisites, a full-time student could complete the program in 15 months.

Program Review

The program will follow the review cycle established by the faculty for other graduate programs at UW-Platteville. Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle. In addition to APC, the faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction.

Accreditation

The program will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB). The initial accreditation procedures require a detailed self-study and site visit by AACSB representatives. Once accredited, AACSB requires a detailed self-study every 10 years to ensure innovation and attainment of the program's stated learning outcomes.

Since the program is a Master of Science and UW-Platteville is already approved by the Higher Learning Commission to offer Master of Science degrees in a business discipline, the program will not require an additional new approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Information Systems Management will contribute directly to the mission of the UW System by providing graduate-level management expertise for those seeking to manage the process through which data and information move within companies, between them, and into the world. The proposed program at UW-Platteville supports major themes in the institution's Strategic Plan. These major themes include reaffirming and extending UW-Platteville's 40-year commitment to place-bound students and being responsive to industry through distinctive and targeted programming. The exclusively online delivery of this program will be available to individuals wherever they live and work. As well, the program curriculum was developed using feedback received from a core base of

employers located in the tri-state area, and an industry advisory board will participate in program assessment activities along with program faculty.

The Information Systems Management program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that serves management-minded mid-career information systems professionals who, through time or location constraints, are unable to pursue further academic study and career preparation. The over-arching goal of the program is to further develop professionals who can effectively contribute to 21st century commerce and, in turn, develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand leaders who are well versed in management science and that a bachelor's degree may not be fully sufficient to maximize a firm's value to all of its constituencies.^{1,2} The conceptualization as a Master of Science fits well with UW-Platteville's focus (at the graduate level) on technical degrees, and complements the existing array of specialized graduate management programs.

Institutional Program Array

UW-Platteville currently offers a strong array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, engineering with an emphasis in engineering management, and a newly approved strategic management program. Each of the existing programs are considered leaders in their field by notable sources so it is both valuable and efficient to extend this expertise to the new market that the information systems management program will engage.

Other Programs in the University of Wisconsin System

The program was conceptualized as a Master of Science in light of declining interest in general management programs. Enrollments in general management graduate programs grew 3% annually over the last five years whereas enrollment in specialized graduate management programs posted a nearly 30% increase.³

Currently, there are only two other UW System M.S. programs that include content related to information systems management. UW-Oshkosh offers an M.S. in Information

¹ U.S. Bureau of Labor Statistics. (2016). Career outlook: Business careers with high pay: <https://www.bls.gov/careeroutlook/2016/article/high-paying-business-careers.htm>

² AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

³ AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

Systems within the instructional program area of business and UW-Milwaukee offers an M.S. in Information and Technology Management. Only the UW-Oshkosh program is offered via distance education. A collaborative online M.S. in Information Technology Management was recently authorized to UW-Oshkosh, UW-La Crosse, UW-Parkside, UW-Stevens Point, and UW-Superior and this program will implement in spring 2020. The fact that only three programs will be offered in the UW System is noteworthy as the Princeton Review notes information technology (IT) and technology management as the ninth-highest potential specialist area for MBA degrees.⁴ Furthermore, while the programs offered via distance education may appear to be similar to the M.S. in Information Systems Management program and could attract similar student populations, the proposed curriculum offers distinct concentrations that will provide options to students and support advanced study in the areas of business analytics and cybersecurity.

The proposed M.S. in Information Systems Management is further differentiated from others in the UW System in that it specifically addresses needs articulated by employers in the tri-state region included in market research conducted by UW-Platteville. The findings of this study, which included 13 core employers based in the tri-state area, indicated that employers perceive a clear distinction between Information Technology and Information Systems, and noted a rapidly growing need for graduates with an Information Systems perspective, which is supported in the proposed curriculum. In addition, the employers engaged in this research are those with whom the program has existing relationships. It is the intent of the program to primarily (but not exclusively) focus on these employers as well as push westward into Iowa for student recruitment. Accordingly, the geographical proximity affords UW-Platteville a much greater market efficiency for recruiting the desired target audience for the M.S. in Information Systems Management and reduces the potential for competition with institutions that offer the collaborative M.S. in Information Technology Management.

Need as Suggested by Current Student Demand

The market data indicates that the specialist management and general management markets are quite large and that there is rapidly growing interest in specialized management programs.⁴ As previously noted, the annual enrollment growth rate of general graduate management programs is very low compared to enrollment growth in specialized management programs. This strongly suggests that students are increasingly seeking alternatives to the traditional MBA. The M.S. in Information Systems Management program seeks to position on the edge of both of these markets; it is a specialist degree with noteworthy appeal to generalists. The aim of the M.S. in Information Systems Management is to position students to enter middle and senior leadership roles within information systems areas of organizations, such as information technology (IT),

⁴ Princeton Review. (2018). Most in-demand MBA specializations.
<https://www.princetonreview.com/business-school-advice/popular-mba-specializations>

management information systems (MIS), business analytics/intelligence (BA/BI), or cybersecurity in a wide variety of organizations.

In response, student and employer demand for graduate management programs continues to increase. Graduate management program enrollments have increased by 13% over the last five years and annually comprise 27% of all business and management degrees conferred.⁵ Undergraduate management programs encompass 72% of enrollments, providing a healthy stock of future enrollments at the graduate level.

Need as Suggested by Market Demand

Nationally, long-term occupational projections indicate that vacancies within the category of Computer and Information Systems Managers are expected to increase 12% between the years 2016 to 2026,⁶ and vacancies for positions in the occupation of Security Analysts are projected to grow by 32% during this same period.⁷ In Wisconsin, vacancies in the occupational area of Computer and Information Systems Managers are expected to increase by 14% between 2016 and 2026. During this time period, it is projected that there will be 500 openings across industries, statewide. In the southwest region of the state, a 10% increase in vacancies is projected. As well, state occupation projections for Wisconsin indicate vacancies in information security analyst positions may increase significantly across many industries. For example, between 2016 and 2026, vacancies are expected to increase by 55% in the credit industry; 51% in the professional, scientific, and technical services industry; 32% in the services industry; 28% in the insurance industry; and 26.3% in the information industry.⁸

While a bachelor's degree may be sufficient for entry-level positions in these occupational areas, the contemporary business environment requires employees with advanced training in information systems management. Organizations are continually seeking specialized expertise in managing information systems across the entire firm. The growing complexities of managing an organization's information systems require technical knowledge of information systems, but more importantly, a thorough understanding of the management processes and techniques that are required to manage how data and

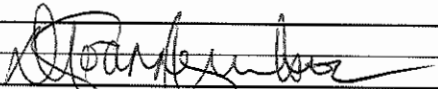
⁵ AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

⁶ National occupational projections retrieved from the U.S. Department of Labor, Bureau of Labor Statistics, Projection Central at <https://projectionscentral.com/Projections/LongTerm>.

⁷ Retrieved from the U.S. Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook, located at <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>.

⁸ Wisconsin and regional occupational projections retrieved from the State of Wisconsin, Department of Workforce Development, WisConomy data access tool located at <https://jobcenterofwisconsin.com/wisconomy/query>.

information move within companies, between them, and into the world to fully maximize a firm's value to its stakeholders.

University of Wisconsin - Platteville						
Cost and Revenue Projections For MS Information Systems						
Items		Projections				
		2021 Year 1	2022 Year 2	2023 Year 3	2024 Year 4	2025 Year 5
I	Enrollment (New Student) Headcount	30	30	33	42	48
	Enrollment (Continuing Student) Headcount	0	26	46	61	76
	Enrollment (New Student) FTE	15	15	16.5	21	24
	Enrollment (Continuing Student) FTE	0	13	23	30.5	38
II	Total New Credit Hours	450	450	495	630	720
	Existing Credit Hours	0	390	690	915	1140
III	FTE of New Faculty/Instructional Staff	0.63	0.63	0.69	0.88	1.00
	FTE of Current Fac/IAS	0	0.54	0.96	1.27	1.58
	FTE of New Admin Staff	0.25	0	0	0	0
	FTE Current Admin Staff	0	0.25	0.25	0.25	0.25
IV	Revenues					
	<i>From Tuition</i>	\$312,750	\$583,800	\$823,575	\$1,073,775	\$1,292,700
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$312,750	\$583,800	\$823,575	\$1,073,775	\$1,292,700
V	Expenses					
	Salaries plus Fringes (Fringe at 38.7%)					
	<i>Faculty/Instructional Staff (\$280 per enrollment)</i>	\$58,031	\$108,325	\$152,816	\$199,241	\$239,863
	<i>Other Staff</i>	\$12,000	\$12,000	\$12,000	\$24,000	\$24,000
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Admin and Marketing</i>	\$113,400	\$170,100	\$245,205	\$324,000	\$297,675
	<i>Other (please list)</i>					
	Total Expenses	\$183,431	\$290,425	\$410,021	\$547,241	\$561,538
VI	Net Revenue	\$129,319	\$293,375	\$413,554	\$526,534	\$731,162
Submit budget narrative in MS Word Format						
Provost's Signature: 		Date:				

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

M.S. IN INFORMATION SYSTEMS MANAGEMENT

Introduction

The M.S. in Information Systems Management will be a 30-credit program that is comprised of a 21-credit core and 9 credits of electives from one of two concentrations: business analytics and cybersecurity. Several long-standing practices for online graduate programs at UW-Platteville have been effective and consequently will impact the budget model that will apply to this program. First, the proposed program will use distance education pricing. Second, instructional wages will be paid to faculty and instructors on a per student basis of \$280 per student per three-credit course. This budget model will keep the cost of instruction precisely linked to revenues generated for the program. As well, this model allows instructional FTE to move between the campus and online environments to accommodate changes in instructional needs and, in turn, instructional budgeting.

Section I – Enrollment

Student FTE projections were based on the headcount of students who are generally part-time students taking five courses per year (2 x fall, 2 x spring, 1 x summer). The number of new students enrolling each year is predicted to be 30 for Years 1 and 2 but is anticipated to increase thereafter to 33, 42, and 48 in Years 3, 4, and 5, respectively. Retention is assumed to be 85% (+/-1%). The graduation rate is assumed to be 26% in the first two years and then increase to 39% by Year 5.

Section II – Credit Hours

The credit hours were calculated using the headcount times the number of courses each student would take (on average) per year (i.e., five). The result was then multiplied times three because each course in the program is three credit hours.

Section III – Faculty and Staff Appointments

The number of instructional FTE was calculated by taking the number of credit hours divided by an assumed class size of 30 students. For example, the 450 student credit hours in Year 1 equates to 150 course enrollments, yielding 5 sections of students that would require instructional coverage. Each FTE assumes a 4-4 teaching load per term in fall and spring semesters. A quarter-time program coordinator will be needed to oversee the administration of the program, which is the same as the percentage of the three existing School of Business master's program coordinators.

Section IV – Program Revenues

The program will be entirely funded through tuition revenues. Tuition uses the existing graduate online tuition at \$2,085 per course (i.e., \$695 per credit), regardless of residency. The revenue projections are based on each student taking five courses per year.

Revenue is calculated by multiplying the number of student credit hours (SCH) by the tuition of \$695 per credit.

Section V – Program Expenses

Instructional wages for the program were precisely linked to the number of students that the instructor is teaching and will be paid at a rate of \$280 per student. Fringes were calculated by adding 38.17% to the forecasted instructional costs. Technology support, advising, and marketing were also forecasted based on historical budgeted amounts for the other M.S. programs. The administrative staff salary expense was calculated for a part-time program coordinator. The program coordinator position is a 25% appointment, the same percent as the other graduate programs in the School of Business.

Section VI – Net Revenue

In accordance with past graduate programs, positive net revenue is reinvested for faculty professional development, institutional memberships (e.g. AACSB, SAP University Alliance), support for low-margin but high-need campus programs (e.g. STEM, Entrepreneurship, Internships), and other initiatives.

November 4, 2019

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

Re: Provost Letter of Commitment for Implementation of a Master in Science in Information Systems Management (100% distance delivery)

Dear President Cross:

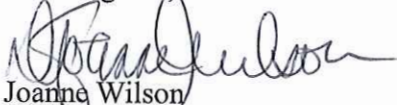
The University of Wisconsin-Platteville is pleased to request authorization to implement a Master of Science in Information Systems Management. The Notice of Intent for this major was circulated to UW-System campuses in April 2019. While concerns regarding overlap with a recently approved collaborative MS in Information Technology Management were raised, we noted that the focus of UW-Platteville's program is the development of management skills, while the focus of the collaborative program is on technical skills. UW-Madison also has a related program, but the face-to-face delivery and focus of their program is sufficiently different from our proposed program, thus, they had no concerns. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, school of graduate studies, and faculty senate.

We are excited to offer this opportunity to students at a distance. This program will serve mid-career adults who are seeking advancement in their profession. The degree program will provide intensive study in the management of an organization's information systems. Graduates will have the skills necessary to extract and interpret data. Students will choose to focus their studies in one of two emphases, business analytics or cybersecurity. The program aligns with our current array of online associate, bachelor, and masters level business programs and UW-Platteville's mission to deliver quality education to time and place-bound students.

The School of Business has the necessary resources to offer and sustain this program which will operate using a distance education pricing model. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,



Joanne Wilson
Provost & Vice Chancellor
Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

**RESTRUCTURING OF THE BACHELOR OF SCIENCE IN BUSINESS
ADMINISTRATION DEGREE PROGRAM, UW-PLATTEVILLE****REQUESTED ACTION**

Adoption of Resolution K., restructuring the existing Bachelor of Science in Business Administration with emphases in Finance, Human Resource Management, Integrated Marketing, Management, Professional Sales, and Integrated Supply Chain Management into Bachelor of Business Administration with majors in the aforementioned areas at UW-Platteville.

Resolution K.: That, upon the recommendation of the Chancellor of UW-Platteville and the President of the University of Wisconsin System, the Chancellor is authorized to restructure the existing Bachelor of Science in Business Administration into Bachelor of Business Administration in Finance, Human Resource Management, Integrated Marketing, Management, Professional Sales, and Integrated Supply Chain Management at University of Wisconsin-Platteville.

SUMMARY

The University of Wisconsin-Platteville proposes to restructure its existing Bachelor of Science in Business Administration (BSBA) degree program. Specifically, the campus seeks to elevate to stand-alone degree programs, six emphases that currently are active in the BSBA degree program. These include: Finance, Human Resource Management, Integrated Marketing, Management, Professional Sales, and Integrated Supply Chain Management.

The change is necessary for several reasons. Feedback from industry partners and alumni indicates that additional depth of knowledge and professional development for students would be valuable in the specific sub-disciplines of business. Hence, these stand-alone degree programs are projected to create more employment opportunities for graduates. In addition, these programs are projected not only to address employer needs for subject-matter specific competencies, but also to attract new students to campus who seek in-depth, subject matter knowledge and professional development opportunities. Finally, from a curriculum standpoint, the reformulation and renaming of the program will improve alignment between the name and the content of each degree program. Lastly, the new program is ultimately a reformulation of an existing program within the School of Business'

program portfolio. This nominal change is an opportunity to improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Program Description

For each of the six emphases, UW-Platteville has submitted a signed letter of support from the Provost, a degree authorization request, and a cost and revenue worksheet, which includes an accompanying budget narrative. These documents are included as attachments A-R.

Mission

The BSBA degree program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality education, which prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Going forward, each of the subject-matter specific degree programs will contribute in this same way to the mission of the university, the School of Business, and the Center for Distance Learning.

Credit Load and Tuition

The requirements of each degree program can be completed in fewer than 120 credits. To earn a degree, students must fulfill not only the UW-Platteville general education requirements, but also the business administration (BBA) core, as well as required courses in their degree programs. Finally, conforming to existing School of Business policy, students will be required to complete a three-credit internship and maintain a 2.50 GPA in the major in order to graduate.

On-campus students are expected to progress through the program at a full-time pace, approximately 15 credits per term. At this rate, students will be able to complete each degree program within four years.

The program will be offered via three modalities that use different tuition rates, including: on-campus, online, and print-based. On-campus students will follow the standard undergraduate tuition and fee schedule, which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees.

Students who pursue a degree via online modality will be charged \$370 per credit, regardless of residency, and students can expect to pay approximately \$200 per three-credit course for textbooks. Online students do not pay segregated fees. Students in the

print-based program pay \$310 per credit regardless of residency and do not pay segregated fees. Similar to other online and print-based degree programs at UW-Platteville, these programs will be operated using service-based pricing, which does not require GPR funds.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Proposal for Bachelor of Business Administration (BBA) in Finance at UW-Platteville
- B) Cost and Revenue Projections for BBA in Finance at UW-Platteville
- C) Provost's Letter in Support of BBA in Finance at UW-Platteville
- D) Proposal for Bachelor of Business Administration (BBA) in Human Resource Management at UW-Platteville
- E) Cost and Revenue Projections for BBA in Human Resource Management at UW-Platteville
- F) Provost's Letter in Support of BBA in Human Resource Management at UW-Platteville
- G) Proposal for Bachelor of Business Administration (BBA) in Integrated Marketing at UW-Platteville
- H) Cost and Revenue Projections for BBA in Integrated Marketing at UW-Platteville
- I) Provost's Letter in Support of BBA in Integrated Marketing at UW-Platteville
- J) Proposal for Bachelor of Business Administration (BBA) in Management at UW-Platteville
- K) Cost and Revenue Projections for BBA in Management at UW-Platteville
- L) Provost's Letter in Support of BBA in Management at UW-Platteville
- M) Proposal for Bachelor of Business Administration (BBA) in Professional Sales at UW-Platteville
- N) Cost and Revenue Projections for BBA in Professional Sales at UW-Platteville

- O) Provost's Letter in Support of BBA in Professional Sales at UW-Platteville
- P) Proposal for Bachelor of Business Administration (BBA) in Integrated Supply Chain Management at UW-Platteville
- Q) Cost and Revenue Projections for BBA in Integrated Supply Chain Management at UW-Platteville
- R) Provost's Letter in Support of BBA in Integrated Supply Chain Management at UW-Platteville

**PROPOSAL FOR A
BACHELOR OF BUSINESS ADMINISTRATION IN FINANCE
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Business Administration (BBA) in Finance. The proposal is to elevate the Platteville School of Business' (PSB) existing Bachelor of Science in Business Administration (BSBA) with Finance as an emphasis into the new program as a major. The change is necessary for two reasons. First, feedback from industry partners and alumni suggests that additional depth would be valuable in the students' specific sub-disciplines of business. The new program would create more employment opportunities for finance graduates, address employer needs for additional finance competencies, and attract new students who seek a finance-focused education. Second, from a curriculum standpoint, the reformulation and renaming of the program would improve alignment between the name and the content of the program.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Finance

Degree/Major Designations

Bachelor of Business Administration

Mode of Delivery

Single institution face-to-face

Single institution 100% online

Single institution print-based

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that most students who are in the current program, B.S. in Business Administration with an emphasis in Finance, will change to the new major when it becomes available. The curriculum for the new program is very similar to the current program; hence, the students' cost of switching will be minimal. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum

and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so as a part of a teach-out plan. The current BSBA with a finance emphasis serves 80 students. Based on past experience with current campus students who change majors, many of the students who pursue finance are intra-university transfers from other majors, particularly engineering.

By the end of Year 5, the program is expected to have an annual total enrollment of 85 students and will have graduated 81 students since the inception of the program. The average student retention rate is projected to be 75%, or 25% stop-outs in the table below, based on historic retention statistics in UW-Platteville's finance emphasis.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	20	25	25	25
Less Stop-Outs	3	5	6	6	6
Continuing Students	70 (transfer from BSBA)	62	61	64	66
Total Enrollment	77	77	80	83	85
Graduating Students	15	16	16	17	17

Tuition Structure

The program will be offered via three modalities that use different tuition rates. On-campus students will follow the standard undergraduate tuition and fee schedule, which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees.

Students who pursue the program via online modality are charged \$370 per credit, regardless of residency. Online students do not pay segregated fees. Students can expect to pay approximately \$200 per three-credit course for textbooks. Similar to other online management programs at UW-Platteville, the Finance program will be operated using service-based pricing and does not require GPR funds. Students in the print-based program pay \$310 per credit regardless of residency and do not pay segregated fees. The program will be operated using service-based pricing and does not require GPR funds.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM**Overview of the Program**

The aim of the program is to prepare students for a wide range of positions in financial management. These titles include, but are not limited to, Financial Analyst, Loan Officer, Credit Analyst, Financial Advisor, and Financial Planner. The requirements of the program can be completed in fewer than 120 credits. Students will be expected to complete a general education core that is aligned with the UW-Platteville general education requirements, a business administration (BBA) core, and required and elective courses in finance. Conforming to the existing PSB policy, students will be required to complete a three-credit internship and maintain a 2.50 GPA in the major in order to graduate.

Student Learning Outcomes and Program Objectives

The program's catalog description is "[f]inancial management is the act of allocating firm or personal resources in a manner that meets desired short- and long-term objectives. The finance program provides a foundational understanding of the strategies, frameworks, and analyses that are used to meet an organization or individual's financial objectives." Upon completion of the program, students will be able to:

BBA Core

1. Demonstrate best practices in verbal and written communication.
2. Demonstrate competence in quantitative reasoning.
3. Understand foundational principles of the primary domains of business.

Finance

1. Demonstrate knowledge of financial services provided by financial institutions.
2. Evaluate investment alternatives by using time value of money concepts/techniques.
3. Demonstrate knowledge of financial instruments and their markets.
4. Analyze and evaluate the financial strength of a company.

Program Requirements and Curriculum

The program will follow the existing admission guidelines set forth by the UW-Platteville faculty. To be admitted in good standing, applicants must have completed 17 units of college preparatory coursework and meet class standing or ACT/SAT minimum score requirements (<https://campus.uwplatt.edu/admission/admission-guidelines-new-freshman>).

Table 2 illustrates the curriculum for the proposed program. The program is comprised of a 57-credit business core, 18-credit finance core, and 6 credits of finance electives. Additionally, students must fulfill the general education requirements of UW-Platteville, some of which are taken as part of the business core.

Course	Credits
BBA Core (57 credits)	
BUSADMIN 1300: Global Business	3
BUSADMIN 2330: Leadership and Management	3
BUSADMIN 2100: Supply Chain Management	3
SPEECH 1010: Oral Communication for Professionals	2
COSC 1810: Excel	1
BUSADMIN 2630: Introduction to Marketing	3
ACCTING 2010: Financial Accounting	3
BUSADMIN 2340: Business Analytics or MATH 1830: Elementary Statistics	3
ACCTING 2020: Management Accounting	3
MATH 1630: Finite Mathematics or higher (excluding MATH 1830 and MATH 1930)	3
ECONOMIC 2130: Principles of Macroeconomics	3
ECONOMIC 2230: Principles of Microeconomics	3
PHLSPHY 2550: Business Ethics	3
BUSADMIN 2010: Business Communication	3
BUSADMIN 3030: Human Resource Management	3
BUSADMIN 3130: Legal Environment of Business	3
BUSADMIN 3530: Organizational Behavior	3
BUSADMIN 3620: Corporate Finance	3
BUSADMIN 4840: Strategic Management	3
BUSADMIN 4990: Internship	3
Finance Required Core (18 credits)	
BUSADMIN 3xxx: Intermediate Corporate Finance	3
BUSADMIN 3640: Financial Systems Analysis	3
BUSADMIN 3650: International Finance	3
BUSADMIN 3710: Bank Management	3
BUSADMIN 3930: Investments	3
BUSADMIN 4030: Financial Decision Making	3
Finance Electives (6 credits)	
ACCTING 3270: Financial Statement Analysis	3
ECONOMIC 3730: Money and Banking	3
ECONOMIC 3830: Public Finance	3
BUSADMIN 4xxx: Treasury Management	3
TOTAL PROGRAM CREDITS	81

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, the program will receive input from a seven-member industry advisory board that meets twice annually. The board is comprised of representatives from core firms in the tristate region and two members from the broader service area.

The primary program-level academic assessments are conducted via a major field exam administered in the students' capstone course in their final semester and a 360-degree evaluation, conducted by the faculty, the student, and the employer, at the conclusion of the students' internships. The faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction. Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Office of Multicultural Student Affairs, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

The program will specifically address the value of diversity in multiple courses. Specifically, the general education curriculum requires a course in ethnic and gender studies. Most business students will complete BUSADMIN 3340: Management, Gender, and Race, but there are opportunities to pursue coursework in a non-management context. Additionally, PHIL 2550: Business Ethics will introduce the ethical responsibilities, ramifications, and opportunities of diversity in the 21st century organization. Other courses with diversity-related content are BUSADMIN 1300: Global Business, BUSADMIN 3030: Human Resource Management, BUSADMIN 3130: Legal Environment, and BUSADMIN 3530: Organizational Behavior.

For students who pursue the degree through the online modality, the UW-Platteville online model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of nontraditional students. Nontraditional students may have family or work responsibilities

that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that nontraditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. The strength of this program and the success of its students is, in large part, based on the ability to attract and retain a diverse adult student audience.

Marketing and student support of the new program will be included in the efforts of the university at-large. The campus has made a concerted effort to promote and offer student support to students of diverse backgrounds. In addition to the creation of the aforementioned offices, the campus regularly offers events and social activities to support diverse students such as *Women in STEM*, student clubs, and celebrations to bring groups together to foster understanding.

While the proposed degree does not request new faculty or staff, hiring activities within the School of Business continue to emphasize the importance of a diverse talent pool. For example, the School recently replaced two retired faculty with two diverse candidates.

Projected Time to Degree

On-campus students are expected to progress through the program at a full-time pace, approximately 15 credits per term. At that rate, students will complete the program within four years, and this reflects the School of Business' typical case for students who enter the business school as new freshmen.

UW-Platteville has offered an online BSBA for 10 years. Based on historical trends in the online BSBA, online students tend to pursue the degree on a part-time basis. At that rate, it will take a student approximately 5.5 years if the student does not enter the university with transfer credit. However, nearly all online students enter the university with transfer credit so the timeline for completion is typically much shorter.

Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville (<https://campus.uwplatt.edu/academic-planning/program-review>). Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle with a mini-review completed biannually. This process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups.

Accreditation

The program will seek AACSB accreditation. The initial accreditation procedures require a detailed self-study and site visit by AACSB representatives. Once accredited,

AACSB requires a detailed self-study every 10 years to ensure innovation and attainment of the program's stated learning outcomes. The BBA is a new degree type for UW-Platteville; thus, the program will require review and approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The finance program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand professionals who are well versed in management science.^{1, 2}

The new program also provides a valuable safe landing for UW-Platteville students who change majors. UW-Platteville's largest student population resides in engineering; yet, a substantial portion of the students who begin in engineering will ultimately choose another path and that second path is frequently business-related. The BBA will utilize the same general education requirements as a Bachelor of Science in Engineering. Thus, the BBA in Finance is designed with sufficient flexibility that engineering transfers would not experience the burden generally associated with the transition between programs. From that perspective, the new program at UW-Platteville will serve as a retention and graduation vehicle for students who otherwise might depart the university.

Lastly, the new program is ultimately a reformulation of an existing program within the School of Business' program portfolio. This nominal change is an opportunity to improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Institutional Program Array

The Platteville School of Business currently offers two undergraduate programs, one in accounting and one in business administration. The business program is technically one major (i.e., business administration) with eight emphases from which students may choose. This proposal is part of a larger initiative to convert six of the emphases into majors.

UW-Platteville currently has expertise, resources, and faculty in each of the business domains that will be converted to majors. All of the courses within the finance program are currently taught on a regular basis (i.e., at least annually), and the course rotation schedule

¹ U.S. Bureau of Labor Statistics. (2017). Career outlook: Business careers with high pay.

² AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

is optimized to strike the ideal balance between productivity and class availability for students. The faculty within each area are well qualified with academic credentials and professional experience and engage in suitable scholarship for their disciplines.

Additionally, UW-Platteville offers a robust and healthy array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, and engineering with an emphasis in engineering management. Each of the existing programs either is accredited by or has close ties with the relevant body for professional standards.

Other Programs in the University of Wisconsin System

As noted in the approval to plan, there are seven institutions in the UW System that offer similar programs in finance. These include UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Stevens Point, and UW-Whitewater. To that potential duplication, it is necessary to restate that the proposed program already exists at UW-Platteville with a different name, i.e., B.S. in Business Administration with an emphasis in Finance. Furthermore, the new program's positioning to serve as a safe landing for internal transfers at UW-Platteville cannot be understated.

Need as Suggested by Current Student Demand

It is important to note that the proposed finance program is intended to serve as an elevation of an existing emphasis within the B.S. in Business Administration degree program. Specifically, the PSB currently offers an area of emphasis in finance as an option within the existing B.S. in Business Administration program. The finance emphasis currently has over 80 students. However, while the emphasis has been popular with students, the classification as an area of emphasis rather than a major has created some confusion when graduates enter the job market. Feedback from employers, advisory board partners, and students suggests that hiring agents would be more willing to hire finance students if their major was clearly articulated as finance.

Additionally, the finance area of emphasis has sufficient specific content to be developed and articulated as an independent degree program. The advanced finance courses frequently fill to capacity, suggesting noteworthy demand from the existing student base.

Need as Suggested by Market Demand


The demand for finance professionals is projected to be strong. Data related to demand and growth come from a variety of sources. Job demand³ for finance positions is

³ U.S. Bureau of Labor Statistics, (2016). Occupational Outlook Handbook. Retrieved December, 2018, from <https://www.bls.gov/ooh/business-and-financial/home.htm>

expected to grow by 14%, which is faster than average, through 2026, according to the U.S. Bureau of Labor Statistics. Finance continues to be the most sought undergraduate program in the U.S.,⁴ according to the National Association of Colleges and Employers. Lastly, UW-Platteville hired an educational consulting firm⁵ in 2017, whose proprietary algorithm forecasts demand for finance programs to be in the 98th percentile of all programs within the next several years.

⁴ National Association of Colleges and Employers, (2018). Business Majors Dominate List of Top Majors in Demand. <https://www.nacweb.org/job-market/trends-and-predictions/business-majors-dominate-list-of-top-majors-in-demand/>

⁵ Gray Associates. (2018). Gray Data Program Evaluation System. Retrieved March 29, 2018 from <http://graydata.grayassociates.com>.

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program - BBA Finance						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	20	25	25	25
	Enrollment (Continuing Student) Headcount	70	62	61	64	66
	Enrollment (New Student) FTE	10	20	25	25	25
	Enrollment (Continuing Student) FTE	70	62	61	64	66
II	Total New Credit Hours	0	492			
	Existing Credit Hours	1,440	984	1,548	1,602	1,638
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.5	1.5	1.5	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$308,064	\$315,766	\$331,169	\$342,721	\$350,423
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$308,064	\$315,766	\$331,169	\$342,721	\$350,423
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$136,689	\$139,423	\$142,211	\$145,055	\$147,957
	<i>Other Staff</i>	\$37,438	\$38,187	\$38,950	\$39,730	\$40,524
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Admin and Marketing</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$174,127	\$177,610	\$181,162	\$184,785	\$188,481
VI	Net Revenue	\$133,937	\$138,156	\$150,007	\$157,936	\$161,942
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date: 11/22/2019			

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BBA IN FINANCE

Introduction

The University of Wisconsin-Platteville proposes to elevate its existing B.S. in Business Administration (BSBA) with emphases in Integrated Marketing, Professional Sales, Supply Chain Management, Finance, Human Resource Management, and Management/General Business into Bachelor of Business Administration (BBA) with majors in the aforementioned areas. The proposal is being advanced as a package where all six proposals must be approved in order for any of the proposals to be implemented.

The change is in response to two requests from industry partners. First, partners have requested a more specified curriculum for each business domain. Second, feedback suggests that there is substantial confusion in the market regarding major versus sub-major programs to the extent that it has prevented a noteworthy portion of graduates from pursuing careers in disciplines that reflect the coursework that they completed. For example, multiple employers state, "You don't have a supply chain major," when, in fact, the supply chain emphasis provides deep study in the supply chain discipline.

Two additional items are critical to note before proceeding into the details of the budget narrative. First, the budget document does not reflect the Platteville School of Business' (PSB) significant production as a service unit above its core mission of producing business-related majors/graduates. The document solely reflects production for business-related majors whereas PSB repeatedly generates an additional 5,000 student credit hours (SCH) per year in service of other academic areas/majors (e.g., engineering, agriculture, general education, etc.). In short, the revenue and student credit hour statistics underrepresent the PSB's actual production by at least 30%.

Second, the school's hiring approach for faculty and instructors historically has prioritized people who are qualified to teach in multiple business sub-domains. The budget reflects a good faith effort to allocate instructional FTE to the correct sub-domain but the extent to which instructional personnel shift between business programs cannot be under-emphasized. For example, based on the ebbs and flows of enrollment demand, marketing faculty frequently teach management and accountants frequently teach finance. Thus, a standard approach to calculating SCH and tuition dollars is used for all six BBA budgets.

Section I – Enrollment

New student enrollment was forecasted using historical averages of new freshmen. In light of the state's projections for a declining population of high school graduates, the historic average was decreased by 10% to produce the new student headcount forecast.

The continuing student-headcount statistic was produced by taking the number of students who are currently in the B.S. in Business Administration program and estimating how many students are likely to switch to one of the BBA programs. The cost of switching for students who are prior to senior-standing is minimal; hence, it is expected that many will switch to one of the new majors. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so. Further, school enrollment is increased through inter-university transfers from other majors, predominately engineering.

Section II – Credit Hours

The BBA in Finance includes two new courses. The total new credits-produced statistic reflects SCH generation in these new courses, all of which can be instructed using existing instructional FTE by appropriately managing the course rotations. The new SCH production reflects the number of new courses in each program at three credits each while maintaining the policy of course caps in upper-level courses to 30 students.

The existing SCH-production estimate is comprised of several components. First, the BBA programs are comprised of a common core plus major coursework from the business sub-domain. In total, all business students take 69-72 credits directly attributed to the business school. This equates to 60% of courses which are directly attributed to the business school ($72 \text{ credits} / 120 \text{ credits} = 60\%$). Students typically take 30 credits a year; thus, business students typically take 18 credits of business courses each year ($30 \times 60\% = 18 \text{ credits}$). Lastly, the SCH per student is multiplied by the total headcount (new and continuing).

Section III – Faculty and Staff Appointments

Instructional appointments were calculated by reviewing the historical allocations of personnel to the existing emphasis areas. As previously noted, this estimate has significant wobble from year to year at the individual program level because of enrollment-driven reallocation within the PSB, but the statistics at the overall school level are exact and based upon the PSB's existing GPR budget model. The three administrative appointments within the PSB were evenly distributed across all six of the proposed programs.

Section IV – Program Revenues

Revenue projections were calculated by identifying a student's average cost per credit. Specifically, UW-Platteville tuition is \$6,418 per year, and the typical student will take 30 credits per year. Of those credits, 18 credits are directly attributable to the business school. The revenue from tuition was calculated by multiplying 60% ($18 \text{ credits} / 30 \text{ credits}$) by yearly tuition of \$6,418 times the student headcount. Typically, student transfers from another program are not considered when calculating first-year tuition revenue as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the B.S. in Business Administration will be

suspended following the proposed elevation of the Finance emphasis, the continuing students were included in tuition revenue calculations.

Section V – Program Expenses

Instructional expenses were calculated by reviewing each instructor's existing salary and allocating a portion of it to one or more of the proposed programs. A 2% raise to cover increases in salary and/or fringe costs was included in Years 2-5. Again, the allocation at the individual program level can somewhat vary from year to year, but the overall school expense allocation is precise and based on existing budgeted amounts.

As noted in Section III, the expenses for administrative personnel were evenly divided among the six proposed programs. A 2% increase to cover salary increases and/or fringe costs was included in Years 2-5. The cost of fringe benefits was calculated using 38.17% of the employee's salary. The BBA in Finance has no capital cost, special facility needs, or equipment. Marketing is done centrally by the university.

Section VI – Net Revenue

In accordance with existing practice, the school's positive net revenue is reinvested to support faculty professional development and low-margin but high-need campus programs (e.g., STEM, Entrepreneurship, Internships) and to cover strategic needs throughout the college and university.

October 24, 2019

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

Re: Provost Letter of Commitment for Implementation of:
Bachelor of Business Administration in Finance

Dear President Cross:

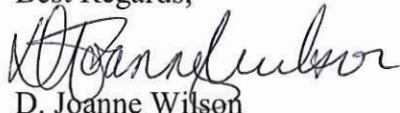
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Business Administration (BBA) in Finance. The Notice of Intent was circulated to UW-System campuses in April 2019. No concerns were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This proposal is being advanced as a package of six requests to elevate our current Bachelor Science in Business Administration with an emphases in Finance, Integrated Marketing, Professional Sales, Supply Chain Management, Human Resource Management, and Management to separate degrees in each of these disciplines. The BBA is a common program type for undergraduate business education and many of our sister business programs across the System utilize this degree type. Our reasons for this change are two-fold. First, our industry partners recommended additional depth in specific disciplines to better prepare students for their careers. Second, the renaming of the degree will improve recognition by future employers of the student's field of study.

The School of Business has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,



D. Joanne Wilson
Provost & Vice Chancellor
for Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

Dr. D. Joanne Wilson, Provost | 2507 Ullsvik Hall | 1 University Plaza | Platteville WI 53818-3099
608.342.1261 | wilsonj@uwplatt.edu | www.uwplatt.edu/provost

**PROPOSAL FOR A
BACHELOR OF BUSINESS ADMINISTRATION
IN HUMAN RESOURCE MANAGEMENT
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Business Administration (BBA) in Human Resource Management (HRM). The proposal is to elevate the Platteville School of Business' (PSB) existing Bachelor of Science in Business Administration (BSBA) with Human Resource Management as an emphasis into the new program as a major. The change is necessary for two reasons. First, feedback from industry partners and alumni suggests that additional depth would be valuable in the students' specific sub-disciplines of business. The new program would create more employment opportunities for HRM graduates, address employer needs for additional HRM competencies, and attract new students who seek a focused HRM education. Second, from a curriculum point of view, the reformulation and renaming of the program would improve alignment between the name and the content of the program.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Human Resources Management

Degree/Major Designations

Bachelor of Business Administration

Mode of Delivery

Single institution face to face

Single institution 100% online

Single institution print-based

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that most students who are in the current program, B.S. in Business Administration with an emphasis in Human Resource Management, will change to the new major when it becomes available. The curriculum for

the new program is very similar to the current program; hence, the students' cost of switching will be minimal. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so as a part of a teach-out plan. The current BSBA with a human resource emphasis serves 90 students. Based on past experience with current campus students who change majors, many of the students who pursue human resource management are intra-university transfers from other majors, particularly engineering.

By the end of Year 5, the program is expected to have an annual total enrollment of 103 students and will have graduated 92 students since the inception of the program. The average student retention rate is projected to be 75%, or 25% stop-outs in the table below, based on historic retention statistics in UW-Platteville's human resource emphasis.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	25	30	30	35
Less Stop-Outs	3	6	7	7	8
Continuing Students	75 (transfer from BSBA)	65	67	72	76
Total Enrollment	82	84	90	95	103
Graduating Students	17	17	18	19	21

Tuition Structure

The program will be offered via two modalities that use different tuition rates. On-campus students will follow the standard undergraduate tuition and fee schedule, which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees. Students who pursue the program via online modality are charged \$370 per credit, regardless of residency. Online students do not pay segregated fees. Students can expect to pay approximately \$200 per three-credit course for textbooks. Similar to other online management programs at UW-Platteville, the Human Resource Management program will be operated using service-based pricing and does not require GPR funds. Students in the print-based program pay \$310 per credit regardless of residency and do not pay segregated fees. The program will be operated using service-based pricing and does not require GPR funds.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM**Overview of the Program**

The aim of the program is to prepare students for a wide range of positions in human resources. These titles include, but are not limited to, human resources generalist, compensation and benefits specialist, training administrator, recruitment specialist, human resources information system analyst, and human resources manager. The requirements of the program can be completed in fewer than 120 credits. Students will be expected to complete a general education core that is aligned with the UW-Platteville general education requirements, a business administration (BBA) core, and required and elective courses in human resource management. Conforming to the existing PSB policy, students will be required to complete a three-credit internship and maintain a 2.50 GPA in the major in order to graduate.

Student Learning Outcomes and Program Objectives

The program's catalog description is "[h]uman resources is the organizational function that seeks to maximize value for the firm's most important resource – its people. The HRM program provides a foundational understanding of the strategies, tools, and practices that help the organization recruit, train, manage, and retain its talent." Upon completion of the program, students will be able to:

BBA Core

1. Demonstrate best practices in verbal and written communication.
2. Demonstrate competence in quantitative reasoning.
3. Understand foundational principles of the primary domains of business.

Human Resource Management

1. Construct and implement effective training and development programs.
2. Deploy appropriate recruitment and selection procedures.
3. Formulate reward (compensation and benefits) strategies that facilitate employee performance and retention.
4. Demonstrate understanding of human resource management processes related to employee and labor relations and employee safety and health.
5. Identify the human resource management challenges facing multinational organizations.

6. Evaluate the ethical, financial, societal, and legal implications of decisions related to human resource management.

Program Requirements and Curriculum

The program will follow the existing admission guidelines set forth by the UW-Platteville faculty. To be admitted in good standing, applicants must have completed 17 units of college preparatory coursework and meet class standing or ACT/SAT minimum score requirements (<https://campus.uwplatt.edu/admission/admission-guidelines-new-freshman>).

Table 2 illustrates the curriculum for the proposed program. The program is comprised of a 57-credit business core, 12-credit HRM core, and 12 credits of HRM electives. Additionally, students must fulfill the general education requirements of UW-Platteville, some of which are taken as part of the business core.

Course	Credits
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BUSADMIN 1300: Global Business	3
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BUSADMIN 2010: Business Communication	3
BUSADMIN 3030: Human Resources Management	3
BUSADMIN 3130: Legal Environment of Business	3
BUSADMIN 3530: Organizational Behavior	3
BUSADMIN 3620: Corporate Finance	3
BUSADMIN 4840: Strategic Management	3
BUSADMIN 4990: Internship	3
Human Resources Required Core (12 credits)	

BUSADMIN 3100: Compensation Management	3
BUSADMIN 3500: Employee Training and Development	3
BUSADMIN 4200: Employee Recruitment and Selection	3
BUSADMIN 4xxx: Strategic Human Resource Management	3
Human Resources Electives (12 credits)	
BUSADMIN 3340: Management, Gender, and Race	3
BUSADMIN 3450: Employment Law	3
BUSADMIN 4170: Predictive Analytics	3
BUSADMIN 4xxx: International Human Resource Management	3
BUSADMIN 4330: Labor Management Relations	3
INDUSTDY 3130: General Industry OSHA 30-hour	3
TOTAL PROGRAM CREDITS	81

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, the program will receive input from a seven-member industry advisory board that meets twice annually. The board is comprised of representatives from core firms in the tristate region and two members from the broader service area.

The primary program-level academic assessments are conducted via a major field exam administered in the students' capstone course in their final semester and a 360-degree evaluation, conducted by the faculty, the student, and the employer, at the conclusion of the students' internships. The faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction.

Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Office of Multicultural Student Affairs, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

The program will specifically address the value of diversity in multiple courses. Specifically, the general education curriculum requires a course in ethnic and gender studies. Most business students will complete BUSADMIN 3340: Management, Gender, and Race, but there are opportunities to pursue coursework in a non-management context. Additionally, PHIL 2550: Business Ethics will introduce the ethical responsibilities, ramifications, and opportunities of diversity in the 21st century organization. Other courses with diversity-related content are BUSADMIN 1300: Global Business, BUSADMIN 3030: Human Resource Management, BUSADMIN 3130: Legal Environment, and BUSADMIN 3530: Organizational Behavior.

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

Marketing and student support of the new program will be included in the efforts of the university at-large. The campus has made a concerted effort to promote and offer student support to students of diverse backgrounds. In addition to the creation of the aforementioned offices, the campus regularly offers events and social activities to support diverse students such as *Women in STEM*, student clubs, and celebrations to bring groups together to foster understanding.

While the proposed degree does not request new faculty or staff, hiring activities within the School of Business continue to emphasize the importance of a diverse talent pool. For example, the School recently replaced two retired faculty with two diverse candidates.

Projected Time to Degree

On-campus students are expected to progress through the program at a full-time pace, approximately 15 credits per term. At that rate, students will complete the program within four years, and this reflects the School of Business' typical case for students who enter the business school as new freshmen.

UW-Platteville has offered an online BSBA for 10 years. Based on historical trends in the online BSBA, online students tend to pursue the degree on a part-time basis. At that rate, it will take a student approximately 5.5 years if the student does not enter the university with transfer credit. However, nearly all online students enter the university with transfer credit so the timeline for completion is typically much shorter.

Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville (<https://campus.uwplatt.edu/academic-planning/program-review>). Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle with a mini-review completed biannually. This process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups.

Accreditation

The program will seek AACSB accreditation. The initial accreditation procedures require a detailed self-study and site visit by AACSB representatives. Once accredited, AACSB requires a detailed self-study every 10 years to ensure innovation and attainment of the program's stated learning outcomes. The BBA is a new degree type for UW-Platteville; thus, the program will require review and approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The HRM program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand professionals who are well versed in management science.^{1, 2}

The new program also provides a valuable safe landing for UW-Platteville students who change majors. UW-Platteville's largest student population resides in engineering; yet, a substantial portion of the students who begin in engineering will ultimately choose another path and that second path is frequently business-related. The BBA will utilize the same general education requirements as a Bachelor of Science in Engineering. Thus, the BBA in HRM is designed with sufficient flexibility that engineering transfers would not experience the burden generally associated with the transition between programs. From

¹ U.S. Bureau of Labor Statistics. (2017). Career outlook: Business careers with high pay.

² AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

that perspective, the new program at UW-Platteville will serve as a retention and graduation vehicle for students who otherwise might depart the university.

Lastly, the new program is ultimately a reformulation of an existing program within the School of Business' program portfolio. This nominal change is an opportunity to improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Institutional Program Array

The Platteville School of Business currently offers two undergraduate programs, one in accounting and one in business administration. The business program is technically one major (i.e., Business Administration) with eight emphases from which students may choose. This proposal is part of a larger initiative to convert six of the emphases into majors.

UW-Platteville currently has expertise, resources, and faculty in each of the business domains that will be converted to majors. All of the courses within the HRM program are currently taught on a regular basis (i.e., at least annually), and the course rotation schedule is optimized to strike the ideal balance between productivity and class availability for students. The faculty within each area are well qualified with academic credentials and professional experience and engage in suitable scholarship for their disciplines.

Additionally, UW-Platteville offers a robust and healthy array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, and engineering with an emphasis in engineering management. Each of the existing programs either is accredited by or has close ties with the relevant body for professional standards.

Other Programs in the University of Wisconsin System

As noted in the approval to plan, there are three institutions in the UW System that offer similar programs in human resource management. These include UW-Milwaukee, UW-Oshkosh, and UW-Whitewater. To that potential duplication, it is necessary to restate that the proposed program already exists at UW-Platteville with a different name, i.e. ,B.S. in Business Administration with an emphasis in Human Resource Management. Furthermore, the new program's positioning to serve as a safe landing for internal transfers at UW-Platteville cannot be understated.

Need as Suggested by Current Student Demand

It is important to note that the proposed HRM program is intended to serve as an elevation of an existing emphasis within the B.S. in Business Administration degree program. Specifically, the PSB currently offers an area of emphasis in HRM as an option within the existing B.S. in Business Administration program. The HRM emphasis currently

has over 90 students. However, while the emphasis has been popular with students, the classification as an area of emphasis rather than a major has created some confusion when graduates enter the job market. Feedback from employers, advisory board partners, and students suggests that hiring agents would be more willing to hire HRM students if their major was clearly articulated as HRM.

Additionally, the HRM area of emphasis has sufficient specific content to be developed and articulated as an independent degree program. The advanced HRM courses frequently fill to capacity, suggesting noteworthy demand from the existing student base.

Need as Suggested by Market Demand

Companies have increasingly adopted the notion that human resources management is a valuable, strategic function within the enterprise. As the labor market continues to tighten, firms recognize the need for additional expertise in finding and retaining top talent. Data related to demand and growth come from a variety of sources. The U.S. Bureau of Labor Statistics for Human Resource Generalists suggests that demand will continue to grow at a rate of 9% per year,³ and the National Association of Colleges and Employers notes that human resources is the sixth most demanded undergraduate program in the U.S.⁴ Lastly, UW-Platteville hired an educational consulting firm⁵ in 2017, whose proprietary algorithm forecasts demand for HRM programs to be in the 98th percentile of all programs within the next several years.

³ U.S. Bureau of Labor Statistics, (2016). Occupational Outlook Handbook. <https://www.onetonline.org/link/summary/13-1071.00>

⁴ National Association of Colleges and Employers, (2018). Business Majors Dominate List of Top Majors in Demand. <https://www.nacweb.org/job-market/trends-and-predictions/business-majors-dominate-list-of-top-majors-in-demand/>

⁵ Gray Associates. (2018). Gray Data Program Evaluation System. Retrieved March 29, 2018 from <http://graydata.grayassociates.com>.

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program - Human Resource Management						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	25	30	30	35
	Enrollment (Continuing Student) Headcount	75	65	67	72	76
	Enrollment (New Student) FTE	10	25	30	30	35
	Enrollment (Continuing Student) FTE	75	65	67	72	76
II	Total New Credit Hours	255	0	0	0	0
	Existing Credit Hours	1,275	1,620	1,746	1,836	1,998
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.5	1.5	1.5	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$327,318	\$346,572	\$373,528	\$392,782	\$427,439
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$327,318	\$346,572	\$373,528	\$392,782	\$427,439
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$140,068	\$142,869	\$145,727	\$148,641	\$151,614
	<i>Other Staff</i>	\$37,438	\$38,187	\$38,950	\$39,730	\$40,524
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Admin and Marketing</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$177,506	\$181,056	\$184,677	\$188,371	\$192,138
VI	Net Revenue	\$149,812	\$165,516	\$188,850	\$204,411	\$235,301

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

11/22/2019

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BBA IN HUMAN RESOURCE MANAGEMENT

Introduction

The University of Wisconsin-Platteville proposes to elevate its existing B.S. in Business Administration (BSBA) with emphases in Integrated Marketing, Professional Sales, Integrated Supply Chain Management, Finance, Human Resource Management, and Management into Bachelor of Business Administration (BBA) with majors in the aforementioned areas. The proposal is being advanced as a package where all six proposals must be approved in order for any of the proposals to be implemented.

The change is in response to two requests from industry partners. First, partners have requested a more specified curriculum for each business domain. Second, feedback suggests that there is substantial confusion in the market regarding major versus sub-major programs to the extent that it has prevented a noteworthy portion of graduates from pursuing careers in disciplines that reflect the coursework that they completed. For example, multiple employers state, "You don't have a supply chain major," when, in fact, the supply chain emphasis provides deep study in the supply chain discipline.

Two additional items are critical to note before proceeding into the details of the budget narrative. First, the budget document does not reflect the Platteville School of Business' (PSB) significant production as a service unit above its core mission of producing business-related majors/graduates. The document solely reflects production for business-related majors whereas the PSB repeatedly generates an additional 5,000 student credit hours (SCH) per year in service of other academic areas/majors (e.g., engineering, agriculture, general education, etc.). In short, the revenue and student credit hour statistics underrepresent the PSB's actual production by at least 30%.

Second, the school's hiring approach for faculty and instructors historically has prioritized people who are qualified to teach in multiple business sub-domains. The budget reflects a good faith effort to allocate instructional FTE to the correct sub-domain but the extent to which instructional personnel shift between business programs cannot be under-emphasized. For example, based on the ebbs and flows of enrollment demand, marketing faculty frequently teach management and accountants frequently teach finance. Thus, a standard approach to calculating SCH and tuition dollars is used for all six BBA budgets.

Section I – Enrollment

New student enrollment was forecasted using historical averages of new freshmen. In light of the state's projections for a declining population of high school graduates, the historic average was decreased by 10% to produce the new student headcount forecast.

The continuing student-headcount statistic was produced by taking the number of students who are currently in the B.S. in Business Administration program and estimating how many students are likely to switch to one of the BBA programs. The cost of switching for students who are prior to senior-standing is minimal; hence, it is expected that many will switch to one of the new majors. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so. In addition, school enrollment is increased through inter-university transfers from other majors, predominately engineering.

Section II – Credit Hours

The BBA in Human Resource Management includes one new course. The total new credits-produced statistic reflects SCH generation in these new courses, all of which can be instructed using existing instructional FTE by appropriately managing the course rotations. The new SCH production reflects the number of new courses in each program at three credits each while maintaining the policy of course caps in upper-level courses to 30 students.

The existing SCH-production estimate is comprised of several components. First, the BBA programs are comprised of a common core plus major coursework from the business sub-domain. In total, all business students take 69-72 credits directly attributed to the business school. This equates to 60% of courses which are directly attributed to the business school ($72 \text{ credits} / 120 \text{ credits} = 60\%$). Students typically take 30 credits a year; thus, business students typically take 18 credits of business courses each year ($30 \times 60\% = 18 \text{ credits}$). Lastly, the SCH per student is multiplied by the total headcount (new and continuing).

Section III – Faculty and Staff Appointments

Instructional appointments were calculated by reviewing the historical allocations of personnel to the existing emphasis areas. As previously noted, this estimate has significant wobble from year to year at the individual program level because of enrollment-driven reallocation within the PSB, but the statistics at the overall school level are exact and based upon the PSB's existing GPR budget model. The three administrative appointments within the PSB were evenly distributed across all six of the proposed programs.

Section IV – Program Revenues

Revenue projections were calculated by identifying a student's average cost per credit. Specifically, UW-Platteville tuition is \$6,418 per year and the typical student will take 30 credits per year. Of those credits, 18 credits are directly attributable to the business school. The revenue from tuition is calculated by multiplying 60% (18 credits/30 credits) by yearly tuition of \$6,418 times the student headcount. Typically, student transfers from another program are not considered when calculating first-year tuition revenue as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the B.S. in Business Administration will be

suspended following the proposed elevation of the Human Resource Management emphasis, the continuing students were included in tuition revenue calculations.

Section V – Program Expenses

Instructional expenses were calculated by reviewing each instructor's existing salary and allocating a portion of it to one or more of the proposed programs. A 2% increase to cover increases in salary and/or fringe costs was included in Years 2-5. Again, the allocation at the individual program level can somewhat vary from year to year, but the overall school expense allocation is precise and based on existing budgeted amounts.

As noted in Section III, the expenses for administrative personnel were evenly divided among the six proposed programs. A 2% increase to cover salary increases and/or fringe costs was included in Years 2-5. The cost of fringe benefits was calculated using 38.17% of the employee's salary. The BBA in Human Resource Management has no capital cost, special facility needs, or equipment. Marketing is done centrally by the university.

Section VI – Net Revenue

In accordance with existing practice, the school's positive net revenue is reinvested to support faculty professional development and low-margin but high-need campus programs (e.g., STEM, Entrepreneurship, Internships) and to cover strategic needs throughout the college and university.

October 24, 2019

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

Re: Provost Letter of Commitment for Implementation of:
Bachelor of Business Administration in Human Resource Management

Dear President Cross:

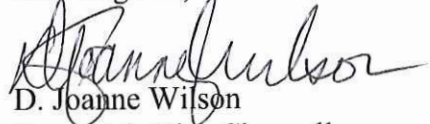
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Business Administration (BBA) in Human Resource Management. The Notice of Intent was circulated to UW-System campuses in April 2019. No concerns were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This proposal is being advanced as a package of six requests to elevate our current Bachelor Science in Business Administration with an emphases in Finance, Integrated Marketing, Professional Sales, Supply Chain Management, Human Resource Management, and Management to separate degrees in each of these disciplines. The BBA is a common program type for undergraduate business education and many of our sister business programs across the System utilize this degree type. Our reasons for this change are two-fold. First, our industry partners recommended additional depth in specific disciplines to better prepare students for their careers. Second, the renaming of the degree will improve recognition by future employers of the student's field of study.

The School of Business has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,


D. Joanne Wilson
Provost & Vice Chancellor
for Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

Dr. D. Joanne Wilson, Provost | 2507 Ullsvik Hall | 1 University Plaza | Platteville WI 53818-3099
608.342.1261 | wilsonj@uwplatt.edu | www.uwplatt.edu/provost

**PROPOSAL FOR A
BACHELOR OF BUSINESS ADMINISTRATION
IN INTEGRATED MARKETING
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Business Administration (BBA) in Integrated Marketing. The proposal is to elevate the Platteville School of Business' (PSB) existing Bachelor of Science in Business Administration (BSBA) with Integrated Marketing as an emphasis into the new program as a major. The change is necessary for two reasons. First, feedback from industry partners and alumni suggests that additional depth would be valuable in the students' specific sub-disciplines of business. The new program would create more employment opportunities for marketing graduates, address employer needs for additional marketing competencies, and attract new students who seek a focused marketing education. Second, from a curriculum standpoint, the reformulation and renaming of the program would improve alignment between the name and the content of the program.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Integrated Marketing

Degree/Major Designations

Bachelor of Business Administration

Mode of Delivery

Single institution face to face
Single institution 100% online
Single institution print-based

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that most students who are in the current program, B.S. in Business Administration with an emphasis in Integrated Marketing, will change to the new major when it becomes available. The curriculum for the new program

is very similar to the current program; hence, the students' cost of switching will be minimal. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so as part of a teach-out plan. The current BSBA program serves 115 students. Based on past experience with current campus students who change majors, many of the students who pursue marketing are intra-university transfers from other majors, particularly engineering.

By the end of Year 5, the program is expected to have an annual total enrollment of 123 students and will have graduated 104 students since the inception of the program. The average student retention rate is projected to be 75%, or 25% stop-outs in the table below, based on historic retention statistics in UW-Platteville's integrated marketing emphasis.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	25	30	30	30
Less Stop-Outs	5	5	8	8	8
Continuing Students	105 (transfer from BSBA)	99	98	100	101
Total Enrollment	120	119	120	122	123
Graduating Students	21	21	20	21	21

Tuition Structure

The program will be offered via three modalities that use different tuition rates. On-campus students will follow the standard undergraduate tuition and fee schedule which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees.

Students who pursue the program via online modality are charged \$370 per credit, regardless of residency. Online students do not pay segregated fees. Students can expect to pay approximately \$200 per three-credit course for textbooks. Similar to other online management programs at UW-Platteville, the Integrated Marketing program will be operated using service-based pricing and does not require GPR funds. Students in the print-based program pay \$310 per credit regardless of residency and do not pay segregated fees. The program will be operated using service-based pricing and does not require GPR funds.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM**Overview of the Program**

The aim of the program is to prepare students for a wide range of positions in marketing. These titles include, but are not limited to, marketing manager, marketing specialist, brand manager, digital marketing specialist/analyst, media buyer, advertising account executive, and market research coordinator. The requirements of the program can be completed in fewer than 120 credits. Students will be expected to complete a general education core that is aligned with the UW-Platteville general education requirements, a business administration (BBA) core, and required and elective courses in marketing. Conforming to the existing PSB policy, students will be required to complete a three-credit internship and maintain a 2.50 GPA in the major in order to graduate.

Student Learning Outcomes and Program Objectives

The program's catalog description is "[m]arketing is the organizational function that aligns and executes a firm's promotional strategy. The integrated marketing program provides a foundational understanding of the strategies, tactics, and tools that firms use to convey value to their customers and facilitate a purchase." Upon completion of the program, students will be able to:

BBA Core

1. Demonstrate best practices in verbal and written communication.
2. Demonstrate competence in quantitative reasoning.
3. Understand foundational principles of the primary domains of business.

Integrated Marketing

1. Construct persuasive messages based on motivational models.
2. Generate consumer segments using primary and secondary data.
3. Justify channel decisions based on a holistic view of marketing as a system.
4. Formulate strategic marketing plans or recommendations.
5. Evaluate the ethical, financial, and legal implications of marketing decisions.

Program Requirements and Curriculum

The program will follow the existing admission guidelines set forth by the UW-Platteville faculty. To be admitted in good standing, applicants must have completed 17 units of college preparatory coursework and meet class standing or ACT/SAT minimum score requirements (<https://campus.uwplatt.edu/admission/admission-guidelines-new-freshman>).

Table 2 illustrates the curriculum for the proposed program. The program is comprised of a 57-credit business core, 9-credit marketing core, and 12 credits of marketing electives. Additionally, students must fulfill the general education requirements of UW-Platteville, some of which are taken as part of the business core.

Course	Credits
BBA Core (57 credits)	
BUSADMIN 1300: Global Business	3
BUSADMIN 2330: Leadership and Management	3
BUSADMIN 2100: Supply Chain Management	3
SPEECH 1010: Oral Communication for Professionals	2
COSC 1810: Excel	1
BUSADMIN 2630: Introduction to Marketing	3
ACCTING 2010: Financial Accounting	3
BUSADMIN 2340: Business Analytics or MATH 1830: Elementary Statistics	3
ACCTING 2020: Management Accounting	3
MATH 1630: Finite Mathematics or higher (excluding MATH 1830 and MATH 1930)	3
ECONOMIC 2130: Principles of Macroeconomics	3
ECONOMIC 2230: Principles of Microeconomics	3
PHLSPHY 2550: Business Ethics	3
BUSADMIN 2010: Business Communication	3
BUSADMIN 3030: Human Resource Management	3
BUSADMIN 3130: Legal Environment of Business	3
BUSADMIN 3530: Organizational Behavior	3
BUSADMIN 3620: Corporate Finance	3
BUSADMIN 4840: Strategic Management	3
BUSADMIN 4990: Internship	3
Marketing Required Core (9 credits)	
BUSADMIN 3240: e-Commerce and e-Marketing in Today's World	3
BUSADMIN 3740: Consumer Behavior	3
BUSADMIN 4630: Marketing Management	3

Marketing Electives (12 credits)	
MEDIA 2230: Digital Media Technologies	3
BUSADMIN 3110: Strategic Promotions Management	3
BUSADMIN 3630: Advertising	3
BUSADMIN 3700: Marketing Research	3
BUSADMIN 3720: International Marketing	3
BUSADMIN 4150: e-Marketing Applications	3
TOTAL MAJOR CREDITS	78

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, the program will receive input from a seven-member industry advisory board that meets twice annually. The board is comprised of representatives from core firms in the tristate region and two members from the broader service area.

The primary program-level academic assessments are conducted via a major field exam administered in the students' capstone course in their final semester and a 360-degree evaluation, conducted by the faculty, the student, and the employer, at the conclusion of the students' internships. The faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction.

Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Office of Multicultural Student Affairs, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

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Additionally, PHIL 2550: Business Ethics will introduce the ethical responsibilities, ramifications, and opportunities of diversity in the 21st century organization. Other courses with diversity-related content are BUSADMIN 1300: Global Business, BUSADMIN 3030: Human Resource Management, BUSADMIN 3130: Legal Environment, and BUSADMIN 3530: Organizational Behavior.

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While the proposed degree does not request new faculty or staff, hiring activities within the School of Business continue to emphasize the importance of a diverse talent pool. For example, the School recently replaced two retired faculty with two diverse candidates.

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Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville (<https://campus.uwplatt.edu/academic-planning/program-review>). Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle with a mini-review completed biannually. This process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups.

Accreditation

The program will seek AACSB accreditation. The initial accreditation procedures require a detailed self-study and site visit by AACSB representatives. Once accredited, AACSB requires a detailed self-study every 10 years to ensure innovation and attainment of the program's stated learning outcomes. The BBA is a new degree type for UW-Platteville; thus, the program will require review and approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The integrated marketing program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand professionals who are well versed in management science.^{1, 2}

The new program also provides a valuable safe landing for UW-Platteville students who change majors. UW-Platteville's largest student population resides in engineering; yet, a substantial portion of the students who begin in engineering will ultimately choose another path and that second path is frequently business-related. The BBA will utilize the same general education requirements as a Bachelor of Science in Engineering. Thus, the BBA in Integrated Marketing is designed with sufficient flexibility that engineering transfers would not experience the burden generally associated with transition between programs. From that perspective, the new program at UW-Platteville will serve as a retention and graduation vehicle for students who otherwise might depart the university.

Lastly, the new program is ultimately a reformulation of an existing program within the School of Business' program portfolio. This nominal change is an opportunity to

¹ U.S. Bureau of Labor Statistics. (2017). Career outlook: Business careers with high pay.

² AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Institutional Program Array

The Platteville School of Business currently offers two undergraduate programs, one in accounting and one in business administration. The business program is technically one major (i.e., Business Administration) with eight emphases from which students may choose. This proposal is part of a larger initiative to convert six of the emphases into majors.

UW-Platteville currently has expertise, resources, and faculty in each of the business domains that will be converted to majors. All of the courses within the integrated marketing program are currently taught on a regular basis (i.e., at least annually), and the course rotation schedule is optimized to strike the ideal balance between productivity and class availability for students. The faculty within each area are well qualified with academic credentials and professional experience and engage in suitable scholarship for their disciplines.

Additionally, UW-Platteville offers a robust and healthy array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, and engineering with an emphasis in engineering management.

Other Programs in the University of Wisconsin System

As noted in the approval to plan, there are eight institutions in the UW System that offer similar programs in marketing. These include UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-Stevens Point, and UW-Whitewater. To that potential duplication, it is necessary to restate that the proposed program already exists at UW-Platteville with a different name, i.e., B.S. in Business Administration with an emphasis in Integrated Marketing. Furthermore, the new program's positioning to serve as a safe landing for internal transfers at UW-Platteville cannot be understated.

Need as Suggested by Current Student Demand

It is important to note that the proposed marketing program is intended to serve as an elevation of an existing emphasis within the B.S. in Business Administration degree program. Specifically, the PSB currently offers an area of emphasis in integrated marketing as an option within the existing B.S. in Business Administration program. The integrated marketing area of the emphasis currently has over 110 students. However, while the emphasis has been popular with students, the classification as an area of emphasis rather than a major has created some confusion when graduates enter the job market. Feedback from employers, advisory board partners, and students suggests that hiring agents would

be more willing to hire marketing students if their major was clearly articulated as marketing.

Additionally, the marketing area of emphasis has sufficient specific content to be developed and articulated as an independent degree program. The advanced marketing courses frequently fill to capacity, suggesting noteworthy demand from the existing student base.

Need as Suggested by Market Demand

The demand for marketing and professionals is projected to be strong. Data related to demand and growth come from a variety of sources. Job demand³ for advertising, promotions, and marketing managers is expected to grow by 10%, which is faster than average, through 2026, according to the U.S. Bureau of Labor Statistics. Other specialized marketing resources^{4, 5} forecast growth for product managers as much as 30% each year according to industry press. Lastly, UW-Platteville hired an educational consulting firm⁶ in 2017, whose proprietary algorithm forecasts demand for marketing management programs to be in the 98th percentile of all programs within the next several years.

³ U.S. Bureau of Labor Statistics. (2016). Occupational Outlook Handbook. Retrieved October 2, 2018, from Advertising, Promotions, and Marketing Managers

<https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

⁴ LinkedIn. (2018). Data Reveals the Most Promising Jobs and In-Demand Skills of 2018. Retrieved October 2, 2018, from <https://blog.linkedin.com/2018/january/11/linkedin-data-reveals-the-most-promising-jobs-and-in-demand-skills-2018>

⁵ Smart Insights. (2018). Demand for marketing & sales skills set to continue its upward trend. (2016, September 12). Retrieved October 2, 2018, from <https://www.smartinsights.com/digital-marketing-strategy/demand-marketing-sales-skills-set-continue-upward-trend-chartoftheday/>

⁶ Gray Associates. (2018). Gray Data Program Evaluation System. Retrieved March 29, 2018 from <http://graydata.grayassociates.com>

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program - Integrated Marketing						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	20	25	30	30	30
	Enrollment (Continuing Student) Headcount	105	99	98	100	101
	Enrollment (New Student) FTE	20	25	30	30	30
	Enrollment (Continuing Student) FTE	105	99	98	100	101
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	2,250	2,232	2,304	2,340	2,358
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.5	1.5	1.5	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$481,350	\$477,499	\$492,902	\$500,604	\$504,455
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$481,350	\$477,499	\$492,902	\$500,604	\$504,455
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$151,986	\$155,026	\$158,126	\$161,289	\$164,515
	<i>Other Staff</i>	\$37,438	\$38,187	\$38,950	\$39,730	\$40,524
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Admin and Marketing</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$189,424	\$193,212	\$197,077	\$201,018	\$205,039
VI	Net Revenue	\$291,926	\$284,287	\$295,826	\$299,586	\$299,416

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

11/22/2019

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BBA IN INTEGRATED MARKETING

Introduction

The University of Wisconsin-Platteville proposes to elevate its existing B.S. in Business Administration (BSBA) with emphases in Integrated Marketing, Professional Sales, Integrated Supply Chain Management, Finance, Human Resource Management, and Management into Bachelor of Business Administration (BBA) with majors in the aforementioned areas. The proposal is being advanced as a package where all six proposals must be approved in order for any of the proposals to be implemented.

The change is in response to two requests from industry partners. First, partners have requested a more specified curriculum for each business domain. Second, feedback suggests that there is substantial confusion in the market regarding major versus sub-major programs to the extent that it has prevented a noteworthy portion of graduates from pursuing careers in disciplines that reflect the coursework that they completed. For example, multiple employers state, "You don't have a supply chain major," when, in fact, the supply chain emphasis provides deep study in the supply chain discipline.

Two additional items are critical to note before proceeding into the details of the budget narrative. First, the budget document does not reflect the Platteville School of Business' (PSB) significant production as a service unit above its core mission of producing business-related majors/graduates. The document solely reflects production for business-related majors whereas the PSB repeatedly generates an additional 5,000 student credit hours (SCH) per year in service of other academic areas/majors (e.g., engineering, agriculture, general education, etc.). In short, the revenue and student credit hour statistics underrepresent the PSB's actual production by at least 30%.

Second, the school's hiring approach for faculty and instructors historically has prioritized people who are qualified to teach in multiple business sub-domains. The budget reflects a good faith effort to allocate instructional FTE to the correct sub-domain but the extent to which instructional personnel shift between business programs cannot be under-emphasized. For example, based on the ebbs and flows of enrollment demand, marketing faculty frequently teach management and accountants frequently teach finance. Thus, a standard approach to calculating SCH and tuition dollars is used for all six BBA budgets.

Section I – Enrollment

New student enrollment was forecasted using historical averages of new freshmen. In light of the state's projections for a declining population of high school graduates, the historic average was decreased by 10% to produce the new student headcount forecast.

The continuing student-headcount statistic was produced by taking the number of students who are currently in the B.S. in Business Administration program and estimating how many students are likely to switch to one of the BBA programs. The cost of switching for students who are prior to senior-standing is minimal; hence, it is expected that many will switch to one of the new majors. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so. In addition, school enrollment is increased through inter-university transfers from other majors, predominately engineering.

Section II – Credit Hours

The existing SCH-production estimate is comprised of several components. First, the BBA programs are comprised of a common core plus major coursework from the business sub-domain. In total, all business students take 69-72 credits directly attributed to the business school. This equates to 60% of courses which are directly attributed to the business school ($72 \text{ credits} / 120 \text{ credits} = 60\%$). Students typically take 30 credits a year; thus, business students typically take 18 credits of business courses each year ($30 \times 60\% = 18 \text{ credits}$). Lastly, the SCH per student is multiplied by the total headcount (new and continuing).

Section III – Faculty and Staff Appointments

Instructional appointments were calculated by reviewing the historical allocations of personnel to the existing emphasis areas. As previously noted, this estimate has significant wobble from year to year at the individual program level because of enrollment-driven reallocation within the PSB, but the statistics at the overall school level are exact and based upon the PSB's existing GPR budget model. The three administrative appointments within the PSB were evenly distributed across all six of the proposed programs.

Section IV – Program Revenues

Revenue projections were calculated by identifying a student's average cost per credit. Specifically, UW-Platteville tuition is \$6,418 per year and the typical student will take 30 credits per year. Of those credits, 18 credits are directly attributable to the business school. The revenue from tuition was calculated by multiplying 60% ($18 \text{ credits} / 30 \text{ credits}$) by yearly tuition of \$6,418 times the student headcount. Typically, student transfers from another program are not considered when calculating first-year tuition revenue as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the B.S. in Business Administration will be suspended following the proposed elevation of the Integrated Marketing emphasis, the continuing students were included in tuition revenue calculations.

Section V – Program Expenses

Instructional expenses were calculated by reviewing each instructor's existing salary and allocating a portion of it to one or more of the proposed programs. A 2% increase to cover increases in salary and/or fringe costs was included in Years 2-5. Again, the allocation

at the individual program level can somewhat vary from year to year, but the overall school expense allocation is precise and based on existing budgeted amounts. As noted in Section III, the expenses for administrative personnel were evenly divided among the six proposed programs. A 2% increase to cover salary increases and/or fringe costs was included in Years 2-5. The cost of fringe benefits was calculated using 38.17% of the employee's salary. The BBA in Integrated Marketing has no capital cost, special facility needs, or equipment. Marketing is done centrally by the university.

Section VI – Net Revenue

In accordance with existing practice, the school's positive net revenue is reinvested to support faculty professional development and low-margin but high-need campus programs (e.g., STEM, Entrepreneurship, Internships) and to cover strategic needs throughout the college and university.

October 24, 2019

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

Re: Provost Letter of Commitment for Implementation of:
Bachelor of Business Administration in Integrated Marketing

Dear President Cross:

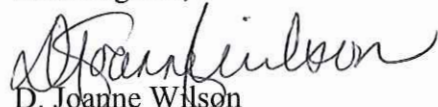
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Business Administration (BBA) in Integrated Marketing. The Notice of Intent was circulated to UW-System campuses in April 2019. No concerns were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This proposal is being advanced as a package of six requests to elevate our current Bachelor Science in Business Administration with an emphases in Finance, Integrated Marketing, Professional Sales, Supply Chain Management, Human Resource Management, and Management to separate degrees in each of these disciplines. The BBA is a common program type for undergraduate business education and many of our sister business programs across the System utilize this degree type. Our reasons for this change are two-fold. First, our industry partners recommended additional depth in specific disciplines to better prepare students for their careers. Second, the renaming of the degree will improve recognition by future employers of the student's field of study.

The School of Business has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,



D. Joanne Wilson
Provost & Vice Chancellor
for Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

**PROPOSAL FOR A
BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Business Administration (BBA) in Management. The proposal is to elevate the Platteville School of Business' (PSB) existing Bachelor of Science in Business Administration (BSBA) with management and general emphases into the new program as a major. The change is necessary to retain a general management degree while the PSB reformulates its emphasis areas (e.g., finance, marketing, human resources, etc.) into majors.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Management

Degree/Major Designations

Bachelor of Business Administration

Mode of Delivery

Single institution face to face
Single institution 100% online
Single institution print-based

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that most students who are in the current program, B.S. in Business Administration with a general business emphasis, will change to the new major when it becomes available. The curriculum for the new program is very similar to the current program; hence, the students' cost of switching will be minimal. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so as a part of a teach-out plan. The current BSBA with management and general emphases serves 260 students. Based on past experience with current campus students who change majors, many of the students who pursue business are intra-

university transfers from other majors, particularly engineering. Some of the general students are also expected to switch to one of the new specific majors in marketing, finance, supply chain, sales, or human resources.

By the end of Year 5, the program is expected to have an annual total enrollment of 236 students and will have graduated 225 students since the inception of the program. The average student retention rate is projected to be 75%, or 25% stop-outs in the table below, based on historic retention statistics in UW-Platteville's management and general emphases.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	35	55	55	55	60
Less Stop-Outs	7	11	11	11	12
Continuing Students	208 (transfer from BSBA)	189	188	188	188
Total Enrollment	236	233	232	232	236
Graduating Students	47	45	44	44	45

Tuition Structure

The program will be offered via three modalities that use different tuition rates. On-campus students will follow the standard undergraduate tuition and fee schedule, which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees.

Students who pursue the program via online modality are charged \$370 per credit, regardless of residency. Online students do not pay segregated fees. Students can expect to pay approximately \$200 per three-credit course for textbooks. Similar to other online management programs at UW-Platteville, the Management program will be operated using service-based pricing and does not require GPR funds. Students in the print-based program pay \$310 per credit regardless of residency and do not pay segregated fees. The program will be operated using service-based pricing and does not require GPR funds.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The aim of the program is to prepare students for a wide range of positions and settings in organizational management. The program is sufficiently flexible to prepare students to start their own business, engage in consulting, or work within for-profit and non-profit environments. The requirements of the program can be completed in fewer than 120 credits. Students will be expected to complete a general education core that is aligned with the UW-Platteville general education requirements, a business administration (BBA) core, and required and elective courses in management. Conforming to the existing PSB policy, students will be required to complete a 3-credit internship and maintain a 2.50 GPA in the major in order to graduate.

Student Learning Outcomes and Program Objectives

The program's catalog description is "[o]rganizational managers are generalists who can apply a broad range of strategies, tools, and practices to various facets of the firm. The management program is designed to develop students' abilities to scan across the entire organization, lead effective teams, and improve the firm's processes." Upon completion of the program, students will be able to:

BBA Core

1. Demonstrate best practices in verbal and written communication.
2. Demonstrate competence in quantitative reasoning.
3. Understand foundational principles of the primary domains of business.

Management

1. Apply strategies to build value for the firm.
2. Construct and lead effective teams.
3. Evaluate the ethical, legal, and financial implications of managerial decisions.
4. Implement quality assurance and improvement initiatives.

Program Requirements and Curriculum

The program will follow the existing admission guidelines set forth by the UW-Platteville faculty. To be admitted in good standing, applicants must have completed 17 units of college preparatory coursework and meet class standing or ACT/SAT minimum score requirements (<https://campus.uwplatt.edu/admission/admission-guidelines-new-freshman>).

Table 2 illustrates the curriculum for the proposed program. The program is comprised of a 57-credit business core, 9-credit management core, and 12 credits of management electives. Additionally, students must fulfill the general education requirements of UW-Platteville, some of which are taken as part of the business core.

Course	Credits
BBA Core (57 credits)	
BUSADMIN 1300: Global Business	3
BUSADMIN 2330: Leadership and Management	3
BUSADMIN 2100: Supply Chain Management	3
SPEECH 1010: Oral Communication for Professionals	2
COSC 1810: Excel	1
BUSADMIN 2630: Introduction to Marketing	3
ACCTING 2010: Financial Accounting	3
BUSADMIN 2340: Business Analytics or MATH 1830: Elementary Statistics	3
ACCTING 2020: Management Accounting	3
MATH 1630: Finite Mathematics or higher (excluding MATH 1830 and MATH 1930)	3
ECONOMIC 2130: Principles of Macroeconomics	3
ECONOMIC 2230: Principles of Microeconomics	3
PHLSPHY 2550: Business Ethics	3
BUSADMIN 2010: Business Communication	3
BUSADMIN 3030: Human Resource Management	3
BUSADMIN 3130: Legal Environment of Business	3
BUSADMIN 3530: Organizational Behavior	3
BUSADMIN 3620: Corporate Finance	3
BUSADMIN 4840: Strategic Management	3
BUSADMIN 4990: Internship	3
Management Required Core (9 credits)	
BUSADMIN 3340: Management, Gender, and Race	3
BUSADMIN 3540: Quality Management	3
BUSADMIN 3930: Team Dynamics	3
Management Electives (12 credits)	
BUSADMIN 3140: Managerial Law	3
BUSADMIN 3230: Small Business Management	3
BUSADMIN 3400: Personal Financial Planning	3
BUSADMIN 3430: Risk Management	3
BUSADMIN 3600: Regulatory Compliance Management	3
BUSADMIN 3710: Bank Management	3
BUSADMIN 4140: International Management	3

BUSADMIN 4170: Predictive Analytics	3
BUSADMIN 4630: Marketing Management	3
TOTAL PROGRAM CREDITS	78

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, the program will receive input from a seven-member industry advisory board that meets twice annually. The board is comprised of representatives from core firms in the tristate region and two members from the broader service area.

The primary program-level academic assessments are conducted via a major field exam administered in the students' capstone course in their final semester and a 360-degree evaluation, conducted by the faculty, the student, and the employer, at the conclusion of the students' internships. The faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction.

Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Office of Multicultural Student Affairs, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

The program will specifically address the value of diversity in multiple courses. Specifically, the general education curriculum requires a course in ethnic and gender studies. Most business students will complete BUSADMIN 3340: Management, Gender, and Race but there are opportunities to pursue coursework in a non-management context. Additionally, PHIL 2550: Business Ethics will introduce the ethical responsibilities, ramifications, and opportunities of diversity in the 21st century organization. Other courses with diversity-related content are BUSADMIN 1300: Global Business, BUSADMIN 3030: Human Resource Management, BUSADMIN 3130: Legal Environment, and BUSADMIN 3530: Organizational Behavior.

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

Marketing and student support of the new program will be included in the efforts of the university at-large. The campus has made a concerted effort to promote and offer student support to students of diverse backgrounds. In addition to the creation of the aforementioned offices, the campus regularly offers events and social activities to support diverse students such as *Women in STEM*, student clubs, and celebrations to bring groups together to foster understanding.

While the proposed degree does not request new faculty or staff, hiring activities within the School of Business continue to emphasize the importance of a diverse talent pool. For example, the School recently replaced two retired faculty with two diverse candidates.

Projected Time to Degree

On-campus students are expected to progress through the program at a full-time pace, approximately 15 credits per term. At that rate, students will complete the program within four years, and this reflects the School of Business' typical case for students who enter the business school as new freshmen.

UW-Platteville has offered an online BSBA for 10 years. Based on historical trends in the online BSBA, online students tend to pursue the degree on a part-time basis. At that rate, it will take a student approximately 5.5 years if the student does not enter the university with transfer credit. However, nearly all online students enter the university with transfer credit so the timeline for completion is typically much shorter.

Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville (<https://campus.uwplatt.edu/academic-planning/program-review>). Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle with a mini-review completed biannually. This

process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups.

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JUSTIFICATION

Rationale and Relation to Mission

The management program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand professionals who are well versed in management science.^{1, 2}

The new program also provides a valuable safe landing for UW-Platteville students who change majors. UW-Platteville's largest student population resides in engineering; yet, a substantial portion of the students who begin in engineering will ultimately choose another path and that second path is frequently business-related. The BBA will utilize the same general education requirements as a Bachelor of Science in Engineering. Thus, the BBA in Management is designed with sufficient flexibility that engineering transfers would not experience the burden generally associated with transition between programs. From that perspective, the new program at UW-Platteville will serve as a retention and graduation vehicle for students who otherwise might depart the university.

Lastly, the new program is ultimately a reformulation of an existing program within the School of Business' program portfolio. This nominal change is an opportunity to improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Institutional Program Array

The Platteville School of Business currently offers two undergraduate programs, one in accounting and one in business administration. The business program is technically one

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major (i.e., Business Administration) with eight emphases from which students may choose. This proposal is part of a larger initiative to convert six of the emphases into majors.

UW-Platteville currently has expertise, resources, and faculty in each of the business domains that will be converted to majors. All of the courses within the management program are currently taught on a regular basis (i.e., at least annually), and the course rotation schedule is optimized to strike the ideal balance between productivity and class availability for students. The faculty within each area are well qualified with academic credentials and professional experience and engage in suitable scholarship for their disciplines.

Additionally, UW-Platteville offers a robust and healthy array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, and engineering with an emphasis in engineering management.

Other Programs in the University of Wisconsin System

As noted in the approval to plan, there are 10 institutions in the UW System that offer similar programs in management or general business studies. These include UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Madison, UW-Oshkosh, UW-Parkside, UW-River Falls, UW-Stevens Point, UW-Stout, and UW-Whitewater. To that potential duplication, it is necessary to restate that the proposed program already exists at UW-Platteville with a different name, i.e., B.S. in Business Administration with an emphasis in management or general. Furthermore, the new program's positioning to serve as a safe landing for internal transfers at UW-Platteville cannot be understated.

Need as Suggested by Current Student Demand

It is important to note that the proposed program is intended to serve as an elevation of an existing emphasis within the B.S. in Business Administration degree program. Specifically, the PSB currently offers areas of emphasis in management and general business as an option within the existing B.S. in Business Administration program. The management and general business emphases currently have over 260 students. The current demand clearly shows that some contingent of students prefer a general business degree, and the reformulation of this program is necessary to meet the needs of that contingent. Furthermore, there is confusion in the market regarding the definition of an emphasis and the value that it provides; the change in classification as a major provides clarification about students' courses of study. Additionally, the management and general business areas of emphasis have sufficient specific content to be developed and articulated as an independent degree program. The advanced management courses frequently fill to capacity, suggesting noteworthy demand from the existing student base.

Need as Suggested by Market Demand

Although demand for a specialized business education continues to rise, a large market for broader management and administration programs continues to exist among students and employers. Data related to demand and growth come from a variety of sources. A report by the National Association of Colleges and Employers identifies general business and management as the third most popular degree in the U.S. at the bachelor's degree level.³ Undergraduate general business programs continue to average 10.3% annualized enrollment growth since 2011,⁴ according to the Association for Advancement of Collegiate Schools of Business. Finally, the U.S. Bureau of Labor Statistics for management analysts anticipates demand to grow at a rate of 14% per year.⁵

³ National Association of Colleges and Employers, (2018). Business Majors Dominate List of Top Majors in Demand. <https://www.nacweb.org/job-market/trends-and-predictions/business-majors-dominate-list-of-top-majors-in-demand/>

⁴ Association for Advancement of Collegiate Schools of Business, (2018). Business School Enrollment Trends. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

⁵Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Management Analysts, on the Internet at <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm> (visited November 03, 2019).

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program - Management						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	35	55	55	55	60
	Enrollment (Continuing Student) Headcount	208	189	188	188	188
	Enrollment (New Student) FTE	35	55	55	55	60
	Enrollment (Continuing Student) FTE	208	189	188	188	188
II	Total New Credit Hours	0	0	0	0	0
	Existing Credit Hours	4,374	4,392	4,374	4,374	4,464
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	9.75	9.75	9.75	9.75	9.75
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$935,744	\$939,595	\$935,744	\$935,744	\$954,998
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$935,744	\$939,595	\$935,744	\$935,744	\$954,998
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$858,970	\$876,149	\$893,672	\$911,546	\$929,777
	<i>Other Staff</i>	\$37,438	\$38,187	\$38,950	\$39,730	\$40,524
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Admin and Marketing</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$896,408	\$914,336	\$932,623	\$951,275	\$970,301
VI	Net Revenue	\$39,336	\$25,259	\$3,122	-\$15,531	-\$15,302

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

11/22/2019

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BBA IN MANAGEMENT

Introduction

The University of Wisconsin-Platteville proposes to elevate its existing B.S. in Business Administration (BSBA) with emphases in Integrated Marketing, Professional Sales, Integrated Supply Chain Management, Finance, Human Resource Management, and Management into Bachelor of Business Administration (BBA) with majors in the aforementioned areas. The proposal is being advanced as a package where all six proposals must be approved in order for any of the proposals to be implemented.

The change is in response to two requests from industry partners. First, partners have requested a more specified curriculum for each business domain. Second, feedback suggests that there is substantial confusion in the market regarding major versus sub-major programs to the extent that it has prevented a noteworthy portion of graduates from pursuing careers in disciplines that reflect the coursework that they completed. For example, multiple employers state, "You don't have a supply chain major," when, in fact, the supply chain emphasis provides deep study in the supply chain discipline.

Two additional items are critical to note before proceeding into the details of the budget narrative. First, the budget document does not reflect the Platteville School of Business' (PSB) significant production as a service unit above its core mission of producing business-related majors/graduates. The document solely reflects production for business-related majors whereas the PSB repeatedly generates an additional 5,000 student credit hours (SCH) per year in service of other academic areas/majors (e.g., engineering, agriculture, general education, etc.). In short, the revenue and student credit hour statistics underrepresent the PSB's actual production by at least 30%.

Second, the school's hiring approach for faculty and instructors historically has prioritized people who are qualified to teach in multiple business sub-domains. The budget reflects a good faith effort to allocate instructional FTE to the correct sub-domain, but the extent to which instructional personnel shift between business programs cannot be under-emphasized. For example, based on the ebbs and flows of enrollment demand, marketing faculty frequently teach management and accountants frequently teach finance. Thus, a standard approach to calculating SCH and tuition dollars is used for all six BBA budgets.

Section I – Enrollment

New student enrollment was forecasted using historical averages of new freshmen. In light of the state's projections for a declining population of high school graduates, the historic average was decreased by 10% to produce the new student headcount forecast.

The continuing student-headcount statistic was produced by taking the number of students who are currently in the B.S. in Business Administration program and estimating how many students are likely to switch to one of the BBA programs. The cost of switching for students who are prior to senior-standing is minimal; hence, it is expected that many will switch to one of the new majors. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so. Further, school enrollment is increased through inter-university transfers from other majors, predominately engineering.

Section II – Credit Hours

The existing SCH-production estimate is comprised of several components. First, the BBA programs are comprised of a common core plus major coursework from the business sub-domain. In total, all business students take 69-72 credits directly attributed to the business school. This equates to 60% of courses which are directly attributed to the business school (72 credits/120 credits = 60%). Students typically take 30 credits a year; thus, business students typically take 18 credits of business courses each year (30 x 60%=18 credits). Lastly, the SCH per student is multiplied by the total headcount (new and continuing).

Section III – Faculty and Staff Appointments

Instructional appointments were calculated by reviewing the historical allocations of personnel to the existing emphasis areas. As previously noted, this estimate has significant wobble from year to year at the individual program level because of enrollment-driven reallocation within the PSB, but the statistics at the overall school level are exact and based upon the PSB's existing GPR budget model. The three administrative appointments within the PSB were evenly distributed across all six of the proposed programs.

Section IV – Program Revenues

Revenue projections were calculated by identifying a student's average cost per credit. Specifically, UW-Platteville tuition is \$6,418 per year, and the typical student will take 30 credits per year. Of those credits, 18 credits are directly attributable to the business school. The revenue from tuition was calculated by multiplying 60% (18 credits/30 credits) by yearly tuition of \$6,418 times the student headcount. Typically, student transfers from another program are not considered when calculating first-year tuition revenue as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the B.S. in Business Administration will be suspended following the proposed elevation of the Management emphasis, the continuing students were included in tuition revenue calculations.

Section V – Program Expenses

Instructional expenses were calculated by reviewing each instructor's existing salary and allocating a portion of it to one or more of the proposed programs. A 2% increase to cover increases in salary and/or fringe costs was included in Years 2-5. Again, the allocation

at the individual program level can somewhat vary from year to year, but the overall school expense allocation is precise and based on existing budgeted amounts.

As noted in Section III, the expenses for administrative personnel were evenly divided among the six proposed programs. A 2% increase to cover salary increases and/or fringe costs was included in Years 2-5. The cost of fringe benefits was calculated using 38.17% of the employee's salary. The BBA in Management has no capital cost, special facility needs, or equipment. Marketing is done centrally by the university.

Section VI – Net Revenue

In accordance with existing practice, the school's positive net revenue is reinvested to support faculty professional development and low-margin but high-need campus programs (e.g., STEM, Entrepreneurship, Internships) and to cover strategic needs throughout the college and university.

October 24, 2019

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

Re: Provost Letter of Commitment for Implementation of:
Bachelor of Business Administration in Management

Dear President Cross:

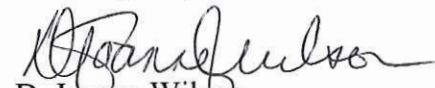
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Business Administration (BBA) in Management. The Notice of Intent was circulated to UW-System campuses in April 2019. No concerns were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This proposal is being advanced as a package of six requests to elevate our current Bachelor Science in Business Administration with an emphases in Finance, Integrated Marketing, Professional Sales, Supply Chain Management, Human Resource Management, and Management to separate degrees in each of these disciplines. The BBA is a common program type for undergraduate business education and many of our sister business programs across the System utilize this degree type. Our reasons for this change are two-fold. First, our industry partners recommended additional depth in specific disciplines to better prepare students for their careers. Second, the renaming of the degree will improve recognition by future employers of the student's field of study.

The School of Business has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,



D. Joanne Wilson
Provost & Vice Chancellor
for Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

**PROPOSAL FOR A
BACHELOR OF BUSINESS ADMINISTRATION
IN PROFESSIONAL SALES
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Business Administration (BBA) in Professional Sales. The proposal is to elevate the Platteville School of Business' (PSB) existing Bachelor of Science in Business Administration (BSBA) with Professional Sales as an emphasis into the new program as a major. The change is necessary for two reasons. First, feedback from industry partners and alumni suggests that additional depth would be valuable in the students' specific sub-disciplines of business. The new program would create more employment opportunities for sales graduates, address employer needs for additional sales competencies, and attract new students who seek a sales-focused education. Second, from a curriculum standpoint, the reformulation and renaming of the program would improve alignment between the name and the content of the program.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Professional Sales

Degree/Major Designations

Bachelor of Business Administration

Mode of Delivery

Single institution campus, face-to-face only

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that most students who are in the current program, B.S. in Business Administration with an emphasis in Professional Sales, will change to the new major when it becomes available. The curriculum for the new program is very similar to the current program; hence, the students' cost of switching will be minimal. The current BSBA program will be suspended once the BBA is approved. Because

the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so as part of a teach-out plan. The current BSBA program serves 30 students. Based on past experience with current campus students who change majors, many of the students who pursue sales are intra-university transfers from other majors, particularly engineering.

By the end of Year 5, the program is expected to have an annual total enrollment of 69 students and will have graduated 50 students since the inception of the program. The average student retention rate is projected to be 75%, or 25% stop-outs in the table below, based on historic retention statistics in UW-Platteville's professional sales emphasis.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	15	25	25	25
Less Stop-Outs	2	3	5	5	5
Continuing Students	25 (transfer from BSBA)	27	32	41	49
Total Enrollment	33	39	52	61	69
Graduating Students	6	7	11	12	14

Tuition Structure

On-campus students will follow the standard undergraduate tuition and fee schedule which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The aim of the program is to prepare students for a wide range of positions in sales. These titles include, but are not limited to, field sales, technical sales, retail sales, sales management, account management/executive, and inside sales. The requirements of the program can be completed in fewer than 120 credits. Students will be expected to complete a general education core that is aligned with the UW-Platteville general education requirements, a business administration (BBA) core, and required and elective courses in sales and marketing. Conforming to the existing PSB policy, students will be required to complete a three-credit internship and maintain a 2.50 GPA in the major in order to graduate.

Student Learning Outcomes and Program Objectives

The program's catalog description is "[s]ales are central to an organization's continued existence. Without sales, the firm would not have revenue to continue its operations. The professional sales program builds students' acumen at applying the science of sales to help an organization meet its revenue objectives. Students will become familiar with the sales process, buyer decision making and consumer psychology, as well as best practices in addressing issues in a wide range of sales environments." Upon completion of the program, students will be able to:

BBA Core

1. Demonstrate best practices in verbal and written communication.
2. Demonstrate competence in quantitative reasoning.
3. Understand foundational principles of the primary domains of business.

Professional Sales

1. Apply the sales process to various selling environments.
2. Evaluate the effectiveness of different sales strategies and tactics.
3. Create a customer-focused value proposition.
4. Analyze macro consumer data to produce personalized selling messages.
5. Assess ethical and legal issues in selling.

Program Requirements and Curriculum

The program will follow the existing admission guidelines set forth by the UW-Platteville faculty. To be admitted in good standing, applicants must have completed 17 units of college preparatory coursework and meet class standing or ACT/SAT minimum score requirements (<https://campus.uwplatt.edu/admission/admission-guidelines-new-freshman>).

Table 2 illustrates the curriculum for the proposed program. The program is comprised of a 57-credit business core, 9-credit sales core, and 12 credits of sales electives. Additionally, students must fulfill the general education requirements of UW-Platteville, some of which are taken as part of the business core.

Course	Credits	
BBA Core (57 credits)		
BUSADMIN 1300: Global Business	3	
BUSADMIN 2330: Leadership and Management	3	
BUSADMIN 2100: Supply Chain Management	3	
SPEECH 1010: Oral Communication for Professionals	2	
COSC 1810: Excel	1	
BUSADMIN 2630: Introduction to Marketing	3	
ACCTING 2010: Financial Accounting	3	
BUSADMIN 2340: Business Analytics or MATH 1830: Elementary Statistics	3	
ACCTING 2020: Management Accounting	3	
MATH 1630: Finite Mathematics or higher (excluding MATH 1830 and MATH 1930)	3	
ECONOMIC 2130: Principles of Macroeconomics	3	
ECONOMIC 2230: Principles of Microeconomics	3	
PHLSPHY 2550: Business Ethics	3	
BUSADMIN 2010: Business Communication	3	
BUSADMIN 3030: Human Resource Management	3	
BUSADMIN 3130: Legal Environment of Business	3	
BUSADMIN 3530: Organizational Behavior	3	
BUSADMIN 3620: Corporate Finance	3	
BUSADMIN 4840: Strategic Management	3	
BUSADMIN 4990: Internship	3	
Sales Required Core (9 credits)		
BUSADMIN 3820: Professional Selling	3	
BUSADMIN 3740: Consumer Behavior	3	
BUSADMIN 3840: Advanced Selling	3	
Sales Electives (12 credits)		
BUSADMIN 3240: e-Commerce and e-Marketing in Today's World	3	
BUSADMIN 3830: Sales Management	3	
BUSADMIN 4630: Marketing Management	3	
BUSADMIN 4xxx: Sales Competitions and Experiences	3	
TOTAL PROGRAM CREDITS	78	

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, the program will receive input from a seven-member industry advisory board that meets twice annually. The board is comprised of representatives from core firms in the tristate region and two members from the broader service area.

The primary program-level academic assessments are conducted via a major field exam administered in the students' capstone course in their final semester and a 360-degree evaluation, conducted by the faculty, the student, and the employer, at the conclusion of the students' internships. The faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction.

Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Office of Multicultural Student Affairs, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

The program will specifically address the value of diversity in multiple courses. Specifically, the general education curriculum requires a course in ethnic and gender studies. Most business students will complete BUSADMIN 3340: Management, Gender, and Race, but there are opportunities to pursue coursework in a non-management context. Additionally, PHIL 2550: Business Ethics will introduce the ethical responsibilities, ramifications, and opportunities of diversity in the 21st century organization. Other courses with diversity-related content are BUSADMIN 1300: Global Business, BUSADMIN 3030: Human Resource Management, BUSADMIN 3130: Legal Environment, and BUSADMIN 3530: Organizational Behavior.

For students who pursue the degree through the online modality, the UW-Platteville online model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of

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

Marketing and student support of the new program will be included in the efforts of the university at-large. The campus has made a concerted effort to promote and offer student support to students of diverse backgrounds. In addition to the creation of the aforementioned offices, the campus regularly offers events and social activities to support diverse students such as *Women in STEM*, student clubs, and celebrations to bring groups together to foster understanding.

While the proposed degree does not request new faculty or staff, hiring activities within the School of Business continue to emphasize the importance of a diverse talent pool. For example, the School recently replaced two retired faculty with two diverse candidates.

Projected Time to Degree

Students are expected to progress through the program at a full-time pace, approximately 15 credits per term. At that rate, students will complete the program within four years, and this reflects the School of Business' typical case for students who enter the business school as new freshmen.

Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville (<https://campus.uwplatt.edu/academic-planning/program-review>). Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle with a mini-review completed biannually. This process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups.

Accreditation

The program will seek AACSB accreditation. The initial accreditation procedures require a detailed self-study and site visit by AACSB representatives. Once accredited, AACSB requires a detailed self-study every 10 years to ensure innovation and attainment of the program's stated learning outcomes. The BBA is a new degree type for UW-Platteville; thus, the program will require review and approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The professional sales program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand professionals who are well versed in management science.^{1, 2}

The new program also provides a valuable safe landing for UW-Platteville students who change majors. UW-Platteville's largest student population resides in engineering; yet, a substantial portion of the students who begin in engineering will ultimately choose another path and that second path is frequently business-related. The BBA will utilize the same general education requirements as a Bachelor of Science in Engineering. Thus, the BBA in Professional Sales is designed with sufficient flexibility that engineering transfers would not experience the burden generally associated with transition between programs. From that perspective, the new program at UW-Platteville will serve as a retention and graduation vehicle for students who otherwise might depart the university.

Lastly, the new program is ultimately a reformulation of an existing program within the School of Business' program portfolio. This nominal change is an opportunity to improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Institutional Program Array

The Platteville School of Business currently offers two undergraduate programs, one in accounting and one in business administration. The business program is technically one major (i.e., business administration) with eight emphases from which students may choose. This proposal is part of a larger initiative to convert six of the emphases into majors.

UW-Platteville currently has expertise, resources, and faculty in each of the business domains that will be converted to majors. All of the courses within the sales program are currently taught on a regular basis (i.e., at least annually), and the course rotation schedule is optimized to strike the ideal balance between productivity and class availability for students. The faculty within each area are well-qualified with academic credentials and professional experience and engage in suitable scholarship for their disciplines.

¹ U.S. Bureau of Labor Statistics. (2017). Career outlook: Business careers with high pay.

² AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

Additionally, UW-Platteville offers a robust and healthy array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, and engineering with an emphasis in engineering management.

Other Programs in the University of Wisconsin System

As noted in the approval to plan, there are zero institutions in the UW System that offer a degree in sales. Three institutions, UW-Eau Claire, UW-Oshkosh, and UW-Whitewater, offer an emphasis in sales as part of their business degrees.

Need as Suggested by Current Student Demand

It is important to note that the proposed sales program is intended to serve as an elevation of an existing emphasis within the B.S. in Business Administration degree program. Specifically, the PSB currently offers an area of emphasis in professional sales as an option within the existing B.S. in Business Administration program. The professional sales area of the emphasis currently has over 30 students. However, while the emphasis has been popular with students, the classification as an area of emphasis rather than a major has created some confusion when graduates enter the job market. Feedback from employers, advisory board partners, and students suggests that hiring agents would be more willing to hire sales students if their major was clearly articulated as sales.

Additionally, the sales area of emphasis has sufficient specific content to be developed and articulated as an independent degree program. The advanced sales courses have demonstrated consistent growth in enrollments and suggest a budding area of demand.

Need as Suggested by Market Demand

The demand for sales professionals is projected to be very strong. Data related to demand and growth come from a variety of sources. LinkedIn reported sales director and product manager growth of 30% year-over-year.³ Multiple conversations with industry partners suggest a rapidly growing demand for graduates with sophisticated sales skills and familiarity with the nature of a sales role. Salesperson turnover is a notoriously widespread and expensive problem,⁴ and many of the causes can be attributed to poor preparation for the high-stress, goals-oriented, and pay-for-performance nature of professional sales.⁵ The proposed program will address the skills gap and provide hands-

³ LinkedIn, (2018). Data Reveals the Most Promising Jobs and In-Demand Skills of 2018. Retrieved October 2, 2018, from <https://blog.linkedin.com/2018/january/11/linkedin-data-reveals-the-most-promising-jobs-and-in-demand-skills-2018>

⁴ Shirkey, A. (2018). The cost of poor sales onboarding: 9 stats that tell the story. *Brainshark Ideas Blog*. <https://www.brainshark.com/ideas-blog/2018/october/sales-onboarding-stats>

⁵ Chaine, A. (2017). Why is turnover so high in B2B sales? *LinkedIn Pulse*. <https://www.linkedin.com/pulse/why-turnover-so-high-b2b-sales-anthony-chaine/>

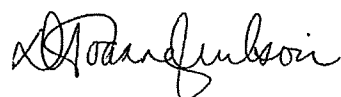
on acclimatization for students who desire a career in sales. Additionally, UW-Platteville hired an educational consulting firm⁶ in 2017, whose proprietary algorithm forecasts demand for sales programs to be in the 95th percentile of all programs within the next several years.

⁶ Gray Associates. (2018). Gray Data Program Evaluation System. Retrieved March 29, 2018 from <http://graydata.grayassociates.com>

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program - Professional Sales						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	15	25	25	25
	Enrollment (Continuing Student) Headcount	25	27	32	41	49
	Enrollment (New Student) FTE	10	15	25	25	25
	Enrollment (Continuing Student) FTE	25	27	32	41	49
II	Total New Credit Hours	0	126	0	0	0
	Existing Credit Hours	630	630	1,026	1,188	1,332
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	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$134,778	\$161,734	\$219,496	\$254,153	\$284,959
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$134,778	\$161,734	\$219,496	\$254,153	\$284,959
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$106,195	\$108,319	\$110,485	\$112,695	\$114,949
	<i>Other Staff</i>	\$37,438	\$38,187	\$38,950	\$39,730	\$40,524
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Admin and Marketing</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$143,633	\$146,506	\$149,436	\$152,424	\$155,473
VI	Net Revenue	-\$8,855	\$15,228	\$70,060	\$101,728	\$129,486

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

11/22/2019

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BBA IN PROFESSIONAL SALES

Introduction

The University of Wisconsin-Platteville proposes to elevate its existing B.S. in Business Administration (BSBA) with emphases in Integrated Marketing, Professional Sales, Integrated Supply Chain Management, Finance, Human Resource Management, and Management into Bachelor of Business Administration (BBA) with majors in the aforementioned areas. The proposal is being advanced as a package where all six proposals must be approved in order for any of the proposals to be implemented.

The change is in response to two requests from industry partners. First, partners have requested a more specified curriculum for each business domain. Second, feedback suggests that there is substantial confusion in the market regarding major versus sub-major programs to the extent that it has prevented a noteworthy portion of graduates from pursuing careers in disciplines that reflect the coursework that they completed. For example, multiple employers state, "You don't have a supply chain major," when, in fact, the supply chain emphasis provides deep study in the supply chain discipline.

Two additional items are critical to note before proceeding into the details of the budget narrative. First, the budget document does not reflect the Platteville School of Business' (PSB) significant production as a service unit above its core mission of producing business-related majors/graduates. The document solely reflects production for business-related majors whereas the PSB repeatedly generates an additional 5,000 student credit hours (SCH) per year in service of other academic areas/majors (e.g., engineering, agriculture, general education, etc.). In short, the revenue and student credit hour statistics underrepresent the PSB's actual production by at least 30%.

Second, the school's hiring approach for faculty and instructors historically has prioritized people who are qualified to teach in multiple business sub-domains. The budget reflects a good faith effort to allocate instructional FTE to the correct sub-domain, but the extent to which instructional personnel shift between business programs cannot be under-emphasized. For example, based on the ebbs and flows of enrollment demand, marketing faculty frequently teach management and accountants frequently teach finance. Thus, a standard approach to calculating SCH and tuition dollars is used for all six BBA budgets.

Section I – Enrollment

New student enrollment was forecasted using historical averages of new freshmen. In light of the state's projections for a declining population of high school graduates, the historic average was decreased by 10% to produce the new student headcount forecast.

The continuing student-headcount statistic was produced by taking the number of students who are currently in the B.S. in Business Administration program and estimating how many students are likely to switch to one of the BBA programs. The cost of switching for students who are prior to senior-standing is minimal; hence, it is expected that many will switch to one of the new majors. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so. In addition, school enrollment is increased through inter-university transfers from other majors, predominately engineering.

Section II – Credit Hours

The BBA in Professional Sales includes one new course. The total new credits-produced statistic reflects SCH generation in these new courses, all of which can be instructed using existing instructional FTE by appropriately managing the course rotations. The new SCH production reflects the number of new courses in each program at three credits each while maintaining the policy of course caps in upper-level courses to 30 students.

The existing SCH-production estimate is comprised of several components. First, the BBA programs are comprised of a common core plus major coursework from the business sub-domain. In total, all business students take 69-72 credits directly attributed to the business school. This equates to 60% of courses which are directly attributed to the business school ($72 \text{ credits} / 120 \text{ credits} = 60\%$). Students typically take 30 credits a year; thus, business students typically take 18 credits of business courses each year ($30 \times 60\% = 18 \text{ credits}$). Lastly, the SCH per student is multiplied by the total headcount (new and continuing).

Section III – Faculty and Staff Appointments

Instructional appointments were calculated by reviewing the historical allocations of personnel to the existing emphasis areas. As previously noted, this estimate has significant wobble from year to year at the individual program level because of enrollment-driven reallocation within the PSB, but the statistics at the overall school level are exact and based upon the PSB's existing GPR budget model. The three administrative appointments within the PSB were evenly distributed across all six of the proposed programs.

Section IV – Program Revenues

Revenue projections were calculated by identifying a student's average cost per credit. Specifically, UW-Platteville tuition is \$6,418 per year, and the typical student will take 30 credits per year. Of those credits, 18 credits are directly attributable to the business school. The revenue from tuition was calculated by multiplying 60% (18 credits/30 credits) by yearly tuition of \$6,418 times the student headcount. Typically, student transfers from another program are not considered when calculating first-year tuition revenue as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the B.S. in Business Administration will be

suspended following the proposed elevation of the Professional Sales emphasis, the continuing students were included in tuition revenue calculations.

Section V – Program Expenses

Instructional expenses were calculated by reviewing each instructor's existing salary and allocating a portion of it to one or more of the proposed programs. A 2% increase to cover increases in salary and/or fringe costs was included in Years 2-5. Again, the allocation at the individual program level can somewhat vary from year to year, but the overall school expense allocation is precise and based on existing budgeted amounts.

As noted in Section III, the expenses for administrative personnel were evenly divided among the six proposed programs. A 2% increase to cover salary increases and/or fringe costs was included in Years 2-5. The cost of fringe benefits was calculated using 38.17% of the employee's salary. The BBA in Professional Sales has no capital cost, special facility needs, or equipment. Marketing is done centrally by the university.

Section VI – Net Revenue

In accordance with existing practice, the school's positive net revenue is reinvested to support faculty professional development and low-margin but high-need campus programs (e.g., STEM, Entrepreneurship, Internships) and to cover strategic needs throughout the college and university.

October 24, 2019

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

Re: Provost Letter of Commitment for Implementation of:
Bachelor of Business Administration in Professional Sales

Dear President Cross:

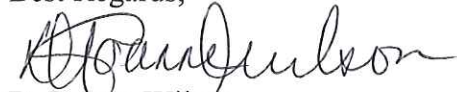
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Business Administration (BBA) in Professional Sales. The Notice of Intent was circulated to UW-System campuses in April 2019. No concerns were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This proposal is being advanced as a package of six requests to elevate our current Bachelor Science in Business Administration with an emphases in Finance, Integrated Marketing, Professional Sales, Supply Chain Management, Human Resource Management, and Management to separate degrees in each of these disciplines. The BBA is a common program type for undergraduate business education and many of our sister business programs across the System utilize this degree type. Our reasons for this change are two-fold. First, our industry partners recommended additional depth in specific disciplines to better prepare students for their careers. Second, the renaming of the degree will improve recognition by future employers of the student's field of study.

The School of Business has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,



D. Joanne Wilson
Provost & Vice Chancellor
for Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

**PROPOSAL FOR A
BACHELOR OF BUSINESS ADMINISTRATION
IN INTEGRATED SUPPLY CHAIN MANAGEMENT
AT UNIVERSITY OF WISCONSIN-PLATTEVILLE
PREPARED BY UW-PLATTEVILLE**

ABSTRACT

The University of Wisconsin-Platteville proposes to establish a Bachelor of Business Administration (BBA) in Integrated Supply Chain Management (ISCM). The proposal is to elevate the Platteville School of Business' (PSB) existing Bachelor of Science in Business Administration (BSBA) with Supply Chain Management as an emphasis into the new program as a major. The change is necessary for two reasons. First, feedback from industry partners and alumni suggests that additional depth would be valuable in the students' specific sub-disciplines of business. The new program would create more employment opportunities for supply chain graduates, address employer needs for additional supply chain competencies, and attract new students who seek a focused supply chain management education. Second, from a curriculum point of view, the reformulation and renaming of the program would improve alignment between the name and the content of the program.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Platteville

Title of Proposed Program

Integrated Supply Chain Management

Degree/Major Designations

Bachelor of Business Administration

Mode of Delivery

Single institution face-to-face

Single institution 100% online

Single institution print-based

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that most students who are in the current program, B.S. in Business Administration with an emphasis in Supply Chain Management,

will change to the new major when it becomes available. The curriculum for the new program is very similar to the current program; hence, the students' cost of switching will be minimal. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so as part of a teach-out plan. The current BSBA program serves 40 students. Based on past experience with current campus students who change majors, many of the students who pursue supply chain management are intra-university transfers from other majors, particularly engineering.

By the end of Year 5, the program is expected to have an annual total enrollment of 97 students and will have graduated 66 students since the inception of the program. The average student retention rate is projected to be 75%, or 25% stop-outs in the table below, based on historic retention statistics in UW-Platteville's supply chain emphasis.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	20	25	30	45
Less Stop-Outs	3	4	5	6	9
Continuing Students	35 (transfer from BSBA)	40	45	52	61
Total Enrollment	47	56	65	76	97
Graduating Students	7	11	13	15	20

Tuition Structure

The program will be offered via two modalities that use different tuition rates. On-campus students will follow the standard undergraduate tuition and fee schedule, which is \$3,936 per term for Wisconsin residents. Of this amount, \$3,209 is attributable to tuition and \$727 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,861. Of this amount, \$7,134 is attributable to tuition and \$727 is attributable to segregated fees. Students who pursue the program via online modality are charged \$370 per credit, regardless of residency. Online students do not pay segregated fees. Students can expect to pay approximately \$200 per three-credit course for textbooks. Similar to other online management programs at UW-Platteville, the Supply Chain Management program will be operated using service-based pricing and does not require GPR funds. Students in the print-based program pay \$310 per credit regardless of residency and do not pay segregated fees. The program will be operated using service-based pricing and does not require GPR funds.

Department or Functional Equivalent

School of Business

College, School, or Functional Equivalent

College of Business, Industry, Life Science, and Agriculture

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM**Overview of the Program**

The aim of the program is to prepare students for a wide range of positions in supply chain management. These titles include, but are not limited to, purchasing agents, transportation specialists, logisticians, ERP specialists, process analysts, quality control and compliance specialists, and data analysts. The requirements of the program can be completed in fewer than 120 credits. Students will be expected to complete a general education core that is aligned with the UW-Platteville general education requirements, a business administration (BBA) core, and required and elective courses in supply chain management. Conforming to the existing PSB policy, students will be required to complete a three-credit internship and maintain a 2.50 GPA in the major in order to graduate.

Student Learning Outcomes and Program Objectives

The program's catalog description is "[s]upply chain management is the organizational function that ensures that all material inputs and product outputs are aligned and efficient to maximize value for both the firm and the customer. The ISCM program provides a foundational understanding of the practices and frameworks for evaluating and managing an organization's supply chain." Upon completion of the program, students will be able to:

BBA Core

1. Demonstrate best practices in verbal and written communication.
2. Demonstrate competence in quantitative reasoning.
3. Understand foundational principles of the primary domains of business.

Integrated Supply Chain Management

1. Understand the relationship between the organization's supply chain structure and its customers and suppliers.
2. Describe the importance of an ethical and sustainable supply chain organization.
3. Apply best practice tools and methodologies for evaluating a supply chain and reducing waste.
4. Utilize enterprise resource planning software for various supply chain activities.

Program Requirements and Curriculum

The program will follow the existing admission guidelines set forth by the UW-Platteville faculty. To be admitted in good standing, applicants must have completed 17

units of college preparatory coursework and meet class standing or ACT/SAT minimum score requirements (<https://campus.uwplatt.edu/admission/admission-guidelines-new-freshman>).

Table 2 illustrates the curriculum for the proposed program. The program is comprised of a 57-credit business core, 15-credit supply chain core, and 9 credits of supply chain electives. Additionally, students must fulfill the general education requirements of UW-Platteville, some of which are taken as part of the business core.

Course	Credits
BBA Core (57 credits)	
BUSADMIN 1300: Global Business	3
BUSADMIN 2330: Leadership and Management	3
BUSADMIN 2100: Supply Chain Management	3
SPEECH 1010: Oral Communication for Professionals	2
COSC 1810: Excel	1
BUSADMIN 2630: Introduction to Marketing	3
ACCTING 2010: Financial Accounting	3
BUSADMIN 2340: Business Analytics or MATH 1830: Elementary Statistics	3
ACCTING 2020: Management Accounting	3
MATH 1630: Finite Mathematics or higher (excluding MATH 1830 and MATH 1930)	3
ECONOMIC 2130: Principles of Macroeconomics	3
ECONOMIC 2230: Principles of Microeconomics	3
PHLSPHY 2550: Business Ethics	3
BUSADMIN 2010: Business Communication	3
BUSADMIN 3030: Human Resource Management	3
BUSADMIN 3130: Legal Environment of Business	3
BUSADMIN 3530: Organizational Behavior	3
BUSADMIN 3620: Corporate Finance	3
BUSADMIN 4840: Strategic Management	3
BUSADMIN 4990: Internship	3
Supply Chain Required Core (15 credits)	
BUSADMIN 1210: Introduction to ERP	3
BUSADMIN 4120: Operations Management or INDUSTDY 4950: Production Planning and Control	3
BUSADMIN 4xxx: Data Driven Decision Making and the IOT	3
BUSADMIN 4170: Predictive Analytics	3
BUSADMIN 4xxx: Transportation Management and Export/Import Compliance	3

Supply Chain Electives (9 credits)	
BUSADMIN 3540: Quality Management	3
BUSADMIN 4140: International Management	3
BUSADMIN 4160: Purchasing Management	3
INDUSTDY 4900: Work Measurement and Human Factors	3
BUSADMIN 4xxx: Negotiation Strategies	3
TOTAL PROGRAM CREDITS	81

Assessment of Outcomes and Objectives

The program will seek continuous improvement through multiple approaches. First, the program will receive input from a seven-member industry advisory board that meets twice annually. The board is comprised of representatives from core firms in the tristate region and two members from the broader service area.

The primary program-level academic assessments are conducted via a major field exam administered in the students' capstone course in their final semester and a 360-degree evaluation, conducted by the faculty, the student, and the employer, at the conclusion of the students' internships. The faculty of the School Curriculum Committee will ensure that assessment is conducted annually and that the program's industry advisory board is afforded the opportunity to offer insights into the program's effectiveness and direction.

Lastly, as part of a larger effort to accredit all of the institution's business programs, the faculty and program leaders intend to pursue accreditation through the Association to Advance Collegiate Schools of Business (AACSB). The initial application for accreditation for the School is currently under review by AACSB.

Diversity

UW-Platteville and the School of Business strive to foster an environment of inclusive excellence and have resourced major initiatives in that regard. Specifically, the university recently restructured its diversity initiatives and multiple offices to provide improved support for students, faculty, and staff. This includes the creation and appointment of a Chief Diversity Officer, the Office of Multicultural Student Affairs, the Center for Gender and Sexuality, and the Office of Nontraditional and Veteran Student Affairs.

The program will specifically address the value of diversity in multiple courses. Specifically, the general education curriculum requires a course in ethnic and gender studies. Most business students will complete BUSADMIN 3340: Management, Gender, and Race but there are opportunities to pursue coursework in a non-management context. Additionally, PHIL 2550: Business Ethics will introduce the ethical responsibilities,

ramifications, and opportunities of diversity in the 21st century organization. Other courses with diversity-related content are BUSADMIN 1300: Global Business, BUSADMIN 3030: Human Resource Management, BUSADMIN 3130: Legal Environment, and BUSADMIN 3530: Organizational Behavior.

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

Marketing and student support of the new program will be included in the efforts of the university at-large. The campus has made a concerted effort to promote and offer student support to students of diverse backgrounds. In addition to the creation of the aforementioned offices, the campus regularly offers events and social activities to support diverse students such as *Women in STEM*, student clubs, and celebrations to bring groups together to foster understanding.

While the proposed degree does not request new faculty or staff, hiring activities within the School of Business continue to emphasize the importance of a diverse talent pool. For example, the School recently replaced two retired faculty with two diverse candidates.

Projected Time to Degree

On-campus students are expected to progress through the program at a full-time pace, approximately 15 credits per term. At that rate, students will complete the program within four years, and this reflects the School of Business' typical case for students who enter the business school as new freshmen.

UW-Platteville has offered an online BSBA for 10 years. Based on historical trends in the online BSBA, online students tend to pursue the degree on a part-time basis. At that rate, it will take the student approximately 5.5 years if the student does not enter the university with transfer credit. However, nearly all online students enter the university with transfer credit so the timeline for completion is typically much shorter.

Program Review

The program will follow the review cycle established by the faculty for other programs at UW-Platteville (<https://campus.uwplatt.edu/academic-planning/program-review>). Specifically, each program is reviewed in-depth by the Academic Planning Commission (APC) on a six-year cycle with a mini-review completed biannually. This process examines mission-fit, resource efficiency, academic quality, and service quality for both core and historically marginalized groups.

Accreditation

The program will seek AACSB accreditation. The initial accreditation procedures require a detailed self-study and site visit by AACSB representatives. Once accredited, AACSB requires a detailed self-study every 10 years to ensure innovation and attainment of the program's stated learning outcomes. The BBA is a new degree type for UW-Platteville; thus, the program will require review and approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The ISCM program contributes to the mission of the university, the School of Business, and the Center for Distance Learning by providing a high-quality program that prepares students to effectively and ethically engage in 21st century commerce and, in turn, to develop the state's and region's economic vitality. Multiple sources advocate that hyper-competition and the rapidly changing business environment demand professionals who are well versed in management science.^{1, 2}

The new program also provides a valuable safe landing for UW-Platteville students who change majors. UW-Platteville's largest student population resides in engineering; yet, a substantial portion of the students who begin in engineering will ultimately choose another path and that second path is frequently business-related. The BBA will utilize the same general education requirements as a Bachelor of Science in Engineering. Thus, the BBA in Integrated Supply Chain Management is designed with sufficient flexibility that engineering transfers would not experience the burden generally associated with transition between programs. From that perspective, the new program at UW-Platteville will serve as a retention and graduation vehicle for students who otherwise might depart the university. Furthermore, the program directly advances the mission of the industrial engineering and engineering technology programs by providing several courses that serve as electives.

¹ U.S. Bureau of Labor Statistics. (2017). Career outlook: Business careers with high pay.

² AACSB. (2018). Business school enrollment trends: Undergraduate, generalist master's, specialized master's, and doctoral programs. <https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>

Lastly, the new program is ultimately a reformulation of an existing program within the School of Business' program portfolio. This nominal change is an opportunity to improve the relationship between the name and the actual content of the program to better communicate the value that UW-Platteville offers to stakeholders.

Institutional Program Array

The Platteville School of Business currently offers two undergraduate programs, one in accounting and one in business administration. The business program is technically one major (i.e., Business Administration) with eight emphases from which students may choose. This proposal is part of a larger initiative to convert six of the emphases into majors.

UW-Platteville currently has expertise, resources, and faculty in each of the business domains that will be converted to majors. All of the courses within the supply chain program are currently taught on a regular basis (i.e., at least annually), and the course rotation schedule is optimized to strike the ideal balance between productivity and class availability for students. The faculty within each area are well qualified with academic credentials and professional experience and engage in suitable scholarship for their disciplines. Furthermore, the supply chain emphasis at UW-Platteville is part of the SAP University Alliance.

Additionally, UW-Platteville offers a robust and healthy array of graduate Master of Science programs in management. Specifically, the array is comprised of M.S. programs in integrated supply chain management, project management, organizational change leadership, and engineering with an emphasis in engineering management. Each of the existing programs either is accredited by or has close ties with the relevant body for professional standards.

Other Programs in the University of Wisconsin System

As noted in the approval to plan, there are six institutions in the UW System that offer similar programs. These include UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Stout, UW-Superior, and UW-Whitewater. To that potential duplication, it is necessary to restate that the proposed program already exists with a different name, i.e., B.S. in Business Administration with an emphasis in Supply Chain Management. Furthermore, the new program's positioning to serve as a safe landing for internal transfers at UW-Platteville cannot be understated.

Need as Suggested by Current Student Demand

It is important to note that the proposed program is intended to serve as an elevation of an existing emphasis within the B.S. in Business Administration degree program. Specifically, the PSB currently offers an area of emphasis in supply chain management as an option within the existing B.S. in Business Administration program. The supply chain area of the emphasis currently has over 40 students. However, while the

emphasis has been popular with students, the classification as an area of emphasis rather than a major has created some confusion when graduates enter the job market. Feedback from employers, advisory board partners, and students suggests that hiring agents would be more willing to hire supply chain students if their major was clearly articulated as supply chain management.

Additionally, the supply chain area of emphasis has sufficient specific content to be developed and articulated as an independent degree program. The advanced supply chain courses frequently fill to capacity, suggesting noteworthy demand from the existing student base.

Need as Suggested by Market Demand

The supply chain environment has changed dramatically with the rise of the digital supply chain. Subsequently, the supply chain program at UW-Platteville needs to adapt to maintain its relevance with student and employer expectations. Data related to demand and growth come from a variety of sources. The U.S. Bureau of Labor Statistics projects that the employment of Supply Chain professionals will grow 7% from 2016 to 2026, and within supply chain data-related jobs specifically, growth is expected to outstrip job growth during the previous decade, creating 11.5 million jobs by 2026.³ This growth will be driven by an increase in the transportation of goods through a global economy. According to LinkedIn, the industries with the biggest year-over-year hiring increases in September 2018 were transportation and logistics (13% higher).⁴ In addition, according to the 2018 Supply Chain Compensation and Career Survey Report administered by the Association for Supply Chain Management, there is a healthy outlook for those employed in the supply chain industry, with wage increases and high job satisfaction reported across the profession.⁵ Key findings reveal the average salary for supply chain professionals in 2017 was \$85,210. In addition, 90% of respondents received an average salary increase of at least 3% in 2017, and nearly all reported that they are happy and likely to remain in the supply chain field. Furthermore, supply chain data analyst roles have grown over 650% since 2012, and demand for these employees far exceeds supply.⁶ Lastly, UW-Platteville hired an educational consulting firm⁷ in 2017, whose proprietary algorithm forecasts demand for

³ U.S. Bureau of Labor Statistics, (2016). Occupational Outlook Handbook. Retrieved December, 2018 from <https://www.bls.gov/ooh/business-and-financial/home.htm>

⁴ LinkedIn, (2018). Data Science and Machine Learning Jobs Most In-Demand on LinkedIn. Retrieved January 7, 2018 from <https://www.business2community.com/linkedin/data-science-machine-learning-jobs-demand-linkedin-01986689>

⁵ APICS, (2018). 2018 Supply Chain Compensation and Career Survey Report. Retrieved May 2, 2018 from <https://www.apics.org/about/overview/apics-news-detail/2018/05/02/supply-chain-salary-survey-compensation>

⁶ LinkedIn, (2018). LinkedIn Workforce Report. Retrieved September 2018 from <https://economicgraph.linkedin.com/resources/linkedin-workforce-report-september-2018>

⁷ Gray Associates. (2018). Gray Data Program Evaluation System. Retrieved March 29, 2018 from <http://graydata.grayassociates.com>

supply chain management programs to be in the 98th percentile of all programs within the next several years.

University of Wisconsin - Platteville						
Cost and Revenue Projections For Newly Proposed Program - Supply Chain Management						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	20	25	30	45
	Enrollment (Continuing Student) Headcount	35	40	45	52	61
	Enrollment (New Student) FTE	15	20	25	30	45
	Enrollment (Continuing Student) FTE	35	40	45	52	61
II	Total New Credit Hours	0	540			
	Existing Credit Hours	900	540	1,260	1,476	1,908
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	1.5	1.5	1.5	1.5	1.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$192,540	\$231,048	\$269,556	\$315,766	\$408,185
	<i>From 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
	<i>GPR (re)allocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$192,540	\$231,048	\$269,556	\$315,766	\$408,185
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$126,270	\$128,795	\$131,371	\$133,999	\$136,679
	<i>Other Staff</i>	\$37,438	\$38,187	\$38,950	\$39,730	\$40,524
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
	<i>Admin and Marketing</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$171,708	\$174,982	\$178,322	\$181,728	\$185,203
VI	Net Revenue	\$20,832	\$56,066	\$91,234	\$134,037	\$222,982

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

11/22/2019

UNIVERSITY OF WISCONSIN-PLATTEVILLE

COST AND REVENUE PROJECTIONS NARRATIVE

BBA IN INTEGRATED SUPPLY CHAIN MANAGEMENT

Introduction

The University of Wisconsin-Platteville proposes to elevate its existing B.S. in Business Administration (BSBA) with emphases in Integrated Marketing, Professional Sales, Integrated Supply Chain Management, Finance, Human Resource Management, and Management into Bachelor of Business Administration (BBA) with majors in the aforementioned areas. The proposal is being advanced as a package where all six proposals must be approved in order for any of the proposals to be implemented.

The change is in response to two requests from industry partners. First, partners have requested a more specified curriculum for each business domain. Second, feedback suggests that there is substantial confusion in the market regarding major versus sub-major programs to the extent that it has prevented a noteworthy portion of graduates from pursuing careers in disciplines that reflect the coursework that they completed. For example, multiple employers state, "You don't have a supply chain major," when, in fact, the supply chain emphasis provides deep study in the supply chain discipline.

Two additional items are critical to note before proceeding into the details of the budget narrative. First, the budget document does not reflect the Platteville School of Business' (PSB) significant production as a service unit above its core mission of producing business-related majors/graduates. The document solely reflects production for business-related majors whereas the PSB repeatedly generates an additional 5,000 student credit hours (SCH) per year in service of other academic areas/majors (e.g., engineering, agriculture, general education, etc.). In short, the revenue and student credit hour statistics underrepresent the PSB's actual production by at least 30%.

Second, the school's hiring approach for faculty and instructors historically has prioritized people who are qualified to teach in multiple business sub-domains. The budget reflects a good faith effort to allocate instructional FTE to the correct sub-domain, but the extent to which instructional personnel shift between business programs cannot be under-emphasized. For example, based on the ebbs and flows of enrollment demand, marketing faculty frequently teach management and accountants frequently teach finance. Thus, a standard approach to calculating SCH and tuition dollars is used for all six BBA budgets.

Section I – Enrollment

New student enrollment was forecasted using historical averages of new freshmen. In light of the state's projections for a declining population of high school graduates, the historic average was decreased by 10% to produce the new student headcount forecast.

The continuing student headcount statistic was produced by taking the number of students who are currently in the B.S. in Business Administration program and estimating how many students are likely to switch to one of the BBA programs. The cost of switching for students who are prior to senior-standing is minimal; hence, it is expected that many will switch to one of the new majors. The current BSBA program will be suspended once the BBA is approved. Because the BSBA curriculum and the BBA curriculum are similar, students wishing to finish the BSBA will be able to do so. Further, school enrollment is increased through inter-university transfers from other majors, predominately engineering.

Section II – Credit Hours

The BBA in Supply Chain Management includes three new courses. The total new credits-produced statistic reflects SCH generation in these new courses, all of which can be instructed using existing instructional FTE by appropriately managing the course rotations. The new SCH production reflects the number of new courses in each program at three credits each while maintaining the policy of course caps in upper-level courses to 30 students.

The existing SCH-production estimate is comprised of several components. First, the BBA programs are comprised of a common core plus major coursework from the business sub-domain. In total, all business students take 69-72 credits directly attributed to the business school. This equates to 60% of courses which are directly attributed to the business school ($72 \text{ credits} / 120 \text{ credits} = 60\%$). Students typically take 30 credits a year; thus, business students typically take 18 credits of business courses each year ($30 \times 60\% = 18 \text{ credits}$). Lastly, the SCH per student is multiplied by the total headcount (new and continuing).

Section III – Faculty and Staff Appointments

Instructional appointments were calculated by reviewing the historical allocations of personnel to the existing emphasis areas. As previously noted, this estimate has significant wobble from year to year at the individual program level because of enrollment-driven reallocation within the PSB, but the statistics at the overall school level are exact and based upon the PSB's existing GPR budget model. The three administrative appointments within the PSB were evenly distributed across all six of the proposed programs.

Section IV – Program Revenues

Revenue projections were calculated by identifying a student's average cost per credit. Specifically, UW-Platteville tuition is \$6,418 per year, and the typical student will take 30 credits per year. Of those credits, 18 credits are directly attributable to the business school. The revenue from tuition was calculated by multiplying 60% (18 credits/30 credits) by yearly tuition of \$6,418 times the student headcount. Typically, student transfers from another program are not considered when calculating first-year tuition revenue as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the B.S. in Business Administration will be

suspended following the proposed elevation of the Supply Chain Management emphasis, the continuing students were included in tuition revenue calculations.

Section V – Program Expenses

Instructional expenses were calculated by reviewing each instructor's existing salary and allocating a portion of it to one or more of the proposed programs. A 2% raise to cover increases in salary and/or fringe costs was included in Years 2-5. Again, the allocation at the individual program level can somewhat vary from year to year, but the overall school expense allocation is precise and based on existing budgeted amounts.

As noted in Section III, the expenses for administrative personnel were evenly divided among the six proposed programs. A 2% increase to cover salary increases and/or fringe costs was included in Years 2-5. The cost of fringe benefits was calculated using 38.17% of the employee's salary. A primary expense for the Supply Chain Management program is SAP University Alliance membership for the supply chain program, which is \$8,000 per year. Marketing is done centrally by the university.

Section VI – Net Revenue

In accordance with existing practice, the school's positive net revenue is reinvested to support faculty professional development and low-margin but high-need campus programs (e.g., STEM, Entrepreneurship, Internships) and to cover strategic needs throughout the college and university.

October 24, 2019

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

Re: Provost Letter of Commitment for Implementation of:
Bachelor of Business Administration in Integrated Supply Chain Management

Dear President Cross:

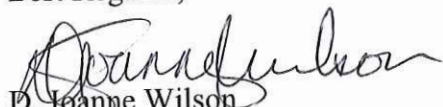
The University of Wisconsin-Platteville is pleased to request authorization to implement a Bachelor of Business Administration (BBA) in Integrated Supply Chain Management. The Notice of Intent was circulated to UW-System campuses in April 2019. No concerns were raised. The program has been unanimously approved by all governance bodies including the budget commission, academic planning council, university undergraduate curriculum commission, and faculty senate.

This proposal is being advanced as a package of six requests to elevate our current Bachelor Science in Business Administration with an emphases in Finance, Integrated Marketing, Professional Sales, Supply Chain Management, Human Resource Management, and Management to separate degrees in each of these disciplines. The BBA is a common program type for undergraduate business education and many of our sister business programs across the System utilize this degree type. Our reasons for this change are two-fold. First, our industry partners recommended additional depth in specific disciplines to better prepare students for their careers. Second, the renaming of the degree will improve recognition by future employers of the student's field of study.

The School of Business has the necessary resources to offer and sustain this program. The program will be assessed according to the university's governance procedures.

As Provost, I endorse this program and recommend it to the Board of Regents for adoption.

Best Regards,


D. Joanne Wilson
Provost & Vice Chancellor
for Academic Affairs

cc: Dr. Carleen Vande Zande, Associate Vice President of Academic Programs and Educational Innovation

Academic Affairs

Dr. D. Joanne Wilson, Provost | 2507 Ullsvik Hall | 1 University Plaza | Platteville WI 53818-3099
608.342.1261 | wilsonj@uwplatt.edu | www.uwplatt.edu/provost

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN HUMAN PERFORMANCE,
UW-WHITewater**

REQUESTED ACTION

Adoption of Resolution L., authorizing the implementation of the Bachelor of Science in Human Performance at UW-Whitewater.

Resolution L.: That, upon the recommendation of the Chancellor of UW-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Human Performance at the University of Wisconsin-Whitewater.

SUMMARY

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Science (B.S.) program in Human Performance. This proposal reflects the elevation and replacement of the current emphasis in Health, Human Performance and Recreation (HHPR) in the Bachelor of Science in Education (B.S.E.) in Physical Education. The HHPR emphasis enrolled 213 students in Fall 2018. The elevation of the emphasis to a major will redefine and update the program to better serve the needs of professional and graduate school demands. Across the curriculum, the proposed program will engage students with future clients of diverse backgrounds and needs, and practical application activities will be integrated in courses through service-learning, field experiences, and internships. Graduates will be equipped to pursue opportunities in exercise science, cardiac rehabilitation, exercise physiology, fitness/strength training, health coaching, and graduate studies in exercise science, athletic training and administration, and physical therapy.

Program Description

The Health, Physical Education, Recreation and Coaching Department currently offers an HHPR emphasis in the B.S.E. in Physical Education. Enrollment and completion have been strong, and the program now enrolls 213 students. The current curriculum offered in the emphasis is dated and needs to be updated to better attract students and serve the needs of professional and graduate school demands and to meet accreditation standards. In

addition, the current program exists as an emphasis within the B.S.E. in Physical Education, which is in the curricular area of education. While education is a component of this program, its primary content falls within areas of exercise science and should be redefined as its own B.S. major to better reflect the updated program content.

Graduates of the B.S. in Human Performance program will pursue career opportunities in exercise science, cardiac rehabilitation, exercise physiology, fitness/strength conditioning, health coaching, and graduate studies in exercise science, athletic training, and physical therapy. The major includes a sequence of exercise science courses that progress from anatomy and physiology to applied biomechanics and exercise prescription courses, as well as social science context (exercise psychology, health behavior development) and other necessary skills and perspectives (e.g., statistics, research methods, adaptive exercise concepts). If approved, the proposed program will prepare UW-Whitewater students for rewarding careers in fields based on kinesiology and performance sciences. Integrating the social science courses into the curriculum strengthens the department's connection with the American Kinesiology Association, which promotes and enhances kinesiology as a unified academic discipline involving the study of physical activity and its impact on health, society and quality of life.

Mission

In support of UW-Whitewater's core values, the proposed program will aid student mastery of foundational sciences, will support students in developing personally and professionally, and will help instill in students a sense of community, respect for diversity, global perspectives, and a commitment to serve. Students will engage in service-based experiential learning and applied research, and both faculty and students will foster environments and programs for all abilities and backgrounds.

The proposed program will support the campus mission by providing a robust program that requires intensive study, research, and scholarly activity in the sciences of human performance and that serves the community while preparing advanced professionals. The proposed program further aligns with the goals of the UW-Whitewater's academic strategic plan by producing an academic program that will improve student access and by providing a major and professional preparation that is of mutual benefit to students, business, the community, and the university. As well, the program will support the Liberal Education & America's Promise (LEAP) essential learning outcomes and high-impact practices emphasized in the campus academic planning goals, and the proposed program will grow from current campus strengths in education, science, and health.

Market and Student Demand

Student enrollment in the B.S.E. in Physical Education – HHPR emphasis has averaged enrollment of 270 students each year over the past five years, indicating a strong interest

in the program. UW-Whitewater commissioned an analysis of all college degrees awarded by any institution in Wisconsin and northern Illinois. This Academic Program Demand Analysis produced by Ruffalo Noel Levitz Consulting Group indicated strong growth over the prior five years in the number of students seeking and receiving undergraduate degrees in program areas related to the proposed program, including Kinesiology, Exercise Science, and Exercise Physiology programs. Growth in this program area was greater than the average growth calculated across all degree programs.

The market demand for graduates in the performance sciences will continue to have faster-than-average growth compared to other occupations both in Wisconsin and in the U.S. According to U.S. Bureau of Labor Statistics for 2018-2028, and the Wisconsin Department of Workforce Development data for 2016-2026, the number of vacant professional positions for exercise physiologists is expected to grow 10% in the U.S. and 13.2% in Wisconsin. The Academic Program Demand Analysis also found promising occupational growth projections for fields related to the B.S. in Human Performance, including athletic trainers (16% increase between 2014 and 2024) and physical fitness technicians (14% increase between 2014 and 2024).

In Wisconsin, community health position vacancies (i.e., public health professionals, health educators, health program coordinators, disease/injury prevention specialists, and health policy and advocacy professionals) are projected to grow by 11% in the U.S. and by 17.9% in Wisconsin. The growth for both exercise physiologists and community health workers is driven, in part, by the increasing levels of activity among individuals and especially the aging adult population, the related injury risks and prevention measures, increasing demands to reduce disease risks and healthcare costs, and the proactive use of health services and the overall demand for improved health outcomes.

Reports of job openings requiring a bachelor's degree related to Human Performance during the 2018 calendar year identified 26,201 positions in Wisconsin, 66,077 in Illinois, 42,315 in Michigan, 34,710 in Minnesota, and 13,666 in Iowa. In addition, position vacancies in the occupational areas of recreation and coaches and scouts are projected to grow in the U.S. between 2018 and 2028, and in Wisconsin between 2016 and 2026. In this same period, recreational worker positions are projected to grow faster than average, at 8% in the U.S. and 8.7% in Wisconsin. Coaching and scouting occupations are expected to grow much faster than average, at a rate of 11% in the U.S., and 12.9% in Wisconsin. As the importance of physical activity increases, more programs may be needed by local, state, and national parks, recreation departments, and camps. Similarly, the emphasis placed on fitness and activity could lead to the increased interest in high school and college sports, increasing the demand for coaches and scouts. Employment data for the state of Wisconsin and the region were compiled by Labor Market Insights.

Credit Load and Tuition

The B.S. in Human Performance is a 120-credit program that will include 47 credits in the major. Credits in the major include 6 credits of internship(s) and a 3-credit capstone research requirement. Other degree requirements include 45 credits of general education program coursework plus the Bachelor of Science degree requirements in the College of Education and Professional Studies (6 credits). Students will also complete a minor, which is typically comprised of 22 credits.

Standard undergraduate tuition rates will apply to this program. Based on rates established for the academic year 2019-20, Wisconsin residents would pay \$271.62 per credit and nonresidents would pay \$635.02. For each credit, resident and nonresident students would pay an additional \$42.10 for segregated fees and \$6.88 for textbook rentals. Full-time students enrolled in 12-18 credits per semester would pay a flat rate of \$3,847.20 (Wisconsin residents) or \$8,208.00 (nonresidents), with \$3,259.44 attributable to tuition for residents and \$7,620.24 attributable to tuition for nonresidents. Students who enroll in online courses will pay an additional \$50 per credit for each online course.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Request for Authorization to Implement a Bachelor of Science in Human Performance at UW-Whitewater
- B) Cost and Revenue Projections
- C) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN HUMAN PERFORMANCE
AT UNIVERSITY OF WISCONSIN-WHITewater
PREPARED BY UW-WHITewater**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Science (B.S.) program in Human Performance. This proposal reflects the elevation and replacement of the current emphasis in Health, Human Performance and Recreation (HHPR) in the Bachelor of Science in Education (B.S.E.) in Physical Education. The HHPR emphasis enrolled 213 students in Fall 2018. The elevation of the emphasis to a major will redefine and update the program to better serve the needs of professional and graduate school demands. Establishing the program at UW-Whitewater will provide students preparation for rewarding careers in fields based on kinesiology and performance sciences. Graduates will be equipped to pursue opportunities in exercise science, cardiac rehabilitation, exercise physiology, fitness/strength training, health coaching, and graduate studies in exercise science, athletic training and administration, and physical therapy. The 120-credit B.S. in Human Performance will require 47 credits in the major which includes a 6-credit internship and 3-credit capstone requirement.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Academic Program

Human Performance

Degree Designations

Bachelor of Science

Mode of Delivery

Single institution. All courses will be offered face-to-face, and more than 50% of the program requirements will be available via distance education.

Projected Enrollments and Graduates by Year Five

Table 1 illustrates projected enrollments and graduates for the first five years of the B.S. in Human Performance. In the first year, it is anticipated that at least 130 students will switch from the current B.S.E. in Physical Education - HHPR emphasis to the proposed program. It is anticipated that 80 new students will enroll the first year, and this is based on

typical new student enrollment in the current emphasis. Modest growth is anticipated over the next four years. The attrition rate is projected to be no more than 5% per year, based on the average attrition for the B.S.E. in Physical Education - HHPR emphasis. It is expected that at least 80 students will graduate per year from this program by Year 4.

Table 1: Five-Year Projected Student Enrollments for the B.S. in Human Performance

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	80	93	103	113	124
Continuing Students	130	138	151	166	183
Total Enrollment	210	231	254	279	307
Graduating Students	65	72	79	86	95

Tuition Structure

Standard undergraduate tuition rates will apply to this program. Based on rates established for the academic year 2019-20, Wisconsin residents would pay \$271.62 per credit and nonresidents would pay \$635.02. For each credit, resident and nonresident students would pay an additional \$42.10 for segregated fees and \$6.88 for textbook rentals. Full-time students enrolled in 12-18 credits per semester would pay a flat rate of \$3,847.20 (Wisconsin residents) or \$8,208.00 (nonresidents), with \$3,259.44 attributable to tuition for residents and \$7,620.24 attributable to tuition for nonresidents. Students who enroll in online courses will pay an additional \$50 per credit for each online course.

Department or Function Equivalent

Department of Health, Physical Education, Recreation and Coaching (HPRC)

College, School, or Functional Equivalent

College of Education and Professional Studies

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Human Performance is a 120-credit program that will include 47 credits in the major. Credits in the major include 6 credits of internship(s) and a 3-credit capstone research requirement. Other degree requirements include 45 credits of general education program coursework plus the Bachelor of Science degree requirements in the College of Education and Professional Studies (6 credits). Students will also complete a minor, which is typically comprised of 22 credits. The Department of Health, Physical Education, Recreation and Coaching (HPRC) offers minors in health promotion, recreation, strength and

conditioning, sport management, and athletic coaching education. Students may also choose a minor outside the department to broaden their professional qualifications.

Student Learning Outcomes and Program Objectives

Upon completion of the B.S. in Human Performance, students will be able to:

1. Integrate human anatomy and physiology concepts, and demonstrate ability to design programs that will optimize health and performance;
2. Exhibit cultural competency and an ability to address current issues and enduring challenges within the domain of human performance in the global society;
3. Incorporate a respect for diversity, ability/disability, and disease across the lifespan into programs and practices of human performance science;
4. Inquire about and analyze progressively more challenging problems, both individually and in teams, and demonstrate quantitative and information literacy by contributing to the human performance research community; and
5. Communicate effectively about human performance, both orally and in writing.

Program Requirements and Curriculum

Any undergraduate student who is admitted to the UW-Whitewater campus can enroll in this program. Both academic factors and non-academic factors are considered in the admission review. Additional information regarding admission requirements may be found at <http://www.uww.edu/admissions>.

Table 2 illustrates the program curriculum for the proposed 120-credit B.S. in Human Performance, which includes 45 general education credits, 6 B.S. degree requirement credits, 47 program requirement credits, and 22 minor credits.

Table 2: B.S. in Human Performance Program Curriculum

General Education Requirements (45 credits)	
Communication and Calculation Skills	12-13 credits
Quantitative and Technical Reasoning	7-11 credits
Cultural Heritages	6 credits
Communities	6 credits
Personal Health and Fitness	1 credit
Breadth Electives	8-12 credits
B.S. Degree Requirements (6 credits)	
Any combination of courses in one or more of Natural Sciences, Mathematics, or Social Sciences.	6 credits

Program Requirements (47 credits)	
PEPROF 209 Investigating Community Professions in Human Performance	1 credit
MATH 230 Introduction to Statistical Reasoning and Analysis	3 credits
PEPROF 201 Structure and Function of the Human Body I	4 credits
PEPROF 202 Structure and Function of the Human Body II	3 credits
PEPROF 270 Motor Control and Performance	3 credits
PEPROF 282 Nutrition for Health	3 credits
PEPROF 302 Biomechanics of Sport and Exercise	3 credits
PEPROF 311 Exercise Psychology	3 credits
PEPROF 361 Physical Activity and Recreation for Special Populations	3 credits
PEPROF 391 Health Behavior Development & Society	3 credits
PEPROF 415 Health Appraisal and Exercise Testing	3 credits
PEPROF 416 Exercise Prescription and Fuel Utilization	3 credits
PEPROF 471 Physiology of Exercise	3 credits
PEPROF 493 Human Performance Internship	6 credits
PEPROF 481 Capstone: Research in the Performance Sciences	3 credits
Minor (22 credits)	22 credits
Total Credits	120 credits

Assessment of Outcomes and Objectives

Student learning outcomes and other aspects of program effectiveness will be assessed annually according to UW-Whitewater's Elements of Academic Assessment,¹ which includes practice guidelines for the assessment of student learning and principles for program evaluation. A comprehensive program self-study will be completed every five years following the University of Wisconsin-Whitewater's audit and review process.²

Course-based direct assessments and a capstone exam will be implemented and evaluated by the department faculty to identify initiatives and curriculum improvements that will better allow the program to meet its objectives. Depending on the course, examples of course-embedded assessments include exam questions, essay assignments, research reports, and class presentations. The capstone exam will include content from all the required courses and will allow the program faculty to identify concepts the students are best and least able to grasp.

Indirect assessments will include a student exit survey that will be distributed to graduating students to gather feedback on the curriculum, the degree to which students feel they have met each learning outcome, general experiences within the program, and student perspective on how the program prepares them for post-graduation. In addition, a biannual alumni survey of graduates 1-2 years out will help the program faculty identify

¹ University of Wisconsin-Whitewater. Elements of Academic Assessment. Retrieved 4/15/2019 from: <https://www.uww.edu/assessment/academicassess/elements>

² UW-Whitewater Audit & Review Process. <https://www.uww.edu/assessment/audit-and-review>

ways to better prepare students for careers and/or graduate education. Lastly, annual advisory board meetings provide the opportunity for department faculty to seek feedback from practitioners about the annual assessments and curriculum revision plans.

Diversity

The proposed program curriculum will be similar to the current B.S.E. in Physical Education - HHPR emphasis regarding diversity. The HPRC Department strives to support the Inclusive Excellence Goals and Diversity Objectives within the university's Strategic Plan. Diversity and inclusion were considered during every aspect of curriculum planning for the proposed program.

Diversity is a key component of the Student Learning Outcomes within the current emphasis and will continue to be a part of the proposed program. Student Learning Objective 3 (SLO 3) states: *"Incorporate a respect for diversity, ability/disability, and disease across the lifespan into programs and practices related to human performance science."* Several courses within the proposed program have components that directly reflect SLO 3, such as: Exercise Psychology, Physical Activity and Recreation for Special Populations, Health Behavior Development & Society, Health Appraisal and Exercise Testing, Exercise Prescription and Fuel Utilization. For example, the course Physical Activity and Recreation for Special Populations is an entire course focused on teaching students how to interact with the diverse group of individuals that partake in exercise, physical activity, and recreation. Content includes knowledge about a variety of disabilities, resources, adaptive activity options, and physiological concepts related to functionality across diverse populations. Additionally, part of the midterm exam in Health Appraisal and Exercise Testing measures the students' understanding of diversity, disability and disease from the perspective of interacting with conditions in a clinical setting and diagnosing disease.

Beyond traditional coursework, students are required to complete an internship. Internship sites are selected by students, and students are encouraged to choose from a variety of sites in the community or seek out their own site from across the country or even internationally. The autonomous nature of site selection provides students with the opportunity to work with a variety of populations representative of varied cultures, ethnicities, genders, disabilities, and income levels. Based on past observations, it is expected that many students who enroll in this program will seek internships that give them opportunities to work with diverse groups and this will broaden their professional experience and strengthen their applications for graduate schools. Additionally, the department has sponsored many travel-study courses, the most recent being *Global Influence of Sport & Recreation*. The travel study courses allow students to experience other cultures and engage with individuals who may have a different perspective from their own.

Within recruitment and retention efforts of faculty, staff and students, the HPRC department strives to consider, discuss, and achieve inclusive excellence. In terms of student retention, the department upholds the UW-Whitewater Value of Diversity, which

states, *"We believe in the dignity of all individuals and we cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment."* All programs and support services provided or recommended by the department are available to all students regardless of race, ethnicity, gender, gender identity, gender expression, sexual orientation, religious beliefs, socioeconomic status, disability, or any other demographic characteristic. In terms of recruitment and hiring of faculty and staff, the HPRC department is guided by the Chancellor's statement on Equal Opportunity,³ *"At the University of Wisconsin-Whitewater, we are committed to a campus community that is free of all forms of discrimination, whether based on race, gender, age, color, religion, disability, sexual orientation or gender status, veteran status or national origin."* Additionally, the College of Education and Professional Studies led the university in the addition of a Diversity Coordinator (followed by all the colleges on campus). The Diversity Coordinator develops programming for faculty, staff and students. One such example is staff development on microaggressions in which faculty and staff became more aware of unconscious bias as related to microaggressions.

The integration of the Rock County branch campus with UW-Whitewater provides opportunities to expand the program's reach into the Janesville and Beloit areas. This opportunity can support diversity efforts in two ways. First, a curricular pathway from the Associate of Arts and Science (A.A.S.) degree to the B.S. in Human Performance will enable the program to engage more students who are first-generation and/or who are part of minoritized groups. In addition, the pathway will create an affordable way for lower-income students to access a B.S. degree. Second, the proximity of the Rock County campus to culturally diverse communities will enhance opportunities for internship placements and for students to learn and engage in diverse community environments.

Collaborative Nature of the Program

The B.S. in Human Performance curriculum will be delivered by UW-Whitewater, and not in partnership with another UW institution. Once the proposed program is established, the department faculty will communicate with similar programs across the UW System to identify opportunities to collaborate in order to develop networking and internship opportunities for students and to ensure that UW-Whitewater students are able to meet the prerequisites for exercise science graduate programs in the UW System. The department will also contact Wisconsin Technical College System campuses (such as Madison College, Milwaukee Area Technical College, and Blackhawk Technical College) to identify potential articulation agreements and opportunities for collaboration.

Projected Time to Degree

A student who is enrolled full-time can complete the program and degree requirements in four years.

³ University of Wisconsin-Whitewater (2015). Chancellor's Statement on Equal Opportunity. Retrieved 2/12/2018 from: [file:///Users/edniea/Downloads/2015%20AAD%20statement_final%20\(2\).pdf](file:///Users/edniea/Downloads/2015%20AAD%20statement_final%20(2).pdf)

Program Review

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

Accreditation

This program will meet the requirements for accreditation in Exercise Science through the Commission on Accreditation of Allied Health Education Programs. Once the curriculum is established and the program is authorized by the UW System Board of Regents, the department will seek this accreditation to receive recognition for the quality of the program and to add value to the credential for graduates. Additionally, the program will participate in UW-Whitewater's Higher Learning Commission (HLC) accreditation process. The curriculum for the proposed program will fall into the curricular and instructional program area of exercise science, which represents a new academic program area for UW-Whitewater. Therefore, upon authorization an institutional change notification will be provided to the HLC, and HLC approval will be acquired prior to implementation.

JUSTIFICATION

Rationale and Relation to Mission

Currently, the Health, Physical Education, Recreation and Coaching department offers an HHPR emphasis in the B.S.E. in Physical Education. Enrollment and completion have been strong, and the program now enrolls 213 students. Student enrollment increased significantly from 211 in 2010, to 309 in 2014, and has declined since that point. The current curriculum offered in the emphasis is dated and needs to be updated to better attract students and serve the needs of professional and graduate school demands and to meet accreditation standards. In addition, the current program exists as an emphasis within the B.S.E. in Physical Education, which is in the curricular area of education. While education is a component of this program, its primary content falls within areas of exercise science and should be redefined as its own B.S. major to better reflect the updated program content. The proposed program will require a minor where students can complete one of the HPRC department's five minors (i.e., health promotion, recreation, strength and conditioning, sport management, or athletic coaching education) or a minor outside the department to broaden their professional qualifications.

Graduates of the B.S. in Human Performance program will pursue career opportunities in exercise science, cardiac rehabilitation, exercise physiology, fitness/strength conditioning, health coaching, and graduate studies in exercise science, athletic training, and physical therapy. The major includes a sequence of exercise science courses that progress from anatomy and physiology to applied biomechanics and exercise prescription courses, as well as social science context (exercise psychology, health behavior development) and other necessary skills and perspectives (e.g., statistics, research methods, adaptive exercise concepts). If approved, the proposed program will prepare UW-Whitewater students for rewarding careers in fields based on kinesiology and performance sciences. Integrating the social science courses into the curriculum strengthens the department's connection with the American Kinesiology Association, which promotes and enhances kinesiology as a unified academic discipline involving the study of physical activity and its impact on health, society and quality of life.

In support of UW-Whitewater's core values,⁴ the proposed program will aid students' mastery of foundational sciences, will support students in developing personally and professionally, and will help instill in students a sense of community, respect for diversity, global perspectives, and a commitment to serve. Students will engage in service-based experiential learning and applied research, and both faculty and students will foster environments and programs for all abilities and backgrounds.

The proposed program will support the campus mission⁵ by providing a robust program that requires intensive study, research, and scholarly activity in the sciences of human performance and that serves the community while preparing advanced professionals. The proposed program further aligns with the goals of the UW-Whitewater's academic strategic plan⁶ by producing an academic program that will improve student access and by providing a major and professional preparation that is of mutual benefit to students, business, the community, and the university. As well, the proposed program will support the Liberal Education & America's Promise (LEAP) essential learning outcomes and high-impact practices emphasized in the campus academic planning goals, and the proposed program will grow from current campus strengths in education, science, and health. Across the curriculum, the proposed program will engage students with future clients of diverse backgrounds and needs, and practical application activities will be integrated in courses through service-learning, field experiences, and internships.

⁴ University of Wisconsin-Whitewater (2018). Mission, Vision, Values. Retrieved 9/26/2018 from: <https://www.uww.edu/strategic-plan/mission-vision-value>

⁵ University of Wisconsin-Whitewater (2018). Mission, Vision, Values. Retrieved 9/26/2018 from: <https://www.uww.edu/strategic-plan/mission-vision-value>

⁶ University of Wisconsin-Whitewater (2018). Initiatives. Retrieved 9/26/2018 from: <http://www.uww.edu/acadaff/initiatives>

Support has been expressed by internal stakeholders, including the advisory board of the current B.S.E. in Physical Education – HHPR emphasis, and the Dean of the UW-Whitewater College of Education and Professional Studies.

Institutional Program Array

The B.S. in Human Performance will replace the current B.S.E. in Physical Education - HHPR emphasis at UW-Whitewater. Otherwise, there are no other similar programs at UW-Whitewater. The College of Letters and Sciences has recently added an Allied Health Foundations minor, which will be an excellent choice for Human Performance students seeking graduate studies in exercise science, athletic training, or physical therapy. The College of Business and Economics offers a Bachelor of Business Administration (B.B.A.) in Management, with a Managing Sports emphasis. The emphasis requires several of the HPRC department's recreation/sport management courses; however, the B.S. in Human Performance curriculum will not include these courses.

Other Programs in the University of Wisconsin System

The B.S. in Human Performance will resemble programs at seven other UW System institutions: the B.A./B.S. in Health and Human Performance at UW-Platteville, the B.S. in Exercise Science at UW-Parkside and UW-Eau Claire, the B.S. in Exercise and Sport Science at UW-La Crosse, and the B.S. in Kinesiology at UW-Eau Claire, UW-Madison, UW-Milwaukee, and UW-Oshkosh. Compared to the proposed program, most of the other programs have an emphasis on strength and conditioning or fitness management, and/or require more introductory sciences.

The B.S. in Human Performance curriculum is unique in that it will require a minor, allowing students to flexibly apply the exercise science foundations to career preparation in health promotion, recreation, sport management, strength and conditioning, or other areas. Students also will be presented with several applied learning opportunities. As part of the curriculum, students will interact closely with UW-Whitewater's athletics staff and students in their coursework, internships, and opportunities for undergraduate research. Lastly, the inclusion of social science coursework in the B.S. in Human Performance will enhance the interdisciplinary perspective of students with respect to the study of physical activity and its impact on health, society and quality of life.

Need as Suggested by Current Student Demand

Student enrollment in the B.S.E. in Physical Education – HHPR emphasis has averaged enrollment of 270 students each year over the past five years, indicating a strong interest in the program. UW-Whitewater commissioned an analysis of all college degrees awarded by any institution in Wisconsin and northern Illinois. This *Academic Program Demand Analysis* produced by Ruffalo Noel Levitz Consulting Group indicated strong growth over the prior five years in the number of students seeking and receiving undergraduate degrees in program areas related to the proposed program, including Kinesiology, Exercise

Science, and Exercise Physiology programs. Growth in this program area was greater than the average growth calculated across all degree programs.⁷

In a department-wide survey conducted in 2014-2015,⁸ 74% of the students communicated a desire for a profession that would require a more rigorous program based on exercise science. In addition, 42% of the students indicated that they had made plans for graduate school, and an additional 31% were considering advanced studies. Since the proposed B.S. in Human Performance major will share the same student learning outcomes as the current B.S.E. in Physical Education – HHPR emphasis, yet better prepare students for careers within their industry, it is anticipated that more than half of the current B.S.E. in Physical Education – HHPR students will move to the proposed B.S. in Human Performance major. Anticipating 10% growth per year through the first five years, it is expected that by Year 2 the enrollment level of the current program emphasis (213) will be reached and by Years 4 and 5 will be exceeded.

During spring 2017, the department conducted a survey of B.S.E. in Physical Education – HHPR alumni who graduated 1 to 2 years previously.⁹ Survey findings justify the need for the proposed program and were used to guide decisions about the proposed curricular changes. Thirty-three percent of the reported suggestions for improving the content of the curriculum suggested that the exercise science core (e.g., kinesiology, exercise physiology) should be covered in greater depth, which is exactly what the proposed program accomplishes. Also, 63% of the respondents listed their internships as the most impactful or meaningful experience they had while they were B.S.E. in Physical Education – HHPR students; thus, the proposed program will maintain the intensive internship requirement.

Need as Suggested by Market Demand

Graduates of the B.S. in Human Performance program will have sufficient skills and competencies necessary for a growing array of occupations related to healthcare, performance sciences, exercise physiology, and recreation. The market demand for graduates in the performance sciences will continue to have faster-than-average growth compared to other occupations both in Wisconsin and in the U.S. According to U.S. Bureau of Labor Statistics for 2018-2028, and the Wisconsin Department of Workforce Development data for 2016-2026, the number of vacant professional positions for exercise

⁷ Academic Program Demand Analysis published by Scott Bodfish, Ruffalo Noel Levitz Consulting Group, 2018.

⁸ Students in three courses were invited to participate in the Qualtrics survey. A 72% response rate was achieved, providing 121 completed surveys.

⁹ Seventy-eight alumni were invited to participate in the Qualtrics survey. An 18% response rate was achieved, providing 14 completed surveys.

physiologists is expected to grow 10% in the U.S.¹⁰ and 13.2% in Wisconsin.¹¹ The *Academic Program Demand Analysis* also found promising occupational growth projections for fields related to the B.S. in Human Performance, including athletic trainers (16% increase between 2014 and 2024) and physical fitness technicians (14% increase between 2014 and 2024).

Community health position vacancies (i.e., public health professionals, health educators, health program coordinators, disease/injury prevention specialists, and health policy and advocacy professionals) are projected to grow by 11% in the U.S.¹² and by 17.9% in Wisconsin. The growth for both exercise physiologists and community health workers is driven, in part, by the increasing levels of activity among individuals and especially the aging adult population, the related injury risks and prevention measures, increasing demands to reduce disease risks and healthcare costs, and the proactive use of health services and the overall demand for improved health outcomes. Although graduates of the proposed program may elect to pursue a graduate degree before they enter the community health field, they will be qualified for many technician and coordinator positions upon completion of the B.S. degree.

In addition, position vacancies in the occupational areas of recreation and coaches and scouts are projected to grow in the U.S. between 2018 and 2028^{13,14} and in Wisconsin between 2016 and 2026. In this same period, recreational worker positions are projected to grow faster than average, at 8% in the U.S. and 8.7% in Wisconsin, and coaching and scouting occupations are expected to grow much faster than average, at a rate of 11% in the U.S. and 12.9% in Wisconsin. As the importance of physical activity increases, more programs may be needed by local, state, and national parks, recreation departments, and camps. Similarly, the emphasis placed on fitness and activity could lead to the increased interest in high school and college sports, increasing the demand for coaches and scouts. Employment data for the state of Wisconsin and the region were compiled by Labor Market Insights. Reports of job openings requiring a bachelor's degree related to Human

¹⁰ U.S. Bureau of Labor Statistics (2016). Exercise Physiologist Employment Projections. Retrieved 9/19/2019 from: <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>.

¹¹ State Occupational Projections (2016). Projections Central. Select 'exercise physiologists', 'community health workers', 'recreation workers', and 'coaches and scouts' from the interactive database of long-term occupational projections 2016-26. Retrieved 9/19/2019 from: <http://www.projectionscentral.com/projections/longterm>.

¹² U.S. Bureau of Labor Statistics (2016). Community Health Workers Employment Projections. Retrieved 9/19/2019 from: <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>.

¹³ U.S. Bureau of Labor Statistics (2016). Recreation Workers Employment Projections. Retrieved 9/19/2019 from: <https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm>.

¹⁴ U.S. Bureau of Labor Statistics (2016). Coaches and Scouts Employment Projections. Retrieved 9/19/2019 from: <https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm>.

Performance during the 2018 calendar year identified 26,201 positions in Wisconsin, 66,077 in Illinois, 42,315 in Michigan, 34,710 in Minnesota, and 13,666 in Iowa.¹⁵

That the occupations included in these projections reflect those that will be sought by program graduates is supported by the findings of a survey of recent alumni¹⁶ administered by the HPRC department, in which 54% of the respondents indicated that they currently work in a position related to the proposed program. Examples of reported occupations included exercise science positions such as rehabilitation aides, stress-testing technicians, and exercise specialists. Eighty-three percent of those who were not currently employed in the HPRC fields intended to seek positions related to the major. Twenty-one percent of the respondents reported that they were attending graduate school.

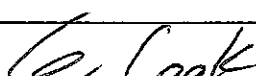
¹⁵ EMSI's Labor Market Insights is a closed subscription-based data service that facilitates customized data drilldowns. Emsi Q1 2019 Data Set, February 2019, www.economicmodeling.com. Search terms included "exercise physiology" or "health promotion" or "community health" or "recreation management" or "strength training" or "fitness training" or "wellness educator" or "coach and scout".

¹⁶ Seventy-eight alumni were invited to participate in the Qualtrics survey. An 18% response rate was achieved, providing 14 completed surveys.

Education Committee Item L.

Attachment B

University of Wisconsin-Whitewater Cost and Revenue Projections For B.S. Human Performance						
Items		Projections				
		2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	80	93	103	113	124
	Enrollment (Continuing Student) Headcount	130	138	151	166	183
	Enrollment (New Student) FTE	75.20	87.42	96.82	106.22	116.56
	Enrollment (Continuing Student) FTE	122.20	129.72	141.94	156.04	172.02
II	Total New Credit Hours	879.8	1792.7	2793.5	3068.4	3376.4
	Existing Credit Hours	1429.7	795.6	0.0	0.0	0.0
III	FTE of New Faculty/Instructional Staff	0	0	0	1	1.5
	FTE of Current Fac/IAS	4.5	4.5	4.5	4.5	4.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	From Tuition	\$233,897	\$476,564	\$742,622	\$815,715	\$897,578
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$46,479	\$0	\$0	-\$0	\$0
	Total New Revenue	\$280,376	\$476,564	\$742,622	\$815,715	\$897,578
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff—salaries	\$292,500	\$301,275	\$310,313	\$409,973	\$467,447
	Faculty/Instructional Staff—fringe benefits (39%)	\$114,075	\$117,497	\$121,022	\$159,889	\$182,304
	Other Staff	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Other Expenses					
	Facilities	\$200,000	\$50,000	\$50,000	\$50,000	\$50,000
	Equipment	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other (Website and Social Media)	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Other (Printed and Promo Materials)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Other (Recruitment Events including Travel)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Total Expenses	\$641,575	\$503,772	\$514,335	\$652,862	\$732,751
VI	Net Revenue	-\$361,199	-\$27,208	\$228,286	\$162,853	\$164,827

Provost's Signature: 

Date: 11-1-19

UNIVERSITY OF WISCONSIN-WHITewater

COST AND REVENUE PROJECTIONS NARRATIVE

BACHELOR OF SCIENCE (B.S.) IN HUMAN PERFORMANCE

Introduction

The proposed B.S. in Human Performance will be comprised of 120 credits including 47 major credits, 22 minor credits, 6 bachelor of science degree requirement credits, and 45 general education credits. The curriculum in the major will cover a broad range of human performance topics and will include a sequence of exercise science courses that progress from anatomy and physiology to applied biomechanics and exercise prescription courses, as well as courses in the social science context such as exercise psychology and health behavior development. The requirement of a minor within the program will allow students to tailor their educational experience to meet their individual career goals. Graduates will be prepared to pursue opportunities in exercise science, cardiac rehabilitation, exercise physiology, fitness/strength training, health coaching, and graduate studies in exercise science, athletic training and administration, and physical therapy.

Section I – Enrollment

The B.S. in Human Performance will replace the Health, Human Performance and Recreation (HHPR) emphasis in the B.S.E. in Physical Education. Consequently, it is expected 130 of the 213 students currently enrolled in the emphasis will transition to the new program. These students are listed as continuing students in Year 1. Given evidence of student demand, it is expected that 80 new students will enroll in the program in the first year. The five-year enrollment projection for the new Human Performance major reflects modest growth per year, reaching a total enrollment of 307 students by Year 5. Projections account for 5% attrition per year.

Eighty-eight percent of the undergraduate students at UW-Whitewater attend full-time. For the purposes of calculating FTE, it was assumed that part-time students would enroll half-time. Therefore, FTE enrollments were calculated at the rate of 1.0 FTE for 88% of the headcount and 0.5 for 12% of the headcount.

Section II – Credit Hours

The Human Performance program is designed so that students can graduate in four years. Students will need to take 120 credits to graduate; therefore, each student FTE is expected to yield 30 credits per year, on average. Of the 120 credits, 47 credits (39%) are attributable to the Human Performance major requirements. Therefore, total credit hours were calculated as $FTE \times 30 \text{ credits} \times 0.39$.

Existing credit hours represent those attributable to current UW-Whitewater students who are expected to change to the new major. In Year 1, credits for all

continuing students are counted as existing credits. By Year 2, it is expected that about half of these students will have completed the program. Existing credit hours for Year 2 represent 68 continuing students. These students are expected to complete the program in Year 2; thus, after Year 2, all credits are counted as new credit hours.

III – Faculty and Staff Appointments

The Department of Health, Physical Education, Recreation and Coaching houses the current HHPR emphasis and will be the home of the B.S. in Human Performance. Currently, the program has 4.5 faculty FTE. By Year 5, it is anticipated that at least 6 FTE will be needed to accommodate the anticipated student enrollment. It is expected that a total of 1.5 new FTE faculty or instructional staff will be hired in Years 4 and 5.

IV – Revenue

Tuition is \$271.62 for resident students and \$635.02 for nonresidents. At UW-Whitewater, 83.3% of undergraduate students are residents and 16.7% are nonresidents. Therefore, the adjusted (combined) tuition rate of \$332.30 per credit $((271.62 \times .833) + (635.02 \times .167))$ was used. The per-credit tuition rate was further reduced by 20% to account for the 12-18 credit tuition plateau, as it is expected that each FTE student would take 15 credits - 3 credits above the 12-credit plateau. Thus, tuition revenue was the product of credit hours x 80% of \$332.30. Tuition from the existing credits in Years 1 and 2 was not included in the revenue for Years 1 and 2. Some of the courses have special course fees for course materials, but overall these fees are negligible and directly offset costs that are not included in the expense calculations.

Year 1 revenues also include a GPR reallocation of \$46,479. These funds will be allocated from distance education fees to offset facility costs and the cost of existing faculty. Additional reallocations of distance education fees and the revenue generated from students currently in the B.S.E. in Physical Education - HHPR emphasis will be made, as needed, to offset the cost of laboratory improvements.

V – Expenses

Faculty and instructional staff salaries reported are based on the department average and include a 3% per year salary increase to accommodate faculty promotion and new hires. Salary costs reflect current and new faculty and instructional staff FTE. The salary calculations include the addition of 39% to each salary to account for fringe costs. Other staff costs reflect student help, offsite intern supervision, and administrative assistance for internships. This figure includes fringe where applicable.

Improvements to the existing motion analysis and exercise physiology laboratories will be needed to accommodate the new curriculum, to recruit students, and to prepare students for graduate studies in the exercise sciences. During the first year, laboratory improvements will include renovating the laboratory space (\$200,000 anticipated prior to Year 1). Upgrades for Years 2-5 will be smaller and will allow the program to meet the industry standard by Year 5.

Laboratory equipment is expected to cost approximately \$20,000 per year through Year 5 to build the inventory of a reputable program. Marketing materials, including website, social media, printed and promotional material, are expected to cost approximately \$3,000 per year. Also included is \$2,000 per year to participate in one national conference trade show for recruiting purposes.

VI – Net Revenue

A large loss is shown during the first year due to the \$200,000 investment in upgrading laboratories. This loss will be covered by reallocation of distance education fees and the revenue generated from students currently in the B.S.E. in Physical Education - HHPR emphasis. Positive net revenue projected after Year 2 will be used to recover the loss in Year 1, and thereafter reinvested to expand course offerings, support faculty development, expand recruiting activities, support general education courses, and otherwise support the college and campus.



University of Wisconsin
Whitewater

Provost and Executive Vice Chancellor for Academic Affairs

20 September 2019

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

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Bachelor of Science (BS) program in Human Performance. This program will replace an emphasis that already exists in our current major in Physical Education, enrolling 213 students. The new major will be modernized and strengthened to better meet the need for college graduates with knowledge in the growing areas of exercise science and community health. We are proud of the achievements of our students, faculty, and staff in our College of Education and Professional Studies, and with this new program the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin and the surrounding region.

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

1. The BS program in Human Performance has been designed to meet UW–Whitewater's definition and standards of quality and to make a meaningful contribution to our select mission, overall academic plan, and our program array. This program is built from an academic department and college that has already demonstrated high standards of quality. As the proposal was developed, faculty and staff consulted with our Director of Academic Assessment and their college assessment leaders to assure a high level of quality in curriculum and program assessment. Our campus is continuously engaged in strategic planning and campus academic planning activities. As part of these processes, we have been intensively reviewing all of our academic programs. It is clear that this new program will provide a meaningful addition to our campus program array, and our College of Education and Professional Studies is poised for a successful launch of this new program.
2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Health, Physical Education, Recreation, & Coaching, the Curriculum committee in the College of Education and Professional Studies, the Dean of the College of Education and

Professional Studies, the University Curriculum Committee, and the Faculty Senate. All required approvals have been obtained on campus, with enthusiastic support.

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

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

Sincerely,



Greg Cook, Ph.D.

Interim Provost and Executive Vice Chancellor for Academic Affairs

GC/akh

Encl.

cc: Dwight Watson, Chancellor
Kristin Plessel, Interim Associate Vice Chancellor for Academic Affairs
Angela Harlan, Special Assistant to the Provost
John Chenoweth, Dean, College of Business and Economics
Carleen Vande Zande, interim AVP of APEI, UW System

December 5, 2019

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN COMMUNICATION, UW-WHITEWATER**

REQUESTED ACTION

Adoption of Resolution M., authorizing the implementation of the Master of Science in Communication at UW-Whitewater.

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

SUMMARY

The University of Wisconsin-Whitewater proposes to establish a Master of Science (M.S.) in Communication, which will replace the current M.S. in Communication. The new program structure and curriculum will substantially differ from the current program, because it will be delivered via distance education, and is designed for working adult learners who are likely to enroll part-time. The development of the program responds to workforce demand for more flexible and varied graduate credentials. Courses will be offered in eight-week terms (six weeks in summer), expediting time to degree or certificate. Students may opt to complete and stack individual certificates, applying the credits toward the degree requirements. Students will demonstrate strong applied communication skills relevant to practicing communication at the intersection of diversity, technology, and social influence. Graduates will not only be equipped to apply principles of effective communication to address practical problems and opportunities, but will also demonstrate advanced abilities to gather, investigate, document, analyze, interpret, evaluate, and synthesize complex information in communication-intensive professions.

Program Description

The proposed program will provide professionals in the region with flexible options to earn post-baccalaureate credentials. The program is suitable for those who wish to advance their professional communication skills in such areas as new media management, social advocacy, effective message-generation, assessment, or campaign creation for diverse

applications including healthcare, public relations, advertising, advocacy, grass roots organizing, political campaigning, or training and development.

This program is oriented to working individuals. Therefore, students may choose to earn stackable certificates to meet their immediate professional development goals. Each stackable certificate requires nine credits of coursework, which are comprised of two required courses and one elective course in one or more areas including Social and New Media, Strategic Communication, Organizational Communication, and/or Health Advocacy. It is possible for students to earn the degree without completing the certificates. Courses will be offered in eight-week terms (six weeks in summer), expediting time to degree and time to certificate.

Mission

The M.S. in Communication will contribute directly to the mission of the UW System by developing human resources. Specifically, students will advance their professional and technological expertise to be highly effective professionals in communication fields, specifically in strategic communication, health advocacy and communication, social and new media, and organizational communication.

The UW-Whitewater mission states that it will “prepare students to become lifelong learners who lead successful lives and productive careers.” The proposed M.S. in Communication program supports the institutional mission of UW-Whitewater by contributing to the nurturing of lifelong learners by developing working professionals as they cultivate their expression, inquiry, and integrity and by further honing their technical communication skills.

Two of the major themes in the UW-Whitewater Strategic Plan are (1) to expand student access and recruit a larger and increasingly diverse graduate study body and (2) to provide high-quality academic programs, which lead to productive careers. Central to this strategic plan is the commitment to serve adult learners, with graduate programs that expand access to working professionals who are place bound or have commitments that limit their synchronous time availability. The proposed M.S. program at UW-Whitewater supports these themes.

Student and Market Demand

A survey of UW-Whitewater communication and journalism bachelor's-degree recipients was conducted in the fall of 2017 with 146 responses. There was strong support (somewhat or extremely likely) for three of the four planned certificates (Social and New Media: 49%, Strategic Communication: 55%, and Organizational Communication: 53%) and good support for a certificate in Health Communication (27%), referred to as Health Advocacy in this proposal. When asked how likely they would be to seek an M.S. degree based upon

earning three certificates and completing a capstone course, 45% percent of the respondents indicated that they were either extremely likely (10%) or somewhat likely (35%) to seek a degree in this format. Of those who answered that they were likely, 77% indicated that they would consider applying for a degree in 2020 (the earliest option given).

The U.S. Bureau of Labor Statistics employment trends show projected employment changes from 2016 to 2026, as increasing in three major industries related to this proposed degree. Advertising, public relations, and related services (SOC 541800) are predicted to have jobs grow by 4.1%. Management jobs related to advertising, marketing, and public relations (SOC 551000) are projected to grow by 8.6%. Social advocacy organization (SOC 813300) jobs are projected to grow by 14.2%. Specific projections for Wisconsin also showed a strong employment outlook. Advertising and promotions managers (SOC 112011) showed 7.82% growth, media and communication workers (SOC 273000) showed 5.99% growth, and public relations specialists (SOC 273031) showed 10.09% growth.

Credit Load and Tuition

The M.S. in Communication will be comprised of 30 credits, including 9 credits of core coursework, which includes a capstone, and 21 credits of elective coursework. As part of the elective coursework, students may concurrently complete one or more 9-credit certificates in Social and New Media, Strategic Communication, Organizational Communication, and Health Advocacy.

Based on tuition and fee rates for the academic year 2019-20, Wisconsin residents enrolled full-time (9-12 credits) would pay tuition and segregated fees totaling \$4,559.34 per semester, of which \$4,054.14 is attributable to tuition and \$505.20 is attributable to segregated fees. Full-time students also will pay distance education fees of \$50 per credit. Wisconsin residents enrolled part-time (less than 9 credits per semester) will pay \$556.53 per credit. Of this amount \$450.46 is attributable to tuition, \$50 is attributable to distance education fees, and \$56.13 is attributable to segregated fees. Thus, the total cost of tuition and fees for the 30-credit program for a Wisconsin resident enrolled full-time would be \$15,178.02 and \$16,695.90 for a student enrolled part-time.

Based on tuition and fee rates for the academic year 2019-20, nonresidents enrolled full-time would pay tuition and segregated fees totaling \$9,403.59 per semester, plus an additional \$50 per credit in distance education fees, for a total cost of \$29,710.77 for tuition and fees. Part-time, nonresident students will pay tuition and fees totaling \$1,094.84 per credit, for a total tuition and fees cost of \$32,845.20.

BACKGROUND

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/>).

Related 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

ATTACHMENTS

- A) Request for Authorization to Implement a Master of Science in Communication at UW-Whitewater
- B) Cost and Revenue Projections
- C) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN COMMUNICATION
AT UNIVERSITY OF WISCONSIN-WHITewater
PREPARED BY UW-WHITewater**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Master of Science (M.S.) in Communication which will replace the current M.S. in Communication. The development of the program responds to a need to offer more flexible and varied graduate credentials. The proposed program will provide professionals in the region with flexible options to earn post-baccalaureate credentials in an abbreviated time period. Graduates will be equipped to apply principles of effective communication to address practical problems and opportunities and will demonstrate advanced abilities to gather, investigate, document, analyze, interpret, evaluate, and synthesize complex information in communication-intensive professions. The M.S. in Communication will be comprised of 30 credits, including 9 credits of core coursework, which includes a capstone, and 21 credits of elective coursework. As part of the elective coursework, students may concurrently complete one or more 9-credit certificates in Social and New Media, Strategic Communication, Organizational Communication, and Health Advocacy. The program structure and curriculum will substantially differ from the current M.S. in Communication offered at UW-Whitewater because it will be delivered via distance education and is designed for working adult learners who are likely to enroll part-time. Students may opt to complete and stack individual certificates, applying the credits toward the degree requirements. Courses will be offered in eight-week terms (six weeks in summer), expediting time to degree or certificate.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Communication

Degree Designation

Master of Science

Mode of Delivery

Single institution, 100% distance education

Projected Enrollments and Graduates by Year Five

Table 1 presents enrollment and graduation projections for students entering the program over the next five years. Enrollment, retention, and graduate figures assume the audience will primarily consist of working professionals. Therefore, it is expected that students will enroll in the program part-time, with an average course load of 6 credits per fall/spring semester (one 3-credit course in each eight-week term). In the first five years of the program, it is expected that a total of 97 new students will have enrolled and six current UW-Whitewater graduate students will have moved to this program from the current M.S. in Communication. Some students may seek to complete the degree by stacking certificates. These students may stop in and out of the program while completing the certificate credential. The average year-to-year retention rate for newly enrolled students is estimated to be 85%. By the end of Year 5, it is estimated that a total of 97 new students will have enrolled in the program and 69 students will have graduated from the program.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	16	18	19	21	23
Continuing Students	6	14	15	16	18
Total Enrollment	22	32	34	37	41
Graduating Students	6	14	15	16	18

Tuition Structure

Standard graduate tuition, distance education fee, and segregated fee rates will apply. Distance education fees are used to pay for continual improvement and refinement of online course delivery and curriculum. Additional costs to students not listed here would include books and software.

Based on tuition and fee rates for the academic year 2019-20, Wisconsin residents enrolled full-time (9-12 credits) would pay tuition and segregated fees totaling \$4,559.34 per semester, of which \$4,054.14 is attributable to tuition and \$505.20 is attributable to segregated fees. Full-time students also will pay distance education fees of \$50 per credit. Wisconsin residents enrolled part-time (less than 9 credits per semester) will pay \$556.53 per credit. Of this amount \$450.46 is attributable to tuition, \$50 is attributable to distance education fees, and \$56.13 is attributable to segregated fees. Thus, the total cost of tuition and fees for the 30-credit program for a Wisconsin resident enrolled full-time would be \$15,178.02 and \$16,695.90 for a student enrolled part-time.

Based on tuition and fee rates for the academic year 2019-20, nonresidents enrolled full-time would pay tuition and segregated fees totaling \$9,403.59 per semester, plus an additional \$50 per credit in distance education fees, for a total cost of \$29,710.77 for tuition

and fees. Part-time, nonresident students will pay tuition and fees totaling \$1,094.84 per credit, for a total tuition and fees cost of \$32,845.20.

Department or Functional Equivalent

Department of Communication

College, School, or Functional Equivalent

College of Arts and Communication

Proposed Date of Implementation

Fall 2020

DESCRIPTION OF PROGRAM**Overview of the Program**

Students enrolled in the M.S. in Communication will demonstrate strong applied communication skills relevant to practicing communication at the intersection of diversity, technology, and social influence. The program is suitable for those who wish to advance their professional communication skills in such areas as new media management, social advocacy, effective message-generation, assessment, or campaign creation for diverse applications including healthcare, public relations, advertising, advocacy, grass roots organizing, political campaigning, or training and development.

The M.S. in Communication program requires 30 graduate credits. Program requirements include Research Competency for Communication Practitioners (three credits), a Professional Communication capstone (three credits), and either Technology, Globalization and Communication (three credits) or Written Communication for Diverse Audiences (three credits). The remaining 21 credits will be earned by accumulating the required and elective courses associated with each certificate. This program is oriented to working individuals; therefore, students may choose to earn stackable certificates to meet their immediate professional development goals. Each stackable certificate requires nine credits of coursework, that are comprised of two required courses and one elective course in one or more areas including Social and New Media, Strategic Communication, Organizational Communication, and/or Health Advocacy. It is possible for students to earn the degree without completing the certificates. Courses will be offered in eight-week terms (six weeks in summer), expediting time to degree (and time to certificate).

Student Learning Outcomes and Program Objectives

Students completing the M.S. in Communication at UW-Whitewater will:

1. Demonstrate advanced abilities to gather, investigate, document, analyze, interpret, evaluate, and synthesize complex information in communication-intensive professions.
2. Apply discipline-specific skills and knowledge to real-world contexts.

3. Demonstrate highly developed functional skills and behaviors necessary for maturing professionals including self-direction, problem-solving, decision-making, collaboration, and the capacity for networking and leadership.
4. Show writing skills that reflect advanced practice in professional contexts.
5. Demonstrate effective oral communication and interpersonal skills that support successful interaction with colleagues and professionally relevant constituents.
6. Understand and respond effectively to the diverse interests and needs of domestic and global audiences served by communication professionals.

Students completing the individual certificates will also meet these student learning outcomes, but the activities and assignments in their courses will have a specific focus on the certificate's topic (social and new media, strategic communication, organization communication, or health advocacy topics). In this way, those completing certificates achieve the overall degree program learning outcomes as well as discipline-specific knowledge within the certificate domain.

Program Requirements and Curriculum

To be admitted to the graduate program, students will be required to complete a bachelor's degree with a minimum undergraduate GPA of 2.75. International applicants must demonstrate financial support and English proficiency (TOEFL score of 550 and above or minimum IELTS score of 6.0) and submit a credit evaluation of their undergraduate transcript.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 30 credits. All students must complete 9 credits of core requirements including COMM 785, which satisfies the research competency; either COMM 724 or COMM 780 that encompasses issues of diversity in communication; and a capstone course, COMM 791. While completing the 21 required elective credits, students may concurrently complete any of four graduate certificates: Social and New Media, Strategic Communication, Organizational Communication, or Health Advocacy.

Table 2: Master of Science in Communication Program Curriculum

Core Requirements (9 credits)		
COMM 785	Research Competency for Communication Practitioners ^{SNM, HA, SC, OC}	3 credits
COMM 724 COMM 780	Technology, Globalization, and Communication ^{SNM*, HA, SC, OC} (or) Written Communication for Diverse Audiences ^{SNM, HA, SC, OC}	3 credits
COMM 791	Professional Communication Capstone	3 credits
Electives (21 credits)		
Students may receive a certificate credential by completing two required and one elective course(s) designated in a certificate category		
COMM 703	Corporate Communication Topics ^{OC*}	3 credits

COMM 712	Crisis Communication ^{SC, OC}	3 credits
COMM 720	Strategic Planning ^{SNM, HA, SC*}	3 credits
COMM 727	Corporate Communication Management ^{SNM, OC*}	3 credits
COMM 740	Social and New Media Messaging ^{SNM*, HA, SC, OC}	3 credits
COMM 745	Practicing Advocacy and Influence ^{SNM, HA, SC*}	3 credits
COMM 763	Health Communication Topics ^{SNM, HA*, OC}	3 credits
COMM 764	Health Communication and Public Policy ^{HA*, SC}	3 credits
Total Credits		30 credits

^{SNM} Social & New Media Certificate course

^{HA} Healthy Advocacy Certificate course

^{SC} Strategic Communication Certificate course

^{OC} Organizational Communication Certificate course

* This designates a required course for a certificate.

Assessment of Outcomes and Objectives

Student learning outcomes (SLOs) for the program will be assessed on a two-year cycle. Direct assessment activities will include:

- A portfolio capstone project: Students will be required to assemble work samples from across their coursework and to write a summative report, reflecting on the knowledge, skills, and abilities compiled over the course of their graduate studies. The written report will be evaluated to assess a student's ability to gather, investigate, document, analyze, interpret, evaluate, and synthesize complex information (SLO 1).
- Authentic, course-embedded assessments in required courses in the curriculum will require students to demonstrate the ability to apply communication theory to practice. These assessments will include both oral and written communication assessment (SLOs 2-5).
- A course-embedded project produced by the student that will demonstrate the student's ability to understand and respond effectively to diverse domestic/global audiences in COMM 724 and COMM 780 (SLO 6). Other courses will also require students to consider diverse audiences in assigned messaging. Data will be collected from those assignments to assess SLO 6.

Indirect assessment activities will evaluate program satisfaction. Students will complete an exit survey upon completion of the degree. An alumni survey will also be conducted after graduation that will assess alumni perceptions of their job skills compared to the perceived job skills of their colleagues. It will also serve as an indirect assessment of the learning outcomes.

Information gathered from these assessment activities will be compiled to evaluate the program. All of this information will be shared with the College of Arts and Communication Assessment Committee as well as with graduate faculty members of the Department of Communication at the end of the spring semester every year. Appropriate

changes will be implemented within the subsequent two-year cycle. Data will also be shared with the campus Graduate Audit and Review Committee as part of the required five-year program review process.

Diversity

The M.S. in Communication Student Learning Outcome (SLO) 6 relates to the ability of students to understand and respond effectively to the diverse interests and needs of domestic and global audiences served by communication professionals. All students earning the master's degree will need to complete one of two courses that directly relate to communication and diverse audiences: COMM 724 or COMM 780. COMM 724, Technology, Globalization & Communication, will examine, among other topics, how communication technology serves to simultaneously empower and marginalize diverse audiences. COMM 780, Written Communication for Diverse Audiences, will focus on message design for diverse audiences. Either course will meet SLO 6. Students in both courses will need to carefully consider the needs of these publics and the client's obligation to those audiences. Efforts to encourage students to engage diversity will by no means be limited to these two courses. Students will be required to use inclusive language in all writing assignments. Further, faculty members will be encouraged to employ assignments that require students to practice perspective taking and to consider the needs of all constituencies.

Equity in student recruitment, access, retention, and certificate/degree completion will be pursued through marketing to a wide range of career fields that include racially and ethnically diverse audiences. Support for student success will exist through relationships with graduate advisors and faculty members.

The stackable certificate pathway relates to Objective 2 of Goal 1 of the UW-Whitewater Strategic Plan: "We will improve the retention and graduation success of... graduate students and significantly narrow the retention and graduation equity gaps." The pathway also relates to Goal 5 of the UW-Whitewater Academic Plan: "Develop innovative programs that are designed to improve student access, reduce time to graduation, and increase likelihood of success for all student groups." The fully online delivery format allows greater access by diverse audiences of students who are working and/or supporting a family. The fully online format also provides increased access to diverse student populations around the globe.

Furthermore, the M.S. in Communication curricular design will enable students to make progress toward completion of the program while concurrently earning stackable credentials that hold value within the workplace, as students can immediately apply that learning in a professional context. This program element will benefit students who blend coursework while continuing their career. The graduate program coordinator for the program will proactively communicate with students regarding their progress in earning certificates (if the student chooses to do so) and about the remaining capstone course needed to earn the M.S. in Communication. Students who pursue the M.S. in

Communication program and enroll at least half-time may be eligible to receive federal financial aid.

Collaborative Nature of the Program

The proposed program will be offered by a single institution

Projected Time to Degree

It is anticipated that most students will take two years to complete the M.S. in Communication program requirements, spacing the courses out on a part-time basis and using the summer session. All spring and fall term courses will be offered in eight-week terms, allowing students to take one or two courses each eight-week term. Courses will be offered in six-week terms in the summer, allowing students to take two courses in the summer session. Students who opt to enroll full-time and over consecutive semesters could complete the program in as little as 15 months (e.g., summer, fall, spring, summer).

Program Review

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

A significant focus of the audit and review self-study is assessment. The audit and review process will ensure the program stays current with its assessment plan, including data collection, analysis, and sharing with relevant constituencies. The audit and review self-study will also identify how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines. The review will include the process used in the program to consider, discuss, and work toward achieving Inclusive Excellence goals, including methods used to recruit and retain diverse students and faculty involved in the program.

Accreditation

The Accrediting Council on Education in Journalism and Mass Communications¹ (AEJMC) provides accreditation for programs leading to master's degrees in areas related to mass communication and journalism. However, accreditation at the master's level is rather

¹ Accredited/Reaccredited. (2017). Accrediting Council on Education in Journalism and Mass Communications. Retrieved April 25, 2017 from: <http://www.acejmc.org/accreditation-reviews/accredited-programs/accreditedreaccredited/>

uncommon. Only 17 institutions nationwide offer a master's degree accredited by AEJMC. There are no AEJMC-accredited master's programs in Wisconsin; Northwestern University is the only AEJMC-accredited master's program in Illinois (AEJMC, 2017). Thus, accreditation is not necessary to be competitive. Although it may be a consideration long term, accreditation will not be immediately pursued. UW-Whitewater is already approved by the Higher Learning Commission (HLC) for distance education and will notify HLC of the change in program delivery to 100% online.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Communication will contribute directly to the mission of the UW System by developing human resources. Specifically, Communication graduate students will advance their professional and technological expertise to be highly effective professionals in communication fields, specifically in strategic communication, health advocacy and communication, social and new media, and organizational communication.

The UW-Whitewater mission states that it will “prepare students to become lifelong learners who lead successful lives and productive careers.”

(<https://www.uww.edu/strategic-plan/mission-vision-value>) The proposed M.S. in Communication program supports the institutional mission of UW-Whitewater by contributing to the nurturing of lifelong learners by developing working professionals as they cultivate their expression, inquiry, and integrity and by further honing their technical communication skills.

Two of the major themes in the UW-Whitewater Strategic Plan are expanding student access and recruiting a larger and increasingly diverse graduate study body, along with providing high-quality academic programs that will lead to productive careers. Central to this strategic plan is the commitment to serve adult learners, with graduate programs that expand access to working professionals who are place bound or have commitments that limit their synchronous time availability. The proposed M.S. program at UW-Whitewater supports these themes.

The proposed M.S. seeks to expand its content and delivery modes beyond the traditional student (Academic Plan, Goal 1). By drawing on academic theory and research with an applied focus, it will fulfill the special mission of the UW-Whitewater's School of Graduate Studies to provide advanced preparation and professional development beyond that provided by a baccalaureate degree. College and university leadership have expressed support for the proposed program.

Institutional Program Array

In its applied focus and its use of “innovative approaches and new technologies for the design and delivery of courses,” the proposed program fulfills Goal 10 of the UW-

Whitewater Academic Plan.² In doing so, it aims to increase student success by reducing student time to degree since the delivery format allows students to complete the M.S. in Communication in as little as 15 months. (Academic Plan, Goal 5).

No other program at UW-Whitewater provides graduate-level education in social and new media, health communication, organizational communication, or strategic communication. The M.S. in Communication and the associated curriculum for both the M.S. and the stackable certificates will prepare graduates for leadership roles in new media management, social advocacy, effective message-generation, assessment, or campaign creation for diverse applications including healthcare, public relations, advertising, advocacy, grass roots organizing, political campaigning, or training and development.

Other Programs in the University of Wisconsin System

Five UW institutions offer a similar program. UW-Milwaukee, UW-Stevens Point and UW-Whitewater offer a master's degree in Communication, and UW-Madison and UW-Superior offer a master's degree in Communication Arts. None of these institutions offer a significant portion of their programs via online delivery.

UW-Stout offers a graduate certificate in Healthcare Communication as well as an M.S. in Technical and Professional Communication and an M.S. in Information and Communication Technologies. During the planning phase of this project, UW-Whitewater faculty and staff communicated with colleagues at UW-Stout. UW-Stout reviewed a draft of this new program authorization and provided feedback on the differentiation of their program, which emphasizes technical and professional composition and rhetoric, from the proposed program. One course in the UW-Stout curriculum has some overlap with two courses in the proposed program. However, UW-Stout's programs center around the profession of technical communication, which is a distinct profession from those emphasized in the proposed M.S. in Communication and certificates in strategic communication, health advocacy, and organizational communication. In addition, UW-Stout includes a required course in visual rhetoric (visual communication), which is not included in the proposed curriculum. Finally, UW-Stout mentions *social lives* in one certificate description, whereas social media is the focal point of one of the proposed certificates.

Need as Suggested by Current Student Demand

A recent study of existing master's degree programs in communication and related fields charts a steady increase in student demand for post-baccalaureate education fueled by several factors. These include a shifting economy, increasingly competitive job market, growth of nontraditional students, and a changing media environment.³ It projected that

² The UW-Whitewater Academic Plan may be located at <http://www.uww.edu/documents/acadaff/Academic%20Planning%20ApprovedDraftFSFeb132018.pdf>

³ Quesenberry, Keith A., Coolsen, M.K. & Wilkerson, K.C. (2015) "Current Trends in Communication Graduate Degrees." *Journalism & Mass Communication Educator*, 70(4): 407 - 427.

the demand will continue, but also noted that there has been a steady increase in one segment of the student market: the working professional, who desires continuing education for career advancement and/or change. The study findings indicated that most programs retain a traditional format in content and delivery that is not designed with the needs of the working professional in mind. Among the programs examined, 70% offered courses on the traditional academic semester and 80% delivered courses in the traditional face-to-face classroom. The proposed program will be positioned to attract this growing segment of the student market with its online format, condensed eight-week courses, and its industry focus. The stackable nature of the certificates is designed to incentivize the students to return for a second or third certificate, and ultimately, complete requirements for the entire M.S. in Communication.

A survey of UW-Whitewater communication and journalism bachelor's-degree recipients was conducted in the fall of 2017 with 146 responses. There was strong support (somewhat or extremely likely) for three of the four planned certificates (Social and New Media: 49%, Strategic Communication: 55%, and Organizational Communication: 53%) and good support for a certificate in Health Communication (27%), referred to as Health Advocacy in this proposal. When asked how likely they would be to seek an M.S. degree based upon earning three certificates and completing a capstone course, 45% percent of the respondents indicated that they were either extremely likely (10%) or somewhat likely (35%) to seek a degree in this format. Of those who answered that they were likely, 77% indicated that they would consider applying for a degree in 2020 (the earliest option given).

Need as Suggested by Market Demand

The most recent public relations Generally Accepted Practice (GAP VIII) study⁴--- widely considered the largest, most comprehensive study of senior communicators in public and private corporations, government agencies and non-profits in the United States---charts an upswing in the budgetary climate as well as staff growth in communication divisions in the following areas: energy, natural resources, finance, insurance, manufacturers/marketers of business-to-business products, professional services, retailing, and transportation/shipping. An examination of current job postings in the region confirmed that there is a demand for communication skills. GAP VIII also found the industry has undergone a fundamental shift that requires a new knowledge and skill base from the professional, thus suggesting that there will be continued student demand for professional development at the post-baccalaureate level. The trend indicates, in part, that the old model of communication has given way to a new one, in which the focus is on spreadable media content (e.g., social media). The proposed program will offer existing professionals the opportunity to keep pace with these changes by pursuing the M.S. and taking courses in social and digital media, strategic communication, health communication, and/or organizational communication.

⁴ <http://ascjweb.org/gapstudy/>

The U.S. Bureau of Labor Statistics employment trends show projected employment changes from 2016 to 2026, as increasing in three major industries related to this proposed degree. Advertising, public relations, and related services (SOC 541800) are predicted to have jobs grow by 4.1%. Management jobs related to advertising, marketing, and public relations (SOC 551000) are projected to grow by 8.6%. Social advocacy organization (SOC 813300) jobs are projected to grow by 14.2%. Specific projections for Wisconsin also showed a strong employment outlook. Advertising and promotions managers (SOC 112011) showed 7.82% growth, media and communication workers (SOC 273000) showed 5.99% growth, and public relations specialists (SOC 273031) showed 10.09% growth.

University of Wisconsin - Whitewater

Education Committee Item M.

Attachment B

Cost and Revenue Projections For Newly Proposed Program

	Items	Projections						
		2020-21	2021-22	2022-23	2023-24	2024-25		
		Year 1	Year 2	Year 3	Year 4	Year 5		
I	Enrollment (New Student) Headcount	16	18	19	21	23		
	Enrollment (Continuing Student) Headcount	6	14	15	16	18		
	Enrollment (New Student) FTE	10.72	11.79	12.97	14.27	15.70		
	Enrollment (Continuing Student) FTE	4.02	9.11	10.02	11.03	12.13		
II	Total New Credit Hours (# total FTE x credits/year)	309.54	438.98	482.88	531.17	584.29		
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0		
	FTE of Current Fac/IAS	0.75	0.75	0.75	0.75	0.75		
	FTE of New Admin Staff	0	0	0	0	0		
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25		
IV	Revenues							
	<i>From Tuition</i>	\$139,435	\$197,745	\$217,519	\$239,271	\$263,198		
	<i>Program Revenue - \$50 per credit Distance Learning Fee</i>	\$15,477	\$21,949	\$24,144	\$26,559	\$29,214		
	Total New Revenue	\$154,912	\$219,694	\$241,663	\$265,830	\$292,413		
V	Expenses							
	Salaries plus Fringes							
	<i>Faculty/Instructional Staff</i>	\$82,013	\$82,013	\$82,013	\$82,013	\$82,013		
	<i>Other Staff</i>	\$15,400	\$15,400	\$15,400	\$15,400	\$15,400		
	Other Expenses							
	<i>Marketing</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000		
	<i>Graduate Assistant (1)</i>	\$14,800	\$14,800	\$14,800	\$14,800	\$14,800		
	<i>PD, Advisory Board, recruiting</i>	\$2,000	\$2,000	\$2,000	\$5,000	\$5,000		
	Total Expenses	\$129,213	\$129,213	\$129,213	\$132,213	\$132,213		
VI	Net Revenue	\$25,700	\$90,481	\$112,451	\$133,617	\$160,200		
Submit budget narrative in MS Word Format								
Provost's Signature:								
<i>G. Cook</i>								
Date:								

10/11/2019

UNIVERSITY OF WISCONSIN-WHITEWATER

COST AND REVENUE PROJECTIONS NARRATIVE

MASTER OF SCIENCE (M.S.) IN COMMUNICATION

UW-Whitewater is seeking to replace its existing M.S. in Communication program with a revised program that is fully online and composed of stackable certificates. The 30-credit program includes 9 credits of core coursework and 21 credits of elective coursework. As part of the elective coursework, students may concurrently complete one or more of four 9-credit certificates. The courses included in the curriculum are existing courses that are currently taught by full-time graduate faculty members in the Department of Communication. These faculty members also teach in the undergraduate Communication program.

Section I - Enrollment

New student headcount reflects first-time students who will enroll in the graduate program. On average, students will complete the program in 2.0 calendar years based upon completing six credits per semester and three credits per summer term. A modest increase in new student headcount is estimated at 10% per year. In Year 1, continuing students represent existing UW-Whitewater students currently enrolled in the face-to-face M.S. in Communication who are expected to move to the proposed program. These same students are projected to graduate by the end of Year 1, by completing about 12 credits, on average. The continuing student headcount for Years 2-5 were estimated by taking the previous year's headcount and reducing it by 15%.

Typically, when students transfer to another program within the institution, their enrollments are not considered when calculating tuition revenues as these numbers are understood to reflect a concomitant loss of revenue from another program or department in the institution. However, since the current M.S. in Communication will be eliminated upon implementation of the proposed program and all costs associated with this program are represented as expenses, the continuing students were included in tuition revenue calculations.

New student FTEs are calculated by multiplying the headcount by 0.67 (6/9) since students are predicted to enroll part-time by taking two 3-credit classes, on average, per fall/spring semester (where 9 credits per semester is considered full-time). Continuing student FTEs are calculated by multiplying the continuing headcount by 0.67 since these students also are predicted to complete two 3-credit classes, on average, per fall/spring semester.

Section II - Credit Hours

Full-time graduate students are enrolled for 9 credits per semester at UW-Whitewater (18 credits per year). Additionally, a full-time student would be conservatively

predicted to take 3 credits in the summer. Thus, the total credits per FTE annually would be $18 + 3 = 21$. Therefore, total credit hours are calculated as (new student FTE + continuing student FTE) \times 21.

Section III - Faculty and Staff Appointments

Faculty who are currently teaching courses in the M.S. Communication program (currently 14) will continue to teach in the new program. Six course sections will be offered per academic year, and two courses per summer session will be offered on a self-supporting basis. Current full-time faculty will teach all of those sections (0.75 FTE); no new faculty will be needed. Graduate faculty typically teach 3 courses per semester for the undergraduate program. Beyond Year 5 as demand grows, additional courses may be taught by department-approved adjuncts who meet HLC qualification requirements.

A faculty coordinator is required to administer the program (e.g., to hire a graduate assistant, recruit and admit students, advise students, etc.). Currently, the faculty coordinator receives a one-course reassignment per semester (.25 FTE) and a summer stipend of \$1,500 to meet all academic obligations.

Section IV - Program Revenues

Revenue will accrue from resident graduate tuition charged at \$450.46 per credit for residents (excluding segregated student fees). All courses will be offered online; thus, distance learning course fees of \$50 per credit will be assessed for these courses. This is the standard online course fee at the University of Wisconsin-Whitewater.

Section V - Program Expenses

Program expenses include 0.75 FTE program faculty, assuming average salaries of \$65,000 and an academic year fringe rate of 39%. No new facilities are needed for the program.

It is important to note that faculty demands are not increased over existing levels. The existing M.S. in Communication has been undersubscribed for several years. The proposed redesign will reallocate existing faculty lines to teach fully enrolled graduate courses. No faculty member will teach only graduate courses. Most graduate faculty will teach three or four undergraduate courses per semester and teach only one graduate course every two semesters. This will not only allow existing faculty to cover the demands of the proposed graduate program while still fulfilling their commitment to the undergraduate programs, but it will also ensure that each faculty member is only teaching graduate courses in her or his area of expertise.

On average, it is expected that two courses will be taught in summer terms at the rate of \$5,700 per course; 25% fringe rate is added for these terms. Other staff expenses include a program coordinator who receives a 25% (one course) course reassignment each

semester that is replaced with an instructional staff member paid \$5,000 plus 39% fringe. The program coordinator also receives a summer stipend of \$1,500.

Program operational expenses include marketing (internet search, ad buys, social media marketing and website redesign and maintenance), professional development for program faculty (ongoing training and support for high quality on-line delivery), and expenses related to effectively recruiting, coordinating and maintaining a new advisory board as part of the external assessment of the program. The program will also support one graduate assistant who will have administrative and research support roles.

Section VI - Projected Revenues

The projected net revenues from the program will be used to support programmatic and curricular innovation to ensure sustained excellence, especially in blended learning and online course revision and deployment within the program. This may include the development of revenue generating COMM Matters professional development modules and additional certificates.

11 October 2019

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

Dear President Cross:

Please accept this as UW-Whitewater's Letter of Commitment for our new Master of Science (MS) program in Communication. This is a new and innovative program that replaces our current MS program in Communication. The new program is a fully online program structured around stackable certificates that will be valuable and attractive for practicing professionals looking to advance their skills and careers. We are proud of the achievements of our students, faculty, and staff in our College of Arts and Communication and, with this new program, the College will be able to provide another level of educational opportunity to support workforce development in Wisconsin and the surrounding region.

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

1. The MS program in Communication has been designed to meet UW–Whitewater's definition and standards of quality and to make a meaningful contribution to our select mission, overall academic plan, and our program array. This program is built from an academic department and college that has already demonstrated high standards of quality. As the proposal was developed, faculty and staff consulted with our Director of Academic Assessment and their college assessment leaders to assure a high level of quality in curriculum and program assessment. Consistent with the goals in our academic plan, this new program will provide a meaningful addition to our campus program array, and our College of Arts and Communication is poised for a successful launch of this new program.
2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Communication, the Curriculum committee in the College of Arts and Communication, the Dean of the College of Arts and Communication, and the Graduate Council. All required approvals have been obtained on campus, with enthusiastic support.

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

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

Sincerely,

Greg Cook

Greg Cook, Ph.D.
Interim Provost and Executive Vice Chancellor for Academic Affairs

GC/jlc
Encl.

cc: Dwight Watson, Chancellor
Joan Littlefield Cook, Interim Associate Vice Chancellor for Academic Affairs
Angela Harlan, Special Assistant to the Provost
Eileen Hayes, Dean, College of Arts and Communication
Carleen Vande Zande, interim AVP of APEI, UW System

**REGENT POLICY DOCUMENT REVIEW
RPD 20-5, "FACULTY SABBATICAL LEAVE PROGRAM"**

REQUESTED ACTION

Adoption of Resolution N., which rescinds and recreates RPD 20-5, "Faculty Sabbatical Leave Program," and renames the policy, "Sabbatical Leave Program for Instructional Faculty."

Resolution N.: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents rescinds and recreates RPD 20-5, "Faculty Sabbatical Leave Program," to meet the standards for a Regent Policy Document and to rename the policy, "Sabbatical Leave Program for Instructional Faculty."

SUMMARY

The University of Wisconsin's faculty sabbatical leave program was established by 1975 Wisconsin Act 224 creating s. 36.11 (17), Wis. Stats. Under the statutes, the Board may grant sabbatical leave of up to one year to UW System instructional faculty for the purposes of "enhancing teaching, course and curriculum development or conducting research or any other scholarly activities related to instructional programs within the field of expertise of the faculty member." The statutes also include several specific requirements and restrictions related to the award of sabbatical.

The statutes delegate authority to the Board of Regents to adopt "rules and procedures" to administer UW System's sabbatical program. To establish these rules, the Board of Regents approved Regent Policy Document (RPD) 76-2, adopting interim guidelines for the 1976-1977 faculty sabbatical program. Over the years, the Board amended this policy several times, most recently in 1983. The policy has since been renumbered RPD 20-5.

RPD 20-5, "Faculty Sabbatical Leave Program," and prior versions of this Regent policy, restate the authorizing resolution language rather than establishing fundamental principles, serving as an enduring statement, and promoting compliance with applicable laws. RPD 20-5 approves amendments to Academic Planning Statement (ACPS) 3.3, subsequently renumbered UW System Administrative Policy (SYS) 160, provides guidance

to UW institutions for the faculty sabbatical program, and serves as the Board's rules and procedures for the sabbatical program.

At its December 2019 meeting, the Education Committee will consider a proposal to rescind and recreate RPD 20-5, "Faculty Sabbatical Leave Program," to conform with the standards for a Regent Policy Document. The proposed policy clearly states the delegation of authority to the UW System President to establish policies and procedures for awarding sabbaticals, while recognizing that UW Chancellors are responsible for granting sabbaticals. The proposed policy reiterates the important statutory requirement found in s. 36.11(17)(f), Wis. Stats., that faculty must return to the institution that awarded the sabbatical for one year or return any compensation received from the UW System during the sabbatical, highlighting the obligation and the consequences for failing to return to the institution after completing sabbatical.

BACKGROUND

1975 Wisconsin Act 224 created s. 36.11 (17), Wis. Stats., establishing UW System's faculty sabbatical leave program. The goal of the legislation was to adopt a modest sabbatical program designed to aid in faculty development, with the specific objectives of enhancing teaching efforts and excellence within the UW System. Legislative documents indicated that the UW System was one of the few university systems in the country at that time that did not offer faculty sabbatical leave.

Statutory Requirements

Under the statutes, the Board is authorized to grant UW System instructional faculty sabbatical leave of up to one year for the purposes of "enhancing teaching, course and curriculum development or conducting research or any other scholarly activities related to instructional programs within the field of expertise of the faculty member taking such leave."

The statutes restrict sabbatical leave to faculty members who have completed six or more years of instructional service, or the equivalent, within the UW System. A faculty member may receive one year of sabbatical for each six years of full-time service. Preference for sabbatical is given to instructional faculty who have made a significant contribution to teaching and who have not had a leave of absence, regardless of funding source, in the previous four years.

The statutes provide that faculty members receive compensation while on sabbatical leave, but that compensation, when combined with outside compensation earned while on leave, may not exceed the full compensation normally received from UW System. The faculty member also must agree to return to the institution from which leave was granted for at

least one year after termination of the sabbatical, or return any compensation received from the UW System during the sabbatical. Finally, the statutes require UW System institutions to fund sabbatical leave from existing general operations appropriation for the system.

Board and UW System Administration Faculty Leave Policies

The statutes require UW System to grant faculty sabbatical under “rules and procedures adopted by the Board.” In July 1976, the Board of Regents approved Resolution 1277, creating RPD 76-2 adopting interim guidelines for the 1976-77 Faculty Sabbatical Program to serve as the Board’s rules and procedures for the program.

In February 1977, the Board approved Resolution 1385, which amended the guidelines and created RPD 77-1. UW System Administration adopted the guidelines as the UW System Administrative Policy Academic Planning Statement (ACPS) 3.3. The Board most recently modified ACPS 3.3 in March 1983, when it approved Resolution 2773, and renumbered the policy as RPD 83-1. The Board subsequently renumbered RPD 83-1 as RPD 20-5, although the provisions of the policy were not modified at that time.

ACPS 3.3 has been revised and renumbered since 1983, now referred to as UW System Administrative Policy (SYS) 160, “The Faculty Sabbatical Program.” SYS 160 provides systemwide guidance regarding the purpose, eligibility, types of sabbatical leave, the conditions related to the administration of the sabbatical leave program, including financing provisions and compensation for faculty while on sabbatical. In December 1999, the Board of Regents adopted Resolution 8037, directing what was then the Office of Academic Affairs to develop biennial sabbatical guidelines establishing the UW System’s priorities for sabbatical projects, subject to review and approval by the Board. These guidelines are incorporated as SYS 160A. “Sabbatical Guidelines.”

UW institutions are responsible for selecting faculty for sabbaticals and awarding sabbaticals. In support of that role, institutions also establish operational policies and procedures, consistent with the statutes and UW System policy, to administer the program. UW System Administration compiles a systemwide report listing faculty members receiving sabbaticals, which is presented to the Board annually.

Proposed Revisions to RPD 20-5

RPD 20-5 incorporates verbatim the two-sentence Resolution 2773, approving the 1983 modification of ACPS 3.3 and does not meet the standards for a Regent Policy Document. The policy’s reference to ACPS 3.3, which UW System has since changed to SYS 160, is also outdated. This proposal recommends rescinding RPD 20-5 in its current form but retaining a Regent Policy Document related to faculty sabbatical to codify the structure, consistent with current practice, for implementing the UW System faculty sabbatical program.

The revised policy delegates authority to the President of the UW System Administration to develop, in accordance with the law, systemwide policies and procedures for implementing the sabbatical leave program.

The policy reiterates the statutory requirement that a faculty member is required to return to the institution that granted sabbatical for at least one year after the sabbatical ends or reimburse any compensation received from the UW System while on leave.

The policy is reformatted to meet the standards for a Regent Policy Document and includes a scope, purpose, along with the policy statement, as well as oversight responsibilities for the sabbatical program. Finally, the policy is renamed, "Sabbatical Leave Program for Instructional Faculty," to be consistent with statutes.

With the adoption of this revised policy, biennial sabbatical guidelines establishing UW System's priorities for sabbatical projects will no longer require Board approval.

Related Regent Policy Documents and Applicable Laws

- Section 36.11 (17), Wis. Stats., "Sabbatical Leave for Instructional Faculty."
- Section 36.115, Wis. Stats., "Personnel systems."
- UWS 3, Admin. Code, "Faculty Appointments."

See also:

- SYS 160, "The Faculty Sabbatical Program"

ATTACHMENTS

- A) RPD 20-5, "Faculty Sabbatical Leave Program" (*Current*)
- B) RPD 20-5, "Sabbatical Leave Program for Instructional Faculty" (*Proposed*)

20-5 FACULTY SABBATICAL LEAVE PROGRAM (Formerly 83-1) --*Current*

The Board approves amendments to Academic Planning Statement (ACPS) 3.3, guidelines governing the faculty sabbatical program. The full document may be obtained from the University of Wisconsin System Office of Academic Affairs.

History: Res. 2773 adopted 3/11/83; replaces 76-2, 77-1.

20-5: SABBATICAL LEAVE PROGRAM FOR INSTRUCTIONAL FACULTY -- *Proposed***SCOPE**

This policy applies to UW System's instructional faculty who are eligible to receive sabbatical leave.

PURPOSE

UW System's sabbatical leave program recognizes and enhances the efforts of UW System's faculty by awarding recipients with up to one year of professional leave to engage in intensive scholarship and research. The UW System Faculty Sabbatical Leave Program provides in-depth study opportunities for faculty members and offers opportunities for faculty in all disciplines to acquire and develop new knowledge in their fields and incorporate them into their classroom activities.

POLICY STATEMENT

It is the policy of the Board of Regents to grant leave of up to one year to any member of UW System's instructional faculty who meet eligibility requirements under s. 36.11(17), Wis. Stats., and are selected to receive sabbatical under procedures established by the System President and the faculty member's institution. The Board delegates authority to UW chancellors to approve sabbaticals, consistent with the procedures established by the System President and each institution.

As required under s. 36.11(17), Wis. Stats., sabbatical leave shall be limited to the following purposes: (1) enhancing teaching, course and curriculum development; or (2) conducting research or any other scholarly activities related to instructional programs within the field of expertise of the faculty member taking such leave.

Consistent with s. 36.11 (17) (f), Wis. Stats., faculty members taking a sabbatical leave shall agree to return to the institution from which the leave was granted for at least one year after the termination of the sabbatical. Faculty members who fail to return to the institution shall return any compensation received from the UW System or the UW institution during the sabbatical.

The System President shall establish systemwide policies and procedures to establish eligibility guidelines for sabbatical and administer UW System's sabbatical leave program consistent with the provisions of s. 36.11(17), Wis. Stats., and with any other applicable laws and policies.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

The UW System Vice President of Academic and Student Affairs shall be responsible for developing systemwide policies and procedures, which shall be subject to the approval by the System President. The UW System Vice President of Academic and Student Affairs shall also provide systemwide administrative oversight of the UW System's sabbatical leave program.

Each UW Chancellor shall establish specific application requirements and selection procedures, along with any other institutional policies and procedures as needed to administer the faculty sabbatical leave program in accordance with applicable statutes, this policy, and UW System policy.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

Section 36.11 (17), Wis. Stats., "Sabbatical Leave for Instructional Faculty"

Section 36.115, Wis. Stats., "Personnel systems."

UWS 3, Wis. Admin. Code, "Faculty Appointments"

REGENT POLICY DOCUMENT REVIEW
RPD 4-19, "NAMING OF UNIVERSITY ACADEMIC UNITS"

REQUESTED ACTION

Adoption of Resolution O., which amends RPD 4-19, "Naming of University Academic Units," to incorporate provisions related to naming academic units for corporations or other legal entities.

Resolution O.: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the amendment of Regent Policy Document 4-19, "Naming of University Academic Units," to establish standards and guidelines for naming academic units for corporations or other legal entities.

The Capital Planning and Budget Committee will consider a separate proposal to amend RPD 19-14, "Naming of University Facilities and Land," related to naming UW buildings, facilities, and lands for corporations or other legal entities.

SUMMARY

This proposal requests that the Education Committee consider amending RPD 4-19, "Naming of University Academic Units," to establish standards for naming academic units for corporations or other legal entities. The Capital Planning and Budget Committee is considering a separate proposal to amend RPD 19-14, "Naming of University Facilities and Land," to establish standards for naming buildings, facilities and land for corporations or other legal entities.

Both RPD 4-19 and RPD 19-14 address situations where UW institutions choose to name academic units, buildings, facilities or parcels of land to recognize the scholarship, service, or financial contributions of individuals. However, there is a growing national trend toward naming university facilities after corporate or other legal entities, usually in exchange for a financial contribution to the institution. Adoption of this proposal revises RPD 4-19 to accommodate the considerations required when naming university academic units for a corporation or other legal entity rather than an individual. Corporations or other legal entities include for-profit businesses, non-profit organizations, foundations, trusts, or any similar non-university organization.

BACKGROUND

One of the first actions taken by the newly formed UW System Board of Regents in December 1971 was the adoption of Resolution 53, codified as Regent Policy Document (RPD) 71-6, authorizing institutions to name university facilities and requiring the Board's Physical Planning and Development Committee to review proposals to name a building or facility after a person. Since then, the Board has modified the policy several times, most recently as part of the Board's Regent Policy Document review process in June 2016. At that time, the Board clarified the chancellors' authority to name parcels of land and outlined criteria the Board and chancellors should consider when naming UW buildings, facilities or lands. The policy was renumbered and renamed to RPD 19-14, "Naming of University Facilities and Land," and was reformatted to meet the standards for a Regent Policy Document.

In December 2016, the Board also adopted a new policy, RPD 4-19, "Naming of University Academic Units." The policy requires Board approval before an institution names a college or school at a UW System institution and delegates authority to UW Chancellors to name departments, programs, and centers or other academic units. Similar to RPD 19-14, the policy also establishes criteria for the Board and UW Chancellors to consider when naming UW System academic units. A copy of RPD 4-19 is included as Attachment A.

Corporate Naming Policies

A review of governing board and administrative policies from other university systems found that policies vary significantly in terms of whether, and the extent to which, the policies identify procedures for naming a university facility for a corporate or other legal entity. For example, the University of Minnesota Board of Regents policy indicates that the university may name "significant University assets" after individuals or "non-University entities." Similarly, the University of Missouri's policy allows institutions to name university buildings, exterior areas, landmarks, and interior spaces after individuals or "organizations," that include foundations, trusts, not-for-profit entities, corporations or other legal entities. The University of Georgia System's Board policy allows "places, colleges, or schools," to be named in honor of an "individual, corporation, foundation, or organization." SUNY allows for naming assets on behalf of an individual or "legal entity."

The University of Washington's Board rules allow buildings or outdoor spaces to be named for a corporation or organization in only "rare, exceptional situations" where the entity has made a gift representing a "substantial contribution" toward the cost of a project. The University of Illinois' campus administrative policy states that the name of a facility in honor of a commercial enterprise will be determined on a case-by-case basis.

The review also identified specific provisions, summarized as follows, outlining special considerations related to approving a corporate or other organizational name for a facility

or academic unit. Each of these provisions were considered in the proposed revision of RPD 4-19 and RPD 19-14.

Due Diligence

Several policies state that proposed names of university facilities or academic units for corporate or other legal entities requires “additional due diligence” beyond that required for naming a facility or administrative unit for individuals. The Board of Regents State of Iowa policy, the University of Nebraska, Ohio State University, and the University of Texas System Board all include provisions requiring “additional due diligence” before approving names for corporate or other legal entities. The policies further describe additional due diligence as follows:

1. A review to ensure there are no potential conflicts of interest or no appearance of commercial influence (Iowa, Nebraska, Ohio State, and Texas).
2. A review of the potential impact upon the academic and research autonomy of the institution (Iowa and Nebraska).
3. Evaluation of the impact on future giving by the donor or others (Iowa and Nebraska).
4. Consultation with general counsel (Iowa, Nebraska, Ohio State, and Texas).
5. Consultation with the Board’s bond counsel to determine whether the naming could impact existing or future tax-exempt bonds (Iowa, Nebraska, and Texas).

The University of Texas policy also requires the Offices of the Board of Regents and Business Affairs to ensure there are no conflicts or legal issues with a proposed naming. The Iowa Board policy also requires consultation, when appropriate, with the applicable fundraising arm of the institution to ensure compliance with applicable laws and regulations.

Logos and Branding

Two policies reviewed included provisions intended to prevent the appearance of commercial influence when naming facilities for corporations or other legal entities.

- The University of Nebraska’s policy states that a name that includes a commercial enterprise may be assigned to a facility only if the use of the name will not result in the impermissible commercial endorsement or advertising benefitting the commercial enterprise.
- The University of North Carolina’s policy includes a provision stating that signage reflecting a corporate or organizational naming of a facility must conform to all University signage guidelines and may not include the organization logo or other components of branding.

Duration of Facility Names

While policies often state that facility names generally remain for the life of the building, area, or space, some policies include notable exceptions for facilities named for corporate or other legal entities.

- The University of Nebraska's policy states that naming a facility in honor of a commercial enterprise will have a set number of years attached to the naming, which will be determined on a case-by-case basis and included in a signed gift agreement associated with the naming of the facility. The duration of a commercial naming should not exceed 25 years.
- The University of Texas System policy states that corporate namings for athletics facilities, arts facilities, and museums, conference centers, and non-academic and non-health facilities may receive consideration with preference given to term limits for corporate namings.
- The University of Washington's administrative policy limits the number of years it will name a building for a corporation or organization to a period not exceeding 25 years. The University of Washington also created a separate policy provision for temporary naming rights for intercollegiate athletic facilities and playing fields, which limits naming rights for a fixed term of between five and ten years. The duration depends on the amount of the contribution received for the rights.

Naming for Donor Recognition

The Board of Higher Education (BHE) in Massachusetts established donor thresholds for approving naming rights. Under the policy, the Board considers approving the naming rights for a new building with a minimum donation of \$2,000,000, for renovated or repurposed buildings at \$1,500,000, and unnamed buildings for donations of \$1,000,000. The policy recognizes that individual institutions vary in size and naming rights are allowed for donations under the established thresholds if approved by the BHE. The policy requires the foundation of the institution to receive the donation.

Name Changes

Several policies also include provisions related to renaming university facilities, spaces, and academic units. In general, these provisions state that the university reserves the right to rename any facility.

- Pennsylvania State's administrative policy states that if the name of a corporation changes after an institution names a facility for the corporation, the name of the facility would remain the same, unless the Facilities Naming Committee recommends a change.
- The University of Nebraska's Board of Regents policy states that, "Once established, a commercial enterprise name assigned to a facility shall normally remain the same notwithstanding future changes in the commercial enterprise name." However, "in the event of a name change in the commercial enterprise, the Board of Regents may in the exercise of its sole discretion elect to remove the established commercial enterprise name from the Facility or to rename the Facility, if either such action is determined to be in the best interest of the University."
- The University of Washington's policy requires that a clause in any agreement with a corporation or organization stating that any name changes during the contract period will be at the University's sole discretion, subject to approval by the Board.

Name Removal

Many policies include a provision authorizing the removal of an approved name in extraordinary circumstances, most commonly in instances where the naming would damage the reputation of the university or when a benefactor fails to satisfy the financial commitment associated with the naming. Some examples include:

- The University of Georgia System's policy state that it is the Board's sole discretion, in consultation with the Chancellor, to remove a name "if warranted."
- Iowa's policy allows for reconsideration of the naming in extraordinary circumstances if the prior approved naming may be damaging to the reputation of the Board or the institution, or contradictory to applicable law or the policies, procedures or strategic objectives of the institution.
- The University of Minnesota's Board policy states that the Board may revoke a naming if for any reason it presents risk or harm to the reputation of the University, or if the intent of a gift or terms of a sponsorship cannot be fulfilled. The president or a delegate has the authority to remove a name for namings not approved by the Board.
- Indiana University's policy states that the University reserves the right to withdraw a name under extraordinary circumstances in cases where the continued use of a name compromises the public trust and reflects adversely

upon the University or in cases where a benefactor fails to satisfy a financial commitment.

Facilities Financed with Governmental Tax-Exempt Bonds

State and local governmental units, including public universities, often finance the construction of buildings with use of tax-exempt governmental bonds. Universities must use particular care when naming such facilities to ensure they properly assess, monitor, and manage the facility's use so as not to jeopardize the university's tax-exempt status.

To maintain tax-exempt status, governmental bonds must comply with federal requirements, which include limits on arrangements that "actually, or are reasonably expected to, transfer benefits of tax-exempt financing to a nongovernmental person."¹ A "nongovernmental person" is any person or entity other than a state or local government, and includes federal agencies, as well as private entities.

Bonds lose their qualification as a governmental bond issue if they exceed certain limits of the "private business use test" and "private security or payment test" at any time while the bonds are outstanding. In general, the private business use test monitors to ensure that an institution uses no more than 10 percent of the proceeds of a bond issue for any private business use. Examples of the types of activities and arrangements that can result in private business use include management and service contracts, federal or corporate sponsored research agreements, leases, or any arrangement that gives a nongovernmental person or entity special legal entitlements with respect to the financed facility.

The process for assessing the level of private business use in any given tax-exempt financed facility is legally complex and varies on a case-by-case basis. To address this issue, Iowa, Nebraska and Texas's policies require consultation with the Board's bond counsel as part of the review for naming a facility financed with tax-exempt bonds. Some institutions also require namings associated with tax-exempt facilities to be reviewed by legal counsel.

Both the UW System Office of General Counsel (OGC) and the Office of Capital Planning and Budget are resources for institutions in assessing and monitoring private business use in buildings financed in tax-exempt financed buildings. In Wisconsin, the Department of Administration (DOA) has bonding authority for the University of Wisconsin System. The UW System Administration's Office of Capital

¹ "Publication 4079, Tax-Exempt Governmental Bonds," Office of Tax Exempt Bonds, IRS, <https://www.irs.gov/pub/irs-pdf/p4079.pdf>, page 5.

Planning and Budget coordinates capital budgeting issues between the Board of Regents, UW System institutions and with the State of Wisconsin Building Commission. The Office of Capital Planning and Budget is the primary contact between DOA's Capital Finance Office regarding the issue of private business use in tax-exempt funded university facilities.

In its review of contracts and agreements, OGC will assess whether any proposed naming for a non-governmental entity might likely result in private business use in buildings financed with tax-exempt government bonds. If so, OGC will work with the Office of Capital Planning and Budget to refer the case to DOA as required. DOA makes a final determination about private business use in state and university facilities.

Naming Academic Units

While many universities have named certain types of university buildings, such as stadiums and event centers, after private businesses, the use of a corporate or other legal entity name for academic buildings and academic units is more complex. In addition to the issues related to any naming, naming an academic building or unit after a corporate or other legal entity has the potential to create perceived or actual conflicts regarding the academic and research autonomy of the institution.

For example, in 2007, the health insurance company Wellmark Blue Cross and Blue Shield offered the University of Iowa a \$15 million donation in exchange for possible naming rights of its College of Public Health. The proposal raised concerns that the arrangement could compromise the actual or perceived academic independence of the college. The university ultimately rejected the proposal and the gift was rescinded.²

While many policies do not distinguish between procedures for naming academic units from procedures for naming other university facilities, some university system policies expressly prohibit naming an academic unit for a corporate or other organizational entity.

- Indiana University's university policy states that, "major academic facilities and major academic organizations should be permanently named for individuals and not for corporate entities."

² "Iowa State Seeks to Name First Buildings after Businesses," The Gazette, April 05, 2018. Retrieved on July 9, 2019 from <https://www.thegazette.com/subject/news/education/iowa-state-seeks-to-name-first-buildings-after-businesses-20180405>

- The University of Texas Board Policy prohibits corporate namings for academic and health buildings, colleges and schools, and academic departments “with the exception of rare and special circumstances.”
- Pennsylvania State University administrative policy also prohibits the use of corporate names for academic units.

Proposed Revisions to RPD 4-19 and 19-14

The proposed revisions to RPD 4-19 and 19-14 recognize the need for additional due diligence when naming a university facility, parcel of land, or an academic unit for a corporate or other legal entity.

The policies are updated throughout to include references to naming for corporations and other legal entities, in addition to individuals. The policies define other legal entities to include for-profit businesses, non-profit organizations, foundations or trusts or any similar non-university organization.

The proposed policies continue to delegate authority to UW Chancellors for naming academic units other than colleges and schools, for naming portions of buildings, and for naming land for individuals as currently allowed under RPD 4-19 and 19-14. However, because naming an academic unit or facility for a corporate or other legal entity creates specific concerns about potential conflicts of interest, academic and research autonomy, and tax finance issues, the policies require that such namings be subject to approval by the Board of Regents. The policies further require that OGC review any naming agreement with a corporate or other legal entity.

Although some university systems prohibit the use of the name of a corporation or other legal entity for academic units, proposed changes to RPD 4-19, included as Attachment B, would allow such names to be used in rare and exceptional circumstances, upon approval of the Board.

While UW institutions may name an academic unit or building for a variety of reasons, the policy includes a provision creating an expectation that institutions negotiate naming rights as one facet of a development strategy to leverage private support for the benefit of the university. The proposed policy also allows UW institutions to consider the level of donor support as one factor when establishing a timeframe for a naming for a corporate or legal entity.

The policies include new provisions intended to ensure that naming agreements do not create a perception of commercial influence. The policies prohibit individuals, corporations or other legal entities with UW naming agreements from using the UW System or any UW institution’s name, logo, or similar branding for commercial endorsement or advertising.

The policy further prohibits UW signs from including a corporation or other legal entity's logo or other components of branding.

Both policies recognize that a name generally will remain for the life of a building, area, or space, but requires that a naming for a corporation or other legal entity to be for an established time period, which is to be determined on a case-by-case basis.

The policies each include a provision allowing the Board to maintain, change, or remove the name of a facility, parcel of land, or academic unit in cases where the name of a corporation or other legal entity changes during the term of the agreement with the UW System.

The policies include provisions retaining authority for the Board, or UW Chancellors in cases where chancellors have been delegated authority to approve the naming, to remove a name under rare and exceptional circumstances. These circumstances may arise when continued use of the name could damage the reputation of the UW System or a UW System institution, when a donor or sponsor has not met the financial terms in a naming agreement, or for any other reason of similar severity as determined by the Board or the chancellor.

The proposed policy requires any agreement with a corporation or legal entity to include provisions establishing time limits on the naming rights and explaining the Board or UW Chancellor's authority to rename or remove the name of corporation or other legal entity.

Related Regent Policy Documents and Applicable Laws

- Regent Policy Document 19-14, "Naming of University Facilities and Land"

ATTACHMENTS

- A) RPD 4-19, "Naming of University Academic Units" – Current
- B) RPD 4-19, "Naming of University Academic Units" – Proposed Changes
- C) Proposed changes to RPD 19-14, "Naming of University Facilities and Land," under consideration by the Capital Planning and Budget Committee

ATTACHMENT A: CURRENT POLICY

Regent Policy Document 4-19, "Naming of University Academic Units" (Current Policy)

Scope

This policy applies to the naming of academic units at UW institutions.

Purpose

The purpose of this policy is to provide Board oversight of namings which may affect the reputational interests of the UW System by providing criteria to be applied when naming academic units (for example, schools and colleges).

Policy Statement

It is the preference of the UW System Board of Regents to commemorate individuals' contributions to academic excellence through the naming of scholarships, programs, professorships, and other similar actions. However, the Board recognizes that the naming of academic units may at times be an appropriate means of recognizing individuals' service, dedication to academic excellence, or financial contributions.

An academic unit for purposes of this policy is considered to be a school, college, department, program, center, or similar unit within a UW institution.

School or College

Naming of a college or school within a UW institution is subject to prior approval by the Board of Regents. A request to name or dedicate a college or school shall be made by the Chancellor of the institution. A Chancellor shall submit support for such a request, demonstrating consideration of the factors below, to the UW System Office for Academic and Student Affairs for review. Any proposed naming agreement also shall be reviewed by the UW System Office of General Counsel.

Department, Program or Center

The Chancellor of each institution is delegated the authority to name departments, programs, and centers, or other academic units other than colleges or schools.

Criteria

For all namings under this policy, the following factors shall be considered:

1. Whether the individual has promoted the purpose and mission of the UW System as expressed in s. 36.01, Wis. Stats.;

2. Whether the reputation of the individual may reflect negatively or adversely upon the UW System or a UW System institution;
3. Whether the individual is in compliance with any agreements with the UW System or a particular UW System institution;
4. Whether any existing agreements prohibit changing or adding a name to an academic unit;
5. Whether there is a plan for continued recognition of an individual for whom an academic unit was previously named; and
6. Whether the individual was employed by the UW System or has served as an elected or appointed public official. Normally, a waiting period of at least five years must have elapsed from the time the individual's UW employment ended or the individual left public office. Exceptions may be considered under certain circumstances, including when:
 - a. The individual is no longer living; or
 - b. A gift requests the naming.

Oversight, Roles, and Responsibilities

The UW System Office for Academic and Student Affairs shall ensure all of the requirements of this policy are met prior to a chancellor's submitting a request to name a college or school within a UW institution to the Board of Regents.

Related Regent Policies and Applicable Laws

Regent Policy Document 19-14, "Naming of University Facilities and Lands"

History: Res. 10788, adopted 12/08/2016, created Regent Policy Document 4-19.

ATTACHMENT B: PROPOSED CHANGES TO RPD 4-19

4-19 NAMING OF UNIVERSITY ACADEMIC UNITS**Scope**

This policy applies to the naming of academic units at UW institutions. An academic unit for purposes of this policy is considered to be defined as a school, college, department, program, center, or similar unit within a UW institution. Naming of academic buildings shall be considered under the provisions of RPD 19-14, "Naming of University Facilities and Land."

Purpose

The purpose of this policy is to provide Board oversight of namings ~~which~~ that may affect the reputational interests of the UW System by providing criteria to be applied when naming academic units (for example, schools and colleges).

Policy Statement

It is the preference of the UW System Board of Regents to commemorate individuals' contributions to academic excellence through the naming of scholarships, programs, professorships, and other similar actions. However, the Board recognizes that the naming of academic units may at times be an appropriate means of recognizing the individuals' service, dedication to academic excellence, or financial contributions made by an individual, corporation, or other legal entity.

Academic units under this policy may be named for individuals or, in exceptional and rare instances, for corporations or other legal entities. For the purposes of this policy, other legal entities include any for-profit business or non-profit organization, foundation, trust, or any similar non-university organization. ~~An academic unit for purposes of this policy is considered to be a school, college, department, program, center, or similar unit within a UW institution.~~

School or College

Naming of a college or school within a UW institution is subject to prior approval by the Board of Regents. A request to name or dedicate a college or school shall be made by the Chancellor of the institution. A Chancellor shall submit support for such a request,

demonstrating consideration of the factors below, to the UW System Office for Academic and Student Affairs for review.

Any proposed naming agreement for a school or college also shall be reviewed by the UW System Office of General Counsel to ensure compliance with this policy and any applicable law.

Department, Program or Center

The Chancellor of each institution is delegated the authority to name departments, programs, and centers, or ~~other~~ academic units other than colleges or schools, except that any naming agreement with a corporation or other legal entity shall be subject to prior approval by the Board of Regents. Any proposed agreement to name a department, program and center or other academic units for a corporation or other legal entity shall be reviewed by the UW System Office of General Counsel to ensure compliance with this policy and any applicable law.

Criteria

For any naming of an academic unit ~~namings~~ under this policy, the following factors shall be considered:

1. Whether the individual, corporation or other legal entity has promoted the purpose and mission of the UW System as expressed in s. 36.01, Wis. Stats.;
2. Whether the reputation of the individual, corporation or other legal entity may reflect negatively or adversely upon the UW System or a UW System institution;
3. Whether the individual, corporation or other legal entity is in compliance with any agreements with the UW System or a particular UW System institution;
4. Whether any existing agreements prohibits changing or adding a name to an academic unit;
5. Whether there is a plan for continued recognition of an individual, corporation or other legal entity for whom an academic unit was previously named;
6. Whether the naming represents a potential conflict of interest, appearance of commercial influence, or could compromise the institution's academic or research autonomy; and
7. Whether the naming will occur in a building financed with tax-exempt governmental bonds. The UW System Office of General Counsel shall review all such namings for compliance with federal tax laws.

~~and~~ Further, a naming for an individual shall consider ~~Whether~~ whether the individual was employed by the UW System or has served as an elected or appointed public official. Normally, a waiting period of at least five years must have elapsed from the time the

individual's UW employment ended or the individual left public office. Exceptions may be considered under certain circumstances, including when :

- a. ~~the~~ the individual is no longer living or
- b. ~~A~~ gift requests the naming.

Use of Logos and Other Branding

Any individual, corporation or other legal entity for which an academic unit is named is prohibited from using the name, logo, or other component of branding of the UW System or any UW institution as a commercial endorsement or for advertising. University signage shall not include the logo or other components of branding, with the exception of the organization's name, of a corporation or legal entity for which an academic unit is named.

Duration of Naming

Names will generally remain for the life of the academic unit, except that academic units named for corporate or other legal entities shall be for a specific number of years. The term of the agreement shall be determined on a case-by-case basis, which may vary depending on the level of support received by the UW institution from a donor.

Removing or Changing a Name

In certain circumstances, it may be necessary to remove or change a name assigned to an academic unit. The UW System Board of Regents retains the authority to remove or change a name of a college or school if the name presents a risk to the institution's reputation, if the donor or sponsor fails to meet the financial obligations of the naming agreement, or as otherwise deemed necessary by the Board. The Board also retains the authority to remove or change a name of any academic unit named for a corporation or other legal authority. UW Chancellors retain the authority to remove or change the name of a department, program, or center, or academic unit other than a college and school in cases where the academic unit is subject to approval by a UW Chancellor as allowed under this policy.

If the name of a corporation or other legal entity changes during the term of a naming agreement with a UW institution, the UW System Board of Regents may exercise its discretion to maintain, change, or remove the name.

Any naming agreement between the UW System and an individual, corporation, or other legal entity shall include provisions describing the UW System Board of Regents or UW Chancellor's authority to remove or change a name.

Oversight, Roles, and Responsibilities

The Board of Regents is responsible for considering requests to name colleges and schools within the UW System or any academic unit named for a corporation or other legal entity.

The UW System Office for Academic and Student Affairs and the UW System Office of General Counsel shall ensure all of the requirements of this policy are met prior to ~~a chancellor's~~ submitting an institutional request to the UW System Board of Regents ~~name a college or school as required under this policy. within a UW institution to the Board of Regents.~~

Related Regent Policies and Applicable Laws

Regent Policy Document 19-14, "Naming of University Facilities and Lands"

ATTACHMENT C: PROPOSED CHANGES TO RPD 19-14 (For Information Only)

THE FOLLOWING POLICY IS UNDER CONSIDERATION FOR REVISION BY THE CAPITAL PLANNING AND BUDGET COMMITTEE. THE POLICY AND PROPOSED REVISIONS ARE INCLUDED FOR INFORMATION ONLY.

19-14 NAMING OF UNIVERSITY FACILITIES AND LANDS (Proposed Changes)

Scope

This policy applies to the naming of facilities, buildings, and land owned or otherwise controlled by the University of Wisconsin System Board of Regents.

Purpose

The purpose of this policy is to protect the assets and reputation of the UW System by providing criteria to be applied when naming a building, a facility that constitutes less than a building, and land within the campus boundaries. In addition, the policy clarifies expectations as related to the continued recognition for previously named buildings, facilities, and land.

Policy Statement

It is the preference of the Board of Regents to commemorate ~~individuals'~~ contributions to academic excellence through the naming of scholarships, programs, professorships, and other similar actions. However, the Board recognizes that, from time to time, there may be a desire to name university facilities or portions of the university's buildings or land after an individual, corporation, or ~~individuals other legal entity.~~ It is expected that UW institutions negotiate naming rights as one facet of a development strategy to leverage private support for the benefit of the university.

Facilities, buildings, and land covered by this policy may be named for individuals, corporations, or other legal entities. For the purposes of this policy, other legal entities include any for-profit business or non-profit organization, foundation, trust, or any similar non-university organization.

Naming Entire Buildings

Naming ~~of~~ an entire building is subject to prior approval by the Board of Regents. A request to name or dedicate a building shall be made by the chancellor of the institution. A

chancellor shall submit support for such a request, demonstrating consideration of the factors below, to the UW System Office of Capital Planning and Budget for review.

Any proposed naming agreement shall also be reviewed by the UW System Office of General Counsel, to ensure compliance with this policy and any applicable law.

Naming Portions of Buildings and Parcels of Land

The Chancellor of each institution is delegated the authority to name facilities
~~The chancellor of each institution is delegated the authority to name:~~

~~facilities, when the naming~~ involves ing less than an entire building, such as rooms, wings, or exterior amenities; and ~~parcels of land,~~ except that any agreement to name a portion of a building or a parcel of land for a corporation or other legal entity shall be subject to approval by the UW System Board of Regents. Any proposed agreement to name a portion of a building or a parcel of land for a corporation or other legal entity shall be reviewed by the UW System Office of General Counsel to ensure compliance with this policy and any applicable law.

Criteria

For all namings under this policy, the following factors shall be considered:

1. Whether the individual, corporation or other legal entity has promoted the purpose and mission of the UW System as expressed in s. 36.01, Wis. Stats.;
2. Whether the reputation of the individual, corporation or other legal entity may reflect negatively or adversely upon the UW System or a UW System institution;
3. Whether the individual, corporation or other legal entity is in compliance with all agreements with the UW System or a particular UW System institution;
4. Whether any existing agreements prohibits changing or adding a facility name;
5. Whether there is a plan for continued recognition of the individual, corporation or other legal entity for whom a building, facility, or land was previously named. A plan for continued recognition is required unless an institution can demonstrate why such recognition is no longer needed. Examples of continued recognition include such methods as a plaque, an appropriately placed monument, or incorporation of a cornerstone;
6. Whether the naming represents a potential conflict of interest, appearance of commercial influence, or could compromise the institution's academic or research autonomy; and
- 6.7. Whether the naming will occur in a building financed with tax-exempt governmental bonds. The UW System Office of General Counsel shall review all such namings for compliance with federal tax laws.

Further, a naming for an individual shall consider ~~W~~whether the individual was employed by the UW System or has served as an elected or appointed public official. Normally, a waiting period of at least five years must have elapsed from the time the individual's UW employment ended or the individual left public office. Exceptions may be considered under certain circumstances, including when ~~t~~he individual is no longer living or ~~A~~a gift requests the naming.

of

Use of Logos and Branding

Any individual, corporation or other legal entity for which a UW facility or parcel of land is named is prohibited from using the name, logo, or other component of branding of the UW System or any UW institution as a commercial endorsement or for advertising. University signage shall not include the logo or other components of branding, with the exception of the organization's name, of a corporation or legal entity for which a UW facility or parcel of land is named.

Duration of Naming

Names will generally remain for the life of the facility or use of the parcel of land, except that facilities or parcels of land named for corporate or other legal entities shall be for a specific number of years. The term of the agreement shall be determined on a case-by-case basis, which may vary depending on the level of support received by the UW institution from a donor.

Removing or Changing a Name

In certain circumstances, it may be necessary to remove or change a name assigned to a facility, building, or parcel of land. The UW System Board of Regents retains the authority to remove or change a name of a facility, building, or parcel of land if the name presents a risk to the institution's reputation, if the donor or sponsor fails to meet the financial obligations of the naming agreement, or as otherwise deemed necessary by the Board. The Board delegates authority to the UW Chancellor of the institution to remove or change the name of a portion of a facility, building or parcel of land if the facility, building, or parcel of land was subject to approval by the UW Chancellor as allowed under this policy.

If the name of a corporation or other legal entity changes during the term of a naming agreement for a building, the Board of Regents may exercise its discretion to maintain, change, or remove the name.

Any naming agreement between the UW System and an individual, corporation, or other legal entity shall include provisions describing the Board or Chancellor's authority to remove or change a name.

Oversight, Roles, and Responsibilities

The Board of Regents is responsible for the physical assets of the UW System and for considering requests to name an entire facility or building, as well as for naming portions of facilities or buildings or parcels of land named for corporations or other legal entities.

The UW System Office of General Counsel and the Office of Capital Planning and Budget shall ensure all of the requirements of this policy are met prior to ~~a chancellor's~~ submitting an institutional request ~~to name a building~~ to the UW System Board of Regents for consideration of a name of a facility, building or parcel of land less than an entire building or a parcel of land, as delegated under this policy as required under this policy.

Related Regent Policies and Applicable Laws

Regent Policy Document Regent Policy Document 4-19, "Naming of University Academic Units"

**APPOINTMENTS TO THE UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH
OVERSIGHT AND ADVISORY COMMITTEE OF THE
WISCONSIN PARTNERSHIP PROGRAM**

REQUESTED ACTION

Approval of Resolution P., appointing three members to fill unexpired terms on the University of Wisconsin (UW) School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program.

Resolution P.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the appointments of Dr. Cedric A. Johnson, Dr. Megan A. Moreno, and Dr. Manish Shah to fill unexpired terms on the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program, effective immediately through October 31, 2020.

SUMMARY

The Regents are asked to approve the appointments of three committee members to the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program for a one-year term for Dr. Cedric A. Johnson, Dr. Megan A. Moreno, and Dr. Manish Shah. If approved, they will serve for one year as committee members to the UW School of Medicine and Public Health Oversight and Advisory Committee of the Wisconsin Partnership Program, and their terms will expire on October 31, 2020. Attached are their resumes/biographical sketches.

BACKGROUND

The Wisconsin Insurance Commissioner's Order (Order) of March 2000 approved the conversion of Blue Cross and Blue Shield United of Wisconsin from a nonprofit service corporation to a stock insurance corporation and the distribution of the proceeds from the sale of stock to the University of Wisconsin School of Medicine and Public Health (SMPH) and the Medical College of Wisconsin to improve the health of the people of Wisconsin.

The Order required the UW System Board of Regents to create an Oversight and Advisory Committee (OAC) consisting of nine members appointed for four-year renewable terms. Four public health members (health advocates) and four SMPH representatives are appointed by the Regents upon recommendation of the Dean of the SMPH, and one member is appointed by the Insurance Commissioner. In accordance with the Order, the Oversight and Advisory Committee is responsible for directing, approving, and monitoring the use of funds for public health initiatives. The committee also reviews, monitors and reports to the Board of Regents on the funding of education and research initiatives through the Wisconsin Partnership Program's annual reports.

In alignment with the *Wisconsin Idea*, the Wisconsin Partnership Program reaches beyond the campus to improve health and health equity in Wisconsin through community-academic partnerships, innovative research and education programs, and community engagement.

In accordance with the Insurance Commissioner's Order and the Bylaws of the Oversight and Advisory Committee, the Board of Regents has the following oversight responsibilities for the Wisconsin Partnership Program:

- Reviews annual reports
- Receives financial and program audits, which are required at least every five years
- Approves five-year plans
- Appoints OAC members upon recommendation of the SMPH Dean

In accordance with the nomination process followed by the SMPH, Dean Robert Golden recommends the following nominees for appointment by the Board of Regents:

Public member (health advocate) appointment:

- **Cedric A. Johnson**, Community Services Manager, Madison Gas & Electric. Mr. Johnson will serve as a community health advocate concerning health issues of children and families.

School of Medicine and Public Health appointments:

- **Megan A. Moreno**, MD, MEd, MPH, Professor, Academic Division Chief of General Pediatrics and Adolescent Medicine Division, and Vice Chair of Digital Health, Department of Pediatrics
- **Manish Shah**, MD, MPH, Professor, Vice Chair for Research and John & Tashia Morgridge Chair for Emergency Medicine Research, Department of Emergency Medicine

ATTACHMENTS

- A) Dr. Cedric A. Johnson Resume
- B) Dr. Megan A. Moreno Biographical Sketch
- C) Dr. Manish Shah Biographical Sketch

CEDRIC A. JOHNSON

PROFESSIONAL EXPERIENCE

Madison Gas & Electric

2017-present

Community Services Manager

Madison, WI

- Work with other departments to ensure that customers are served without barriers based on income, ethnicity, race or other factors
- Builds relationships and partnerships with neighborhoods, community service, and business organizations to extend and expand MGE's reach to all customers
- Help MGE provide products and services in ways that are culturally competent
- Ensures that all customers have options for shaping and managing their energy use and that all customers share in the benefits of new technology

Briarpatch Youth Services, Inc.

2014-2017

Development & Communications Director

Madison, WI

- Oversaw the development of the agency's new brand messaging, logo, website, and marketing materials
- Helped raise \$3 million towards the 'Giving Homeless Youth a Chance' campaign
- Increased annual unrestricted giving by 50% through expanded donor engagement and communications
- Implemented new donor management database to ensure responsible stewardship of 5,000 constituents

Madison Children's Museum

2011-2014

Development Officer

Madison, WI

- Increased membership in 'Circle for Children' giving donor circle (gifts \$250+) by 35%
- Served as interim Development Director from March to July 2012

The Onion

2010-2011

Account Executive

Madison, WI

- Accountable for monthly revenue of \$20,000+
- Developed print sales revenue in the Arts, Entertainment, and Lifestyle industries

American Red Cross – Rock River Chapter

2007-2010

Public Relations & Development Manager

Rockford, IL

- Led development efforts to raise funds that support emergency response and other programs
- Directed regional public affairs and communications during disasters
- Selected to serve as a member of the National Brand Council for the American Red Cross (Washington D.C.)

Rockford Register Star / GateHouse Media

2004-2007

Account Relationship Specialist

Rockford, IL

- In this new business territory, overall 2006 performance finished at 365% over previous year
- Trend of this territory showed revenue goals ranging from 90% up to 140%

EDUCATION

Knox College

2001-2004

English with Creative Writing Emphasis

Galesburg, IL

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.

NAME: Moreno, Megan Andreas

eRA COMMONS USER NAME (agency login): mamoreno

POSITION TITLE: Professor of Pediatrics

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Northwestern University, Evanston, IL	BA	06/1995	Political Science
George Washington University, Washington, DC	MD	05/2000	Medicine
University of Wisconsin, Madison, WI		06/2003	Pediatric Residency
University of Wisconsin, Madison, WI	MSEd	05/2004	Educational Psychology
University of Washington, Seattle, WA		9/2008	Adolescent Medicine
University of Washington, Seattle, WA	MPH	6/2008	Epidemiology

A. PERSONAL STATEMENT

My research mission is to investigate the role of digital technologies in the health of adolescents and young adults. I have pursued training and research experiences to provide me a range of skills which are focused on this research mission. My Master's training in Educational Psychology provided me background and experience in qualitative research methods. I completed a fellowship in Adolescent Medicine during which I received training in identification and clinical management of adolescents with substance use problems. During my Adolescent Medicine fellowship I also completed a Master's in Public Health degree. I am a practicing physician in the UWHealth Adolescent and Young Adult clinic.

I am currently the Principal Investigator of the Social Media and Adolescent Health Research Team (SMAHRT). My team and I have developed specific expertise in using social media data to identify displayed references to health behaviors and conditions, methods to validate that data using participant self-report and intervention approaches using social media. Our research topics focus on the main contributors to morbidity and mortality for teens. Four publications that highlight my experience and focus on my research mission include:

- a. **Moreno MA**, Parks MR, Zimmerman FJ, Brito TE, Christakis DA. Adolescents' Display of Health Risk Behaviors on MySpace: Prevalence and Associations. Archives of Pediatrics and Adolescent Medicine. 2009;163:35-41. PMID Policy Exempt – Not Resulting from NIH Funding.
- b. **Moreno MA**, VanderStoep A, Parks MR, Zimmerman FJ, Kurth A, Christakis DC. A Randomized Pilot Intervention to Reduce At-Risk Adolescents' Online Risk Behavior Display on a Social Networking Web Site. Archives of Pediatrics and Adolescent Medicine. 2009;163:27-34. PMID Policy Exempt – Not Resulting from NIH Funding.
- c. **Moreno MA**, Christakis DA, Egan KG, Brockman LN, Becker T. Associations between displayed alcohol references on Facebook and problem drinking among college students. Archives of Pediatrics and Adolescent Medicine. 2012;166:157-63. PMC3266463.
- d. **Moreno MA**, Kota R, Schoohs S, Whitehill JM. The Facebook Influence Model: A Concept Mapping Approach. Cyberpsychology, Behavior and Social Networking. 2013; 16: 504-511. PMC3715786.

B. POSITIONS AND HONORS

Positions and Employment

2003-2004	Chief Resident, Pediatrics, University of Wisconsin, Madison, WI
2004-2005	Hospitalist, Inpatient Pediatric Service, Mary Bridge Children's Hospital, Tacoma, WA
2008-2012	Assistant Professor, Department of Pediatrics, University of Wisconsin, Madison, WI
2008-2012	Adjunct Assistant Professor, School of Public Health, University of Wisconsin, Madison, WI
2010-2012	Director of Resident Research, Department of Pediatrics, University of Wisconsin, Madison, WI
2012-2017	Associate Professor, Department of Pediatrics, University of Washington, Seattle, WA
2013-2017	Adjunct Associate Professor, Department of Health Services, University of Washington,

Seattle, WA

2017-2018 Associate Professor, Department of Pediatrics, University of Wisconsin, Madison, WI

2017-present Academic Division Chief, Division of General Pediatrics and Adolescent Medicine, University of Wisconsin, Madison, WI

2017-present Vice Chair of Digital Health, Department of Pediatrics, University of Wisconsin, Madison, WI

2018-present Professor, Department of Pediatrics, University of Wisconsin, Madison, WI

2018-present Adjunct Professor, Department of Educational Psychology, University of Wisconsin, Madison, WI

2019-present Holtz Center for Science & Technology Studies Steering Committee, University of Wisconsin, Madison, WI

Other Experience and Professional Memberships

2001-2003 Member, Clinical Investigator's Preparatory Project, University of Wisconsin, Madison, WI

2003-present Member, American Academy of Pediatrics

2005-present Member, Society for Adolescent Health and Medicine

2006-present Member, Ambulatory Pediatric Association

2010-present Member, Society for Pediatric Research

2011-present Member, AAP Committee on Children and Media, Executive Council Member since 2013

2012-2015 Liaison to Pediatric Academic Societies for Society for Adolescent Health and Medicine

2015-2016 Committee on the Biological and Psychosocial Effects of Peer Victimization: Consensus Study, Appointed committee member: Institute of Medicine

2015-present Editorial Board Member, Journal of Adolescent Health

2017-present Member, Peer Review CHHDM Standing Committee, National Institutes of Health

2018-present Associate Editor, JAMA Pediatrics

Honors

2000 Kane King Dodek Honor Society, George Washington University, Washington, DC

2002 C. Everett Koop Institute Resident Physician Leadership Symposium Delegate, Hanover, NH

2003 Children Matter Award, University of Wisconsin, Madison, WI

2004 Charles Lobeck Medical Education Award, University of Wisconsin, Madison, WI

2005 Community Physician Teaching Award, Tacoma Family Medicine Residency, Tacoma, WA

2008 Fellows' Research Day Award, University of Washington, Seattle, WA

2010 Charles Lobeck Medical Education Award, University of Wisconsin, Madison, WI

2011 Odell Research Award, Department of Pediatrics, University of Wisconsin, Madison, WI

2016 Distinguished Faculty Mentor, University of Washington School of Public Health, Seattle, WA

2016 Undergraduate Mentor Award, University of Washington, Seattle, WA

2017 Communication and collaboration award, American Academy of Pediatrics

2018 Top Doctors: Adolescent Medicine, Seattle Magazine

2019 Richard B Heyman Community Leadership Award, American Academy of Pediatrics

C. CONTRIBUTIONS TO SCIENCE

1. Epidemiologic approaches using social media to evaluate adolescent and young adult health behaviors and conditions. A major focus of my research program has involved the use of social media to observe displayed health risk behaviors and conditions among adolescents and young adults. I have contributed to understanding the prevalence and patterns in display of critical health risk behaviors such as alcohol and drug use, and important co-morbid conditions such as depression. I have focused this area of research on behaviors and conditions that are among the top causes of adolescent and young adult morbidity and mortality, all of which have links to problem alcohol use. My role in these projects has been as a PI or senior investigator/mentor.

- a. **Moreno MA**, Arseniev-Koehler A, Litt D, Christakis DA. Evaluating college students' displayed alcohol references on Facebook and Twitter. *Journal of Adolescent Health*. 2016. Published online March 22, 2016. PMC5942193
- b. **Moreno MA**, D'Angelo JD, Kacvinsky LE, Kerr B, Zhang, C, Eickhoff JE. Emergence and Predictors of Alcohol Reference Displays on Facebook During the First Year of College. *Computers and Human Behavior*. 2014;30:87-94. PMC3885162.

- c. **Moreno MA**, Christakis DA, Egan KG, Jelenchick LA, Cox ED, Young HN, Villiard H, Becker T. A pilot evaluation of associations between displayed depression references on Facebook and self-reported depression using a clinical scale. *Journal of Behavioral Health Services and Research*. 2012;39:295-304. PMC3266445.
- d. **Moreno MA**, Briner LR, Williams A, Walker L, Brockman LB, Christakis DA. A Content Analysis of Displayed Alcohol References on a Social Networking Web Site. *Journal of Adolescent Health*. 2010; 47:168-75. PMC2907358

2. Associations between social media displays and offline behaviors. Beyond understanding patterns of displayed health risk behaviors on social media, it is important to understand what these displays mean for the individuals who choose to represent these health risk behaviors in the public online social media space. Identification of at-risk young adults, such as those engaging in problem alcohol use, presents challenges for healthcare providers. Using displayed social media data to identify youth who have positive attitudes, intentions or behaviors regarding alcohol use may provide innovative means for early identification of those at risk. I was PI of a NIDA-funded R01 grant (R01DA031580) study that followed a cohort of college students from two universities for 5 years. Data collection included yearly phone interviews and monthly social media profile evaluation on Facebook. This study applied the conceptual approach of the Theory of Reasoned Action to understand associations between alcohol use attitudes, social norms and behaviors online through Facebook and in offline life. My role in these projects has been as a PI or senior investigator/mentors. Among our 14 publications from this project, 3 are listed below that focus on links between online displayed alcohol references and offline self-report:

- a. D'Angelo J, Kerr B, **Moreno MA**. Facebook Displays as Predictors of Binge Drinking: From the Virtual to the Visceral. *Bulletin of Science, Technology and Society*. Epub April 30, 2015. PMC4581523.
- b. **Moreno MA**, Cox ED, Young HN, Haaland W. Underage college students' alcohol displays on Facebook and real-time behaviors. *Journal of Adolescent Health*. 2015. Epub May 2015. PMC4492797.
- c. Whitehill JM, Pumper MA, **Moreno MA**. Emerging adults' use of alcohol and social networking sites during a large street festival: A real-time interview study. *Substance Abuse Treatment, Prevention and Practice*. 2015; 10:21. PMC4443595.
- e. **Moreno MA**, Kacvinsky LE, Pumper MA, Wachowski L, Whitehill JM. Associations between social media displays and event-specific alcohol consumption by college students. *Wisconsin Medical Journal*. 2014;112: 251-256. PMC3929207.

3. Innovative interventions. The long-term goal of my work is to apply what we've learned about social media and alcohol use in adolescents and young adults and develop interventions to prevent and intervene with health risk behaviors. Towards this goal, I have led and participated in several projects to evaluate key elements of feasibility and acceptability of social media interventions. My role in these projects has included PI, mentor/senior author and co-investigator.

- a. Oesterle S, Epstein M, Haggerty KP, **Moreno MA**. Using Facebook to Recruit Parents to Participate in a Family Program to Prevent Teen Drug Use. *Prevention Science*. 2018.19:1-11. PMC5899621
- b. Schoenfelder E, **Moreno MA**, Wilner M, Whitlock KB, Mendoza JA. Piloting a mobile health intervention to increase physical activity for adolescents with ADHD. *Preventive Medicine Reports*. 2017. Marr 18;6:201-2013. PMC5374871
- c. **Moreno MA**, Grant A, Kacvinsky LE, Egan KG, Fleming MF. College Students' Alcohol Displays on Facebook: Intervention Considerations. *Journal of American College Health*. 2012;60:388-94. PMC3375871.
- d. Selkie E, Benson ME, **Moreno MA**. Adolescents' Views Regarding Uses of Social Networking Websites and Text Messaging for Adolescent Sexual Health Education. 2011: 49: pp.32-34. PMID Policy Exempt – Not Resulting from NIH Funding.

4. Development and testing of research methods using social media. I have contributed to the larger body of science to develop methods of using social media as an assessment tool using content analysis. I have collaborated with experts in the field of ethics to develop papers describing key issues in conducting studies involving social media. These projects represent my commitment to developing best practices for social media research. My role in these projects has been as a PI.

- a. **Moreno MA**, Egan KG, Brockman LN. Development of a researcher codebook for use in evaluating social networking site profiles. *Journal of Adolescent Health*. 2011;49:29-35. PMC3125574.
- b. **Moreno MA**, Grant A, Kacvinsky LE, Moreno PS, Fleming MF. Older adolescents' views regarding

- participation in Facebook research. *Journal of Adolescent Health*. 2012;51:439-44. PMC3478668.
- c. **Moreno MA**, Goniou N, Moreno PS, Diekema D. Ethics of Social Media Research: Common concerns and practical considerations. *Cyberpsychology, Behavior and Social Networking*. 2013 May 16: Epub ahead of print. PMID Policy Exempt – Not Resulting from NIH Funding.
 - d. **Moreno MA**, Fost NC, Christakis DC. Research Ethics in the MySpace Era. *Pediatrics*. 2008;121:157-61. PMID Policy Exempt – Not Resulting from NIH Funding.

URL to list of publications in My Bibliography:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/megan.moreno.1/bibliography/44193952/public/?sort=date&direction=descending>

D. RESEARCH SUPPORT

Current

1R34MH114834 (Guthrie, PI)

09/01/17-08/31/20

NIH/NIMH

Planning the mPACT Trial - mHealth strategies for the Pediatric to Adult HIV Care Transition

This planning grant will support the development of a novel mHealth strategy for the Pediatric to Adult HIV Care Transition (mPACT) in preparation for a future cluster-randomized trial in Kenya. The conceptual framework for this intervention is based on providing support to youth who are transitioning to adult care through a combination of virtual group peer support and 1-to-1 communication with a healthcare worker trained in youth HIV care. These modes of support will be facilitated by an mHealth platform that will enable a high degree of interaction and tailoring of communication content.

Role: Co-Investigator

(Moreno, Senior Program Advisor)

09/18/18 – 08/30/20

Pivotal Ventures Foundation

Technology and Adolescent Mental Wellness Program

The purpose of the Technology and Adolescent Mental Wellness program is to advance the science around how technology can be leveraged to improve youth mental health. We will achieve this through: 1) funding research, 2) dissemination of findings, and 3) developing a collaborative community of researchers, clinical providers, education, non-profit organizations, industry, policy and philanthropy to engage in the development and dissemination of this work.

R01 DA044196 (Moreno, PI)

08/15/17 – 06/30/20

NIH/NIDA

Marijuana ads in traditional and social media: Influence and policy implications

Our goal is to provide a comprehensive assessment of the reach, content and influence of marijuana business messaging to youth to guide theory, policy and interventions.

R34 AA025159 (Moreno/Lewis, MPis)

09/30/16 – 08/31/20 (NCE)

NIH/NIAAA

SM BASICS: Development and testing of a social media enhanced intervention

This study will test an intervention using Facebook to detect displayed alcohol references and trigger an online intervention using BASICS (Brief alcohol screening and intervention for college students).

R21 HD090221 (Moreno, PI)

09/01/17 – 08/31/20 (NCE)

NIH/NICHD

Understanding the impact of bullying news coverage on youth and families: Implications for future interventions
The purpose of this project is to understand the role of mass media on youth and families' perceptions and experiences with bullying.

1138838 (Moreno, PI)

07/27/18 – 07/26/20

Facebook, Inc.

Youth Research Fund

To rigorously pursue rich and contextual data regarding relationships between youth social media use and health/well-being.

BIOGRAPHICAL SKETCH

NAME: Shah, Manish N

eRA COMMONS USER NAME: MNSHAH

POSITION TITLE: Associate Professor of Emergency Medicine, Population Health Sciences, and Geriatrics

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
University of Chicago, Chicago, IL	B.A.	06/1992	Biology
University of Rochester, Rochester, NY	M.D.	05/1996	Medicine
Ohio State University, Columbus, OH	Residency	06/1999	Emergency Medicine
Robert Wood Johnson Clinical Scholar, University of Chicago, Chicago, IL		06/2001	Health Services Research
University of Rochester, Rochester, NY	M.P.H.	12/2006	Clinical Investigation

A. Personal Statement

I am a leading geriatric emergency medicine researcher who is dedicated to improving illness care for older adults, with a specific focus in those with Alzheimer's Disease and related dementias (ADRD). My work has focused on developing, testing, and implementing innovative models of care for acutely ill older adults. I strive for these models to be community-based and patient-centered, both to prevent avoidable emergency department (ED) visits and to deliver illness care outside the ED. To do so, my research aims to understand the drivers of acute illness care utilization using both quantitative and qualitative methods and the barriers to quality acute illness care. Using this information, I am developing and then testing these innovative interventions, including through clinical trials.

My grants and publications demonstrate steady progress toward achieving my goals by performing original research. I have performed and am performing foundational studies to develop the community paramedicine model of care, including the first randomized controlled trial to test a specific application of community paramedicine for care transitions and the first studies implementing a model to support individuals with ADRD and their caregivers. I have completed original research to test the effect of telemedicine on the rate of ED use by senior living community residents with acute illnesses, particularly those with ADRD. My research focus has led to my role as the Co-Lead for the Wisconsin Alzheimer's Disease Research Center's Care Research Core.

B. Positions and Honors

Positions (selected)

2007-15 Associate Professor (tenure track, tenure granted in 2013), Depts. of Emergency Medicine and Public Health Sciences, University of Rochester, Rochester, NY

2007-2019 Decision Editor and Editorial Board Member, Academic Emergency Medicine

2007-15 Member (2013-15, Vice President), Livingston County Board of Health, NY

2008-13 Chief, Division of Prehospital Medicine, Dept. of Emergency Medicine, University of Rochester, Rochester, NY

2010-15 Associate Chair for Research, Dept. of Emergency Medicine, University of Rochester, Rochester, NY

2011-15 Director, Emergency Medicine Research Fellowship Program (SAEM Certified), Dept of Emergency Medicine, University of Rochester, Rochester, NY

2013- Editorial Board, Journal of the American Geriatrics Society

2014- Medical Director, *Geriatric Education for EMS Providers*, American Geriatrics Society

2015-2018 Associate Professor, Depts. of Emergency Medicine, Population Health Sciences, and Medicine (Geriatrics), University of Wisconsin-Madison, Madison, WI (tenure track, tenure granted in 2016)

- 2015- The John & Tashia Morgridge Chair of Emergency Medicine Research, University of Wisconsin-Madison, Madison, WI
- 2015- Vice Chair of Research, Dept. of Emergency Medicine, University of Wisconsin-Madison, Madison, WI
- 2015-16 Assistant Director, KL2 Program, Institute for Clinical and Translational Research, University of Wisconsin-Madison, Madison, WI
- 2016- Director, KL2 Program, Institute for Clinical and Translational Research, University of Wisconsin-Madison, Madison, WI
- 2016- Director, Emergency Medicine Research Fellowship Program (SAEM Certified), Dept. of Emergency Medicine, University of Wisconsin School of Medicine & Public Health, Madison, WI
- 2018- Professor with Tenure, Depts. of Emergency Medicine, Population Health Sciences, and Medicine (Geriatrics), University of Wisconsin School of Medicine & Public Health, Madison, WI
- 2019- Co-Lead, Care Research Core, Alzheimer's Disease Research Center, University of Wisconsin-Madison, Madison, WI

Honors (selected)

- 2006 Society for Academic Emergency Medicine, Young Investigator Award
- 2006 Paul B. Beeson Career Development Award in Aging Research
- 2008 Champions Award, US Administration on Aging for the Livingston Help for Seniors Program
- 2009 Harriet Weber Emergency Medical Services Leadership Award
- 2009 Lloyd Leve Emergency Medical Services Leadership Award
- 2019 Gerson-Sanders Award from the Academy of Geriatric Emergency Medicine

C. Contribution to Science

1. The growing population of older adults require acute illness care extensively, but delivering such care in a safe, efficient, and effective manner is difficult and will only become more challenging as the population grows. My original research investigates the quality of care delivered to older adults needing acute illness care in emergency departments (EDs) and develops interventions to enhance the care delivered to older adults. My work has particularly advanced the science supporting telemedicine to deliver unscheduled illness care, and has demonstrated the benefits for older adults, including to persons with dementia.
 - a. Caterino JM, Brown NV, Hamilton MW, Ichwan B, Khaliqdina S, Evans DC, Darbha S, Panchal AR, **Shah MN**. Effect of geriatric-specific trauma triage criteria on outcomes in injured older adults, a statewide retrospective cohort study. *Journal of the American Geriatrics Society*. 2016; 64(10): 1944-1951. PMID: 27696350; PMCID: PMC5117430
 - b. Patterson BW, Engstrom CJ, Sah V, Smith MS, Mendonca E, Pulia MS, Repplinger MD, Hamedani AG, Page D, **Shah MN**. Training and interpreting machine learning algorithms to evaluate fall risk after emergency department visits. *Medical Care*. 2019; 57(7):560-566. PMID: 31157707; PMCID: PMC6590914
 - c. Bessey JL, Radue RM, Chapman EN, Boyle LL, **Shah MN**. Behavioral health needs of older adults in the emergency department. *Clinics in Geriatric Medicine*. 2018; 34(3):469-489. PMID: 30031428; PMCID: PMC6363347
 - d. Gilmore-Bykovskiy A, Block L, Walljasper L, Hill N, Gleason C, **Shah MN**. Unstructured clinical documentation reflecting cognitive and behavioral dysfunction: Toward an EHR-based phenotype for cognitive impairment. *Journal of the American Medical Informatics Association*. 2018; 25(9):1206-1212. PMID: 29947805; PMCID: PMC6118865.
2. Older adults access emergency care (emergency departments and the ambulance-based emergency medical services system) frequently and at very high rates, but until limited consideration was given to the unique medical and psychosocial issues that drive emergency care use, particularly as they relate to the overall system of medical care and social services that support these individuals. My research has particularly been exploring the needs faced by persons with ADRD and their caregivers, a group at particular risk who have been understudied.

- a. Finta MK, Borkenhagen A, Werner NE, Duckles J, Sellers CR, Seshadri S, Lampo D, **Shah MN**. Patient perspectives on accessing acute illness care. *Western Journal of Emergency Medicine*. 2017; 18(4):569-576. PMID: 28611875; PMCID: PMC5468060
 - b. Kandasamy D, Platts-Mills TF, **Shah MN**, Van Orden KA, Betz ME. Social disconnection among older adults receiving care in the emergency department. *Western Journal of Emergency Medicine*. 2018; 19(6):919-25. PMID: 30429922; PMCID: PMC6225945
 - c. Jacobsohn GC, Hollander M, Beck AP, Gilmore-Bykovskyi A, Werner N, **Shah MN**. Factors influencing emergency care by persons with dementia: Stakeholder perceptions and unmet needs. *Journal of the American Geriatrics Society*. 2019; 67(4):711-718. PMID: 30624765; PMCID: PMC6458085
 - d. Beck AP, Jacobsohn GC, Hollander M, Gilmore-Bykovskyi A, Werner N, **Shah MN**. Features of primary care practice influence emergency care-seeking behaviors by caregivers of persons with dementia: A multiple-perspective qualitative study. *Dementia*. In Press.
3. Knowing the medical and social factors that drive emergency care use leads to the opportunity to develop and test models of care that 1) prevent problems from reaching such a point that they require ED care or 2) deliver unscheduled care in a manner that reflects the unique needs of older adults. My work has particularly focused on community-based and patient-centered interventions. Ambulance-based paramedics and emergency medical technicians are a highly skilled resource that has traditionally only provided life-saving interventions and transport to hospitals, but are a tremendous resource for broader community-health activities (called community paramedicine). I have performed much of the foundational research related to community-paramedicine's role for older adults.
- a. **Shah MN**, Caprio TV, Swanson P, Rajasekaran K, Ellison JH, Frame P, Cypher P, Karuza J, Katz P. A novel emergency medical services-based program to identify and assist older adults in a rural community. *Journal of the American Geriatrics Society*. 2010; 58(11):2205-2211. PMID: 21054301; PMCID: PMC3057729.
 - b. Mi R, Hollander MM, Jones CMC, DuGoff EH, Caprio TV, Cushman JT, Kind AJH, Lohmeier M, **Shah MN**. A randomized controlled trial testing the effectiveness of a paramedic-delivered Care Transitions Intervention to reduce emergency department revisits. *BMC Geriatrics*. 2018; 18:104. PMID: 29724172; PMCID: PMC5934842.
 - c. Lau HS, Hollander MM, Cushman JT, DuGoff EH, Jones CMC, Kind AJH, Lohmeier MT, Coleman EA, **Shah MN**. A qualitative evaluation of the coach training within a community paramedicine care transitions intervention. *Prehospital Emergency Care*. 2018; 22(4):527-534. PMID: 29432041; PMCID: PMC6028315.
 - d. **Shah MN**, Hollander MM, Caprio TV, Conwell Y, Cushman JT, DuGoff EH, Jones CMC, Kind AJH, Lohmeier M, Mi R, Coleman EA. Improving the ED-to-home transition: The community paramedic-delivered Care Transitions Intervention. *Journal of the American Geriatrics Society*. 2018; 66(11):2213-2220. PMID: 30094809; PMCID: PMC6235696.
4. Technology provides significant potential to 1) prevent problems from reaching such a point that they require ED care or 2) deliver unscheduled care in a manner that reflects the unique needs of older adults. My work has particularly focused on the role of telemedicine for older adults, with a specific examination of the role of telemedicine for older adults with ADRD. I have led original research to investigate the potential of telemedicine as well as the feasibility, acceptability, validity, and outcomes of telemedicine to enhance the health of older adults.
- a. **Shah MN**, Gillespie SM, Wood N, Wasserman EB, Nelson DL, Dozier A, McConnochie KM. High-intensity telemedicine-enhanced acute care for older adults: an innovative health care delivery model. *Journal of the American Geriatrics Society*. 2013; 61(11):2000-2007. PMID: 24164485
 - b. **Shah MN**, Wasserman EB, Wang H, Gillespie SM, Noyes K, Wood NE, Nelson D, Dozier A, McConnochie KM. High-intensity telemedicine decreases emergency department use by senior living community residents. *Telemedicine and e-Health*. 2016; 22(3):251-258. PMID: 26252866.
 - c. **Shah MN**, Wasserman EB, Gillespie SM, Wood NE, Wang H, Noyes K, Nelson D, Dozier A, McConnochie KM. High-intensity telemedicine decreases emergency department use for ambulatory

care sensitive conditions by older adult senior living community residents. Journal of the American Medical Directors Association. 2015; 16(12):1077-1081. PMID: 26293419

- d. Gillespie SM, Wasserman EB, Wood NE, Wang H, Dozier A, Nelson D, McConnochie KM, **Shah MN**. High intensity telemedicine reduces emergency department use by older adults with dementia in senior living communities. Journal of the American Medical Directors Association. 2019; 20(8):942-946. PMID: 31315813; NIHMSID: NIHMS1530853.

A complete list of my published work can be found at:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/manish.shah.1/bibliography/40444380/public/?sort=date&direction=descending>

D. Additional Information: Research Support

Ongoing Research Support

P30AG062715 Asthana (PI) 2019-2023

NIH. Alzheimer's Disease Research Center

To support cutting-edge, innovative research on the pathobiology, early diagnosis, and treatment of Alzheimer's disease and related illnesses. The Care Research Core, led by Dr. Kind and Dr. Shah, will provide novel expertise and resources to conduct innovative studies that will enhance patient care and change clinical practice.

Role: Co-Lead, Care Research Core

K76AG060005 Gilmore-Bykovskiy (PI) 2018-2022

NIH. Novel Approaches to Identifying and Engaging Disadvantaged Patients with Alzheimer's Disease in Clinical Research

To address fundamental gaps and barriers to improve inclusion of disadvantaged individuals in dementia research while affording training and mentored research critical for Dr. Gilmore-Bykovskiy to lead an independent research program in clinical dementia research.

Role: Mentor

K24AG054560 Shah (PI) 2017-2021

NIH. Mentoring and Research in Patient-Oriented Geriatric Emergency Care

To enhance my research and mentoring skills to: 1) develop a robust platform to mentor a diverse pool of patient-oriented, geriatric emergency care researchers and 2) use the principles of implementation science to refine and pilot test the community paramedicine model of care to benefit community-dwelling older adults with Alzheimer's Disease and their caregivers.

Role: PI

UL1TR002373 Brasier (PI) 2017-2021

KL2TR002374 Shah (PI)

TL1TR002375 Meyerand (PI)

NIH. CTSA: Development of the University of Wisconsin Institute for Clinical and Translational Research

The goal of the UW-ICTR is to create an environment that facilitates the transformation of research at the University into a continuum extending from investigation through discovery to translation into practice.

Role: PI, Director, KL2 Program

R01AG050504 Shah (PI) 2015–2020

NIH. Paramedic-coached ED Care Transitions to Help Older Adults Maintain Their Health

To develop and evaluate a community-based, paramedic-coordinated ED-to-home Care Transitions Intervention to assist older adults who are treated in the ED and discharged home.

Role: PI

K08HS024558 Patterson (PI) 2016-2021

AHRQ. Preventing Future Falls Among Older Adults Presenting to the Emergency Department

To provide Dr. Patterson career development activities to become an independent investigator who uses natural language processing and machine learning to enhance clinical decision support. This study will

specifically identify adults at high risk for future falls and improve their care both during their ED visit and after discharge.

Role: Mentor

Completed Research Support

K08DK111234

Replinger (PI)

2016-2019

NIH. Identifying Barriers and Facilitators to the Implementation of Radiation-Free Imaging Protocols in the Emergency Department

To provide Dr. Replinger the career development activities to accelerate his progress to becoming an independent investigator and to identify high impact barriers and facilitators to guideline-adherent use of MRI and ultrasound in the ED; design a candidate intervention bundle targeted to high impact barriers and refine it using input from key stakeholders; and test the impact of the candidate intervention bundle on image test guideline adherence for pediatric appendicitis.

Role: Mentor

UL1TR000427, KL2TR000428, TL1TR000429

Drezner (PI)

2012-2017

NIH. CTSA: Development of the University of Wisconsin Institute for Clinical and Translational Research

The goal of the UW-ICTR is to create an environment that facilitates the transformation of research at the University into a continuum extending from investigation through discovery to translation into practice.

Role: Director, KL2 Program

R01HD075786

Lerner (PI)

2013-2017

NIH. Use of Mechanism of Injury for the Identification of Severely Injured Children.

To evaluate the mechanism of injury component of the Field Triage Criteria to determine which of the conditions are predictive of trauma center need in children.

Role: Investigator

R01HL111033

Sun (PI)

2013-2017

NIH / NHABI. Derivation and Validation of a Predictive Model of Unexplained Syncope.

To derive and validate a risk prediction model to identify individuals suffering unexplained syncope who are at risk for adverse events.

Role: Site PI