

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx videoconference

Thursday, August 20, 2020

8:45 a.m. – 10:15 a.m.

- A. Call of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda
 - 1. Approval of the Minutes of the June 4, 2020 Meeting of the Education Committee
 - 2. UW-Madison: Approval of Master of Science in Financial Economics
 - 3. UW-Madison: Approval of Master of Science in Information
 - 4. UW-Madison: Approval of Educational Specialist in School Psychology
 - 5. UW-Milwaukee: Approval of Bachelor of Science in Freshwater Sciences
 - 6. UW-Oshkosh: Approval of Bachelor of Science in Biomedical Science
 - 7. UW-Parkside: Approval of Master of Arts in Professional Communication
 - 8. UW-Stout: Approval of Master of Science in Nutrition and Dietetics
 - 9. UW-Superior: Approval of Bachelor of Science in Public Leadership and Innovation
- D. Approval of Temporary Suspension of ACT/SAT Requirements in Regent Policy Document 7-3, "UW System Freshman Admissions Policy" for the University of Wisconsin-Madison
- E. Approval of Regent Policy Document XX-X, "Application Fees and Waiver"
- F. Update: Freshwater Collaborative of Wisconsin
- G. Report of the Vice President for Academic and Student Affairs
 - 1. Update: UW System Electronic Admissions Application
 - 2. Update: UW System Student Behavioral Health Initiative
 - 3. Presentation: UW System Online Learning Initiative

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN FINANCIAL ECONOMICS,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Master of Science in Financial Economics program at the University of Wisconsin-Madison.

Resolution C.2. That, upon the recommendation of the Chancellor of UW-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Financial Economics program at the University of Wisconsin-Madison.

SUMMARY

The M.S. in Financial Economics fits with the UW-Madison strategic plan and the goals of the College of Letters & Science and Wisconsin School of Business to offer professional master's programs and enhance opportunities for individuals to acquire advanced analytical and quantitative skills that intersect the fields of Economics and Finance. The program responds to a growing demand within the workforce for quantitatively trained financial analysts, using computerized tools, but who are educated in financial analysis and can work alongside traditionally prepared analysts. Graduates will be prepared for employment in asset management companies, central banks, investment/commercial banks, private equity firms, asset management companies, and economic or financial consulting firms. The program will also prepare graduates for research positions and/or doctoral training.

Provost

- Dr. John Karl Scholz, Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

Program Description

The 30 graduate-credit program will be offered face-to-face; the curriculum addresses theoretical finance and the economic framework upon which that theory is based. The program will provide opportunities for practice that will allow students to enter the workplace and provide an immediate contribution. Students pursuing the degree full time can complete the degree in three fall/spring semesters.

Currently, UW-Milwaukee offers an M.S. in Economics. The M.S. in Financial Economics differs as it will train students in theories and research methods of financial economics and require coursework in both finance and economics. UW-Whitewater offers an M.S. in Finance, and the curriculum focuses on valuation and financial management, as compared to the proposed program which will focus on a quantitative financial analysis.

Student and Market Demand

The few top research universities that offer programs in Financial Economics are not meeting student demand. For example, in 2018 Columbia University had 618 applications for its M.S. program, admitted 43 students, and enrolled 24. Based on a survey of UW-Madison undergraduates and M.S. students in Economics, an application volume of 200-250 applications per year is anticipated. Annually, the program will enroll approximately 40 new students. UW-Madison alumni working for a variety of financial firms on Wall Street indicated a need for employees who have knowledge of financial modeling and who can do quantitative analysis of economic and financial data. According to the U.S. Bureau of Labor Statistics, between 2016 and 2026, vacancies for financial analysts are projected to grow by 11% and for economists by 6%. Job prospects should be best for those with a graduate degree, strong analytical skills, and experience using statistical analysis software.

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
- UW System Administrative Policy 130: Programming for the Non-traditional Market in the UW System

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN FINANCIAL ECONOMICS
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Financial Economics. This program reflects the College of Letters & Science and the Wisconsin School of Business' shared goal to offer professional master's programs that enhance opportunities for students to acquire advanced analytical and quantitative skills. The program will provide students a unique opportunity to study at the intersection of economics and finance. Current graduate programs focus on either economic or financial analysis. This program integrates those disciplines to better equip graduates for employment in the financial services sector. The workforce of financial firms is changing. There is a growing demand for quantitatively trained financial analysts, using computerized tools, but who are educated in financial analysis and can work alongside the analysts trained in a more traditional fashion, meaning those who model and value firms using accounting statements. The M.S. in Financial Economics will also prepare graduates for research positions and/or doctoral training in financial economics. This 30-credit program will be offered face-to-face; the curriculum addresses theoretical finance and the economic framework upon which that theory is based. To supplement this classroom training, the program will also provide opportunities for practice experience that will allow students to enter the workplace and provide an immediate contribution.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Financial Economics

Degree Designation

Master of Science

Mode of Delivery

Single institution; face-to-face delivery

Department or Functional Equivalent

Department of Economics

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

September 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years on an FTE basis. The average student retention rate to the second year and graduation is expected to be 95%, based on the program completion rate of the current M.S. in Economics, Graduate Foundations option. Generally, students will be enrolled full time and will take 9 credits in the first fall, 12 credits in the spring, and 9 credits in the second fall term. By the end of Year 5, it is expected that 200 students will have enrolled in the program and 141 students will have graduated from the program. This program is expected to draw some students who might otherwise have attended the M.S.-Economics option in Graduate Foundations that prepares students for Ph.D. programs. This program will better serve those students who want a career in finance rather than academia, and the total enrollment of the two programs combined is expected to be higher than offering one or the other. The M.B.A. in Finance is expected to continue to be fully enrolled, in part because the tuition of the proposed M.S. in Financial Economics is higher, the student audiences differ somewhat, and the curriculum and qualifications for admission to the M.S. in Financial Economics require a higher level of math preparation.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	35	40	45	50
Continuing Students	0	29	33	37	42
Total Enrollment	30	64	73	82	92
Graduating Students	0	29	33	37	42

Tuition Structure

Students enrolled in the M.S. in Financial Economics will pay a market-based tuition rate of \$2,500 per credit-hour consistent with the Service-Based Pricing policy for face-to-face options (SYS 130 App. B). Total tuition cost to a student for the program is 30 credits x \$2,500/credit = \$75,000, for both Wisconsin residents and nonresidents. Students will pay segregated fees on a per-credit basis at the rate of \$136.72 per credit (2019-20 rate) or \$4,101.60 for the 30-credit program. Total program tuition and required fees will be \$79,101.60. This is a very high rate of tuition to ensure that the program does not compete unfavorably with existing UW-Madison programs (M.S.-Economics and the M.B.A.-Finance)

or related programs at other UW institutions. The program educates students for a highly specialized field. Market research shows this tuition level is competitive with peer programs that have tuition in the range of \$50,000 to \$80,000 for the program; the tuition range for all programs in the field is \$23,500 to \$113,000 for the full program. No other program fees are anticipated, and no tuition increases are expected within a three-year planning timeframe. Required textbooks will be an additional student expense.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Financial Economics is a 30-credit, face-to-face program that can be completed in three or four semesters. Students will complete 24 credits of core program requirements and 6 credits of elective courses. The proposed M.S. in Financial Economics will integrate subject areas traditionally taught and trained in the Wisconsin School of Business Finance Department and the College of Letters & Science Economics Department. The program will be housed in the Department of Economics and will be coordinated as a partnership between these departments, which will ensure that students gain a rigorous understanding of theoretical finance and the economic framework upon which that theory is based. The proposed curriculum is split evenly across the Wisconsin School of Business and the Department of Economics with students required to take 5 courses in Economics and 5 courses in Finance; these courses are already offered or are being developed for this program. Faculty from both departments will serve as content advisors for students.

Student Learning Outcomes and Program Objectives

The M.S. in Financial Economics-level learning outcomes include:

1. Demonstrate understanding of core principles of financial economics and theories in financial econometrics, financial markets, valuation of securities, and corporate financial structure;
2. Apply financial econometric methods to process historical economic and financial data, build and estimate models of that data, and use the results to make financial decisions;
3. Recognize and apply principles of ethical and professional conduct; and
4. Evaluate current events and historical information that provide a basis for evaluating and understanding economic and market conditions, leading to wise financial decisions.

These outcomes are what students will be able to achieve at graduation and are what will be monitored in regular, annual assessment of student learning activities (see assessment section). Achievement of these learning outcomes will prepare students to move into jobs in the areas of banking, investment banking, financial analysis, corporate finance, and private consulting in finance-related firms. Students will receive unique training that combines strong economics quantitative training with knowledge of financial

theory. The M.S. in Financial Economics degree is a more analytical and quantitatively focused course of study than that offered by a traditional master's program in Economics or Finance and is designed for students who prefer a shorter program of study than doctoral programs.

Program Requirements and Curriculum

The M.S. in Financial Economics will follow UW-Madison Graduate School rules, which require a bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution for admission that includes coursework with a substantial amount of economics, math, and analytical content and meets the requisites for the graduate-level courses. Application evaluation criteria will include: (i) Graduate Record Exam results, (ii) evidence of the ability to complete analytic work at the graduate level, as shown by the grades and titles of courses reported on transcripts of undergraduate work, with consideration of the quality of undergraduate institution, (iii) evidence of good personal character as shown by recommendations from former employers and instructors, and (iv) evidence of interest and ability to succeed in a future career using the tools of financial economics as shown in personal statements. International student applications will require TOEFL or equivalent scores if English is not the native language or if the undergraduate instruction was not in English.

Table 2 illustrates the program curriculum for the proposed program. The M.S. in Financial Economics requires 30 credits, which include eight required core courses (24 credits) and six credits of electives.

Table 2: M.S. in Financial Economics Curriculum

Core required courses	
Fin 720: Investment Theory and Practice	3 credits
Fin 725: Corporation Finance Theory and Practice	3 credits
Fin 730: Derivative Securities	3 credits
Fin 830: Advanced Derivative and Fixed-Income Securities	3 credits
Econ 721: Financial Microeconomics	3 credits
Econ 704: Econometrics I	3 credits
Econ 702: Macroeconomics I	3 credits
Econ 724: Financial Econometrics	3 credits
Electives	
<i>6 credits of electives from the below approved list, 3 from Economics and 3 from Finance.</i>	
Fin 765: Contemporary Topics	3 credits
Fin 750: Mergers and Acquisitions	3 credits
Econ 709: Economic Statistics and Econometrics I	3 credits
Econ 711: Economics Theory - Microeconomics Sequence	3 credits
Econ 712: Economic Theory - Macroeconomics Sequence	3 credits
Econ 725: Machine Learning for Economists	3 credits

Econ 730: International Financial Economics	3 credits
Econ 770: Data Analytics for Economists	3 credits
Total Credits	30 credits

With approval from the M.S. in Financial Economics faculty committee, up to 7 credits of prior coursework taken as an undergraduate, up to 9 credits of prior graduate coursework from other institutions, or up to 12 credits of coursework taken as a UW-Madison special student may be counted towards minimum degree requirements. Prior coursework will be evaluated by the M.S. in Financial Economics faculty committee on a case-by-case basis.

Assessment of Outcomes and Objectives

The assessment plan comports with UW-Madison's assessment requirements that programs engage "in at least one assessment activity each year, which should include at least one direct assessment within a 3-year period." The UW-Madison Assessment Guidelines can be retrieved from <https://assessment.provost.wisc.edu/graduate-program-assessment/>

Direct measures of achievement of learning outcomes include embedded questions on final exams in the core courses. The responses will be analyzed and collectively reported (learning outcomes 1, 2). Student ability to conduct independent research will be evidenced by a quality research paper. The faculty overseeing the paper will evaluate the paper. Results will be analyzed and collectively reported (learning outcomes 3, 4).

Indirect measures of achievement of learning outcomes include evaluating student responses to questions on course evaluations for core courses (learning outcomes 1, 2). In the second year, students in the M.S. in Financial Economics will be surveyed by the program administrator regarding professional and ethical conduct within the profession. Results will be reported to the program committee for analysis and action, if needed. Last, an annual survey of graduates' perceptions of the degree to which graduates have achieved each learning outcome will be compiled. Beginning in the fourth year of the program and a year after the students of the first class have graduated, these surveys will include those either continuing academic work at the Ph.D. level or working in industry (learning outcomes 1-4).

The M.S. in Financial Economics committee will produce an annual assessment report that includes data on all learning outcomes and student satisfaction with academic advising, orientation activities, student services, climate, and other elements of the student experience. The report will highlight areas for improvement and make recommendations for changes to the program. The M.S. in Financial Economics committee will make recommendations for changes, and the M.S. in Financial Economics faculty program director will be responsible for implementing the changes. The report will be submitted to the UW-Madison Provost's office in the fall of each year as required by campus policy. Data

collected will also be used to prepare two- and five-year reports for the Letters & Science college-level review and Graduate School reviews, assessing programs on the degree to which they meet admissions, retention, and graduation rates among different subsets of students; the degree to which revenue programs meet financial goals; and the overall student and staff satisfaction with programs.

Diversity

In alignment with the College of Letters & Science and the Wisconsin School of Business' commitment to diversity, the proposed program will address diversity and equity within the program curriculum. The curriculum will strive to ensure that students can demonstrate professional communication and teamwork and are aware of cultural competencies. Students will be supported in the achievement of inclusive excellence through readings and activities in the classroom. The M.S. in Financial Economics will encourage the use of classroom materials such as readings developed by women and authors from underrepresented groups.

The program will be marketed to a diverse prospective student pool. The M.S. in Financial Economics faculty and staff will work closely with the Graduate School and the Division of Continuing Studies' recruitment teams in developing marketing plans for this program. In order to recruit a diverse body, faculty and staff will also ensure outreach to organizations that support women interested in the fields. For example, the Department of Economics has an undergraduate organization focused on women in economics and M.S. in Financial Economics faculty and staff will hold a recruitment event with this group. To better reach underrepresented populations, the Graduate School's Office of Diversity, Inclusion and Funding will be consulted, and recruitment materials sent to recognized pipeline programs that have established relationships with UW-Madison.¹

M.S. in Financial Economics faculty and staff will partner with the Center for Academic Excellence in the College of Letters & Science to increase student awareness of the program. M.S. in Financial Economics staff will attend the UW-Madison undergraduate resource fair to increase awareness of the M.S. in Financial Economics among undergraduate students. Program faculty and staff will promote strong retention and degree completion among diverse students by ensuring that faculty and staff devote time to student needs and help promote a positive climate.

The Department of Economics and the Department of Finance will continue with their efforts to diversify the faculty body. On the faculty recruitment front, Economics has focused on increasing the number of faculty who come from underrepresented populations, including increasing the number of female faculty in the department. The department has reached out to alumni and colleagues in departments across the country in order to better identify promising young scholars to try and recruit them to Wisconsin. In

¹ The list of recognized pipeline programs is here: <https://grad.wisc.edu/apply/fee-grant/>

addition to these recruitment efforts, the department will promote training to raise faculty awareness of diversity and inclusion issues prevalent at UW-Madison. Faculty and staff will attend training, such as the Thrive@UW series and Building Inclusion@UW, and send out Inclusive Teaching Resources.²

The M.S. in Financial Economics staff will promote strong retention and degree completion among diverse students by having a staff that can devote time to student needs and help promote a positive climate. The M.S. in Financial Economics will have a dedicated program coordinator to support these students. This staff member will focus attention on diversity, recruiting, retention and climate. In addition, the program coordinator will work with both the Department of Economics Career Development office and the Wisconsin School of Business to coordinate career advising. The program will focus on providing a supportive and inclusive environment while continually exploring new ways to incorporate issues of diversity and inclusion into the curriculum, faculty recruitment, and the overall student experience.

Collaborative Nature of the Program

This program is delivered as a collaboration between the Department of Economics in the College of Letters and Science, and the Department of Finance within the Wisconsin School of Business. Courses in this program will be taught by program faculty; the program revenue will be sufficient to support new faculty hires and specialized instructors as needed. This program does not involve collaboration with other UW System institutions.

An interdepartmental program committee comprised of Finance and Economics faculty will serve as the governing body to set curricula and procedures for the program. The administrative arrangement will be subject to regular review as an aspect of the annual assessment cycle and the cycle of program review (generally conducted on a three-, five-, and ten-year cycle).

Projected Time to Degree

Students pursuing the degree full time are expected to complete the degree in three fall/spring semesters. A minority of students will take four fall/spring semesters to complete the degree. The majority of students are expected to be full-time students.

Program Review

As for all new UW-Madison service-based pricing programs, the program will undergo review three years after implementation; in addition, such programs engage in an annual budget review process. A full academic program review will be conducted by the College of Letters & Science's Academic Planning Council and the Graduate Faculty Executive Committee five years after implementation. If the program is recommended for continuation, the program will then be reviewed at least once every 10 years.

² <https://diversity.wisc.edu/faculty-and-staff-diversity-inclusion-resources/>

To prepare for the review, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries.³

Accreditation

This degree/major program does not have any specialized accreditation requirements. No additional approvals will be required from the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Financial Economics fits within several of the five goals of the UW-Madison's strategic framework (<https://strategicframework.wisc.edu/>). Notably this program fits with the strategic priority of Excellence in Teaching and Educational Achievement—i.e., this program seeks to provide a high-quality and in-demand program in an emerging discipline of national importance. It also aligns with the strategic priority to be a High Performing Institution by contributing to a high-performing workforce with in-demand and specialized skills and building the UW-Madison base of programs that are directly supported by tuition revenue.

The UW-Madison mission states, “[T]o fulfill its mission the university must offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.” The proposed M.S. in Financial Economics supports this mission by providing opportunities for adult students to acquire a master’s level education and enter into the areas of banking, investment banking, financial analysis, corporate finance, and private consulting in finance-related firms.

As is true of many industries, the business practices of financial firms are changing rapidly with computerization and the rising use of information created by the internet. Two tools of interest are machine learning (ML) and artificial intelligence (AI). For example, banks use ML to create credit scores and judge the likelihoods of defaults on loans by borrowers, while investment firms use AI together with web scraping to create investment strategies. Recent conversations with UW alumni on Wall Street indicate the investment banks are partnering with operating firms such as healthcare providers and using healthcare usage data to judge the future sales and earnings of pharmaceutical companies.

³ The UW-Madison Academic Program Guidelines may be retrieved at <https://uwmadison.app.box.com/s/dfd91v0cz92y81p2cjaxe2b5x3y16llj>

Similarly, recent articles in the press are evidence that investors are increasingly choosing low-cost passively managed funds over high-cost actively managed funds. The students of UW-Madison who will be future leaders in business or in the academic areas of either economics or finance must be aware of these trends and be appropriately educated.

The M.S. in Financial Economics will contribute directly to the mission of the UW-Madison by educating and training those who wish to be experts in financial economics. By combining coursework in both economics and finance, the program teaches students to understand the theories that guide financial practices and to obtain the econometric and other analytical skills that are necessary to perform effective financial analysis.

University Program Array

The proposed program is complementary to several existing programs at UW-Madison and it will share coursework with some of them. The M.S. in Financial Economics will complement the Department of Economics M.S.-Economics, with an overlap of two core courses and one elective. The remaining 21 credits are unique to the M.S. in Financial Economics. No other UW-Madison program has the same learning outcomes as the proposed M.S. in Financial Economics. The new degree will aim to produce professionals who work in banking, investment banking, financial analysis, and related areas and differs from the M.S. in Economics, which focuses on doctoral degree preparation and positions in economic consulting and related industries.

The M.S. in Financial Economics provides students with the analytical and communication skills necessary for effective financial decision making through the application of financial theory and quantitative techniques. With ever-increasing financial globalization and competition for employment in the financial sector, it is crucial that professionals prepare for the increasingly complex world of finance by building a solid foundation. The M.S. in Financial Economics offers a challenging advanced degree that prepares its participants to become leaders in this rewarding and dynamic field. The goal of the program is to provide students with the quantitative and theoretical tools for a successful career in finance with potential employers such as investment and commercial banks, economic and financial asset management companies, consulting firms, and policy-oriented organizations.

The current M.S. (and M.B.A.) programs in Finance are designed for students who have recently completed a B.B.A. and are more apt to use knowledge of accounting and are less apt to use quantitative skills than the students who will enter the proposed M.S. in Financial Economics. One current program, Corporate Finance and Investment Banking, is for students who are likely to work in corporate or investment banking, while a second, Applied Security Analysis, trains students as security analysts and portfolio managers. The proposed M.S. in Financial Economics will be open to individuals with strong quantitative backgrounds who may not have as much undergraduate business preparation.

The M.S.-Agriculture and Applied Economics Professional Option (MSPO) program is a full-time, 15-month, accelerated professional master's program designed to meet the growing private sector demand for quantitatively skilled analysts and managers. Students from this program are prepared to enter the professional workforce in jobs such as economic consulting, business, agribusiness, non-profit organizations focused on development and governmental sectors (<https://aae.wisc.edu/grad/mspo/>). The training and workforce outcomes for the MSPO differs from the proposed M.S. in Financial Economics in that the M.S. in Financial Economics focuses on the knowledge and training required to enter the financial services sector.

The proposed M.S. in Financial Economics trains students in financial economics and theories in financial econometrics, financial markets, valuation of securities, and corporate financial structure. The outcomes for M.S. in Financial Economics students are positions in the financial services sector, demonstrating the targeted scope for the proposed program.

Other Programs in the University of Wisconsin System

UW-Milwaukee, M.A. in Economics (30 credits) – The UW-Milwaukee program offers students the opportunity to select courses from a broad set of elective courses. Students take three required courses (9 credits total in microeconomics, macroeconomics and econometrics), and afterwards concentrated coursework in any one of a number of areas, including economic growth and development, industrial organization, international economics, labor economics and human resources, and several other areas. By comparison, the proposed M.S. in Financial Economics specializes in training students in the theories and research methods of financial economics and requires students to complete equal numbers of course credits in finance and economics.

UW-Whitewater, M.S. in Finance (30 credits) – The proposed M.S. in Financial Economics is different from a traditional M.S. in Finance in that it is designed for students who are seeking the greater depth and rigor that is increasingly required by advanced academic programs as well as in the private sector. Students who want to prepare themselves for candidacy into a Ph.D. program in finance at a top business school or aim to improve their skills in quantitative financial analysis to enter or move to the next level in their careers in finance, would benefit from the M.S. in Financial Economics. The M.S. program offered by UW-Whitewater is more focused on valuation and financial management, compared to the quantitative financial analysis approaches of the proposed M.S. in Financial Economics. UW-Whitewater also offers an M.S. in Applied Economics, (CIP 45.0602), launched in 2018-19.

Need as Suggested by Current Student Demand

Perhaps the best way to gauge current student demand is to look at student demand at comparable institutions. There are few top research universities that offer

similar programs. According to TFE Times, [the top five programs in financial economics](#)⁴ are:

1. Columbia University, Financial Economics
2. West Texas A&M University, Finance and Economics
3. Brandeis University, International Economics and Finance
4. University of California, Santa Cruz, Applied Economics and Finance
5. Bowling Green University, Financial Economics

The most comparable program as the biggest competitor for students would be Columbia University's [Business School](#),⁵ which offers a similar curriculum at a school with a similar ranking and recognition. The best way to get a sense of current demand is to look at admissions statistics. Columbia had 618 applications for its M.S. in Financial Economics in 2018, admitted 43 students and enrolled 24. For the proposed M.S. in Financial Economics, the application volume is projected to be 200-250 applications annually for an enrollment of approximately 40 new students annually. This is based on a survey of current undergraduate and M.S. students in Economics. While there may be some impact on demand for M.S. in Economics or M.S. in Finance, the higher tuition for this program and stringent admission requirements should limit the existing demand on related majors.

Need as Suggested by Market Demand



One direct but informal and non-quantitative indication of market demand comes from direct face-to-face discussions with UW alumni who work in financial firms. During recent (January 2020) conversations with about 20 individuals working for a variety of financial firms on Wall Street, the discussions regularly turned to their need for individuals who have knowledge of financial modeling and their need for persons who can do quantitative analysis of economic and financial data. As noted above, the workforce of financial firms is changing. There is a growing demand for quantitatively trained financial analysts, using computerized tools, but who are educated in financial analysis and can work alongside the analysts trained in a more traditional fashion, meaning those who model and value firms using accounting statements. The M.S. in Financial Economics is designed to fill this demand. There continues to be strong employment opportunities for students with advanced training in economics and finance. The combination of skills offered in the M.S. in Financial Economics will help students obtain student internships and full-time employment opportunities in asset management companies, central banks, economic consulting firms, investment/commercial banks, private equity firms, asset management companies, economic and financial consulting firms, and hedge funds as well as private equity firms.

⁴ <https://tfetimes.com/best-financial-economics-program-rankings/>

⁵ <https://www8.gsb.columbia.edu/programs/master-of-science/financial-economics/admissions/candidate-profile>

According to the U.S. Bureau of Labor Statistics (BLS), employment of economists is projected to grow 6% from 2016 to 2026. The BLS also projects that job prospects should be best for those with a master's degree or Ph.D., strong analytical skills, and experience using statistical analysis software.

Employment of financial analysts is projected to grow 11% from 2016 to 2026. A growing range of financial products and the need for in-depth knowledge of geographic regions are expected to lead to strong employment growth.

University of Wisconsin - Madison						
Cost and Revenue Projections For Masters Finance/Economics						
	Items	Projections				
		21 22	22 23	23 24	24 25	25 26
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	30	35	40	45	50
	Enrollment (Continuing Student) Headcount	0	29	33	37	42
	Enrollment (New Student) FTE	30	35	40	45	50
	Enrollment (Continuing Student) FTE	0	29	33	37	42
II	New Credit Hours	630	996	1137	1278	1428
	Estimated 5% courses not completed	32	50	57	64	71
	Total New Credit Hours	599	946	1080	1214	1357
III	FTE of New Faculty/Instructional Staff	2	2.5	2.5	2.5	2.5
	FTE of Faculty Program Director	0.25	0.25	0.25	0.25	0.25
	FTE of New Admin Staff - Program Coordinator	1	1	1	1	1
	FTE of Teaching Assistants	1.5	2	2	2.5	2.5
IV	Revenues					
	From Tuition	\$1,496,250	\$2,365,500	\$2,700,375	\$3,035,250	\$3,391,500
	From Fees	\$0	\$0	\$0	\$0	\$0
	Reallocation from tuition revenue funds	\$79,340	\$0	\$0	\$0	\$0
	Total New Revenue	\$1,575,590	\$2,365,500	\$2,700,375	\$3,035,250	\$3,391,500
V	Expenses					
	Salaries plus Fringes					
	New Faculty	\$350,000	\$446,250	\$455,175	\$464,279	\$473,564
	Faculty/Staff Fringe Benefit Rate- 35%	\$122,500	\$156,188	\$159,311	\$162,497	\$165,747
	Teaching Assistants	\$60,000	\$81,600	\$83,232	\$106,121	\$108,243
	TA Fringe Benefit Rate - 19.9%	\$11,940	\$28,560	\$29,131	\$37,142	\$37,885
	Total Salaries Plus Fringe	\$544,440	\$712,598	\$726,849	\$770,039	\$785,440
	Other Expenses					
	Program Start-up Equipment	\$10,000	\$0	\$0	\$0	\$0
	Marketing/supplies/events	\$30,000	\$20,000	\$20,000	\$20,000	\$20,000
	Program Coordinator with Fringes	\$74,250	\$75,735	\$77,250	\$78,795	\$80,371
	Program Director	\$152,550	\$155,601	\$158,713	\$161,887	\$165,125
	Payment to Finance/WSB	\$465,100	\$820,532	\$952,169	\$1,083,759	\$1,223,852
	L&S allocation (10% of tuition revenue)	\$149,625	\$236,550	\$270,038	\$303,525	\$339,150
	Campus allocation (10% of tuition revenue)	\$149,625	\$236,550	\$270,038	\$303,525	\$339,150
	Total Expenses	\$1,575,590	\$2,257,566	\$2,475,056	\$2,721,530	\$2,953,088
VI	Net Revenue	\$0	\$107,935	\$225,319	\$313,720	\$438,412
Provost's Signature: 			Date: 5/29/2020			
Chief Business Officer's Signature: 			Date: 4 17 2020			

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON MASTER OF SCIENCE IN FINANCIAL ECONOMICS

Introduction

The M.S. in Financial Economics program offers a challenging advanced degree that prepares its participants to become leaders in the increasingly complex sector of finance. The goal of the program is to provide students with the quantitative and theoretical tools for a successful career in finance with potential employers such as investment and commercial banks, economic and financial asset management companies, consulting firms, and policy-oriented organizations. The 30-credit advanced program will be taught face-to-face at UW-Madison.

Section I - Enrollment

All anticipated enrollments are counted as new enrollments and FTE because the program will draw completely new students to UW-Madison. For planning purposes, assumptions include the expectation that all students enter the program in the fall starting in fall 2021. In addition, projections assume a 95% persistence rate from the first year to the second year and graduation, corresponding to the overall persistence rate for similarly structured graduate programs. Enrollment goals will start with 30 new full-time students in fall 2021 and grow to 50 new students annually by the fifth year. This projection implies that 200 students will enter the program and 141 students will graduate over the first five years. This is a conservative estimate to support planning; enrollments may be higher.

Section II – Credit Hours

Students are required to complete 30 credits in the program. Based on curriculum design, students are expected to enroll in 9 credits the first semester, 12 credits the second semester (21 credits per student in the first year), and 9 credits in the third and final semester. A small fraction of students either may drop credits or may have requirements waived for prior work, thus a reduction factor of 5% is applied to the student-credit-hour calculation. By the fifth year of the program, as enrollment grows, the total number of credits attributed specifically to the program is projected at more than 1,300 student credit hours. All courses offered in this program either have been developed explicitly for this program and are brand new to UW-Madison or have been updated with additional content specific for this program.

Section III – Faculty and Staff Appointments

Economics will add 2.5 faculty FTEs to fulfill the teaching load for the program. The department plans to re-direct two senior faculty full-time and one senior faculty half-time to the program. It is important that senior faculty teach in this program as their status in the field and subject-matter expertise are two distinct advantages over other M.S. in Financial Economics programs where lecturers do most of the teaching. In order to re-

direct these senior faculty, the department must hire 2.5 additional faculty members to teach in the other already established programs in the department. Teaching assistants (TAs) will support the program starting with 1.5 FTE (i.e., three 50% TAs) in the first year to 2.5 FTE (i.e., five 50% TAs) by the fifth year.

Section IV – Program Revenues

The M.S. in Financial Economics program will draw new students to UW-Madison and will generate new program revenue of nearly \$1.5 million in the first year and more than \$3 million by the fourth year. In the first year, the Department of Economics will provide a cross-subsidy from its M.S.-Economics option in Graduate Foundations, which is also a revenue program.

Section V – Program Expenses

Salary estimates for those listed in Section III are based on current salaries and include a 2% increase each fiscal year (\$175,000 for new faculty and \$20,000 for a 0.5 FTE TA). Fringe is calculated at 35% for faculty and staff and 19.9% for TAs.

An additional expense is the College of Letters and Science's allocation of revenues (10%). These salary and other expenses are paid only by the Department of Economics from its part of the revenue generated.

Additional expenses or shared costs per the agreement with the School of Business, include the campus allocation of revenues (10%), start-up equipment, marketing, and other miscellaneous supplies and program events. The program will also require a faculty director, which is projected at 0.25 FTE budgeted at \$113,000 plus fringes. In addition, the program will need a full-time (1.0 FTE) staff program coordinator budgeted at \$55,000 plus fringes. After all of these shared costs are deducted, the Department of Economics will issue a payment to the Wisconsin School of Business for one-half of the remaining revenue.

Section VI – Net Revenue

The program revenues are projected to be net positive by the third year of the program and generate more than \$250,000 of net revenue by the fifth year. The net revenue will be re-invested into the department in the form of graduate student fellowships. This investment margin will help the department become more competitive with future Ph.D. student recruitment. It will also help the current Ph.D. students become more competitive in the job market as they will have more time for research and degree completion without needing to maintain outside employment to support themselves.



Date: 29 May 2020

To: Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
Via email: apei@uwsa.edu

From: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs

Subject: Authorization Proposal: Master of Science-Financial Economics

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a Master of Science-Financial Economics at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and make a meaningful contribution to the university’s mission, overall academic plan, and academic program array. Students will be required to meet all the requirements and standards for a master’s degree at UW–Madison.

In keeping with UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department and the school/college, in this case the Department of Economics, as well as the dean and academic planning council of the College of Letters & Science. Because this program is offered in partnership with the Wisconsin School of Business, the dean and faculty of WSB have also approved the proposal. The proposal has also been approved by the University Academic Planning Council. I send it forward to you with broad university-wide support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The College of Letters & Science is committed to the necessary financial and human resources required to continue the program, and the School of Business is committed to provide required courses. The program is proposed to feature a market-based tuition rate of \$2,500 per credit, under the UW System’s service-based pricing guidelines (SYS 130 Appendix B and Appendix C).

The proposal, including enrollment and budget considerations, have been reviewed in light of the Covid-19 disruption. We are confident that there will be student demand for a program like this and that we will be able to support and deliver the program as proposed.

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Fall 2021. We are requesting that this proposal be scheduled for consideration at the August 20-21, 2020, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal, Budget Narrative, Budget Spreadsheet

Office of the Provost and Vice Chancellor for Academic Affairs

150 Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive Madison, Wisconsin 53706
608/262-1304 Fax: 608/265-3324 E-mail: provost@provost.wisc.edu www.provost.wisc.edu

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Eric Wilcots, Interim Dean, College of Letters & Science

Greg Downey, Associate Dean, Letters & Science

Elaine Klein, Associate Dean, Letters & Science

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

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN INFORMATION,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Master of Science in Information program at the University of Wisconsin-Madison.

Resolution C.3. That, upon the recommendation of the Chancellor of UW-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Information program at the University of Wisconsin-Madison.

SUMMARY

The program aligns to UW-Madison's strategic plans and the goals of the College of Letters & Science to extend access to computing and data-related educational opportunities to Wisconsin citizens. The program responds to the societal demand for a data/information literate citizenry and workforce and will provide students with the technical skills needed to understand the computer-based systems underlying contemporary life as well as the critical thinking skills needed to assess and design systems that reflect societal values. Graduates of the program may pursue occupations in areas such as user experience and interactive design, data analytics, and information governance and management.

Provost

- Dr. John Karl Scholz, Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

Program Description

The M.S. in Information is comprised of 30 graduate credits and can be completed face-to-face or online. The program requires five required courses, including a 120-hour internship

field placement and ethics coursework. Students select additional coursework from two concentration areas, User Experience/Interaction Design and Analytics/Data Management. Students enrolled full time in the face-to-face option can complete the program in four consecutive semesters over 16 months. Students may also pursue the program part-time in the online format.

UW-Milwaukee offers an M.S. in Information Science and Technology and UW-Stout offers an M.S. in Information Communications Technologies. Two online collaborative programs are offered, including the M.S. in Data Science (Eau Claire, Green Bay, La Crosse, Oshkosh, Stevens Point, and Superior) and the M.S. in Information Technology Management (La Crosse, Oshkosh, Parkside, Stevens Point, and Superior). The M.S. in Information will be offered face-to-face and online and will require a career-focused field experience. Students completing existing certificates in User Experience Design and Analytics for Decision Making may stack these credentials toward completion of the M.S. in Information.

Student and Market Demand

Prospective students and those completing the certificate programs have indicated interest in the program. Market demand is strong for individuals who possess a mix of IT skills and an understanding of human behavior, organizational factors and design. The U.S. Bureau of Labor Statistics projections indicate that, between 2016 and 2026, user experience occupations like web designers are expected to grow by 27% and systems analysts by 21%. A 2018 Burning Glass report indicated 18.8% job growth for software developers and 20.9% growth for computer systems analysts.

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
- UW System Administrative Policy 130: Programming for the Non-traditional Market in the UW System

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

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

ABSTRACT

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Information. The development of the program responds to the goal of the College of Letters & Science to extend access to computing and data-related educational opportunities for students across the UW-Madison campus and to the citizens of Wisconsin. Many aspects of today's society demand a more data/information literate citizenry and workforce. Establishing the program will provide students with the technical skills needed to understand the computer-based systems underlying contemporary life, and the critical thinking skills needed to assess and design systems that reflect societal values. Graduates of the program may pursue occupations in areas such as user experience and interactive design, data analytics, and information governance and management. Occupational projections for positions in all of these areas indicate growth. The program is aimed at adult learners without a prior degree in computing. The program will be comprised of 30 credits, and will be offered in two options, a face-to-face option and an all-online option. The curriculum will address emerging and rapidly growing areas of information, data and applied computing research, and practice.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Information

Degree Designations

Master of Science

Mode of Delivery

Single institution; both fully distance delivery and face-to-face delivery

Department or Functional Equivalent

Information School

College, School, or Functional Equivalent

College of Letters & Science

Proposed Date of Implementation

Fall 2021

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the M.S. in Information program over the next five years on an FTE basis. By the end of Year 5, it is expected that more than 300 new students, based on headcount (242 FTE), will have enrolled in the program and 162 FTE students will have graduated from the program.

The program is aimed at adult learners and is aligned with two existing capstone (non-degree, post-bachelor's) certificates (User Experience Design, 10 credits, and Analytics for Decision Making, 9 credits). It is estimated that a few students each year will complete one certificate prior to matriculation into the M.S. in Information and will carry credits earned in the capstone certificates into the M.S. in Information. These students are counted as continuing students and are the reason that the continuing student numbers are estimated to be higher than the previous year's new student numbers.

The average student retention rate is projected to be 90%, like current Information School professional graduate degrees. Students enrolling in this program are expected to be developing professionals or returning adult learners who are seeking a career change. Both populations of students have demonstrated high motivation and commitment to completion. The time to degree in the face-to-face option of the program is expected to be two years. The time to degree in the distance delivery option of the program is expected to be three years, as students will move through the program at a part-time rate. For the purpose of enrollment projections, three part-time students are counted as one full-time equivalent (FTE).

Table 1: Five-Year Degree Program Enrollment Projections FTE

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	24	40	52	58	68
Continuing Students	0	25	44	57	65
Total Enrollment	24	65	96	115	133
Graduating Students	0	18	33	52	59

Tuition Structure

For students enrolled in the M.S. in Information, a per-credit tuition rate of \$1,100 per credit-hour will apply to both Wisconsin residents and nonresidents. This market-based tuition rate is proposed consistent with the Service-Based Pricing policy for the face-to-face option and for the online option (SYS 130 App. B and App. C, respectively). UW-Madison is

seeking the market-based and online tuition structures for this program, as the program is designed to serve a nontraditional, adult audience. The tuition rate of \$1,100 per credit is competitive with the market set by other major universities offering similar programs. Students in the face-to-face option will pay segregated fees on a per-credit basis at the rate of \$136.72 per credit (2019-20 rate), or \$4,101.60 for the 30-credit program. Students in the online option will not pay segregated fees. Total program tuition and required fees will be \$37,101.60 for the face-to-face option and \$33,000 for the online option. (For comparable programs, examples of full program cost at other universities: UW-Milwaukee, \$28,000; University of Illinois, \$35,305; University of Michigan, \$47,792 for an in-state student.)

No other program fees are anticipated, and no tuition increases are expected within a three-year planning timeframe. Required textbooks and software will be an additional student expense.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Information will be comprised of 30 graduate credits. Students can complete the M.S. in Information through a face-to-face option or an online option. The two options have the same base curricular requirements that all students must fulfill. These requirements ensure breadth of knowledge and fulfill key program learning outcomes. All students will be required to complete a 120-hour internship field placement that is related to their career goals.

The program emphasizes the human aspects of computing (the study and application of how humans interact with computers and computer systems) and data and information management. All students will take five required courses, including a three-credit internship field placement, and three credits of ethics. Students will take courses from two concentration areas, User Experience/Interaction Design and Analytics/Data Management.

Student Learning Outcomes and Program Objectives

Upon completion of the program, students will be able to:

1. Integrate concepts from information/data management, digital technologies, and human behavioral and cultural practices to help solve organizational, community or social challenges.
2. Use legal or ethical principles to critique data and information management practices.
3. Apply principles of information science to organizational data and information management endeavors.
4. Use quantitative analysis methodologies and tools to inform decision making.

5. Demonstrate professional communications, teamwork, and awareness of culture competencies.

These advanced-level learning outcomes will be monitored in regular, annual assessments of student learning activities. Achievement of these learning outcomes will prepare adult learners to move into jobs in the data, information, and applied computing professions without having a prior bachelor's degree in computing.

Program Requirements and Curriculum

The M.S. in Information will follow UW-Madison Graduate School rules for admission that require a bachelor's degree from any field of study at a regionally accredited U.S. institution or a comparable degree from an international institution. Application evaluation criteria will include academic abilities, professional promise, leadership, and community engagement. An undergraduate program that includes breadth in liberal arts and sciences is required. International student applications will require TOEFL or equivalent scores if English is not the student's native language or if the undergraduate instruction was not in English.

Table 2 illustrates the program curriculum for the proposed program. The M.S. in Information program requires 30 credits, which include 4 core courses (12 credits), a three-credit 120-hour internship field placement related to their career goals, a three-credit ethics course, and three credits of electives from an approved list.

Table 2: M.S. in Information Curriculum

Core Required Courses (take all)	
LIS 615: Systems Analysis and Project Management for Information Professionals	3 credits
LIS 751: Database Design for Information Professionals	3 credits
LIS/COM ARTS 705: Introductory Analytics for Decision Making	3 credits
LIS 732: Strategic Information Services	3 credits
LIS/CURRIC 620: Field Project	3 credits
Breadth Requirement in Ethics	
<i>A minimum of 3 credits in ethics from the list below</i>	
LIS 661: Information Ethics and Policy	3 credits
LIS 461: Data and Algorithms: Ethics and Policy	3 credits
Concentration Area	
<i>9 credits taken from among the following approved courses organized by concentration area. Students may mix and match approved courses from across different specializations.</i>	
Concentration Area: User Experience/Interaction Design	
LIS/COMP SCI 611: User Experience Design 1	3 credits
LIS/COMP SCI 612: User Experience Design 2	3 credits
LIS/COMP SCI 613: User Experience Design 3	3 credits

LIS/COMP SCI 614: User Experience Design Capstone	1 credit
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Concentration Area: Analytics and Data Management

LIS 706: Data Mining Planning and Management	3 credits
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LIS 707: Data Visualization and Communication for Decision Making	3 credits
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LIS 711: Data Management for Information Professionals	3 credits
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Electives

Up to 3 credits of electives may be taken from the below approved list. Some classes are only available on campus. Any concentration area course can also be used as an elective:

COMP SCI 301	3 credits
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COMP SCI 570: Introduction to Human-Computer Interaction	4 credits
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LIS 444: Africa + The Internet: An Introduction to Digital Life on the Continent	3 credits
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LIS/LEGAL ST 460: Surveillance, Privacy and Police Powers	3 credits
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LIS 500: Code and Power	3 credits
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LIS 510: Information Security and Privacy	3 credits
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LIS/NURSING/OCC THER 517: Digital Health: Information and Technologies Supporting Consumers and Patients	3 credits
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LIS 616: Records Management	3 credits
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LIS 632: Metadata Standards and XML	3 credits
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LIS/LEGAL ST 645: Intellectual Freedom	3 credits
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LIS 646: Introduction to Info Architecture and Interaction Design for the Web	3 credits
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LIS 658: Publishing, Knowledge Institutions and Society: E-Revolutions	3 credits
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LIS/LEGAL ST 663: Introduction to Cyberlaw	3 credits
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I SY E/PSYCH 349: Introduction to Human Factors	3 credits
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I SY E 552: Human Factors Engineering Design and Evaluation	3 credits
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DS 341: Design Thinking for Transformation	3 credits
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TOTAL CREDITS	30 credits
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Assessment of Outcomes and Objectives

The assessment plan comports with UW-Madison's assessment requirements that programs engage "in at least one assessment activity each year, which should include at least one direct assessment within a 3-year period."¹ The UW-Madison Assessment Guidelines can be retrieved from <https://assessment.provost.wisc.edu/graduate-program-assessment/>

Direct measures of achievement of learning outcomes will include assessment committee review of posters summarizing internship experience, internship supervisor feedback web survey, and assessment committee review of major assignments from required courses (rotating). The rotation will ensure that all program learning outcomes receive direct assessment at least once every four years.

Indirect measures of achievement of learning outcomes include an annual survey of graduates' perceptions of the degree to which the graduates have achieved each learning outcome (PLO 1-5) and summary grades for a cultural competency assignment produced each year in the required LIS 620 Field Placement class (PLO 5).

The program director and faculty lead will produce an annual assessment report that includes data on all learning outcomes and student satisfaction with academic advising, orientation activities, student services, climate, and other elements of the student experience. The report will highlight areas for improvement and make recommendations for changes to the program. The Information School faculty will review the report at the annual August planning meetings and decide on recommended changes. Changes will be implemented through the M.S. in Information Curriculum Task Force the next year. The report will be submitted to the UW-Madison Provost's office in the fall of each year as required by campus. Data collected will also be used to prepare two- and five-year reports for the Letters & Science's college-level review and the Graduate School's reviews, which assess programs on the degree to which they meet admissions, retention, and graduation rates among different subsets of students, the degree to which revenue programs meet financial goals, and overall student and staff satisfaction with programs. The M.S. in Information program is not accredited by any external organizations.

Diversity

Curriculum: When developing the M.S. in Information curriculum, the Information School faculty and staff voted to emphasize preparation of students for working in a diverse and multicultural society. They included *cultural literacies* as a program-level learning outcome: "Demonstrate professional communications, teamwork, and awareness of culture competencies." Students will be supported in achievement of the inclusive excellence through readings, activities, and reflections in the classroom portion of the required internship course (LIS 620). Diversity will also be addressed in the courses that meet the ethics requirement. Diversity and inclusion issues will be addressed across many other program courses and specifically in LIS 500: Code and Power and LIS 444: Africa + the Internet. The Information School will encourage use of classroom materials such as readings developed by women and authors from underrepresented groups.

The program internship coordinator will develop an array of internship settings including large corporate, small business, non-profit, government, social service and educational settings in different communities. A goal will be to develop an array of practice settings that appeal to different student interests and give students opportunities to increase their cultural competencies.

Recruitment and Access: The program will target scholarships to recruit underrepresented students. The Information School already has practices in place to ensure that diverse students are highlighted in web and paper marketing materials. For example, students visiting the department see an array of diverse student types and

interests depicted in posters of recent alumni. The M.S. in Information will use the UW-Madison's membership in the GEM Consortium network. GEM supports qualified students from underrepresented communities in pursuing technical and scientific graduate education, and the Information School can recruit students through the GEM network.

M.S. in Information staff will participate in events that draw together women and underrepresented student populations, such as Association for Women in Computing, state and regional professional associations, such as Midwest User Experience conference, and state chapters of the International Global Data Community (DAMA).

M.S. in Information staff will partner with the Center for Academic Excellence in the College of Letters & Science to increase undergraduate student awareness of the M.S. in Information as a graduate education option. The Information School recently hosted an information table at the International Colloquium on Black Males in Education in Milwaukee in order to increase awareness of the array of Information School educational programs. M.S. in Information staff will attend the UW-Madison undergraduate resource fair to increase undergraduate student awareness of Information School graduate programs. Program staff will collaborate with Computer Science to send cohorts of students to the Grace Hopper Annual Conference of Women in Computing.

International Recruiting: An important element of exposing students to different cultures is international student recruiting. The M.S. in Information will help the Information School grow its international student population, which is currently low compared to an Information School at peer universities. There has been demand from potential international applicants for an M.S. degree in the Information School, and the Information School plans to increase its international student population to be comparable to peer programs.

Retention and Degree Completion: The Information School will promote strong retention and degree completion among diverse students by having a staff that can devote time to student needs and help promote a positive climate. The Information School currently has two positions that support graduate students. The budget proposal for the M.S. in Information includes a plan for additional staff so that three student-oriented staff members will coordinate their efforts to ensure attention to diversity recruiting, retention, and climate across the Information School's graduate programs. In addition, the budget proposal includes a plan to hire an internship coordinator/advisor in 2021, which will strengthen services to students while coordinating efforts with the College of Letters & Science's Success Works (career services and support unit).

Faculty and Staff Recruitment: The program will staff itself to support a diverse student body. The M.S. in Information program coordinator will devote time to fostering a positive climate in the program. The Information School received permission to recruit two

faculty diversity hires in 2019-20 in order to increase the diversity of its faculty. These recruitment efforts are underway.

Collaborative Nature of the Program

The M.S. in Information is a UW-Madison program and has no collaborations with other UW institutions. The M.S. in Information will be housed in the Information School, College of Letters & Science and will share coursework with related programs: (a) the professional master's in Computer Sciences, (b) the M.S.-Statistics, Data Science option and (c) the M.S. Design + Innovation from Engineering.

Projected Time to Degree

Students pursuing the degree full time in the face-to-face option are expected to take four semesters (fall/spring/summer/second fall). Students who are part time in the online option will typically finish in three or four years and must finish within seven years.

Program Review

As for all new UW-Madison graduate programs, the program will undergo review by the College of Letters & Science's Academic Planning Council and the Graduate Faculty Executive Committee three years after implementation. A full program review will be conducted five years after implementation. Subsequently, the program will be reviewed at least once every 10 years. To prepare for the review, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries. The UW-Madison Academic Program Guidelines may be retrieved at <https://uwmadison.app.box.com/s/dfd91v0cz92y81p2cjaxe2b5x3y16llj>

Accreditation

This degree does not have any specialized accreditation requirements. No additional approvals will be required from the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Information fits with the current UW-Madison campus' strategic plans and the goals of the College of Letters & Science to extend access to computing and data-related educational opportunities across campus and to the citizens of Wisconsin more broadly. Under the recently established umbrella of Computer, Data and Information Sciences (CDIS), the College of Letters & Science has established as a strategic goal that CDIS students will be leaders in the computing revolution—developing a strong ecosystem of innovation, creating jobs, and bringing recognition to Wisconsin as a place where entrepreneurs thrive.

The UW-Madison mission states, “[T]o fulfill its mission the university must offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.” The proposed M.S. in Information supports this mission by providing opportunities for adult students (without prior computing degrees) to acquire a master’s-level education and enter into data/information management and some applied computing professions. It offers a uniquely flexible entryway by allowing students to complete a capstone certificate in User Experience Design or Applied Analytics first, and then (if desired) continue into an M.S. degree program. It also contributes to UW-Madison’s campus goals to develop additional revenue by generating professional master’s degrees that also support state workforce needs.

In fall 2019, UW-Madison and the College of Letters & Science brought the departments of Computer Sciences and Statistics and the Information School closer together administratively in order to “encourage collaboration and expand teaching and research activities.” The new School of Computer, Data and Information Sciences (CDIS) was formed as a division within the College of Letters & Science. Many aspects of today’s society demand more data/information literate citizenry and workforce. Technical skills are needed, but society also needs a citizenry with critical thinking, design and communication skills to ensure that new data-driven computational systems reflect societal values like privacy, fairness, and transparency. The M.S. in Information will develop these future citizens by providing a means for adult students, without prior degrees in computing, to obtain the technical skills needed to understand the information and data systems underlying contemporary life and the design, critical thinking and communications skills needed to assess, critique, and work with others to develop ethical systems. The M.S. in Information is aimed at adult career changers, specifically those seeking an entryway into data/information/applied computing professions without a prior computing-related degree. The degree would also be relevant to students with a prior computing degree who wish to gain knowledge of human factors, policy/ethical issues, or managerial issues.

The M.S. in Information will complement the Information School’s current program array, which includes capstone certificates programs for adult learners in User Experience Design and Analytics for Decision Making as well as a long-standing American Library Association-accredited M.A. in Library and Information Studies.

University Program Array

The proposed program is complementary to several existing UW-Madison programs and will share coursework with some of them. The M.S. in Information will complement the M.S. in Computer Sciences Professional Master’s option (CS PMP), and it will share some courses with Computer Sciences as electives to promote curricular efficiencies. The M.S. in Information differs from the CS PMP in that it includes coursework in the areas of management, policy/ethics, and human factors of computing, data, and information

systems. The M.S. in Information requires a lower level of technical proficiency prior to admission and includes more entry-level technology courses than the CS PMP. The program draws a different set of students since the CS PMP program is more technical in nature and prepares students for jobs that require high-level knowledge of computer hardware, programming, and computational theories (e.g., programmer and software developer).

M.S. Statistics Data Science Option: The two programs may share a course in data science ethics. The M.S. in Statistics Data Science option has much stronger statistical and computational with numerous math and statistics prerequisites. The M.S. in Information has none. The M.S. in Statistics Data Science option will produce data scientists while the M.S. in Information will produce data-savvy information professionals. The M.S. in Information approaches data management from a much more managerial, policy, and social impacts.

M.S. in Design + Innovation: The Information School is part of the steering committee for the M.S. in Design + Innovation (M.S. D+I), housed in Engineering, and the programs will share coursework in the areas of user experience/interaction design and information visualization. This cooperative relationship between the M.S. D+I and M.S. in Information allows efficiencies while also giving students more choice. The M.S. in Information differs from the Design + Innovation program in that it includes concentrations not covered by the M.S. D+I (analytics/data management). It is a more general information/data management degree. The M.S. D+I program prepares students for careers in design and includes required coursework in design. In addition, the M.S. in Information will offer an online option, and offer part-time options for working adults. The M.S. D+I is a full-time, accelerated program and is available to students on campus only.

The proposed program is complementary to the Information School's long-standing M.A. in Library and Information Studies and extends its information and data management education and career preparation into new areas. The M.S. in Information will share some electives courses with this M.A. program, but it will differ in requirements, learning outcomes, and required credit hours. The primary aim of the existing M.A. in Library and Information Studies is to produce library and archives professionals. The new degree will aim to produce information and data professionals who work in corporations, startups, nonprofits, and government organizations.

The proposed M.S. in Information is designed to work in conjunction with the existing Information School-housed capstone certificate in User Experience Design (10 credits) and the capstone certificate in Analytics for Decision Making (9 credits).

Other Programs in the University of Wisconsin System

Several related programs exist in the UW System. Given the importance of data and information technology to the economic and social development of the state, it is

important that the UW System offers a diversity of educational programs, with different curricular options, which attract different audiences. All the programs support state goals of developing a data- and technology-savvy citizenry and workforce.

UW-Milwaukee M.S. Information Science and Technology (36 credits): This degree is delivered primarily online. The proposed M.S. in Information degree will be both campus-based and online and will recruit a sizable face-to-face international student cohort. The M.S. in Information has a unique affiliation with two existing capstone certificates in User Experience Design and Analytics for Decision Making, which are stackable credentials associated with the M.S. in Information. This relationship gives students the flexibility of beginning their graduate work with an online capstone and then rolling the credits into the M.S. in Information. The UW-Madison proposed degree requires a for-credit field experience, which is a distinctive feature.

M.S. Data Science Collaborative (30 credits): The collaborative M.S. in Data Science is offered by UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW-Superior and is administered by UW Extended Campus. The M.S. in Information has a different mission and will attract a different population of students. The M.S. in Information aims to create data-savvy information managers, while the M.S. in Data Science aims to create data scientists. Compared to the UW System's collaborative M.S. in Data Science, the M.S. in Information will provide more entry-level, applied knowledge framed within the context of practical organizational decision making and information and data management. It will not have the mathematics and computer programming prerequisites required by the Data Science program.

M.S. in Information Technology Management Collaborative (37 credits): This collaborative program is offered by UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Stevens Point, and UW-Superior and is administered by UW Extended Campus. The proposed degree differs in three ways: (1) The UW System M.S. in IT Management is only available online and draws from faculty from across the UW System. (2) The UW System M.S. has a business IT focus with required classes in finance, enterprise applications and business analysis. In contrast, the UW-Madison M.S. in Information has more of an IT in civil society and information/data management focus with a required ethics component. (3) The UW-Madison M.S. in Information has a required internship while the UW System has a capstone project.

UW-Stout M.S. in Information and Communications Technologies (30 credits): The proposed M.S. in Information differs from the UW-Stout program: (1) The UW-Stout program is 100% online. (2) The proposed M.S. in Information has a unique affiliation with two existing capstone certificates in User Experience Design and Analytics for Decision Making.

Need as Suggested by Current Student Demand

Educational Advisory Board reports predict that student demand in computing-related graduate degrees will grow.¹ Additional Information School field statistics reported annually by the Association for Library Science Education (ALISE) show that similar degrees at other universities have steadily increasing enrollments, indicating healthy student demand.² The admissions team at the Information School reports a high level of interest in this degree from prospective students, and several potential applicants have indicated that they are interested in submitting an application for admission to the proposed program, once it is approved. The Information School admissions coordinator reports that, regularly, some accepted applicants to the current M.A. program turn down offers of admission because of the lack of an M.S. degree focused on data, information and technology outside of a library/archives setting. The User Experience Design and Analytics for Decision Making certificate coordinator estimates that some portion of certificate students will be interested in pursuing a related M.S. The academic advisor for the UW-Madison Digital Studies undergraduate certificate (a related undergraduate certificate) attests to a high level of interest among undergraduates in a potential M.S. in Information degree.

To generate awareness of the program and application leads, the Division of Continuing Studies' Integrated Marketing and Communications group will provide marketing (including digital media, social media, lead tracking) and evaluation of marketing efforts for the M.S. in Information, along with other programs for adult and professional audiences.

Need as Suggested by Market Demand

The Division of Continuing Studies at UW-Madison facilitated a job posting analysis for the M.S. in Information in June of 2018.³ Results show a high number of job postings, with the highest demand on the west and east coasts, but with good demand in the Midwest. The U.S. Bureau of Labor Statistics shows an expected salary increase for people using a graduate degree to move into the information technology and analytics fields from prior careers (i.e., the target audience).⁴ Wisconsin jobs data in 2018 also projected growth in careers related to this degree including software applications developers (which includes user experience design) (31% growth), computer and information systems managers (14% growth), and computer systems analysts (12% growth). While data management is not a category in Wisconsin jobs, a search on "data" showed over 500 related open jobs in the state.⁵

¹ Educational Advisory Board. "The Masters Degree Bubble has Already Burst" December 2018. <https://eab.com/insights/blogs/adult-learner/master-degree-projected-enrollment-declining/>

² Association for Library and Information Science Education (ALISE) Statistical Reports, 2018, 2017, 2016. www.alise.org

³ Burning Glass Technologies: Labor Insight (2018).

⁴ U.S. Bureau of Labor Statistics Occupational Outlook Handbook <https://www.bls.gov/ooh/home.htm>

⁵ Job Center of Wisconsin, "Hot Jobs." <https://www.jobcenterofwisconsin.com/wisconomy/>

User Experience Design/Interaction Design: While human computer interaction and user experience design are not categories in the U.S. Bureau of Labor Statistics Occupational Handbook, similar job titles that require a mix of IT skills with strong understandings of human behavior, organizational factors, and design have above-average projected job growth (e.g., web designers 27% growth, systems analysts 21% growth). The 2018 Burning Glass report suggests 18.8% job growth for software developers related to user experience and 20.9% growth for computer systems analysts. A 2017 Educational Advisory Board consulting report obtained via the Division of Continuing Studies suggests that students with this concentration can obtain employment with titles like user interface designer, interaction designer, and computer systems analyst, and those students taking more courses in partnership with computer science could obtain jobs as software developers. The User Experience Professionals Association (UXPA) 2016 jobs survey found average national salaries of \$98,000, with average starting salaries slightly more than \$60,000.⁶

Data Analytics: A 2017 Educational Advisory Board consulting report found that occupations related to analytics and data analysis are expected to grow faster than the average of all occupations in the United States. For example, market research analysis positions are expected to increase by 32% by 2022.⁷ The U.S. Bureau of Labor Statistics reports that management analyst positions will rise by 9%.⁸ In interviews with the UW-Madison's Division of Continuing Studies, local employers emphasized the need for employees with (1) applied research skills such as using statistics in a business setting and understanding if data are credible and (2) data communications skills such as information visualization and how to persuade and influence using data. Indeed.com reports the average salary for a data analyst nationally as \$69,653.⁹

The M.S. in Information degree will also prepare students for positions in data governance/information management in which they will develop and implement management plans to collect, harmonize, and store organizational data in order to facilitate decision making and avoid risk due to data breaches. Glassdoor lists related job titles such as chief data officer, data management, enterprise data architect, data modeler, database marketing, business analyst, data analyst, and data architect, working primarily in

⁶ U.S. Bureau of Labor Statistics Occupational Outlook Handbook
<https://www.bls.gov/ooh/home.htm>

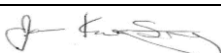

⁷ Educational Advisory Board (EAB). (2018). Creative disruption: Data analytics capitalizing on the rise of data analytics. Retrieved from <https://www.eab.com/research-and-insights/continuing-and-online-education-forum/events/webconferences/2018/creative-disruption-data-analytics>

⁸ U.S. Bureau of Labor Statistics Occupational Outlook Handbook
<https://www.bls.gov/ooh/home.htm>

⁹ Indeed.com at www.indeed.com

health care, insurance, and financial industries. Indeed.com reports an average salary for data analysts of \$69,000.¹⁰

¹⁰ Glassdoor.com

University of Wisconsin - Madison						
Cost and Revenue Projections For MS Information						
	Items	Projections				
		2021-22	2022-23	2023-24	2024-25	2025-26
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	32	50	66	75	85
	Enrollment (Continuing Student) Headcount	0	35	62	80	95
	Enrollment (New Student) FTE	24	40	52	58	68
	Enrollment (Continuing Student) FTE	0	25	44	57	65
II	New Credit Hours	528	1158	1692	1995	2340
	10% reduction (prior credits, attrition)	53	116	169	200	234
	Total New Credit Hours	475	1042	1523	1796	2106
III	FTE of Faculty/Instructional Staff	2.00	3.00	3.00	3.00	4.00
	FTE of Teaching Assistants (annual)	0.00	0.00	0.50	0.50	0.50
	FTE of Short-term instructors (annual)	0.50	0.50	1.00	1.00	1.00
	FTE of Program Coordinator/Advisor	1.00	1.00	1.00	1.00	1.00
	FTE of University Support Staff	0.50	0.50	0.50	0.50	0.50
	FTE of Internship Coordinator/Advisor	0.33	0.33	0.33	0.33	0.33
	FTE other administrative support	0.29	0.29	0.29	0.29	0.29
IV	Revenues					
	<i>Tuition Revenue (\$1100 per credit)</i>	\$522,720	\$1,146,420	\$1,675,080	\$1,975,050	\$2,316,600
	<i>Bridge/Start-Up Funding - from Campus</i>	\$180,000				
	<i>Reallocation from iSchool funds</i>	\$82,837				
	Total New Revenue	\$785,557	\$1,146,420	\$1,675,080	\$1,975,050	\$2,316,600
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty and Instructional Staff</i>					
	<i>Y1 Tenure track faculty (100%)</i>	\$95,000	\$96,900	\$98,838	\$100,815	\$102,831
	<i>Y1 Faculty associate (100%)</i>	\$75,000	\$76,500	\$78,030	\$79,591	\$81,182
	<i>Y1 Short term staff .5 FTE (annual)</i>	\$33,237	\$33,902	\$34,580	\$35,271	\$35,977
	<i>Y2 Faculty associate (100%)</i>		\$76,500	\$78,030	\$79,591	\$81,182
	<i>Y3 Short term staff additional .5 FTE (annual)</i>			\$34,580	\$35,272	\$35,977
	<i>Y3 Teaching Assistant 50% (annual)</i>			\$27,561	\$28,112	\$28,674
	<i>Y5 Tenure Track Faculty</i>					\$102,831
	<i>Student Support and Administrative Staff</i>					
	<i>Y1 Faculty coordinator (1 month summer salary)</i>	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	<i>Y1 Program Coordinator/Advisor, 1.0 FTE</i>	\$85,000	\$86,700	\$88,434	\$90,203	\$92,007
	<i>Y1 Internship Coordinator/Advisor, 0.33 FTE</i>	\$19,800	\$20,196	\$20,600	\$21,012	\$21,432
	<i>University Services Support Staff, 0.5 FTE</i>	\$12,000	\$12,240	\$12,485	\$12,734	\$12,989
	<i>Department Administrative Staff</i>	\$23,286	\$23,752	\$24,227	\$24,711	\$25,206
	<i>Fringe benefits on all salaries -est 38.7%</i>	\$136,736	\$169,076	\$196,506	\$200,436	\$244,241
	Subtotal Salaries and Fringes	\$490,059	\$605,966	\$704,275	\$718,360	\$875,353
	Other Expenses					
	<i>Campus allocation (10% of tuition revenue)</i>	\$52,272	\$114,642	\$167,508	\$197,505	\$231,660
	<i>School/college allocation (23% tuition revenue)</i>	\$120,226	\$263,677	\$385,268	\$454,262	\$532,818
	<i>Course development and maintenance</i>	\$15,000	\$15,000	\$15,000	\$18,000	\$33,000
	<i>Computers (faculty & staff)</i>	\$20,000	\$20,000	\$25,000	\$25,000	\$25,000
	<i>Scholarships</i>	\$20,000	\$30,000	\$45,000	\$60,000	\$60,000
	<i>Marketing</i>	\$20,000	\$30,000	\$78,000	\$114,000	\$136,500
	<i>Reader/grader</i>	\$3,000	\$5,000	\$7,000	\$7,000	\$9,000
	<i>Travel</i>	\$10,000	\$10,000	\$13,000	\$13,000	\$16,000
	<i>Faculty start up costs</i>	\$35,000	\$40,000	\$20,000	\$20,000	\$20,000
	Total Expenses	\$785,557	\$1,134,284	\$1,460,051	\$1,627,126	\$1,939,331
VI	Net Revenue - Investment Margin	\$0	\$12,136	\$215,029	\$347,924	\$377,269
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date: 4/24/2020			
Chief Business Officer's Signature: 			Date: 4 16 2020			

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON MASTER OF SCIENCE IN INFORMATION

Introduction

The proposed M.S. in Information is a master's program comprised of 30 credits. Students can complete the M.S. in Information through either a full-time, face-to-face option or a part-time online option. The face-to-face and online formats have the same base curricular requirements. The program emphasizes human aspects of computing and data and information management. The program includes a three-credit, 120-hour internship. A market-based tuition pricing structure will be used that is consistent with the Service-Based Pricing policy for the face-to-face option and for the online option (SYS 130 App. B and App. C, respectively).

Section I – Enrollment

Students may enroll part time or full time in the face-to-face option and part time only in the online option. The program has a target enrollment of 32 new students in Year 1 and 85 new students by Year 5. In Year 1, the 32 new students will be split between 20 full-time and 12 part-time students for an FTE count of 24 new students. By Year 5, the enrollment of 85 will be split between 60 new full-time students and 25 new part-time students, for an FTE count of 68 new students. For the purposes of revenue projections, three part-time students are counted as equivalent to one full-time student.

The time to degree in the face-to-face option is expected to be four semesters (including summer) with continuing students completing the degree in the fall of their second year. The time to degree in the online option is designed to be completed in three years and one semester (10 semesters including summers) or nine semesters if students bring in credits or double-up one semester. Retention is estimated to be 95%, similar to the Information School's other professional graduate programs, and a factor is applied to the credit calculation to account for attrition.

Section II – Credit Hours

The M.S. in Information program requires 30 credits, which will be distributed over four semesters for a full-time student and over 10 semesters for a part-time student, with three credits per semester or nine credits per year. Student credit hours are projected to be 475 in the first year of the program and more than 2,100 by the fifth year.

The budget model assumes that each full-time student will take 21 credits in the first year (9 credits in fall/spring, 3 credits in summer) and 9 credits in the second year. On average, it is assumed that part-time students will finish in three years, taking 9 credits per semester in their first, second and third years, and using 3 credits earned outside the program. These assumptions are the basis for the credit calculations.

Students may enter the M.S. in Information after being enrolled in the capstone certificate in either User Design or Data Analytics, which are designed to *stack* with the M.S. in Information. Thus, about 5% of students entering into the M.S. in Information will already have fulfilled up to 10 credits. To account for credits already taken prior to entrance into the program in the capstone certificates, for cases when students took a relevant course before they enrolled, or for students who withdraw from a course, a 5% reduction is applied annually to the credit count. To account for program attrition, an additional 5% reduction is applied annually to the credit count.

Section III – Faculty and Staff Appointments

A combination of new and existing Information School teaching and professional administrative staff will field the M.S. in Information curriculum.

In Year 1 (i.e., 2022), the program will have acquired 2.5 FTE of new instructional capacity including: 1 faculty (\$95,000), 1 academic staff (\$75,000), 0.5 FTE short-term instructional staff annually (\$33,237 for the 0.5 FTE appointment). By Year 2, the instructional capacity will be 3.5 FTE, with the addition of another full-time instructor (\$76,500). In Year 3, the FTE rises to 4.5 FTE to include the addition of more short-term instructors and a 50% annual appointment teaching assistant (\$27,561). In Year 5, an additional faculty member is added, bringing teaching support to 5.5 FTE (\$102,831). All short-term instructional staff hires will meet campus instructor qualification requirements and will be approved by the College of Letters & Science's human resources office. Salaries are projected to increase at a rate of 2% annually. All fringe benefit rates are set at 38.7% applied to the salary total.

Student and administrative staff support will be as follows:

- A 100% program coordinator/academic advisor appointed in Year 1, who will administer the program 60% of the time and provide academic advising 40% of the time (\$85,000).
- One month of summer salary for the faculty program coordinator (\$10,000).
- An internship coordinator at 0.33 FTE, shared with other Information School programs, who will develop and manage field placements (\$19,800).
- A 50% university staff person to support the program (\$12,000).
- 29% additional FTE effort from the existing Information School administrative staff including student records, financial support, payroll, department administrator, marketing and communications, and faculty program head.

Section IV – Program Revenues

Program revenue will be generated from tuition. The program is proposing a market-based, per-credit tuition of \$1,100 per credit. Segregated fees will be charged for students in the campus-named option (but not for the online options) and are not considered program revenue.

Program revenue is the product of the number of credits generating tuition times the rate. Thus, tuition revenue is projected to be \$522,720 in the first year and to exceed \$2.3 million by the fifth year of the program. In the first year, tuition revenue will be supplemented by a \$180,000 allocation from the campus for faculty and staff salaries; the source of these funds is the fund generated by the campus allocation from revenue programs. The first year will also be supplemented from a cross-subsidy from positive fund balances saved for this purpose from the iSchool's online M.A. program.

Section V – Program Expenses

In addition to faculty/instructional staff and other staff support outlined in Section III, program expenses include a 10% campus assessment on gross revenue, a 23% college/school assessment on revenue, new course development and course renewal/maintenance, marketing (including fees paid to the Division of Continuing Studies for a coordinated marketing campaign), scholarships, travel, faculty and staff computer costs, new faculty startup costs, and reader/grader costs.

Section VI – Net Revenue

The program will be revenue-positive by the second year, and by the fourth year the M.S. in Information will generate a reinvestment margin of approximately \$347,924, which will be used to support graduate assistants and faculty in the Information School, provide more scholarships for students in M.S. in Information and other Information School programs, and expand enrollment in the array of Information School programs by supporting instructors, teaching assistants, and scholarships.



Date: 24 April 2020

To: Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
via email: apei@uwsa.edu

From: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs

Subject: Authorization Proposal: Master of Science-Information (MSi)

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a Master of Science- Information (MSi) at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and make a meaningful contribution to the university’s mission, overall academic plan, and academic program array. Students will be required to meet all the requirements and standards for a master’s degree at UW–Madison.

In keeping with UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department and the school/college, in this case the Information School and the dean and academic planning council of the College of Letters & Science. The proposal has also been approved by the University Academic Planning Council. I send it forward to you with broad university-wide support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The College of Letters & Science is committed to the necessary financial and human resources required to continue the program. The program, which will be offered in a full-time on-campus format and a part-time online format, is proposed to feature a market-based tuition rate of \$1,100 per credit, under the UW System’s service-based pricing guidelines (SYS 130 Appendix B and Appendix C).

The proposal, including enrollment and budget considerations, have been reviewed in light of the COVID-19 disruption. We are confident that there will be student demand for a program like this and that we will be able to support and deliver the program as proposed.

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Fall 2021. We are requesting that this proposal be scheduled for consideration at the August 20-21, 2020, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal, Budget Narrative, Budget Spreadsheet

Office of the Provost and Vice Chancellor for Academic Affairs

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Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Eric Wilcots, Interim Dean, College of Letters & Science

Kristin Eschenfelder, Associate Dean, Letters & Science

Elaine Klein, Associate Dean, Letters & Science

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

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Educational Specialist in School Psychology program at the University of Wisconsin-Madison.

Resolution C.4. That, upon the recommendation of the Chancellor of UW-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Educational Specialist (Ed.S.) in School Psychology program at the University of Wisconsin-Madison.

SUMMARY

The Ed.S. in School Psychology program will contribute to UW System's and UW-Madison's priorities to partner with preK-12 public schools in Wisconsin and address the shortage of school psychologists. The program builds upon the current School Psychology training program that is currently offered through the M.S. in Educational Psychology and was previously offered under the Ph.D. in Educational Psychology. Establishing the program will respond to changing accreditation and licensing standards. Graduates of the proposed program will be eligible for licensure and corresponding paid internship opportunities that will enable them to pursue employment as school psychologists.

Provost

- Dr. John Karl Scholz, Provost and Vice Chancellor for Academic Affairs, UW-Madison

BACKGROUND

Program Description

The Ed.S. in School Psychology program is a 36-month, 68-graduate credit curriculum that will be delivered in a face-to-face format. In the first year, the curriculum includes full-time

coursework and practica in local public schools and the School Psychology Training Clinic. The second year includes immersive practicum field placements in local schools supported by coursework and university- and field-based supervision. The third year includes a full-time internship in a public school and a capstone portfolio project. In accordance with the National Association of School Psychologists (NASP) standards, graduates of the program will demonstrate competence in data-based decision making and accountability, consultation and collaboration, interventions and instructional support, interventions and mental health services, school-wide practices to promote learning, preventive and responsive services, family-school collaborations, diversity in development and learning, research and program evaluation, and legal, ethical, and professional practice.

The Ed.S. in School Psychology is offered by UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Stout, and UW-Whitewater.

Student and Market Demand

The program will respond to the significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. A recent survey of superintendents and pupil services directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies. Student demand for the program at UW-Madison is evidenced by the 75 applications to the current School Psychology training program submitted for fall 2020.

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
- UW System Administrative Policy 130: Programming for the Non-traditional Market in the UW System

ATTACHMENTS

- A) Request for Authorization to Implement
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN
EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin-Madison proposes an Educational Specialist (Ed.S.) degree in School Psychology. The new Ed.S. builds upon the existing Master of Science (M.S.) in Educational Psychology training program in School Psychology, addresses changing accreditation and licensing standards, and responds to anticipated growth in the demand for school psychologists. U.S. Bureau of Labor Statistics and industry data document a market need and potential shortage of school psychologists through 2025. Students will complete two years of coursework and complete a third year involving a mentored internship and capstone portfolio project. The Ed.S. in School Psychology will prepare students to become practitioners and leaders in the field, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within preK-12 educational settings. The Ed.S. encompasses 68 credits over 36 months and has been informed by current campus offerings in the School of Education, the National Association of School Psychologists (NASP), and the Wisconsin Department of Public Instruction (DPI) Standards.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Educational Specialist in School Psychology

Degree Designation(s)

Educational Specialist

Mode of Delivery

The program will be offered in a single institution, face-to-face format that combines didactic coursework with immersive clinical experiences in local preK-12 public schools.

Department or Functional Equivalent

Department of Educational Psychology

College, School, or Functional Equivalent

School of Education

Proposed Date of Implementation

Summer 2021

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, it is expected that 85 new students will have enrolled in the program and 67 students will have graduated from the program. Students will enter the program as a cohort. The student retention rate is projected to be approximately 90%, which is based on the UW-Madison Graduate School's average completion rate for master's degrees (based on 2007-2015 entrance cohorts). Students currently in the M.S. in Educational Psychology training program in School Psychology (comprised of two cohorts, one beginning in fall 2019 and another in fall 2020) will transition into the Ed.S. in School Psychology in summer 2021. The cohort completing their internship in 2021-22 will graduate in spring 2022. New students will begin the Ed.S. in School Psychology curriculum in fall 2021. Because of the limited number of local sites available in which students might complete the required practicum placements, the program would not be able to grow beyond the anticipated 17 per cohort.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	17	17	17	17	17
Continuing Students	23	27	31	31	31
Total Enrollment	40	44	48	48	48
Graduating Students	12	10	15	15	15

Tuition Structure

Students enrolled in the Ed.S. in School Psychology will pay a market-based tuition rate of \$800 per credit hour consistent with the Service-Based Pricing policy for face-to-face options (SYS 130 App. B). This tuition is based on an analysis of the tuition rates at other UW institutions and at other Big 10 universities. The \$800 rate is higher than the in-state rate for other UW institutions (\$352 to \$452 per credit) and is the lowest UW-Madison tier rate for market-based tuition. The rate is competitive with other Big 10 programs, which will support a pattern of enrollment of some out-of-state students. The budget includes scholarships for in-state students who have need. Total tuition cost to a student for the program is 68 credits x \$800/credit = \$54,400. Students will pay segregated fees on a per-credit basis at the rate of \$136.72 per credit (2019-20 rate) or \$9,297 for the 68-credit program. Total program tuition and required fees will be \$63,697.

No other program fees are anticipated, and no tuition increases are expected within a three-year planning timeframe. Required textbooks will be an additional student expense.

DESCRIPTION OF PROGRAM

Overview of the Program

UW-Madison currently offers the School Psychology training program through the M.S. in Educational Psychology. The M.S.-level program was initiated in fall 2019. Previously, since 1960, the School Psychology training program was offered under the Ph.D. in Educational Psychology. The transition to the M.S.-level program in 2019 and now the transition to the specialist-level is motivated by changes in the Wisconsin Department of Public Instruction's licensure requirements for school psychologists. Without the Ed.S. degree, graduates would not be eligible for Wisconsin state licensure nor corresponding paid internship opportunities.

The Ed.S. in School Psychology program is a 36-month, 68-credit, campus-based program that includes practica in public schools in Wisconsin and internship experiences in public schools in Wisconsin and around the country. The curriculum includes full-time coursework in Year 1 (fall, spring, summer), with practicum experiences working in local public schools and the School Psychology Training Clinic. The second year (fall, spring) stresses immersive practicum field placements in local schools supported by coursework and university and field-based supervision. The third year (fall, spring) includes a full-time internship in a public school and a capstone portfolio project. The National Association of School Psychologists (NASP) program approval process ensures that programs provide educational experiences for school psychologists to acquire and demonstrate competence in the areas of data-based decision making and accountability, consultation and collaboration, interventions and instructional support to develop academic skills, interventions and mental health services to develop social and life skills, school-wide practices to promote learning, preventive and responsive services, family-school collaborations, diversity in development and learning, research and program evaluation, and legal, ethical, and professional practice.

Student Learning Outcomes and Program Objectives

The primary goal of the Ed.S. in School Psychology at UW-Madison is to develop professionals whose activities support the educational and psychological well-being of children and youth. The program aims to prepare school psychologists who are competent in (a) the foundations of individual and cultural diversity; professional behaviors, interpersonal skills, communication, and reflective practice; and ethical, legal, and professional standards; (b) assessment, evidence-based prevention and intervention, indirect service delivery and collaboration, and supervision; and (c) the science of psychology, including research, measurement, and evaluation; data collection and analysis

techniques; progress monitoring; and scientific psychology in schools and schooling. Prior to graduation, students are prepared to pass the national PRAXIS exam in school psychology.

Upon completion of the Ed.S. in School Psychology program, students will:

1. Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
2. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.
3. Develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.
4. Apply the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).
5. Identify key features of high-quality research or program implementation/evaluation in their chosen field.
6. Demonstrate writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
7. Communicate effectively in collaborative work or consultation settings with professional colleagues.
8. Become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.
9. Uphold the highest standards of ethical conduct.
10. Conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

Program Requirements and Curriculum

The Ed.S. in School Psychology program will engage students in a practitioner-oriented, face-to-face program that will require 68 credits that are taken over three years of study. Students will obtain their master's degree after two years of coursework and practicum experiences and will receive the Ed.S. degree after successfully completing the mentored internship and capstone portfolio project at the end of Year 3. Students will apply to the program by completing a UW-Madison Graduate School application, including supplemental questions required by the School Psychology program area. Admission requirements include: a bachelor's degree (or equivalent) from a regionally accredited institution of higher education by the start of the program, transcripts, Graduate Record Exam (GRE) scores, three letters of recommendation, a personal statement, and an average of B or better in undergraduate coursework. Table 2 illustrates the program curriculum for the proposed program.

Table 2: Educational Specialist in School Psychology Program Curriculum
Academic program or major course requirements:

Fall I

Ed Psych 540	Introduction to School Psychology	2 credits
Ed Psych 541	Applied Behavior Analysis	3 credits
Ed Psych 723	Developmental Processes Across the Lifespan	3 credits
Ed Psych 742	Assessment & Intervention for Academic Skills Problems	3 credits
Ed Psych 840	Clinical Practicum	1 credit
Ed Psych 844	Psychopathology	3 credits

Spring I

Ed Psych 740	Cognitive Assessment	3 credits
Ed Psych 743	Single Case Design	3 credits
Ed Psych 761	Statistical Methods II	3 credits
Ed Psych 840	Clinical Practicum	1 credit
Ed Psych 947	Psychotherapy	3 credits

Summer I

Ed Psych 840	Clinical Practicum	3 credits
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Fall II

Ed Psych 741	Social, Emotional, and Behavioral Assessment	3 credits
Ed Psych 840	Clinical Practicum	6 credits
Ed Psych 880	Prevention Science	3 credits

Spring II

Ed Psych 506	School Safety and Crisis Response	3 credits
Ed Psych 726	Development of Ethnic & Racial Minority Children	3 credits
Ed Psych 840	Clinical Practicum	6 credits
Ed Psych 942	Systems of Consultation	3 credits

Fall III

Ed Psych 943	School Psychology Internship	5 credits
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Spring III

Ed Psych 943	School Psychology Internship	5 credits
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Total Credits		68 credits
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Assessment of Outcomes and Objectives

The Ed.S. in School Psychology comprehensive program assessment plan is designed to provide the program with the information needed to maintain a culture of continuous improvement in all aspects of the Ed.S. degree. The assessment measures, data analysis, and subsequent action plans aid the program in assessing the quality of instruction, student learning, and overall program effectiveness. The program is guided by UW-Madison assessment guidelines for graduate programs provided by the Provost's office.

The program relies on a variety of direct and indirect assessment methods to gather the needed data described above. These tools include program completion data, alumni

surveys, Praxis exam pass rate, internship and job placement data, student course evaluations, capstone portfolio pass rates, and practicum and internship evaluations.

The program is also subject to outside accreditation by the National Association of School Psychologists (NASP), which includes an expectation of formative and summative assessment of program competencies. An initial application for NASP accreditation will be submitted after the first cohort of students has graduated from the program, per NASP requirements. The current Ph.D. in School Psychology program has received NASP program approval.

Diversity

The Ed.S. in School Psychology program provides students with the knowledge and clinical skills to provide culturally responsive care in schools and related educational settings in order to address the educational and psychological well-being of children and youth. The program is dedicated to addressing issues of diversity in every aspect of its training program. Students and faculty members are expected to be aware of, sensitive to, and responsive to all forms of diversity in professional activities, including research, coursework, and practicum and internship experiences. Within research, this includes conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups which may have been neglected in previous research as well as the potential generalizability of extant research, practice, and theory for diverse populations. Within coursework, diversity issues are infused into almost every course because school psychologists serve parents and children from diverse backgrounds and work to neutralize the potential deleterious effects of bias. Within practicum and internship experiences, students engage in culturally responsive practice with diverse populations, including assessment, consultation, intervention, and research and evaluation in practicum and internship sites.

The Ed.S. in School Psychology program is committed to recruiting and retaining diverse students. Program faculty have (1) established partnerships with the McNair Scholars Program, (2) attended a broad range of college and career fairs to connect with a more diverse range of students, and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as school psychologists work to serve diverse children, families, and educators in education and other related settings. When students join the program, the quality and level of diversity training in the School Psychology program is monitored regularly, at both the program and individual faculty/student level. The Diversity and Inclusion Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required

courses contain content specifically dedicated to culturally responsive frameworks, including EP 540: Introduction to Professional School Psychology; EP 726: Development of Racial and Ethnic Minority Children; EP 740: Cognitive Assessment; EP 741: Social, Emotional, and Behavioral Assessment; EP 942: Consultation; and the practicum and internship sequence of coursework (EP 840: Beginning Practicum, EP 840: Field Practicum, and EP 841: Internship). Similarly, students document their development of multicultural competencies in courses, research, and practicum and internship activities. This documentation is included in their progress reports for the annual review of student progress and their capstone portfolios. The emphasis on diversity within coursework, clinical training, and didactic experiences aligns with standard 3.B.4 of the Higher Learning Commission (UW's accrediting body), which states that the institution “recognizes the human and cultural diversity of the world in which students live and work.”

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background, with students, faculty, and staff who serve Wisconsin and the world. Diversity is a source of strength, creativity, and innovation for UW-Madison in the pursuit of excellence in teaching, research, and outreach. It is anticipated that there will be no immediate need to hire additional faculty or staff to implement this program; however, the above principles will apply to any faculty and staff searches that may be required in the offering of this program.

Collaborative Nature of the Program

The Ed.S. in School Psychology program is a UW-Madison offering and is not a collaborative program. The program is offered by faculty and staff in the Department of Educational Psychology. Because the School Psychology training program is of long-standing, the program has established relationships with schools for placements for practicum experiences.

Projected Time to Degree

The Ed.S. in School Psychology is designed to be completed in 36 months of full-time study. This includes two years of full-time coursework and practicum experiences and one year of internship as outlined in Table 2 above. Courses will be offered on a predictable schedule to support degree progress. Students will also be required to complete a capstone portfolio project prior to graduation. Due to rigorous accreditation requirements per the National Association of School Psychologists (NASP), which include clinical placements, students will be expected to enroll full time in the program.

Program Review

Internal program reviews will be initiated by the program director annually, and the annual assessment report will be submitted to the Provost's office. As for all new UW-Madison programs, the program will undergo a three-year check-in conducted by the Graduate School and formal program review five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program

review at least once within the subsequent 10 years. The program will also take the lead in addressing recommendations arising from these periodic formal reviews and will act as liaisons to the participating department chairs as needed to implement changes to program policies and practices.

To prepare for the review, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries.

Accreditation

The program is subject to outside accreditation by the National Association of School Psychologists (NASP). NASP is the applicable accrediting agency for non-doctoral school psychology training programs. NASP provides a National Certification for School Psychologists (NCSP), which is the standard by which most states provide a credential/license for school psychologists to work in public education. The NCSP requires a minimum of three years of full-time graduate study beyond the bachelor's degree. An initial application for NASP accreditation will be submitted after the first cohort of students has graduated from the program, expected in May 2022, per NASP requirements. The current Ph.D. in Educational Psychology training program in school psychology has obtained NASP program approval; accreditation will transition to the specialist-level program.

UW-Madison does not currently offer the specialist-level degree. Approval of this offering at a new degree level is required by the Higher Learning Commission (HLC). Immediately following Board of Regents approval, UW-Madison will submit a proposal for approval of this program and offerings at the specialist-level.

JUSTIFICATION

Rationale and Relation to Mission

The Ed.S. in School Psychology program will contribute directly to the mission of the UW System by embracing the *Wisconsin Idea* through active partnerships with preK-12 public schools throughout Wisconsin and by working to address the shortage of school psychologists in Wisconsin and across the country. The proposed program will not only increase the number of school psychology graduates within the state, but it will also expand the network of school partners across Wisconsin by employing graduates of this program.

The Ed.S. in School Psychology will also help “improve the quality of life for all” as delineated by the UW-Madison mission (<https://www.wisc.edu/about/mission/>) because school psychologists fulfill a critical role within the state K-12 system, supporting the success of students. Furthermore, the Ed.S. in School Psychology offering will achieve the

UW-Madison mission of working to “maintain a level of excellence and standards in all programs that will give them statewide, national, and international significance.” The UW-Madison’s Educational Psychology program is top-ranked nationally, and it will provide high-quality training for school psychologists within the state.

In addition, the Ed.S. degree program is aligned with the School of Education’s strategic initiatives. In particular, by expanding the program to focus on training practitioners, the program will increase overall reach and broaden impact in schools and districts in Wisconsin and across the country, which is particularly important in a climate wherein schools struggle to provide coordinated and effective services.¹ The Department of Educational Psychology’s mission identifies a focus on prevention and intervention. Untreated behavior and mental health concerns have serious implications for public health and schools,² pose a risk to school safety, undermine academic achievement,³ and can lead to violence, mental health concerns, criminal activity, and many other deleterious outcomes in adulthood.⁴ Graduates of the Ed.S. in School Psychology will be equipped to design and deliver effective prevention and intervention programs by partnering with families and school staff to prevent problems, address behavioral and academic concerns, and set a positive trajectory for children and youth in Wisconsin schools.

University Program Array

The specialist-level degree is not currently offered at UW-Madison; the School Psychology training program has been offered under the M.S. in Educational Psychology since 2019, and before that within the Ph.D. in Educational Psychology. So, while the proposed specialist-level program is new, the School Psychology training program has a long history at UW-Madison. The faculty, staff, and facilities that the program currently uses will continue to contribute to the Educational Specialist version of the program. The proposed program will build upon the existing M.S. in Educational Psychology and is designed to produce school psychology practitioners to work in preK-12 public schools and related educational settings. The State of Wisconsin Department of Public Instruction (DPI) recently changed licensure requirements to address the shortage of school psychologists. The new licensure laws enable students to take a paid, supervised internship in a local public school after completing a two-year master’s degree. As a way to support students and allow them to have employment, students will be awarded the M.S. in Educational

¹ Monk, D. H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The Future of Children*, 155–174.

² Dishion, T., Forgatch, M., Chamberlain, P., & Pelham III, W. E., (2016). The Oregon model of behavior family therapy: From intervention design to promoting large-scale system change. *Behavior Therapy*, 47, 812–837.

³ Masten, A. S., Herbers, J. E., Cutuli, J. J., & Lafavor, T. L. (2008). Promoting competence and resilience in the school context. *Professional School Counseling*, 12(2), 1096–2049.

⁴ Valdez, C. R., Lambert, S. F., & Jalongo, N. S. (2011). Identifying patterns of early risk for mental health and academic problems in adolescence: A longitudinal study of urban youth. *Child Psychiatry & Human Development*, 42(5), 521–538.

Psychology as a milestone degree at the end of the first two years of the program. At the completion of the supervised internship and capstone portfolio project, students will receive their Ed.S. degree and are then granted a school psychology license by DPI.

Other Programs in the University of Wisconsin System

Six other UW universities offer the Ed.S. in School Psychology: UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Stout, and UW-Whitewater. The Ed.S. is the designated degree for School Psychology licensure in Wisconsin. As indicated below, sufficient student and market demand exists, as all programs are fully enrolled.

Need as Suggested by Current Student Demand

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. A recent survey of superintendents and pupil services directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies.⁵ Even with the existence of Ed.S.-equivalent training programs operating at full capacity at six UW System universities (i.e., UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Stout, and UW-Whitewater), 61 school districts in Wisconsin were still searching for school psychologists in August 2016, after all recent graduates were placed.⁶ The first year UW-Madison offered the named option in School Psychology in the M.S. in Educational Psychology (fall 2019), the program had almost 50 student applications. The second year of the program (fall 2020), 75 students applied to the M.S.-named option in school psychology, suggesting an upward trend of applications as well as significant student interest in school psychology graduate programs.

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs.⁷ Castillo, Curtis, and Tan estimated the shortage of school psychologists to continue through 2025, and predicted a national shortage of approximately 15,000 school psychologists by 2020.⁸ Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest, with data indicating that only two institutions started offering

⁵ Dixon, R. J. (2016). Shortage of school psychologists in Wisconsin: How bad is it? *WSPA Sentinel*, 16, 17-18.

⁶ Dixon, R. J. (2016). Shortage of school psychologists in Wisconsin: How Bad Is It? *WSPA Sentinel*, 16, 17-18.


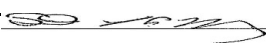
⁷ U.S. Bureau of Labor Statistics, U.S. Department of Labor. (2014). *Occupational outlook handbook*. Washington, DC: Author. <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>

⁸ Castillo, J. M., Curtis, M. J., & Yin Tan, S. (2014). Personnel needs in school psychology: A 10- year follow-up study on predicted personnel shortages. *Psychology in the Schools*, 51, 832-849.

new school psychology training programs from 2006 to 2013.⁹ These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade, with insufficient training options to meet this demand. Given that *U.S. News & World Report* identified school psychology as the second-best social services job and 36th best job overall,¹⁰ there clearly is a strong demand for Ed.S.-level school psychologists, and the proposed Ed.S. in School Psychology program is designed to meet these market needs.

⁹ Rossen, E., & von der Embse, N. (2014). The status of school psychology graduate education in the United States. *Best practices in school psychology: Foundations*, 503-512.

¹⁰ U.S. News & World Report (2019). *What is a School Psychologist?* Retrieved from <https://money.usnews.com/careers/best-jobs/school-psychologist>

University of Wisconsin - Madison						
Cost and Revenue Projections For Newly Proposed Program - Educational Specialist-School Psychology						
	Items	Projections				
		2021-22 Year 1	2022-23 Year 2	2023-24 Year 3	2024-25 Year 4	2025-26 Year 5
I	Enrollment (New Student) Headcount	17	17	17	17	17
	Enrollment (Continuing Student) Headcount	23	27	31	31	31
	Enrollment (New Student) FTE	17	17	17	17	17
	Enrollment (Continuing Student) FTE	15.0	14.6	18.3	19.3	19.3
II	Total New Credit Hours	944	1059	1109	1109	1109
	Existing Credit Hours	0	0	0	0	0
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Faculty	1.75	1.75	1.75	1.75	1.75
	FTE, Director of Clinical Training	0.5	0.5	0.5	0.5	0.5
	FTE of Teaching Assistant	1.0	1.0	1.0	1.0	1.0
	FTE of Academic and Career Advising	0.5	0.5	0.5	0.5	0.5
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	From Tuition (\$800 per credit)	\$755,200	\$847,200	\$887,200	\$887,200	\$887,200
	From Fees	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$755,200	\$847,200	\$887,200	\$887,200	\$887,200
V	Expenses					
	Salaries plus Fringes					
	Faculty	\$192,500	\$196,350	\$200,277	\$204,283	\$208,368
	Dir of Clinical Training	\$42,500	\$43,350	\$44,217	\$45,101	\$46,003
	Teaching Assistant	\$41,000	\$41,820	\$42,656	\$43,510	\$44,380
	Academic/Career Advisor	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
	Administrative staff	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473
	Fringe rate	\$111,409	\$113,637	\$115,910	\$118,228	\$120,593
	Total Salaries plus Fringe	\$447,409	\$456,357	\$465,484	\$474,794	\$484,290
	Other Expenses					
	Recruiting events	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	Professional Development/Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Assessment and related materials	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
	Marketing materials	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
	UW-Madison Campus allocation	\$75,520	\$84,720	\$88,720	\$88,720	\$88,720
	Scholarship allocation	\$75,520	\$84,720	\$88,720	\$88,720	\$88,720
	Total Expenses	\$608,949	\$636,297	\$653,424	\$662,734	\$672,230
VI	Net Revenue	\$146,251	\$210,903	\$233,776	\$224,466	\$214,970
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 5/29/2020		
Chief Business Officer's Sig. 				Date: 5 11 2020		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY

Introduction

The University of Wisconsin-Madison proposes an Educational Specialist (Ed.S.) degree in School Psychology. The proposed Ed.S. responds to changing accreditation and licensing standards and to the anticipated growth in the demand for school psychologists. The Ed.S. program builds upon the existing Master of Science (M.S.) in Educational Psychology training program in School Psychology. The Ed.S. encompasses 68 credits over 36 months. Students enrolled in the Ed.S. in School Psychology will pay a market-based tuition rate that is consistent with the Service-Based Pricing policy for face-to-face options (SYS 130 App. B).

Section I – Enrollment

Students in the Ed.S. in School Psychology will enroll as a cohort, all in the same classes. The Ed.S. will open to enrollment in summer 2021 and will enroll 23 students who will transfer in as continuing students from the current M.S., 11 into the second year, and 12 into the third year of the Ed.S. Starting in fall 2021, the program will enroll 17 new students each fall. Because of the limited number of local sites available in which students might complete the required practicum placements, the program would not be able to grow beyond the anticipated 17 per cohort. The program expects that all first- and second-year students will be enrolled full time. Students complete 31 credits in their first year, 27 credits in their second year, and 10 credits in their third year.

Enrollment projections allow for attrition of one student per cohort per year. That is, of the 17 students who enroll in the first year, 16 students are projected to enroll in the second year, and 15 to enroll in the third year and graduate. This estimate uses a retention rate that is slightly higher than the 90% average rate within the UW-Madison Graduate School since the current cohort has a 100% return rate.

Section II – Credit Hours

Students will complete 68 credits across 21 courses. Students complete 31 credits in the first year (fall, spring, summer), 27 credits in the second year (fall, spring), and 10 credits in the third year (fall, spring). Graduation is in the spring of the third year.

Section III – Faculty and Staff Appointments

Instruction for the program will be staffed by 1.75 Full Time Equivalent (FTE) faculty (estimated annual salary of \$110,000), the director of clinical training (0.5 FTE; \$85,000 annual rate), and teaching assistants (1.0 FTE; \$41,000 annual rate). Contributions from the Department of Educational Psychology advising staff (0.5 FTE; \$60,000 estimated annual rate) and administrative support (0.5 FTE; \$60,000 estimated annual rate) round out the

staff commitments. Seven key program faculty from the Department of Educational Psychology will contribute to instruction and program oversight.

Section IV – Program Revenues

All program revenue will be generated through tuition.

Tuition Revenues

Anticipated tuition revenues are calculated by multiplying the tuition per credit (\$800) and the total credit hours. The program is expected to produce \$755,200 tuition revenue in the first year and \$877,200 annually by the third year.

Grants/Extramural Funding

Training grants are available to help meet the demand for preparing school psychologists; funds go directly to students to cover tuition, thus training grants support students but do not add revenue to the program. As of spring 2020, a training grant provides funding for three current, first-year students in the M.S.-named option program. Another training grant will provide funding for six incoming Ed.S. students in fall 2020.

Program Revenue

In the first year, funds will be transferred from investment margin from the M.S. in Educational Psychology, School Psychology (also a revenue program) to ensure that costs are covered. There are no other plans for reallocation.

Section V – Program Expenses

Salary and Fringe Expenses

Instruction for the program will be staffed by existing 1.75 Full Time Equivalent (FTE) faculty (estimated annual salary of \$110,000), the director of clinical training (0.5 FTE; \$85,000 annual rate), and teaching assistants (1.0 FTE; \$41,000 annual rate). Contributions from the Department of Educational Psychology advising staff (0.5 FTE; \$60,000 estimated annual rate) and administrative support (0.5 FTE; \$60,000 estimated annual rate) round out the staff commitments. All salaries are computed assuming a 2% inflationary adjustment annually. Fringe benefits are calculated at a rate of 35% for faculty and staff and 19.9% for teaching assistants.

Other Expenses

- \$1,500 per year is budgeted for recruiting activities, which is inclusive of the Campus Visit Day held each winter for prospective students. This event allows many of the top applicants to spend a day in Madison visiting and interviewing with program faculty, meeting students, asking questions, and exploring the city.
- \$5,000 for travel to professional conferences each year for program leaders and clinical faculty to learn about the latest research and clinical practice to better enrich and inform the training of students. For both of the budgeted conferences, a \$500 budget increase was built in beginning in FY25 to adjust for inflation.

- \$2,500 for assessment materials, protocols, and test kits that are needed for school psychologists in training. The cost is projected to include FY25 (by \$500) to compensate for expected inflation.
- \$1,500 for marketing purposes. This money is to help prepare and distribute marketing materials to programs, associations, universities, and individual students for purposes of program advertising and student recruitment.
- 10% of tuition allocation of UW-Madison's central funds to support program development and delivery.
- 10% of tuition allocation for scholarships, primarily directed to Wisconsin resident students.

Section VI – Net Revenue

The program will realize a net revenue positive position by the second year and is forecast to be slightly over \$200,000 over the following years. These funds will be reinvested in support of financial aid for students, program improvement, and other graduate programs in the department.



Date: 29 May 2020

To: Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
Via email: apei@uwsa.edu

From: John Karl Scholz, Provost and Vice Chancellor for Academic Affairs

Subject: Authorization Proposal: Educational Specialist – School Psychology

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for an Educational Specialist – School Psychology program at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and make a meaningful contribution to the university’s mission, overall academic plan, and academic program array. Students will be required to meet all the requirements and standards for a graduate degree at UW–Madison.

In keeping with UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department and the school/college, in this case the Department of Educational Psychology, as well as the dean and academic planning council of the School of Education. The proposal has also been approved by the University Academic Planning Council. I send it forward to you with broad university-wide support.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The School of Education is committed to the necessary financial and human resources required to sustain the program. The program is proposed to feature a market-based tuition rate of \$800 per credit, under the UW System’s service-based pricing guidelines (SYS 130 Appendix B and Appendix C).

The proposal, including enrollment and budget considerations, have been reviewed in light of the COVID-19 disruption. We are confident that there will be student demand for a program like this and that we will be able to support and deliver the program as proposed.

Contingent upon Board of Regent approval, the faculty plan to implement the new program in Summer 2021. We are requesting that this proposal be scheduled for consideration at the August 20-21, 2020, Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Proposal, Budget Narrative, Budget Spreadsheet

Office of the Provost and Vice Chancellor for Academic Affairs

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Diana Hess, Dean, School of Education

Carolyn Kelley, Associate Dean, School of Education

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

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN FRESHWATER SCIENCES
UW-MILWAUKEE**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Bachelor of Science in Freshwater Sciences program at the University of Wisconsin-Milwaukee.

Resolution C.5. That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Freshwater Sciences program at the University of Wisconsin-Milwaukee.

SUMMARY

UW-Milwaukee offers an M.S. and a Ph.D. in Freshwater Sciences, and this program will build from the university's long-standing freshwater research. It aligns with the strategic directions and priorities of the university and the UW System to provide comprehensive undergraduate studies in sciences, technology, and policy relevant to freshwater systems and resources. Establishing the program will respond to the significant workforce shortages identified by Wisconsin industries. Graduates will be prepared to examine water issues and problems; devise, implement and manage solutions; and secure employment in the water industry as technicians, scientists, and policy analysts.

Provost

- Dr. Johannes Britz, Provost and Vice Chancellor for Academic Affairs, UW-Milwaukee

BACKGROUND

Program Description

The program is comprised of 120 credits, including 35 credits in foundational natural sciences, mathematics, economics, and computer science courses; 32 credits of core coursework; 27 credits of program option in Aquatic Science or Water Policy; and elective and UW-Milwaukee general education requirements. The curriculum will emphasize opportunities for hands-on learning through intensive laboratory and field experiences. All students will complete and defend an undergraduate thesis or capstone project to support the development of critical thinking, problem solving, and research capabilities through independent research. The projected time to completion is four academic years for students who are continuously enrolled full time.

Within the UW System there are few undergraduate majors dedicated to freshwater sciences. UW-Stevens Point offers majors in Fisheries and Water Resources and also Soil and Waste Resources. UW-Green Bay offers a Bachelor of Science in Water Science. This program will interact with other universities in the UW System through the Freshwater Collaborative of Wisconsin.

Student and Market Demand

Eighty-eight percent of respondents to a UW-Milwaukee survey of graduate students who enrolled in the School of Freshwater Sciences indicated that they would have considered completing an undergraduate major in Freshwater Sciences at UW-Milwaukee if one had been available to them. Similarly, market data indicates a need for individuals with undergraduate training in occupations related to freshwater sciences. A UW-Milwaukee analysis of workforce data suggests a water workforce in Wisconsin of more than 60,000, or about 2% of the state's total employment. Findings of the university's Exploratory Study of Water-related Workforce Needs revealed a substantial need for workforce training. Although the survey of water sector industries revealed that, while almost half recognized water-focused positions as growth areas, only 19% of respondents indicated they were able to find employees with adequate training in water-related issues, technologies, or processes.

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
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN FRESHWATER SCIENCES
AT UNIVERSITY OF WISCONSIN-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The demand for freshwater is regarded as the greatest natural resource challenge of the 21st century. The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Science (B.S.) in Freshwater Sciences in response to student and market demand for workforce development in freshwater sciences. According to a 2018 Brookings Institute report, nationally, water occupations represented a greater proportion of the workforce than many other occupations. This aligns with findings of a UW-Milwaukee analysis of workforce data that suggests a Wisconsin water workforce of more than 60,000, or about 2% of the state's total employment. Establishing this program in the School of Freshwater Sciences will attract new students to UW-Milwaukee and will provide undergraduate student access to the only school in the nation dedicated to freshwater sciences. The aim of the program is to train future professionals in the scientifically sound management of natural and constructed water systems for productive and equitable use while sustaining natural biota, diversity, and freshwater availability. Graduates will be equipped to generate solutions to the problems facing freshwater through a complete understanding of water resources, the social systems in which they operate, and the application of technology, conservation, and sustainable management practices. The B.S. in Freshwater Sciences major will be comprised of 120 credits that include 32 credits in the major and 27 credits in one of two required options, Aquatic Science or Water Policy.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program

Freshwater Sciences

Degree Designation

Bachelor of Science

Mode of Delivery

Single institution. More than 50% of courses will be delivered face-to-face, with some hybrid offerings.

Department or Functional Equivalent

School of Freshwater Sciences, which is a non-departmentalized unit.

College, School, or Functional Equivalent

School of Freshwater Sciences

Proposed Date of Implementation

Fall 2021

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 anticipated that this program will attract new students to UW-Milwaukee as it will provide undergraduate student access to a school dedicated to freshwater sciences. By the end of Year 5, it is expected that 130 students will have enrolled in the program and 30 students will have graduated from the program. Student retention and graduation projections were calculated using the latest average annual retention (80%) and six-year graduation (40%) rates from UW-Milwaukee for engaged undergraduates as reported by the Provost to the Academic Planning and Budget Committee (September 12, 2019). New students are expected to include both freshmen and transfer students (see below). It is expected that by Year 5, a total of 30 students (including 25 freshmen and 5 transfer students) will enroll in the program annually.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	25	30	30	30
Continuing Students	0	12	32	56	68
Total Enrollment	15	37	62	86	98
Graduating Students			2	6	15

Tuition Structure

The B.S. in Freshwater Sciences program will use the standard tuition structure currently in place for undergraduate students at UW-Milwaukee. For 2019-20, tuition for full-time students per semester is \$4,799.20 for residents, \$10,584.17 for nonresidents, \$6,850.61 for Minnesota residents, and \$6,822.05 for residents eligible for the Midwest Student Exchange rate. These figures include segregated fees of \$753.65 per semester. The B.S. in Freshwater Sciences may offer a few online and hybrid courses. Students enrolled in these courses will pay an additional distance education fee (currently set at \$275 per course). Several courses are experiential-based and may include a fee for field trips or research vessel use.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Freshwater Sciences program will be comprised of 120 credits, of which 42 are UW-Milwaukee general education requirements; 35 are foundational course requirements in natural sciences, mathematics, economics, and computer science; 32 are core major requirements, including 29 credits in Freshwater Sciences; and remaining credits are electives. All students will complete a capstone project or research thesis. In addition, students will complete an additional 27 credits as part of a required option, choosing from Aquatic Science or Water Policy.

Student Learning Outcomes and Program Objectives

In the School of Freshwater Sciences, the undergraduate program will emphasize the unique opportunities for hands-on learning through intensive laboratory and field experiences that span the interdisciplinary breadth of freshwater studies and scientific inquiry. As such, all students in the program will be required to complete and defend an undergraduate thesis or capstone project to support the development of critical thinking, problem solving, and research capabilities through independent research. The curriculum is designed around the following program objectives and competencies for the next generation of freshwater scientists:

- **Discovery**—the requisite knowledge to understand the nature of these problems, which requires basic biology, chemistry, physics, geoscience, and mathematics. These basics provide the foundation for more advanced competencies in specific focus areas of freshwater systems where complex interactions drive the dynamics of the entire hydrologic cycle (streams, lakes, groundwater, and atmosphere).
- **Analysis/Assessment**—the ability to identify, analyze, and anticipate problems, then develop solutions in the context of the multidimensional implications in the policy, economic, and social/cultural setting.
- **Design**—the integrative ability to devise solutions to complex problems and challenges using a suite of solutions informed by ecology, socio-politics, and technology in an integrative, holistic framework.
- **Technology**—the proficient use of the latest technology for data collection and analysis, and the ability to match the sophistication of the technology with the problem at hand.
- **Communication**—the ability to effectively convey written, oral, and visual concepts, data, and arguments to diverse strata of audiences; and develop skills in two-way communication with experts, stakeholders, and the community.

Learning Outcomes

1. Demonstrate understanding of the complexities of life in water, the interactions with the physical surroundings, and the ecological relationships between organisms and their environment. (Discovery, Communication)

2. Understand the nexus between biological, ecological, physical, climate and economic systems as they relate to water. (Discovery, Analysis/Assessment)
3. Understand the hydrologic cycle and the processes and interactions among atmospheric, surface and ground water components, and the issues and processes related to the quality of these waters. (Discovery, Analysis/Assessment, Design)
4. Demonstrate understanding of the chemical and biogeochemical interactions of both natural and anthropogenic substances and their importance within global earth system dynamics, natural freshwater resources, and water/wastewater management systems. (Discovery, Analysis/Assessment, Design, Technology, Communication)
5. Develop the skills to collect, analyze, interpret and communicate data and findings at multiple scales and across disciplines. This may include the ability to apply geographic information systems, systems modeling, environmental sampling, and genomics. (Discovery, Analysis/Assessment, Design, Technology, Communication)
6. Develop the computer literacy and skills to apply big data to environmental problems. Implement models as analytical and forecasting tools. (Analysis/Assessment, Design, Technology)
7. Understand the application of monitoring and smart sensor systems in creating built and natural environmental intelligence to enhance systems management. (Discovery, Analysis/Assessment, Design, Technology)
8. Understand the application of environmental laws, regulatory and management frameworks, and the economics of water resource use and allocation. (Analysis/Assessment, Design, Technology)

Program Curriculum

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits, of which 42 are UW-Milwaukee general education requirements. Students will be required to complete 35 credits in foundational natural sciences, mathematics, economics, and computer science courses; 32 credits of core courses of which 29 are in Freshwater Sciences; 27 credits of program option requirements (Aquatic Science or Water Policy); and elective courses. Coursework will be primarily offered on the main campus.

Table 2: Bachelor of Science in Freshwater Sciences Program Curriculum

2A. General education courses required for graduation

Oral and Written Communication levels A and B	6 credits
Quantitative Literacy levels A and B (B satisfied by MTHSTAT 215)	6 credits
Foreign Language	6 credits
Arts	3 credits
Humanities	6 credits
Social Sciences (partially satisfied by ECON 103)	6 credits

Natural Sciences (satisfied by BIOSCI 150, 152)	6 credits
Cultural Diversity	3 credits
Total GER credits (*12 credits are included in the Foundational courses)	42/30*

2B. Required Foundational courses	SLO	
BIOSCI 150 Foundations of Biological Sciences I (NS)	1	4 credits
BIOSCI 152 Foundations of Biological Sciences II (NS)	1	4 credits
CHEM 102 General Chemistry	4	5 credits
CHEM 104 General Chemistry and Qualitative Analysis	4	5 credits
COMPSCI 250 Introductory Computer Programming	5,6	3 credits
ECON 103 Principles of Microeconomics (SS)	8	3 credits
MTHSTAT 215 Elementary Statistical Analysis (QLB)	5	3 credits
MATH 231 Calculus and Analytic Geometry I	5	4 credits
Total Foundational credits		31

2C. Required Core courses		
FRSHWTR 101 Elements of Water	1,2,3,8	3 credits
FRSHWTR 120 Preparing for a Career in Freshwater Sciences		1 credit
FRSHWTR 201 The Water Environment	3,4	3 credits
FRSHWTR 202 Life in Water	1	4 credits
FRSHWTR 392 Water-Energy-Food-Climate	6,2	3 credits
FRSHWTR 391 Water and Natural Resource Economics	8	3 credits
FRSHWTR 361 Intro to Environmental Data Systems	6,7	3 credits
FRSHWTR 464 Chemical Hydrogeology	3,4	4 credits
FRSHWTR 660 Undergraduate Capstone	5	3 credits
OR FRSHWTR 662 Undergraduate Research and Thesis		
FRSHWTR 661 Professional and Capstone Planning		1 credit
OR FRSHWTR 663 Thesis Research Planning and Proposal Development	5	
FRSHWTR 690 Undergraduate Seminar in Freshwater Sciences		1 credit
GEOG 215 Intro to GIS		3 credits
Total Core credits		32

2D. Aquatic Science Option – 27 credits

Required Courses - 7 credits	
PHYSICS 120 or PHYSICS 209	4 credits
BIOSCI 512 Limnology	3 credits
Electives – 9 credits from the following at least 3 FRSHWTR credits	
FRSHWTR 321 Exploration of Inland Seas	3 credits
FRSHWTR 341 Sanitation and Sustainability	3 credits
FRSHWTR 322 Ecology and Evolution of Freshwater Organisms	3 credits
FRSHWTR 362 Calculating Nature	3 credits

FRSHWTR 342 Water Pollution Solutions: Water Technology and Management	3 credits
FRSHWTR 471 Introduction to Sensing Networks	3 credits
FRSHWTR 421 Molecular Level Tools to Understand Larger Scale Change	3 credits
FRSHWTR 511 Ichthyology	3 credits
FRSHWTR 512(Topic) Brew City Aquaponics	3 credits
FRSHWTR 513 Field Experimentation and Analysis in Freshwater Science	3 credits
FRSHWTR 514 Analytical Techniques in Freshwater Sciences	3 credits
FRSHWTR 522 Aquatic Organic Biogeochemistry	3 credits
FRSHWTR 524 Aquatic Isotope Biogeochemistry	3 credits
FRSHWTR 562 Principles of Aquaculture Systems	3 credits
FRSHWTR 563 Finfish Aquaculture and Nutrition Principles	3 credits
FRSHWTR 564 Water Quality in Aquaculture	3 credits
FRSHWTR 565 Fish Health	3 credits
FRSHWTR 621 Benthic Ecology	3 credits
ATM SCI 240 Introduction to Meteorology	3 credits
BIOSCI 310 General Ecology	4 credits
BIOSCI 406 Marine Biology	3 credits
BIOSCI 505 Conservation Biology	3 credits
CES 651 Principles of Stream Management and Restoration	3 credits
CIVIL 311 Intro to Energy Environment and Sustainability	3 credits
GEOG 403 Remote Sensing: Environmental and Land Use Analysis	4 credits
GEOG 411 Physical Climatology	3 credits
GEOG 415 Hydrogeography	3 credits
GEOG 455 Applied Climatology	3 credits
GEOG 515 Watershed Analysis and Modeling	3 credits
GEOG 525 Geographic Information Systems	4 credits
GEOSCI 400 Water Quality	4 credits
GEOSCI 463 Physical Hydrogeology	4 credits
MATH 305 Introduction to Mathematical and Computational Modeling	3 credits
PH 303 Climate Change, the Environment and Human Health	3 credits
Additional Electives chosen in consultation with advisor	11 credits

2E. Water Policy Option – 27 credits

Required Courses – 6 credits

FRSHWTR 393 Water Law, Policy and the Environment	3 credits
FRSHWTR 510 Economics, Policy and Management of Water	3 credits

Electives – Choose at least 9 credits from the following list, including at least 3 FRSHWTR credits 9 credits

FRSHWTR 584 Aquatic Ecosystem Valuation	3 credits
FRSHWTR 583 Cost-Benefit Analysis for Environmental Resource Decision	3 credits

FRSHWTR 461 Politics and Policy of Sustainability	3 credits
FRSHWTR 585 Applied Water Statistics and Data Manipulation	3 credits
POLISCI 216 Environmental Politics	3 credits
GEOG 525 Geographic Information Science	4 credits
GEOG 625 Intermediate Geographic Information Science	4 credits
ECON 210 Economic Statistics	3 credits
ECON 301 Intermediate Microeconomics	3 credits
ECON 310 Research Methods for Economics	3 credits
HIST 432 North American Environmental History	3 credits

Additional Electives chosen in consultation with advisor	12 credits
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Assessment of Outcomes and Objectives

The B.S. in Freshwater Sciences will continuously assess student learning at the course and program levels. At the course level, instructors will develop learning objectives that align with specific student learning outcomes (SLO) in the B.S. in Freshwater Sciences and these are illustrated in Table 2. Instructors will engage in ongoing course improvement and revisions based on review of course assignments, course evaluations, and course content to ensure that the concepts presented are up-to-date and consistent with effective teaching methods.

Students admitted to the program will provide a self-assessment of competencies achieved upon entry and again each spring. The School of Freshwater Sciences will administer an alumni self-assessment survey one-year post-graduation. These findings will be reviewed annually to improve course content and delivery, mentorship and advising, and instructional expertise and diversity.

Assessments will also examine and ensure that content is relevant and contemporaneous with ongoing scientific discovery, best pedagogical practices, and real-life career options and opportunities. This information will be reviewed by School of Freshwater Sciences' Academic Policies and Curriculum Committee and the full faculty, with advice from the school's external advisory groups.

Diversity

Consistent with UW-Milwaukee's mission statement that includes: "To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university, to attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities," the School of Freshwater Sciences is committed to increasing diversity in the student population and to recruiting and retaining underrepresented, first-generation, and low-income students in STEM disciplines.

The School of Freshwater Sciences will hire a full-time recruiter, advisor and retention specialist to support enrolled students and work with UWM undergraduate admission staff to attract and recruit diverse students. As well, UW-Milwaukee's TRIO programs engage diverse populations of students who complete their high school education and attend and graduate with an undergraduate degree. In addition, programs such as the Lake Sturgeon Bowl and Water SYS-STEM (See Yourself Succeeding in STEM) coordinated through the School of Freshwater Sciences, provide an important connection with high schools and technical colleges in the area. For students who transfer to UW-Milwaukee from an area technical college, program faculty and staff will work with students to count their transfer credits toward the requirements of this major. Furthermore, the UW-Milwaukee's Student Success Center, the Office of Equity and Diversity, the Cultures and Community program, and the Multicultural Student Centers offer students ways of connecting to these plans and initiatives.

In curricular efforts, the proposed B.S. in Freshwater Sciences will train students to integrate the interdisciplinary and multidisciplinary aspects of the freshwater needs in the world. Every student will have the opportunity to demonstrate how they integrate learning from across disciplines, in part, through completion of either a capstone or research project. Such High Impact Practices (HIPs) are associated with student success.

Content in water policy course offerings Frshwtr 391: Water and Natural Resource Economics and Frshwtr 393: Water Law and the Environment address issues of environmental justice that disproportionately affect minority groups. The effect of water quantity and quality in minority communities, purchasing bottled water to avoid contaminants, well contamination, lead pipe removal, access to clean water for recreation, design of pricing schemes to conserve water that affect poorer households, and superfund sites are topics covered in these courses.

UW-Milwaukee's Guiding Values highlight the worth of diversity in all of its definitions, and the university aims to support and value students, faculty and staff who are the heart of the university. UW-Milwaukee is an Affirmative Action / Equal Opportunity Employer and integrates these principles into recruitment and hiring practices. UW-Milwaukee seeks faculty and staff who embrace UW-Milwaukee values of innovation, creativity, and diverse perspectives within an inclusive and equitable environment. Of the current Freshwater Sciences faculty and scientists, 24% are from underrepresented groups.

Collaborative Nature of the Program

The School of Freshwater Sciences actively collaborates on research and academic endeavors with government agencies and non-profit organizations. The following entities share space in UWM facilities: U.S. Environmental Protection Agency, Wisconsin Department of Natural Resources, U.S. Geological Survey, U.S. Department of Agriculture, Wisconsin Sea Grant, Harbor District, Inc., Milwaukee Riverkeeper, and Southeast Wisconsin Watershed Trust.

This program will interact with other UW campuses through the Freshwater Collaborative designed to foster undergraduate educational collaboration across the UW System. The Freshwater Collaborative of Wisconsin (FCW), a UW System priority around water, will solidify Wisconsin's competitive advantages represented by its expanding water economy, its unparalleled water wealth and geography, and the diversity of intellectual strengths within the UW System. This statewide initiative is designed to tackle Wisconsin's water problems and challenges by building upon UW System's expertise, world-class facilities, research firepower, and commitment to undergraduate/graduate education, training, research, and talent development across all 13 UW campuses. The FCW is structured to seize the opportunity to be a global leader in freshwater science, policy, management, restoration, and protection. The goal is not only to retain more Wisconsin students in Wisconsin, but also to attract students and professionals from around the world to come to Wisconsin to study water.

In a similar vein, this proposed new undergraduate program within the School of Freshwater Sciences (SFS) will serve as a gateway to course offerings, research experiences, and training opportunities found throughout the UW System, and that will open to students the expanded potential of pursuing a degree in water in Wisconsin. Faculty within the SFS already have numerous relationships, interactions and collaborations with faculty and staff at their sister campuses, and these are growing as a result of the Freshwater Collaborative support from UW System and WEDC.

The School of Freshwater Sciences has collaborated with multiple UW-Milwaukee schools and colleges throughout its short history. The multidisciplinary nature of student focus areas in environmental health, technology development, aquaculture and fisheries, and policy provides an opportunity to incorporate courses as part of the required courses and electives. Partners may include Zilber School of Public Health, College of Engineering and Applied Science, School of Architecture and Urban Planning, College of Health Sciences, School of Information Studies, and the College of Letters and Science's departments of Biological Sciences, Geosciences, Geography, Economics, Physics, Communication, Mathematics, and Chemistry.

Projected Time to Degree

The projected time to completion of the B.S. in Freshwater Sciences is eight semesters, or four academic years, for students who are continuously enrolled full time. Eight-semester/four-year plans may be found in Table 3.

The B.S. in Freshwater Sciences is intended for both full-time, traditional, direct-entry students and full- or part-time, nontraditional learners. If students are working in a water-related organization while attending the program, opportunities exist to use experience and knowledge from their current employment as part of the capstone requirement. The current Professional Science master's (PSM) degree program within the

school enrolls a number of students who work full or part time, and the curriculum and course offerings are scheduled with that in mind. It is anticipated that a similar cohort of undergraduates will enroll in the program consistent with UWM's urban setting and overall demographics.

Program Review

The program will undergo the standard UW-Milwaukee undergraduate program review process. The initial review will be conducted in Year 5, based on a self-study document following established guidelines. After the initial review, the normal program review cycle will be 10 years. Academic Planning and Curriculum Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee. Details regarding the undergraduate program review process may be found at <https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf>. The assessment includes a review of several program elements, including enrollment, curriculum, faculty resources, accreditation requirements, student support resources, and financial stability.

Accreditation

No additional approvals will be required from the Higher Learning Commission to offer this program. There is no additional professional or industry-based accreditation processes.

JUSTIFICATION

Rationale and Relation to Mission

The freshwater research enterprise at UW-Milwaukee is over 50 years old. The Center for Great Lakes Studies was founded in 1966 as a UW System Center of Excellence and was housed as an organized research unit within the graduate school until 2009, when the School of Freshwater Sciences was inaugurated, becoming the first graduate school in the United States devoted entirely to graduate freshwater research and education. The goal is broad and forward looking—to create a global freshwater center located on the shores of the world's most valuable freshwater resource and to promote the University of Wisconsin System and the state of Wisconsin, building on their history and past investment, as leaders in the stewardship and preservation of freshwater for future generations.

The School of Freshwater Sciences is a unique confluence of water disciplines, housing toxicologists, microbiologists, aquaculture and fisheries biologists, biogeochemists, oceanographers, groundwater specialists, economists, and policy experts in a single location and in one academic program. UW-Milwaukee has identified water science and technology as one of the key initiatives for growth at the university. As such, UW-Milwaukee has a solid base of capabilities and resources on which to build this program.

The formation of this degree program fits well with the mission of UW-Milwaukee as outlined in the Select Mission Statement and the UW-Milwaukee Strategic Directions (<https://uwm.edu/chancellor/strategic-directions/>). As a major doctoral university, UW-Milwaukee has a critical role to play in offering a high-quality undergraduate program appropriate to a major urban university; to attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and to promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan area. The program is designed to be rigorous and research-immersive to support student success and research excellence. The program includes critical communication and outreach components to support community engagement. The program will increase visibility by leveraging UW-Milwaukee branding as a water-focused knowledge generator and its linkage with Lake Michigan.

The program aligns with the strategic directions and priorities of both UW-Milwaukee and the UW System by providing comprehensive undergraduate studies in ecological/environmental sciences, technology, and policy relevant to freshwater systems and resources in order to:

- Maintain a scholarly, productive environment for the education and training of next-generation professionals in the field of freshwater sciences.
- Provide state, regional and national leadership to solve current and impending environmental issues.
- Fulfill its mission of Great Lakes research excellence and societal relevance.
- Complete the School of Freshwater Sciences' ambition as an institution of higher learning by including undergraduates, in addition to the graduate student program.
- Stimulate compatible and synergistic economic growth and environmental sustainability.
- Facilitate undergraduate career success through forward-thinking academic preparation. (SFS has a 97% employment rate for its graduate students.)
- Participate fully in the Freshwater Collaborative concept across the UW System.

University Program Array

The School of Freshwater Sciences currently offers a Doctor of Philosophy in Freshwater Sciences, a Master of Science (M.S.) in Freshwater Sciences and Technology-Thesis track, and an M.S. in Freshwater Sciences and Technology-Professional Science track. The current program fills a need at the University of Wisconsin-Milwaukee, and it is expected that this program will provide a population of well-trained graduates from which to recruit graduate students.

Other Programs in the University of Wisconsin System

Within the UW System there are a variety of degree and non-degree programs with aspects that relate to freshwater sciences. A search of the Major Mania system for “water” found little duplication of other programs in the UW System. UW-Stevens Point offers

majors in Fisheries and Water Resources and also Soil and Waste Resources. UW-Green Bay has a major in Water Science. UW-Stout offers an Aquatic Biology concentration under the Environmental Science major. UW-Whitewater has a Marine and Freshwater Ecology emphasis in their biological sciences major, where students spend one year in collaboration with their sister institution, Deakin University, in Australia. Students completing the Integrated Science/Business major at UW-Whitewater have the option to add a Water emphasis. UW-Milwaukee offers a concentration in Water Resources through the Conservation and Environmental Sciences major, but does not require the level of math, chemistry, and biology that this program does.

The B.S. in Freshwater Sciences focuses on water as the center of the curriculum and offers students an aquatic science option or a water policy option. In addition to the study of the whole hydrological cycle, water policy and economics is integrated into the curriculum, giving students a breadth of knowledge vital for meeting workforce needs. This broad focus is also the driving force behind the Freshwater Collaborative. The state has similar programs, but the market demands jobs in freshwater, and Milwaukee, as the largest metropolitan area of the state, is a particularly good place to center a degree of this type. Market demand suggests that all UW System programs should be able to thrive. Therefore, the Freshwater Sciences major at UW-Milwaukee will complement, not conflict, with these programs.

Need as Suggested by Current Student Demand

Located in the state's major metropolitan area, UW-Milwaukee appeals to and serves a unique population of undergraduate students. Establishing a new degree option for these students will provide them with access and the opportunity to acquire the training and expertise needed for careers in water, many of which are located within UW-Milwaukee's geographic footprint.

In March 2020, the School of Freshwater Sciences (SFS) conducted a short survey of current and prior graduate students of the School of Freshwater Sciences at UW-Milwaukee. Findings of this survey support program enrollment projections for the proposed B.S. in Freshwater Sciences. A response rate of 26.8% was obtained from 59 complete surveys out of 220 students. When asked if they would have considered an undergraduate major in Freshwater Sciences when choosing an undergraduate program, 88.2% responded "yes" (39.0%) or "maybe" (49.2%). Of those students who attended undergraduate programs outside of Wisconsin, 83% who attended out-of-state, private schools responded to the same question as "maybe" or "yes" (n=6) and 100% of students who attended an out-of-state public or land grant school indicated that they may have considered the undergraduate degree (n=2).

While this pool of current and former students is drawn from those who have self-selected for a graduate degree in Freshwater Sciences, it indicates that had this major been available, these students would have shown demand for an undergraduate degree. One

student stated, “I went into my undergrad degree knowing that I would be applying for the School of Freshwater Studies graduate program upon completion of it. I think there would be about as much demand for an undergrad degree as there is for the graduate program (maybe a bit more demand though as not everyone wants to do graduate school).” These results show that there is strong student interest in the development of an undergraduate degree in freshwater.

Offered for 25 years at the Great Lakes Water Institute/School of Freshwater Sciences, the National Science Foundation-funded Research Experience for Undergraduates in Aquatic Science consistently attracted 100 applicants per year, showing evidence of a strong and sustainable student demand for water-based education. In addition, technical college students participating in the Water SYS-STEM (See Yourself Succeeding in STEM) program¹ have expressed a strong interest in transferring into a Freshwater Sciences or Engineering bachelor’s program. SFS staff, faculty, and students have developed educational programming with Bradley Tech, Escuela Verde, Carmen High School, Pulaski, Tenor, and Greendale high schools. These strong relationships will continue to generate interest and demand for opportunities in freshwater undergraduate education.

The school is uniquely visible to talented high school students interested in freshwater sciences education. The school’s outreach specialist provides research-focused tours and presentations to community groups, hands-on K-12th grade classroom activities, hosts the Wisconsin Regional Remotely Operated Vehicle (ROV) Competition through the Marine Advanced Technology Education (MATE) International Competition, hosts the Lake Sturgeon Bowl (the regional National Ocean Sciences Bowl competition), and leads professional development opportunities for teachers, connecting scientists to their research stakeholders.

According to a Burning Glass Technologies report,² of all the Wisconsin bachelor’s programs offering degrees most closely related to Freshwater Sciences, (e.g., Environmental Sciences, Natural Resources Management and Policy), conferrals of B.S. degrees increased by 79% from 2014 to 2018. This upward trajectory demonstrates an increasing demand for students in these disciplines, which freshwater sciences can help fill.

Need as Suggested by Market Demand

Wisconsin industries are facing significant workforce shortages particularly in the water sector. Water is the fastest growing sector of the world’s economy, (about \$800

¹ Business-Higher Education Forum. (2019). [Creating Purposeful Partnerships](#): Business and Higher Education Working Together to Build Regional Talent Ecosystems for the Digital Economy. Washington, DC.

² Burning Glass Technologies report (2019), commissioned by Laura Pedrick 12/19/2019.

billion annually by 2035), and is fueling a growing demand for hydrologists, ecologists, engineers, modelers, data scientists, aquatic toxicologists, policy analysts, business leaders, and others who can understand and anticipate water issues and problems and who can devise, implement, and manage solutions.

In June of 2018, the Brookings Institute³ identified 1.7 million workers who were directly involved in designing, constructing, operating, and governing U.S. water infrastructure alone. This represents 1 to 2% of the total employment in the country's metro and rural areas. According to the same Brookings report, water occupations pay well, and consistently exceed the average national average for all occupations. This matches up with a UW-Milwaukee analysis of workforce data that suggests a Wisconsin water workforce of more than 60,000, or about 2% of the state's total employment.

The 2017 Initial Report on UW-Milwaukee's Exploratory Study of Water-related Workforce Needs Survey revealed a substantial need for extensive training in water-related issues. This survey of water sector industries revealed that while almost half recognized water-focused positions as growth areas, most could not find new employees with adequate training in water-related issues, technologies or processes. Only 19% of employers responding indicated they were able to find well-prepared employees. Sixty-eight percent reported that it was difficult to find well-prepared employees, with 51% indicating individuals needed additional training in water-related skills and 17% indicating individuals needed training in base and water-related skill. Respondents reported that the following majors/degrees need additional water resource training: engineering, environmental science, chemistry, and biology. The proposed Freshwater Sciences undergraduate major will directly fill this need.

Water resources technicians, as defined by the U.S. Bureau of Labor Statistics (BLS),⁴ are expected to experience a faster-than-average increase in employment opportunities during the 2018-2028 decade, due in part to the need to protect the environment from the increasing demands of population growth. Freshwater biologists, or limnologists, as defined by the BLS, are expected to experience a 5% growth rate from 2018 to 2028, also due to the increasing demands of human populations on wildlife and habitats.

³Kane, Joseph and Tomer, Adie (June 2018). Renewing the Water Workforce: Improving water infrastructure and creating a pipeline to opportunity. Metropolitan Policy Program, Brookings Institute. <https://www.brookings.edu/wp-content/uploads/2018/06/Brookings-Metro-Renewing-the-Water-Workforce-June-2018.pdf>

⁴ See https://study.com/articles/Freshwater_Biology_Jobs_Career_Options_and_Requirements.html

Table 3a: Example pathway through B.S. in Freshwater Sciences program, Aquatic Science focus

SEMESTER 1	title	credits	SEMESTER 2	title	credits
FRSHWTR 101	Elements of Water (Req)	3	FRSHWTR 120	Preparing for a career in Freshwater Sciences (Req)	1
BIOSCI 150	Foundations of Biological Sciences I (NS)(Req)	4	CHEM 104	General Chemistry and Qualitative Analysis (Req)	5
CHEM 102	General Chemistry (NS)(Req)	5	FRSHWTR 201	The Water Environment (Req)	3
MATH 115	College Algebra	3	BIOSCI 152	Foundations of Biological Sciences II(Req)	4
			ENG 102	College Writing and Research (OWCA)	3
total		15			16
SEMESTER 3			SEMESTER 4		
FRSHWTR 202	Life in Water (Req)	4	FRSHWTR 392	Water, energy, food, climate (Req)	3
COMPSCI 202	Intro Programming Using Python (OWCB)	3	ECON 103	Principles of Microeconomics (Req) (SS)	3
MATH 115	Precalculus	4	ART 150	Multicultural America (SS, CD)	3
Language I	Foreign language requirement	4	Language II	Foreign language requirement	4
			PHILOS 213	Intro to Philosophy of Science (HU)	3
total		15	total		16
SEMESTER 5			SEMESTER 6		
COMPSCI 250	Introductory Computer Programming (Req)	3	FRSHWTR 464	Chemical Hydrogeology (Req)	4
MATH 231	Calculus and Analytic Geometry I (QLB)(Req)	4	FRSHWTR 391	Water and natural resource economics	3
BIOSCI 512	Limnology	3	MTHSTAT 215	Elementary Statistical Analysis (QLB)	3
THEATRE 260	Storytelling (A)	3	PHYSICS 120	General Physics I	4
BIOSCI 310	General Ecology	3			
total		16	total		14
SEMESTER 7			SEMESTER 8		
FRSHWTR 661	Professional and Capstone Planning (Req)	1	FRSHWTR 660	Undergraduate Capstone (Req)	3
FRSHWTR 361	Intro to Environ Data Systems	3	FRSHWTR 690	Undergraduate Seminar in Freshwater Sciences (Req)	1
FRSHWTR 699	Independent Study for Undergraduates	2	FRSHWTR 524	Aquatic Isotope Biogeochemistry	
FRSHWTR 522	Aquatic Chemistry		PHILOS 237	Technology, Values, and Society (HU)	3
GEOG 215	Intro to GIS (Req)	3	BIOSCI 511	Ichthyology	3
BIOSCI 505	Conservation Biology	3			
total		15	total		13

Table 3b: Example pathway through the B.S. in Freshwater Sciences program, Water Policy focus

SEMESTER 1	title	credits	SEMESTER 2	title	credits
FRSHWTR 101	Elements of Water (Req)	3	FRSHWTR 120	Preparing for a career in Freshwater Sciences (Req)	1
BIOSCI 150	Foundations of Biological Sciences I (NS)(Req)	4	FRSHWTR 201	The Water Environment (Req)	3
CHEM 102	General Chemistry (NS)(Req)	5	BIOSCI 152	Foundations of Biological Sciences II(Req)	4
MATH 115	College Algebra	3	CHEM 104	General Chemistry and Qualitative Analysis (Req)	5
			ENG 102	College Writing and Research (OWCA)	3
total		15			16
SEMESTER 3			SEMESTER 4		
FRSHWTR 202	Life in water (Req)	4	FRSHWTR 392	Water, energy, food, climate (Req)	3
ECON 103	Principles of Microeconomics (Req) (SS)	3	ECON 104	Principles of Macroeconomics	3
MATH 115	Precalculus (QLB)	4	Language 102	Foreign language requirement	4
Language 101	Foreign language requirement	4	ART 150	Multicultural America (SS, CD)	3
			PHILOS 213	Intro to Philosophy of Science (HU)	3
total		15	total		16
SEMESTER 5			SEMESTER 6		
MATH 231	Calculus and Analytic Geometry I (Req)	4	FRSHWTR 464 (Req)	Chemical Hydrogeology	4
COMPSCI 250	Introductory Computer Programming (Req)	3	FRSHWTR 391	Water and Natural Resource Economics	3
COMPSCI 202	Introductory Programming Using Python (OWCB)	3	GEOG 215 (Req)	Intro to GIS	3
THEATRE 260	Storytelling (A)	3	MATH 215	Elementary Statistical Analysis (QLB)	3
ECON 328	Environmental Economics	3	FRSHWTR 393	Water Law and the Environment	3
total		16	total		16
SEMESTER 7			SEMESTER 8		
FRSHWTR 510	Economics, Policy and Management of Water	3	FRSHWTR 660	Undergraduate Capstone (Req)	3
FRSHWTR 661	Professional and Capstone Planning (Req)	1	FRSHWTR 690	Undergraduate Seminar in Freshwater Sciences (Req)	1
FRSHWTR 361	Intro to Environ Data Systems	3	FRSHWTR 584	Aquatic Ecosystem Valuation	3
FRSHWTR 461	Politics and Policy of Sustainability	3	PHILOS 237	Technology, Values, and Society	3
ECON 351	Introduction to International Economic Relations	3	ECON 353	Economic Development	3
total		13	total		13

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Newly Proposed Program - B.S. in Freshwater Sciences						
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	25	30	30	30
	Enrollment (Continuing Student) Headcount	0	12	32	56	68
	Enrollment (New Student) FTE	12	20	24	24	24
	Enrollment (Continuing Student) FTE	0	9.6	25.6	44.8	54.4
II	Total New Credit Hours					
	(10 new course sections x 3 credits per section) x FTE	360	888	1488	2064	2352
	Existing Credit Hours (cur. 2 sections/semester, 30 students/section)	90	90	90	90	90
III	FTE of New Faculty/Instructional Staff	0	1	1	2	2
	FTE of Current Fac/IAS	0.25	0.25	0.25	0.25	0.25
	FTE of New Admin Staff	1	1	1	1	1
	FTE Current Admin Staff					
IV	New Revenues					
	<i>From Tuition (total student FTE x tuition cost 8091.12)</i>	\$97,093	\$239,497	\$401,320	\$556,669	\$634,344
	<i>From Fees</i>					
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Other</i>					
	Total New Revenue	\$97,093	\$239,497	\$401,320	\$556,669	\$634,344
V	New Expenses (plus existing costs to be shifted to new program)					
	Salaries plus Fringes (35% + 0.5% annual increase)					
	<i>Faculty/Instructional Staff</i>	\$0	\$108,400	\$109,344	\$220,584	\$222,488
	<i>Other Staff (Coordinator, technical support)</i>	\$97,200	\$98,102	\$99,008	\$99,918	\$100,832
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other: Marketing & Recruitment</i>	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	<i>Other: 2 TAs (33% Doctoral Academic Year)</i>			\$43,800	\$43,800	\$43,800
	Total Expenses	\$117,200	\$226,502	\$272,152	\$384,302	\$387,120
VI	Net Revenue	-\$20,107	\$12,995	\$129,168	\$172,367	\$247,224
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Provost's Signature:			Date: March 26, 2020			

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE BACHELOR OF SCIENCE IN FRESHWATER SCIENCES

Introduction

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Freshwater Sciences. The development of the program responds to the rapidly growing student and market demand for undergraduate education in freshwater sciences and will attract a new cadre of students to UW-Milwaukee. Establishing the B.S. in Freshwater Sciences at UW-Milwaukee will create an educational platform to elevate broad societal understanding of linkages between resource utility, human activity, and resource sustainability directed at furthering general human well-being. This program will provide students access to the only school in the nation whose primary focus is on research and education in freshwater sciences. Graduates will be equipped to face the challenge of dealing with a severely limited vital resource with reason, fairness, and a cross-disciplinary view to sustainability through development of critical thinking, problem solving, and research capabilities.

Demand for freshwater will continue to exceed supply, expanding in temporal utilization and geographic scope well into the next century. The program will be comprised of 120 credits, including a minimum of 42 credits of general education; 55 credits in the Freshwater Sciences major with at least 32 credits in FRSHWTR; a minimum of 35 credits in the natural sciences, economics, mathematics, and computer science; required undergraduate thesis/capstone project; and sufficient electives to complete the required minor or double major in a natural science, mathematics, engineering, or policy-relevant program.

Section I – Enrollment

By the end of Year 5, it is expected that a total of 130 new students (headcount) will have enrolled in the program and 23 students will have graduated from the program. These figures include students entering UW-Milwaukee as new freshmen as well as those who will transfer into the program from partner institutions including Gateway Technical College, Milwaukee Area Technical College, Alverno, Carthage, and others using articulation agreements. Each projected student headcount equals 0.8 student FTE, as it is typical for some students to enroll part time at UW-Milwaukee.

Section II – Credit Hours

It is estimated that, by Year 5, the program will offer 15 sections of courses required for the major each year—none of these is currently offered. New credit hours represent the product of the number of new course sections and the credit hours per course multiplied by the number of FTE students projected to enroll in the major.

Section III – Faculty and Staff Appointments

One (1) FTE administrative staff will be hired in Year 1 and will continue to support the program as needed—e.g. recruiter, advisor, retention specialist. It is anticipated that an existing faculty member will spend 0.25 FTE to act as a direct student contact, perform limited advising, and represent the program within UW-Milwaukee and the UW System as needed. It is anticipated that 1.0 FTE faculty will be hired in Year 2, and another in Year 4, resulting in 2.0 FTE in Year 4 and onward.

Section IV – Program Revenues

New revenues include tuition revenue attributable to total FTE student enrollments, based on the residential tuition rate of \$8,091.12 per academic year. The distribution of the revenues to the School of Freshwater Sciences will be according to the UW-Milwaukee tuition model. These expected revenues include tuition attributable to general university credit requirements. It is anticipated that a significant percentage of students will pay out-of-state, nonresident tuition, raising the actual per-student revenue rate. The revenues are calculated at the institutional level using current tuition rates.

Section V – Program Expenses

In addition to the personnel expenses outlined in Section III, program expenses for marketing and recruitment are anticipated. Out of necessity, the undergraduate courses will be primarily taught on the main campus, so it will be at this location where faculty and staff will have contact with students in the program. As such, program faculty and staff will be provided with space for one office for the administrative assistant and additional space for faculty to hold office hours and work between teaching classes.

Section VI – Net Revenue

It is anticipated that, by the third year of the program, the B.S. in Freshwater Sciences will yield an increase in net revenue for UW-Milwaukee and the School of Freshwater Sciences (SFS). Growth will be monitored carefully by the SFS administrators, and adjustments to teaching, coordination, and marketing/recruitment investments will be made accordingly. The projected temporary financial deficits that may occur in the first years of this program will be covered by other existing program revenue from within the SFS and will be offset over time by the financial growth in the department. The amount of this offset is sufficiently modest that SFS will be able to carry the new program during its initial start-up.



Academic Affairs
Provost and Vice Chancellor

Chapman 215
PO Box 413
Milwaukee, WI
53201-0413
414 229-4501 *phone*
414 229-2481 *fax*

<https://uwm.edu/academicaffairs/>

TO: Ray Cross, President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

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

DATE: March 26, 2020

RE: Authorization to Implement a Bachelor of Science in Freshwater Sciences

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin-Milwaukee for the proposed Bachelor of Science in Freshwater Sciences degree.

The program will be housed in the School of Freshwater Science. The development of the program responds to market demand for workforce development in freshwater science, to attract new students to UW-Milwaukee, and to provide undergraduate student access to the only school in the nation dedicated to freshwater sciences. Graduates will be equipped to generate solutions to the problems facing freshwater through a complete understanding of water resources, the social systems in which they operate, and the application of technology, conservation, and sustainable management practices.

The curriculum is comprised of 120 credits including 35 credits in foundational courses in natural sciences, mathematics, economics, and computer science. Students will choose one of two options – Water Policy or Aquatic Sciences. The program supports the broader UW System initiative related to freshwater sciences.

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

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

c: Anny Morrobel-Sosa, Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
J. Val Klump, Dean, School of Freshwater Sciences
Dev Venugopalan, Vice Provost, UWM Academic Affairs

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

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Science in Biomedical Science program at UW Oshkosh.

Resolution C.6. 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 Biomedical Science program at the University of Wisconsin Oshkosh.

SUMMARY

The proposed program reflects the elevation of the current Healthcare Science emphasis in the biology program and responds to a continuing demand for healthcare-related majors and minors in northeast Wisconsin. Establishing the program will provide students with the skills necessary to pursue immediate employment or entry into professional programs in the healthcare field such as pre-medical, pre-dental, pre-doctor of osteopathy, and pre-pharmacy, as well as entry-level positions in the field, such as working in a medical practice as support, in medical billing, or in lab technician positions.

Provost

- John Koker, Provost and Vice Chancellor for Academic Affairs, UW Oshkosh

BACKGROUND

Program Description

The proposed degree will require 120 total credits, which includes 55 credits within the major. In addition to credits for the major, students will complete credits in the UW Oshkosh University Studies Program and Bachelor of Science degree requirements. It is

anticipated that full-time undergraduate students will earn a B.S. degree in four academic years.

Student and Market Demand

In the past seven years, annual enrollment in the existing Healthcare Science emphasis has stabilized at over 200 students. This figure consistently represents approximately 40% of all the department's students. Since the emphasis' debut in academic year 2007-08 and through academic year 2017-18, UW Oshkosh has graduated a total of 384 students. In the past three academic years alone, the annual numbers of students graduating with this emphasis have been 52, 63, and 62.

Per the U.S. Bureau of Labor Statistics, "Employment of healthcare occupations is projected to grow 14% from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services." This prediction can also be juxtaposed onto the most recent recession, in which the healthcare labor sector suffered fewer job losses than many others.

At the state level, the Wisconsin Department of Workforce Development projects an 8.9% growth in jobs for healthcare practitioners and technical occupations from 2016 to 2026 in Wisconsin, with a total of 10,556 job openings per year for the state and 650 annual openings in the Fox Valley. For the same time period, the department predicts a 10.75% growth in jobs for healthcare support occupations, with 9,629 job openings per year within the state and 641 annual openings in the Fox Valley.

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
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

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

ABSTRACT

The University of Wisconsin Oshkosh (UWO) proposes to establish a Bachelor of Science (B.S.) degree in Biomedical Science. This proposal reflects the elevation of the current Healthcare Science emphasis in the biology program and responds to a continuing demand for healthcare-related majors and minors in northeast Wisconsin. The program will provide students with the skills necessary to pursue immediate employment or entry into professional programs in the healthcare field. Graduates will be better equipped to thrive in a variety of healthcare-related professional programs, such as pre-medical, pre-dental, pre-doctor of osteopathy, and pre-pharmacy, as well as entry-level positions in the field, such as working in a medical practice as support, in medical billing, or in lab technician positions. The program will be comprised of 120 credits, which will include 55 core major requirements, 38 credits in the University Studies Program (general education), and approximately 20 additional degree requirement credits. Per the U.S. Bureau of Labor Statistics, "employment of healthcare occupations is projected to grow 14% from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs."

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin Oshkosh

Title of Proposed Program

Biomedical Science

Degree Designation

Bachelor of Science

Mode of Delivery

Single institution; face-to-face

Department or Functional Equivalent

Department of Biology

College, School, or Functional Equivalent

College of Letters and Science

Proposed Date of Implementation

September 2020

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, it is expected that 200 students will have enrolled in the program and 50 students will have graduated from the program. The average student retention rate is projected to be 78%, based on the actual retention rate of students in existing programs in the Department of Biology at UW Oshkosh.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Students Transitioning from Healthcare Science Emphasis	30	35	40	40	40
New Students	0	0	0	5	10
Continuing Students	0	23	45	66	68
Total Enrollment	30	58	85	111	118
Graduating Students	0	0	0	23	27

Tuition Structure

Standard tuition and fee rates will apply to this proposed program. For the current academic year, the residential tuition and segregated fees total \$3,828 per semester for full-time students enrolled in 12-18 credits per term. Of this amount, \$617 are attributable to segregated fees and \$3,211 are attributable to course tuition. For students enrolled part time in the program, the residential cost of tuition and segregated fees is \$320.75 per credit.

DESCRIPTION OF PROGRAM**Overview of the Program**

The proposed degree will require 120 total credits, which includes 55 credits within the major, 38 credits in the UW Oshkosh University Studies Program, and 17 additional credits of Bachelor of Science degree requirements. Students may include internship, independent study, and/or related readings courses as electives, but they are not required. Courses in the program will utilize a variety of high-impact practices, including one-on-one

interactions with faculty and staff in both lecture and lab settings, extensive use of active learning, opportunities to pursue independent research projects with faculty, and opportunities for application of learning in laboratory settings.

Student Learning Outcomes and Program Objectives

As with all other undergraduate students at UW Oshkosh, students in the Biomedical Science program will be subject to the Essential Learning Outcomes achieved via the University Studies Program, which are based on best practices as outlined by the Association of American Colleges and Universities (AACU). The additional learning outcomes are listed below for the proposed Biomedical Science major. These outcomes already apply to the existing Healthcare Science emphasis on which this proposed major is based. The outcomes are current and align with professional needs. Graduates of the program will be able to:

1. Apply their understanding of core concepts from biology, chemistry, and mathematics to a career in the healthcare field either directly after graduation or in preparation for a professional program.
2. Apply their understanding of core concepts from the sub-disciplines of anatomy, biochemistry, cell biology, genetics, microbiology, molecular biology, and physiology to a career in the healthcare field either directly after graduation or in preparation for a professional program.
3. Apply sound experimental principles, including quantitative reasoning and analysis, to problem solving and experimentation in biomedical contexts.
4. Apply their understanding of the social and ethical issues surrounding biomedical/health practices, including issues of ethical research practices.

Students completing the major will be prepared for entry-level positions in the healthcare industry such as support staff in a medical office or in medical billing, entry-level lab positions in biotech, medical testing, or pharmaceutical companies, or a continuation of their academic career in a multitude of graduate programs, including those leading to professional degrees in medicine, dentistry, optometry, podiatry, physician assistant studies, physical therapy, pharmacy, public health, and chiropractic medicine.

Program Requirements and Curriculum

There are no specific entrance requirements for this program beyond the general entrance requirements for UW Oshkosh. Students who graduate with a B.S. in Biomedical Science will complete the following coursework (see Table 2 below for details):

- 38 credits in the University Studies Program (general education)
- 55 credits in the major, consisting of 34 credits of biology that include introductory biology, anatomy, cell biology, evolution, genetics, microbiology, physiology and biology electives. Students will also complete 21 credits of chemistry, including one year of inorganic, one year of organic, and one semester of biochemistry.
- 17 credits in satisfaction of the B.S. degree requirements.
- A minimum total of 120 credits.

Table 2 illustrates the program curriculum for the proposed program. The program requirements comprise a minimum of 55 credits. Honors versions of any of the listed courses are accepted.

Table 2: Bachelor of Science in Biomedical Science Program: Curriculum

General education courses required for graduation (38-41 credits):

Writing: Writing 188 or English 110	3 credits
Speech: Communication 111 or 112	3 credits
Explore: Nature	
Mathematics	3 credits
Laboratory Sciences	8 credits
Explore: Culture	9 credits
Explore: Society	9 credits
Ethnic Studies / Global Citizenship	3 credits
Connect: Advanced Writing	3 credits

(Some courses may count in more than one area.)

Additional requirements for the Bachelor of Science (17 credits):

Mathematics (Nature)	6 credits
Humanities (Culture)	3 credits
Social Science (Society)	3 credits
Natural Science (Nature)	8 credits

Major course requirements (55 credits minimum):

Biology 105, Biological Concepts: Unity	4 credits
Bio 211, Human Anatomy OR Bio 308 Comparative Anatomy	4-5 credits
Bio 233, Microbial Survey OR Bio 309 Microbiology	4-5 credits
Biology 323, Molecular and Cell Biology	3 credits
Biology 343, Genetics with Laboratory	4 credits
Biology 319, General Animal Physiology	5 credits
Biology 349, Ecology and Evolution	3 credits
Biology 491, Senior Survey	0 credits
Biology Electives:	7 credits
Chemistry 105, General Chemistry I	5 credits
Chemistry 106, General Chemistry II	5 credits
Chemistry 234, Organic Chemistry I Lecture	3 credits
Chemistry 235, Organic Chemistry I Lab	1 credit
Chemistry 334, Organic Chemistry II Lecture	3 credits
Chemistry 335, Organic Chemistry II Lab	1 credit
Chemistry 303, Biochemistry	3 credits

Other elective courses pursued by student (10 credits)

	10 credits
Total Credits (minimum of 120 credits required for graduation)	120 credits

Assessment of Outcomes and Objectives

Assessment of student learning outcomes occurs throughout the student experience at UW Oshkosh. The institution will collect student assessment data through the assessments embedded in and administered as part of the University Studies Program. In addition, all academic programs at UW Oshkosh are required to develop and implement program-level assessment plans that include both direct and indirect measures. The Faculty Senate Assessment of Student Learning Committee approves and reviews academic program assessment plans. Each year, department faculty and staff implement the assessment plan and analyze assessment data, and every two years, academic departments report their assessment findings to the Assessment Committee. As part of the assessment process, each department must demonstrate continuous improvement of the program based on assessment results. The program objectives for the proposed B.S. in Biomedical Science will be measured with course assignments, evaluations by instructors, exams, and student exit surveys.

All students majoring in a program offered by the Department of Biology currently take a “pre-program” exam in Biology 105 and an identical “post-program” exam in Biology 491. Results on the two exams are compared, and the questions on the exams are broken down by sub-discipline and the results are disaggregated by the students’ chosen major and emphasis. These exams will be used to determine whether students in the Biomedical Science program are progressing adequately in their knowledge of basic biology, quantitative knowledge, and physiology.

Embedded assessments will include writing assignments (such as lab reports, research article summaries, and case studies) to be used in multiple courses to assess written communication and critical thinking skills. Students’ essays will be scored mid-way through the program and again at the end of the program to assess whether writing skills have improved as students progressed through the major. A similar comparative assessment, using in-class presentations to assess oral communication skills, will also be implemented.

Diversity

In 2016, UW Oshkosh completed a year-long strategic planning process that resulted in a number of strategic goals. One of these goals is to “increase equity, diversity and inclusion across every level of the University.” The plan states four focus areas under this goal:

1. Increase the recruitment and retention of historically underrepresented students, faculty, and staff.
2. Close the student achievement gap for historically underrepresented students.
3. Develop an enrollment management plan that reflects a commitment to increased access and student success.
4. Coordinate collaborations around, and support for, increasing the culture of inclusivity and respect on campus.

UW Oshkosh is developing a phased-in plan to implement these goals. UWO has completed a Strategic Enrollment Plan, which includes specific plans and metrics for attracting and retaining a more diverse student body, and the institution is currently developing and vetting a plan to diversify its faculty.

The proposed learning outcome of the Biomedical Science major to “[a]pply their understanding of the social and ethical issues surrounding biomedical/health practices, including research” is well aligned with the advancement of inclusive excellence. Through the study of social and ethical issues, students will be exposed to the current biases and inequalities that exist in the U.S. healthcare system, and this background will empower them to make professional decisions that will be inclusive.

The proposed major contains many components and requirements that will offer students the opportunity to engage in diversity. First, all students will complete UWO's University Studies Program, which provides students with a solid grounding in diversity via its requirement of knowledge of human cultures as well as required courses in global cultures and ethnic studies. Within the major, students will learn about the importance of diversity from many different perspectives in all the required core courses.

Inclusive excellence and equity will be important components of the proposed Biomedical Science major. In 2018, several faculty members in the Department of Biology completed *Implicit Bias in The Classroom* training, led by Dr. Jordan Landry at UW Oshkosh. The training included the development of individualized action plans to reduce implicit bias. In addition, many faculty members in the Department of Biology have completed *Students, Staff and Faculty for Equality (SAFE)* training provided by the LGBTQ Resource Center at UW Oshkosh.

Students will be actively recruited from underrepresented groups to the new Biomedical Science major, which will build on university-wide, undergraduate recruitment efforts at UW Oshkosh to seek a more diverse student body. This will include Preview Days, the Academic Open Houses, and meetings with prospective students.

Once on campus, students will have access to a variety of academic and social support services to maximize their success. Applicable support services that support diversity and inclusion at UW Oshkosh are the Division of Academic Support and Inclusive Excellence, Project Success (a program that supports students with language-based disabilities), the Accessibility Center, and the LGBTQ Resource Center.

Collaborative Nature of the Program

It is not anticipated that the new major will include collaborations with other UW institutions. The departments of Biology and Chemistry have a strong record of productive collaboration, and they will collaborate closely to deliver this program. UW Oshkosh will

also be actively working on increasing the transfer of students from the technical and tribal colleges.

Projected Time to Degree

It is anticipated that full-time undergraduate students will earn a B.S. degree in four academic years. Students who enroll at UW Oshkosh requiring remedial coursework in mathematics, who transfer from other institutions, who change their majors, or who fail to follow the *15 to finish* recommendation for a per-semester course load may take longer to graduate. Based on experience with the existing programs in the Department of Biology, relatively few students will pursue this program on a part-time basis; those who do may take up to six years to graduate, depending on the number of credits per semester they are able to pursue.

Program Review

Each program is required to conduct a self-study every seven years as part of a program review, according to established policy in the Faculty and Academic Staff Handbook. The review includes curriculum, assessment, resources, enrollment, and other measures of capacity and productivity. One or more external consultants then write a review of the program based on the self-study and other information, including interviews conducted during a campus visit. The self-study and program review are then reviewed by a college committee, the dean of the college, the Faculty Senate, and the provost. Each level of review provides its own comments and suggestions. The results of these program reviews often culminate in curricular changes and often in changes to the content of individual courses. In the past, these results have also bolstered arguments for increased resources when the external review makes clear that such resources are required in order to maintain the academic quality of the program.

Accreditation

UW Oshkosh has no plans to pursue discipline-specific accreditation for this program. Because the institution already offers other majors with similar CIP codes, UW Oshkosh will not need to submit this program to the Higher Learning Commission (HLC) for approval.

JUSTIFICATION

Rationale and Relation to Mission

Strategic Priority A of the UW Oshkosh's Strategic Plan includes the goal to "[p]repare students for today's careers, future employment and high quality of life." The proposed academic plan will achieve all these goals by preparing students to a variety of careers in the growing and essential field of healthcare. As stated elsewhere in this document, the program will also prepare students for a variety of graduate programs that could lead to even more lucrative and stable career options.

The UW Oshkosh mission is to "provide a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society." The proposed degree addresses two strategic priorities for Goal 1, enhancing student success: "providing a wide variety of opportunities for high impact practices" and "reviewing and creating a relevant, broad-based program array."

High-impact practices utilized in the program will include one-on-one interactions with faculty and staff in both lecture and lab settings, extensive use of active learning, opportunities to pursue independent research projects with faculty, and many opportunities for application of learning in laboratory settings.

With regards to the development of a "relevant, broad-based program array," UW Oshkosh's Department of Biology currently offers the Healthcare Science (Bio-HC-Sci) emphasis under the umbrella of the bachelor's degree program in biology. The Bio-HC-Sci emphasis was implemented in 2007, to suit the needs of the majority of students seeking admission to postbaccalaureate health profession programs (e.g., medical or dental school). Accordingly, the emphasis incorporates the college courses that simultaneously:

- Support strong scores on professional entrance exams (e.g., MCAT or DAT).
- Are required for admission to those highly competitive graduate programs.
- Prepare admitted UW Oshkosh students for their eventual professional school curricula, enabling them to excel in their graduate programs and reflect positively on the campus.

The Bio-HC-Sci emphasis has served students well, and for several years has consistently enrolled approximately 250 students. UW Oshkosh requests now to convert the emphasis to its own major for the following reasons:

First, the enrollment numbers in the existing Bio-HC-Sci emphasis alone necessitate that the program should be a stand-alone major in order to facilitate future curricular revisions, communications between all stakeholders, and student advising.

Second, in alignment with UW System initiatives, the Department of Biology recently overhauled its undergraduate curricula. The institution has directly addressed credits-to-degree and time-to-degree by enhancing elective flexibility. In fall 2018, a revised stand-alone biology major was implemented that will be the required foundation of any emphasis from this point forward. However, when UW Oshkosh modeled coupling the Bio-HC-Sci emphasis to the revised biology major, credits-to-degree actually increased. By converting this biology-tied emphasis to its own major, the institution uncouples it from the biology major and actually reduces the program's credits-to-degree by more than 10%.

Third, the title of the new major will place it alongside the department's four other majors (biology, environmental health, microbiology, and radiologic science), providing instant visibility. While growth in the existing emphasis has been robust even without such visibility, UW Oshkosh is preparing for a future when enrollment declines are predicted.

The title for the proposed Biomedical Science major will also provide students who complete the program with a more tangible outcome on their diplomas, especially valuable if they remain bound for a career in health. These careers could include entry-level positions in healthcare offices, research positions in the biomedical or pharmaceutical industry, or even more likely entry into a professional program in medicine, nursing, or pharmacy. The title of the new major will also solidify UW Oshkosh's position as a leader in health-related curricula in northeast Wisconsin. UW Oshkosh is increasingly successful at placing students in high-quality health professional programs. This is due to the quality of its program and the excellent support received from collaborating faculty and academic staff in chemistry and physics. The title of the new major will better brand the campus' success.

University Program Array

The proposed program will build upon the success of the current Healthcare Science emphasis and continue the commitment of UW Oshkosh to offering healthcare-related majors, such as the Healthcare Science major in Kinesiology (although the proposed major offers a more solid grounding in biology by including required courses in microbiology, genetics, and an upper-level physiology course). Further, it will build upon the success of the Healthcare Management emphasis offered by the College of Business, a medical technology program, and the Radiologic Science major, which recently added an emphasis in sonography.

In terms of alignment, UW Oshkosh has long had a successful nursing degree program, including an accelerated nursing bachelor's degree program for those who already hold a bachelor's degree in another discipline. The nursing program has also instituted master's and doctoral-level programs, with an aim to *grow its own* advanced practice nurse educators. Graduates of the Biomedical Science major will be well positioned for admission to this accelerated program as well as continuation in the graduate nursing programs.

Other Programs in the University of Wisconsin System

The other campuses within UW System that currently offer a major in health science, biomedical science, or similar degree program include the following: UW-Milwaukee houses a Biomedical Sciences program, UW-Parkside houses an Applied Health Sciences program that includes various pre-health concentrations, UW-Stevens Point

houses a Health Science program, and UW-River Falls houses a Biomedical and Health Sciences program.

The proposed major will differ from others in the UW System due to the depth and breadth of the required coursework (for example, requiring organic chemistry, biochemistry, and microbiology). In terms of delivery, courses are face-to-face and emphasize critical thinking, problem solving, and development of solid lab skills. There will always be a need for majors such as the one proposed to fill the growing demand in preparation for the next generation of medical professionals.

Through majors in medical technology and medical imaging, UW Oshkosh has built relationships with clinical programs throughout the state (and even out-of-state) that provide on-the-job training for these majors. For example, many students already work as certified nursing assistants in a variety of settings as well as medical scribes. The institution's reputation thus opens many doors for students to achieve hands-on learning in the field.

This is evidenced by the demand for students who pursue the Medical Imaging major. UW Oshkosh students are filling almost every available clinical seat in the state, and UW Oshkosh has taken these seats from competing institutions. The quality of the preparation of its students has been cited as the reason. Thus, UW Oshkosh has a reputation for providing high-quality training in the healthcare field.

Need as Suggested by Current Student Demand

UW Oshkosh has more than 11 years of experience offering the Healthcare Science emphasis within its biology major. In the past seven years alone, annual enrollment in the existing emphasis has stabilized at more than 200 students. This figure consistently represents approximately 40% of all the department's students. Since the emphasis' debut in academic year 2007-08 and through academic year 2017-18, UW Oshkosh has graduated a total of 384 students. In the past three academic years alone, the annual numbers of students graduating with this emphasis have been 52, 63, and 62, respectively.

Need as Suggested by Market Demand

Per the U.S. Bureau of Labor Statistics, "Employment of healthcare occupations is projected to grow 14% from 2018 to 2028, much faster than the average for all occupations, adding about 1.9 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services."¹ This prediction can also be juxtaposed onto the most recent recession, in which the healthcare



¹ U.S. Bureau of Labor Statistics. (2019). *Occupational Outlook Handbook*. Retrieved on April 9, 2020, from <https://www.bls.gov/ooh/healthcare/home.htm>

labor sector suffered fewer job losses than many others. Students and their families are generally aware of these employment trends.

At the state level, the Wisconsin Department of Workforce Development² projects an 8.9% growth in jobs for healthcare practitioners and technical occupations from 2016 to 2026 in Wisconsin, with a total of 10,556 job openings per year for the state and 650 annual openings in the Fox Valley. For the same time period, the department predicts a 10.75% growth in jobs for healthcare support occupations, with 9,629 job openings per year within the state and 641 annual openings in the Fox Valley.

A bachelor's degree in Biomedical Science prepares students for a wide variety of healthcare career paths that require graduate education. Experience with the existing emphasis shows that graduates from UW Oshkosh are well prepared for application to schools of allopathic medicine, audiology, chiropractic medicine, dentistry, optometry, orthotics and prosthetics, osteopathic medicine, pharmacy, physician assistant studies, physical therapy, podiatry, and veterinary medicine. Graduates are also qualified to pursue focused post-baccalaureate clinical training such as echocardiography, radiography, respiratory therapy, and ultrasonography. While some of these may currently permit an associate's degree for entry-level employment, the healthcare professions have seen a great deal of *degree creep* in the past 20 years, and the chance for advancement in these technical fields is generally far greater for a student with a pertinent bachelor's degree. In short, the proposed degree program would prepare graduates well for either graduate study or immediate employment in a number of fast-growing professional fields.

² Wisconsin Department of Workforce Development. (2019). *Occupation Projections*. Retrieved on April 9, 2020, from: <https://jobcenterofwisconsin.com/wisconomyquery>

University of Wisconsin - Oshkosh						
Cost and Revenue Projections For Newly Proposed Program						
Items		Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Students Transitioning from Healthcare Science Emphasis (Headcount)	30	35	40	40	40
	Enrollment (New Student) Headcount	0	0	0	5	10
	Enrollment (Continuing Student) Headcount	0	23	45	66	68
	Students Transitioning from Healthcare Science Emphasis (FTE)	30	35	40	40	40
	Enrollment (New Student) FTE	0	0	0	5	10
	Enrollment (Continuing Student) FTE	0	23	45	66	68
II	Total New Credit Hours				150	300
	Existing Credit Hours	900	1050	1200	1200	1200
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					
	<i>From Tuition</i>				\$32,110	\$ 64,220
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
	Total New Revenue	\$0	\$0	\$0	\$32,110	\$64,220
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>					
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other (please list)</i>					
	<i>Other (please list)</i>					
	Total Expenses	\$0	\$0	\$0	\$0	\$0
VI	Net Revenue	\$0	\$0	\$0	\$32,110	\$64,220
Submit budget narrative in MS Word Format						
Provost's Signature:		Date:				
		April 15, 2020				
Chief Business Officer's Signature:		Date:				
		April 15, 2020				

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN OSHKOSH BACHELOR OF SCIENCE IN BIOMEDICAL SCIENCE

Introduction

The development of the B.S. in Biomedical Science program responds to a continuing demand for healthcare-related majors and minors in northeast Wisconsin. Establishing the program will provide students with the skills necessary to pursue immediate employment or entry into professional programs in the healthcare field. The major will require 55 credits, in addition to the 38 credits in the University Studies Program (general education) and 27 additional degree requirement credits.

All the courses required to support the proposed B.S. in Biomedical Science are currently being taught and will continue to serve other programs. For the first three years, students in the new major will be students who were enrolled in, or would otherwise have enrolled in, the Healthcare Science emphasis. Therefore, there will be no new student credit hours (SCHs) and no need for additional instructional FTE. By the fourth year, it is anticipated that the increased visibility of the new major will begin to attract new students, but still not enough to require additional FTE. The current required FTE to support the program is estimated at 8 FTE. Further, it is believed that additional instructional FTE may eventually be required, but not for the first five years.

After discussing this proposal with the university's Chief Business Officer, it was mutually decided that the COVID-19 pandemic should have no appreciable effects on the enrollment projections or financial viability of this program. For the first three years of the projection, the students in the new program are projected to be existing students who will switch over from an existing emphasis to the new program. The conservative estimates for new students starting in Year 4 should not be affected by the pandemic.

Section I – Enrollment

For the first three years, the students enrolled in the new program will transition from the currently existing Healthcare Science emphasis, or will be students who were planning to enter the emphasis, so a row was added to the projections to distinguish those students from new enrollees at the university. Currently, approximately 250 students are enrolled in the Healthcare Science emphasis; it is anticipated that most of those students will remain in the emphasis, but 30-40 will switch to the new major. Beginning in Year 4, it is expected that the increased visibility of the major (as opposed to an emphasis) will begin to attract new students who would not otherwise seek a degree program at the university.

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 currently existing emphasis into

the new major, this new major will not result in additional credit hours for the first three years. (Incoming students who choose the new program are essentially students who would have enrolled in the Healthcare Science emphasis 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 existing emphasis.) By Year 4, it is anticipated that the increased visibility of the new major will attract enough additional students to result in a net increase of 5 FTE over the current enrollment. These five additional students, averaging 15 credits per semester, will result in a net increase of 150 new credit hours in Year 4. It is expected that these numbers will double for Year 5.

Section III – Faculty and Staff Appointments

All the courses for the proposed new program are existing courses currently being taught by existing faculty and academic staff. Both delivery of instruction and the program administrative responsibilities for the program will be provided through the current FTE through 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 three years. For those years, any revenue attributed to the new program would essentially be offset by equal losses from the existing Healthcare Science emphasis. By Year 4, it is anticipated that the increased visibility 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 existing emphasis). It is projected that this additional student FTE will generate \$32,110 in additional tuition revenue in Year 4 and \$64,220 in Year 5, based on an in-state tuition rate of \$3,211.08 per semester.

Section V – Program Expenses

No additional expenses for instruction, administration, facilities, or equipment are needed for this program beyond what are already required for current programs. As enrollment in the new program continues to grow beyond Year 5, it is expected that some instructional and administrative costs may be incurred in later years, though they would be more than offset by additional tuition revenue.

Section VI – Net Revenue

Through Year 5, it is expected that all increased revenue will be net revenue, since the proposed new program will require no increase in expenses in that timeframe. UW Oshkosh intends to use any net revenue to counter the rising costs of laboratory equipment and supplies in the participating natural science departments.



April 9, 2020

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 Biomedical 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 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 preparation for students to directly enter a healthcare related field or to pursue graduate work for a more advanced position. The proposed major will encourage students to remain in northeast Wisconsin to pursue a variety of careers that are in high demand.

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 Biomedical 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 any questions, I would be happy to discuss them with you.

A handwritten signature in black ink that reads "John Koker". The signature is written in a cursive style with a vertical line separating the first and last names.

John Koker
Provost and Vice Chancellor

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

OFFICE OF THE PROVOST AND VICE CHANCELLOR

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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF ARTS IN PROFESSIONAL COMMUNICATION,
UW-PARKSIDE**

REQUESTED ACTION

Adoption of Resolution C.7., authorizing the implementation of the Master of Arts in Professional Communication program at UW-Parkside.

Resolution C.7. That, upon the recommendation of the President of the UW System and the Chancellor of UW-Parkside, the Chancellor is authorized to implement the Master of Arts in Professional Communication program at the University of Wisconsin-Parkside.

SUMMARY

The University of Wisconsin-Parkside proposes to establish a Master of Arts in Professional Communication. The proposed 30-credit, online, service-based pricing degree program responds to market and student demands for advanced communication, conflict management, and leadership training as applied to their existing areas of employment.

Provost

- Dr. Robert Ducoffe, Provost, UW-Parkside

BACKGROUND

The Master of Arts in Professional Communication proposed by UW-Parkside responds to data indicating a 20% increase in employment opportunities in professional communications since 2013, and projections for an additional increase of 11% by 2027. The advanced degree is designed for working adults who wish to acquire advanced-level knowledge and skills for communicating effectively, critically, and creatively in the professional workplace. As such, the proposed 30-credit academic degree program is designed in seven-week modules to be offered 50% or more online. Twenty-one credits offer students opportunities to expand their understanding of professional communication, leadership, media analysis, conflict resolutions, and diversity in the

workplace. The program also includes seven elective credits, allowing students to better tailor learning to their area of employment. Program completion occurs after students successfully defend an original thesis or practitioner-based project. The program's service-based tuition pricing will be a key marketing strategy in an effort to target working adults. Academic partnerships will provide additional marketing, recruitment, and online course management support.

Related Policies

- Regent Policy 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
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF ARTS IN PROFESSIONAL COMMUNICATION
AT UNIVERSITY OF WISCONSIN-PARKSIDE
PREPARED BY UW-PARKSIDE**

ABSTRACT

The University of Wisconsin-Parkside proposes to establish a Master of Arts in Professional Communication (M.A. Communication). This proposed advanced degree program responds to regional market demands for business leaders, and those interested in leadership, to acquire advanced-level professional communication knowledge and skills. The University of Wisconsin-Parkside's Communication department is uniquely positioned to take advantage of this growth opportunity by offering students training in this field. Students will study organizational and community leadership, community relations, and applied social media. Graduates will be better equipped to communicate strategically and ethically to diverse audiences, create messages in various formats (i.e., oral, written, digital), manage conflicts, and provide constructive and creative leadership in community and organizational settings. The service-based pricing program will be comprised of 30 credits, which will include 21 core required credits, 9 elective credits, and a thesis or applied final project.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Parkside

Title of Proposed Academic Degree Program

Professional Communication

Degree Designation(s)

Master of Arts

Mode of Delivery

Single institution; 50% or more distance delivery

Department or Functional Equivalent

Department of Communication

College, School, or Functional Equivalent

College of Arts and Humanities

Proposed Date of Implementation

February 2021

Projected Enrollments and Graduates by Year Five

Strong enrollment numbers are anticipated for two reasons: UW-Parkside's market share in the undergraduate communication arena is already robust for an institution of its size, and the university has a unique collaboration with academic partnerships. Academic partnerships have a proven track record with enrollments in the UW-Parkside's online MBA program and provide marketing and recruiting efforts substantially beyond UW-Parkside's current resources.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, a total of 210 students are expected to be enrolled in the program and 144 students will have graduated. The average retention rate is projected to be 90%, a number based on the Master's Completion Project study carried out through the Council of Graduate Schools.¹ The 90% retention rate estimate is used because the Masters of Business Administration programs, which, among the programs surveyed in the Master's Completion Project, are the most similar to the proposed Professional Communication degree.

The number of students anticipated to enroll is also based on the fact that in southeast Wisconsin, the Communication Department has attracted approximately 10% of the market share of students interested in undergraduate Communication programs.² If extrapolated to online graduate programs, in 2018, the total number of completions of students enrolled in distance-offered graduate programs was 373. Assuming the proposed graduate program performs similarly to the undergraduate one, the UW-Parkside online graduate program could feasibly attract 10% of the market share of students interested in an online graduate program. The University of Wisconsin-Parkside's Communication program has maintained steady enrollment over the past decade³ even as enrollments across the UW System, generally, and Communication programs, specifically, have declined. This consistent and stable enrollment provides an indicator of student interest in the program, efficacy of the faculty's pedagogical practices, and the degree of student academic support provided through program instruction.

Furthermore, with the assistance of academic partnerships, the deployment of a recruitment strategy will use paid advertising and organic marketing. The program's focus

¹ Master's Completion Project. (n.d.). Council of Graduate Schools. Retrieved from <https://cgsnet.org/masters-completion-project> This project examined the completion and attrition data from several cohorts of master's students at five partner institutions (four of which are located in the Midwest region of the U.S.).

² University of Wisconsin-Parkside Office of Institutional Effectiveness.

³ University of Wisconsin-Parkside Office of Institutional Effectiveness.

on the in-depth study of communication in professional settings, along with an emphasis on project-based work, will appeal to working professionals who wish to gain knowledge and skills to advance in the workplace. For example, students will learn how to mediate conflicts, produce digital media, write grants, and practice leadership communication skills.

Students may enroll beginning in any term of the program and not as a cohort. This type of flexibility is likely to appeal to working professionals, further supporting the projected enrollment numbers.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	35	40	45	45	45
Continuing Students	0	32	39	44	44
Total Enrollment	35	72	84	89	89
Graduating Students	0	29	35	40	40

Tuition Structure

The Master of Arts in Professional Communication program will operate as a service-based pricing program. For enrolled students, a tuition amount of \$525 per credit will apply for both residents and nonresidents. All classes will be offered online. No other special fees or charges are anticipated, including no additional fee associated with the online courses. Fifty percent of the tuition revenue will be shared with academic partnerships.

DESCRIPTION OF PROGRAM

Overview of the Program

Due to its two-decade-long focus on internships and community-based learning that requires partnerships with a host of different types of workplaces, the department is uniquely poised to offer a graduate degree in Professional Communication. The Master of Arts in Professional Communication is intended to provide advanced-level knowledge and skills for communicating effectively, critically, and creatively in professional workplace and organizational settings. In contrast to the undergraduate degree program, the student's course of study in this Master of Arts program will be highly focused on career-relevant research activities and projects. In this context, advanced skills would be appropriate for management or leadership positions within an organization.

To acquire these skills, students need the necessary theoretical background to analyze and assess a given situation and, in turn, solve problems critically and creatively. Students will hone and improve their skills in message creation—written, oral, and digital formats—in view of standard business professional guidelines. Students will master

knowledge and skills for interacting effectively in workplace settings, be able to analyze interpersonal interactions and organizational systems, and become adept at conflict management.

To achieve these outcomes, current communication theory and research will be integrated into the graduate program courses; and class-applied and research projects will have significant depth and rigor. These advanced skills will help students become leaders in areas such as public relations, marketing, social and digital media content management, organizational leadership, management, and administration.

The program will consist of 30 credits (10 courses) and will be delivered online in seven-week module formats. The program consists of 21 credits (seven core courses), including six credits for the project/thesis proposal and implementation and nine credits of elective courses (three courses total).

There will be two seven-week modules per semester, with two courses offered per module. Starting in Year 2, the proposal development (COMM 797) and project/thesis implementation (COMM 798) courses will be offered each module. Each course will be three credits. Students may complete up to six credits each module. If a student completed the maximum number of credits possible each module, the student could graduate within a year of starting the program. Given the target audience of working professional adults, some students may elect to enroll in one course per term, which means it will take longer for students to complete the program of study. This format allows for scheduling flexibility to make it easier for full-time working professionals to enroll. Students may take up to six elective credits outside of the Professional Communication program with approval from their graduate advisor.

The graduate program also includes high-impact educational experiences like community-based learning projects, where students work with a community partner to complete projects through specific courses. Courses will also allow students to implement projects at their place of employment. For example, students may develop a grant proposal that could benefit their organization through the Grant Writing course or analyze professional communication at their own place of work through the Professional Communication course.

Student Learning and Program Outcomes

Students will develop mastery in:

1. Producing audience-centered messages through advanced writing, storytelling, and argumentation.
2. Achieving formal presentational skills in mediated and unmediated contexts.
3. Facilitating constructive communication to enhance organizational, community, and cultural interactions.
4. Enacting civic and organizational leadership skills.

5. Embodying critical, diverse perspectives in the workplace.

The program will provide students with a common grounding in professional communication, leadership, media analysis, conflict analysis, and diversity in the workplace. This common knowledge will be achieved through the common 21-credit core courses. In addition, students may elect to focus on areas such as media production, community leadership, or conflict resolution, acquiring skills they can use as managers, organizational or community leaders, public relations specialists, social media specialists, marketers, or communication specialists.

The program culminates with students either completing an original thesis research project or implementing and assessing a practitioner-based project. This culminating project is not treated as a separate program learning outcome because it is expected that students will apply all five outcomes in their final paper/project and thus demonstrate their ability to illustrate and synthesize the basic tenets of the program.

Program Requirements and Curriculum

To be admitted to the program, applicants should have a bachelor's degree, provide recommendations from two references, and submit a written statement (essay). The written statement will provide the program with information on whether applicants have the appropriate baseline writing skills to be successful in the program. Its content will also inform program faculty as to whether the student's graduate program goals are compatible with the program.

Table 2 illustrates the curriculum for the proposed program. The 30-credit program includes 21 credits of required core courses and nine elective credits. From within these course electives, students may take up to six credits outside of the Professional Communication program with approval from their graduate advisor. The program will culminate in a practitioner-based project or thesis. Students must maintain a minimum 3.0 GPA to complete the program.

Students must develop a rationale or justification supported by background research for both the thesis and the applied project. For the thesis project, a literature review and selection of the research methodology will form the backbone of the proposal. For the applied project, students will design and assess an effective intervention—a change project that has a positive impact on a professional organization. In both cases, the work of developing the proposal will take place in COMM 797: Proposal Development. Students will be required to defend their proposal to a three-person graduate faculty committee. This defense will provide program faculty with an opportunity to identify how well the program is preparing students.

Table 2: Master of Arts in Professional Communication Program Curriculum

Academic degree program or major course requirements:

COMM 703: Professional Communication	3 credit(s)
COMM 708: Critical Media Studies	3 credit(s)
COMM 720: Philosophy of Communication	3 credit(s)
COMM 725: Conflict Resolution for Personal and Social Development	3 credit(s)
COMM 770: Enacting Leadership	3 credit(s)
COMM 797: Proposal Development	3 credit(s)
COMM 798: Project/Thesis Implementation	3 credit(s)

Elective courses (9 credits from the list below):

COMM 715: The Glass Ceiling: Gender in the Workplace	3 credit(s)
COMM 730: Grant Writing	3 credit(s)
COMM 740: Self-Reflective Communication in Civic Change	3 credit(s)
COMM 744: Human Machine Interface	3 credit(s)
COMM 750: Digital Media Production	3 credit(s)
COMM 775: Making Your Case: Strategies for Argumentation	3 credit(s)
COMM 785: Dialogue: Productive Strategies	3 credit(s)

Total Credits

30 credit(s)

Assessment of Outcomes and Objectives

Assessment of program learning outcomes and program objectives will take place on an annual basis. Rubrics will be developed to assess each program learning outcome. During summer 2020, department faculty will meet to develop a general rubric that can be applied across each program learning outcome. On an annual basis, graduate program faculty will complete an in-depth analysis of a single program learning outcome, rotating which outcome is assessed. Assessment will take place through the application of the relevant program learning outcome rubric to sample artifacts from courses that are intended to address the learning goal. A new program learning outcome will be selected each year so by the time the program undergoes its first program review, all learning goals will have been assessed. In conducting this annual program assessment, the intention is to identify what students are learning with respect to the learning goal and identify how the program can strengthen student learning through modifications in individual courses or across the curriculum. This assessment will take place through multiple department meetings in which student artifacts are discussed and analyzed using the relevant program learning outcome rubric. As part of the assessment, faculty will identify gaps in students' knowledge and skills, and will identify ways to modify courses or instruction to help students improve in their learning for a given program learning outcome.

With respect to student learning outcomes, the faculty recognize that students have diverse ways of learning and demonstrating their learning, and program faculty will use

multiple means for assessing student learning. The graduate faculty will meet to assess each student's progress in the program. A progress letter will be provided to the student, offering guidance related to the student's successful completion of the degree. These forms of assessment also will help with retention and degree completion.

The graduate program director will function as the advisor for new students. At any point in the program, a student may select an advisor who has expertise in the area in which the student is specializing to supervise the student's project or thesis. However, by the time a student completes COMM 797: Proposal Development, the student will be required to select a specialized advisor. Students' projects and theses will be used to assess individual students and inform the project's design. Students will submit and defend their project or thesis proposal to a faculty committee. This defense will provide the program with another set of data from which to assess how well the program is preparing students. These data will also inform possible areas for program improvement.

Diversity

From a curricular perspective, the proposed Professional Communication program will support students' opportunities to address diversity with three strategies. First, as noted earlier, Learning Goal 5 explicitly addresses diversity while the other learning goals, in order to be successfully addressed, must include an understanding of diversity. Second, most courses in the curriculum will include diversity as significant themes (e.g., Professional Communication, Critical Media Studies, Conflict Resolution for Personal and Social Development, Dialogue: Constructive Strategies, Self-Reflective Communication in Civic Change). The elective course, The Glass Ceiling: Gender in the Workplace, addresses diversity explicitly. Finally, the program will utilize high-impact educational practices such as community-based learning, research, and shared learning experiences, which are practices associated with student success in terms of persistence and graduation.

Academic partnerships will help provide student recruitment, retention, and completion support, and will also provide guidance to ensure a high-quality, online learning experience for students. Marketing approaches will include diverse imagery, reflecting the diversity of UW-Parkside generally, and the Communication program specifically, as it has successfully attracted, retained, and graduated students from diverse backgrounds.

Once students enter the program, they will be introduced to faculty mentors and encouraged to reach out and work with them. This mentorship, along with class assignments that connect course projects to students' experiences, and the annual assessment conference are ways the program will support student retention and degree completion.

With respect to recruitment and hiring of faculty to support the program, the Communication department has stipulated that faculty candidates should be able to incorporate issues of diversity (among other areas) into their teaching. As a result, every

individual can teach community-based learning and diversity courses, as well as other high-impact practices. Additionally, all faculty members have completed the university's online course development training, which should contribute to students' success in the program.

Finally, the program utilizes the service-based pricing model, making it highly accessible to students with its relatively inexpensive tuition. The online admission process has also been designed to reduce barriers for students by only requesting a bachelor's degree, recommendations from two references submitted through an online form, and a 500-word written statement.

Collaborative Nature of the Program

The program is not a collaborative program with other universities in the UW System.

Projected Time to Degree

The projected time to degree is two years or six semesters, allowing for students to be enrolled on a part-time basis. Students who are enrolled full time (6 credits per 7-week module) could complete the program within a year, i.e., three semesters (spring, summer, fall). There are no prerequisite or transfer agreements that will impact time to degree. However, time to degree might be affected by how long the student takes to complete the final project or thesis. Completion of the final project or thesis will also partly depend on how much prior work a student has completed in courses preceding the final project/thesis implementation (COMM 798). That said, students will be given opportunities in the coursework preceding COMM 798 to conduct research and projects to support completion of their final project or thesis and thus the degree.

Program Review

At the University of Wisconsin-Parkside, academic programs are reviewed every seven years by the Committee on Academic Planning and the Provost. The first review of the program will take place during the 2026-27 academic year. The Committee on Academic Planning has developed a rubric and process for programs to follow. This process involves conducting a program self-study that utilizes institutional data and qualitative data to assess a program in terms of its quality, student learning attainment, and sustainability. An external reviewer with expertise in the program area also provides input. The program is reviewed by the dean, the Committee on Academic Planning, and the Provost's office utilizing the aforementioned data. The analysis of these data is used to improve the program, ensure quality instruction, and maintain a relevant curriculum. No reviews are required by external entities or by accrediting agencies.

Accreditation

There are no special accreditation requirements associated with this program.

JUSTIFICATION

Rationale and Relation to Mission

Regionally, the employment opportunities in professional communications are increasing with a 19% increase in job openings from 2013 to 2017 and an anticipated additional 11% increase by 2027.⁴ Among current regional job openings in professional communications, 25.4% include a master's degree among the listed experience.⁵ The program is intended to address regional demands for professionals with advanced-level knowledge and skills in professional communications by focusing on courses that align with in-demand skills (e.g., social and new media, conflict management, leadership, public relations, and diversity), and integrating project-based work into a graduate-level curriculum.

The Master of Arts in Professional Communication will contribute directly to the UW System's mission by "developing in students heightened intellectual, cultural, and humane sensitivities...professional and technological expertise, and a sense of purpose." The program will do this by being delivered in an accessible, online format that will be conducive for working adults to complete and by offering courses that call for students to apply and engage with their communities and/or workplaces. This program also supports the UW System's *2020FWD* Strategic Plan for an enhanced university experience by emphasizing cultural competencies and addressing the "needs of a dynamic, changing workforce and world" through coursework that includes consideration of diverse perspectives, leadership, civic change, technological changes, and conflict resolution.

The UW-Parkside's mission states that: "The University of Wisconsin-Parkside is committed to high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population, and its local, national and global communities." The Master of Arts in Professional Communication program addresses regional needs with respect to the increasing demand for professional communication-related fields. The online format will allow the program to be flexible in scheduling to address the needs of a diverse student population, especially nontraditional and working adult students.

The proposed program at UW-Parkside supports major themes in the university's strategic plan.⁶ UW-Parkside has the following three strategic pillars: to be a premier regional university that transforms lives, to advance economic growth and quality of life, and to achieve sustainable growth. To become a premier, transformational, regional university, the institution seeks to increase learner success, engagement, and career readiness. As a key emphasis, the professional focus of the proposed master's program

⁴ Gray Associates Program Evaluation System (PES).

⁵ Burning Glass Labor Insights.

⁶ <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>

has the development of career readiness. In alignment with the university's strategic plan to emphasize innovative teaching, learning pedagogies, and high-impact experiences, the Communication Department has a tradition of innovative pedagogies and utilizing high-impact experiences such as community-based learning, diversity, and student research. This will be continued at the graduate level.

To advance economic growth, part of the second strategic pillar, the university has committed to better serving adults returning to college. This online program will offer flexibility in scheduling that will be especially conducive for returning adult students. The program is also responsive to current and future demands for professions and occupations in the area.

The third pillar of the university's strategic plan is to achieve sustainable growth. The M.A. in Professional Communication program will complement the university's existing and growing number of graduate programs. It will also be the first master's degree program offered within the College of Arts and Humanities.

UW-Parkside's Master of Arts in Professional Communication program has been approved by the university's Course and Curriculum Committee, the Committee on Academic Planning, and the Faculty Senate. The program has the support of the dean of the College of Arts and Sciences and the Provost.

University Program Array

To date, three of the four University of Wisconsin-Parkside colleges have graduate academic degree programs. Each academic degree program reflects the mission of the college in which it is housed. For example, the College of Business, Economics, and Computing offers a Master of Business Administration degree and a Master of Science degree in Computer and Information Science. The College of Natural and Health Sciences offers seven Master of Science degrees in Applied Biotechnology, Biological Sciences, Clinical Mental Health Counseling, Health and Wellness Management, Healthcare Administration, Sport Management, and Sustainable Management. The College of Social Science and Professional Studies is currently the only college at the University of Wisconsin-Parkside that offers a Master of Arts degree program: Applied Professional Studies (MAPS). The overall focus on the MAPS program is on professional studies and includes a diversity of skill and knowledge areas whereas communication is central in the proposed Master of Arts in Professional Communication. This program will be the first graduate-level program within the College of Arts and Humanities.

The Professional Communication program will consist of 12 new courses to the department's curriculum array. These new graduate courses are topically related to courses offered in the undergraduate curriculum. For example, the graduate-level Glass Ceiling class addresses issues related to gender in the workplace, examining gender and the meanings associated with gender from a critical perspective. This approach expands

upon classes taught at the undergraduate level such as Organizational Communication, and Gender and Communication. The Glass Ceiling class will integrate critical theories related to gender and power. This course also has professional relevance that will especially help leaders and managers in organizations understand how to address gender and gender discrimination.

The Master of Arts in Professional Communication is designed to allow students to take up to six elective credits outside of the program. This will help students gain an interdisciplinary perspective and engage in topics relevant to their interests that may not be offered in the program. For example, students who are interested in public leadership could complete the Public Policy course in the Applied Professional Studies program. The Master of Arts in Professional Studies program has agreed to allow Professional Communication students to take courses in that program, expressing its support of the Master of Arts in Professional Communication. This intra-institutional support and collaboration is also demonstrated through the agreement to cross-list two courses (Professional Communication and Human Machine Interface).

Other Programs in the University of Wisconsin System

In the University of Wisconsin System, the following institutions offer master's degrees in communication: UW-Madison (Master of Arts in Communication Arts), UW-Milwaukee (Master of Arts in Communication), UW-Stevens Points (Master of Arts in Communication), and UW-Whitewater (Master of Science in Communication). Only UW-Whitewater's Master of Science degree program is fully online. UW-Stout offers a Master of Arts program with a similar sounding name as the University of Wisconsin-Parkside's proposed program: Technical and Professional Communication. However, the UW-Stout program focuses on technical communication and document design, and is more composition-oriented than the proposed program. Based on the Classification of Instructional Program Codes, the UW-Stout program is an English Language and Literatures program rather than a Communication program.

The UW-Whitewater program is most similar to the proposed UW-Parkside Professional Communication program in that it is an online program, with some overlap in topics addressed by each program (e.g., new media; organizational communication). However, the UW-Parkside program culminates in a Master of Arts degree whereas the UW-Whitewater program leads to a Master of Science degree. In distinguishing the UW-Whitewater program from that proposed by UW-Parkside, there are also topics that are unique to each. For example, the UW-Parkside program includes courses on conflict management, rhetorical leadership, grant writing, self-reflexive communication and civic change, and digital media production. The UW-Whitewater program has courses that focus on corporate communication, strategic and crisis communication, and health communication, which are not a part of the proposed UW-Parkside program. The UW-Whitewater program consists of stackable certificates whereas UW-Parkside's is a single academic degree program that will culminate in an applied project or research thesis.

As an M.A. program, the UW-Parkside program has a focus on critical and creative problem solving, humanistic research that uses a variety of qualitative research methods, and change management issues that address how to apply theory for a positive impact on organizations, institutions, and communities. In combining a Master of Arts orientation to professional communication, the program will draw on the department's long-standing practice of using community-based learning, student- and community-engaged research, and diversity-infused curriculum to teach students how to apply theory and humanistic inquiry in a professional context.

Need as Suggested by Current Student Demand

Based on UW-Parkside's alumni survey of graduates between the 2014-2018 academic years, among Communication students responding, 50% indicated an interest in pursuing graduate/professional studies in the future or were currently enrolled in such a program. According to results from the UW-Parkside Graduating Student Survey between the academic years of 2012-2019, a total of 19% of respondents who were Communication majors indicated they attended graduate school part time or full time upon graduation. Based on National Student Clearinghouse results over the past 10 years, 12% of UW-Parkside graduates who have pursued a graduate degree have done so in Communication. These results indicate a viable interest among University of Wisconsin-Parkside students and alumni in graduate studies in Communication.

According to the Council of Graduate Schools, graduate applications are on the rise across the country, based on its Graduate Enrollment and Degrees report analyzing data from 2008 to 2018.⁷ According to this same report, master's degree programs account for nearly three-quarters of this rise, with enrollment in Communication programs as one area that accounted for the majority of first-time graduate student enrollment in fall 2018.

The approval of the University of Wisconsin-Parkside's Master of Arts in Professional Communication program will not have a negative impact on other programs at UW-Parkside in that this program will be one of two Master of Arts programs offered at the University of Wisconsin-Parkside. The university's Course and Curriculum Committee and the Committee on Academic Planning, which have university governance responsibility for program review and planning, reviewed and approved the proposed Master of Arts in Professional Communication program. The university's Faculty Senate also voted to approve this program. The Master of Arts in Professional Studies at the University of Wisconsin-Parkside offers different, but complementary, areas of emphases to the Professional Communication program.

⁷ Council of Graduate Schools. (2019, October 8). *Graduate Application and First-Time Enrollment Counts on the Rise at U.S. Colleges and Universities*. Available at <https://cgsnet.org/graduate-application-first-time-enrollment-counts-rise-us-colleges-and-universities>

Need as Suggested by Market Demand

According to the Wisconsin Department of Workforce Development, in occupational areas most aligned with professional communications, from 2016 to 2026, there is a projected increase of position openings of 12.8% for advertising, marketing, promotions, and public relations and 7.8% for media and communication workers. According to Burning Glass Labor Insights, employment opportunities in professional communications regionally are increasing, with a 19% increase in job openings from 2013 to 2017 and an anticipated additional 11% increase by 2027. Burning Glass Labor Insights also indicated that, as of fall 2019, among regional job openings in professional communications, 25.4% include a master's degree among the listed experience.

This program addresses regional demands for professionals with advanced-level knowledge and skills in professional communications by focusing on courses that align with in-demand skills (e.g., social and new media, conflict management, leadership, public relations, and diversity), and integrating project-based work into the curriculum. In helping students to develop mastery-level skills and knowledge in message construction, digital production, conflict management, and organizational and community leadership, the proposed Master of Arts in Professional Communication will support graduate students in advancing in their current careers to obtain management or leadership positions. Moreover, as an online program, digital literacy and production will be incorporated into every course, enabling students to apply their new digital communication skills to their workplace. Given how dependent technological connectedness is in the present and future workplace, this is crucial.

University of Wisconsin - Parkside						
Cost and Revenue Projections For the Master of Arts in Professional Communication Program						
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	35	40	45	45	45
	Enrollment (Continuing Student) Headcount	0	32	39	44	44
	Enrollment (New Student) FTE	35	40	45	45	45
	Enrollment (Continuing Student) FTE	0	32	39	44	44
II	Total New Credit Hours	24	12	0	0	0
	Existing Credit Hours	0	24	36	36	36
III	FTE of New Faculty/Instructional Staff	0	0	0	1	0
	FTE of Current Fac/IAS	7	7	7	7	8
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	Revenues					
	<i>From Tuition (Service-Based Pricing at \$525/credit with 50% of revenue shared with Academic Partnerships. See line 33.)</i>	\$330,750	\$579,600	\$670,950	\$702,450	\$702,450
	<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	\$330,750	\$579,600	\$670,950	\$702,450	\$702,450
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$68,502	\$94,432	\$105,147	\$157,672	\$157,672
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other (please list): Academic Partnerships</i>	\$165,375	\$289,800	\$335,475	\$351,225	\$351,225
	<i>Other (please list): Online support</i>	\$9,923	\$17,388	\$20,129	\$21,074	\$21,074
	Total Expenses	\$243,800	\$401,620	\$460,751	\$529,971	\$529,971
VI	Net Revenue	\$86,951	\$177,980	\$210,200	\$172,480	\$172,480

Submit budget narrative in MS Word Format

Provost's Signature:

RD — L

Date:

5/19/2020

Chief Business Officer's Signature:

Scott Menke

Date:

5/19/2020

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-PARKSIDE MASTER OF ARTS IN PROFESSIONAL COMMUNICATION

Introduction

The program will be delivered completely online, in seven-week modules. The program will contract with academic partnerships to assist in marketing, recruiting, and general program advising for students. Because of this, the tuition for the program is on a per-credit basis and does not include any special fees.

Section I – Enrollment

UW-Parkside anticipates that the proposed degree will enroll upwards of 210 new students over the five-year period and graduate 144 students by the end of Year 5. Following the results of the Master's Completion Project,¹ the projected average retention rate is 90%. The projections are based on the following information and assumptions. Within southeast Wisconsin, the UW-Parkside program has attracted approximately 10% of the market share of undergraduate students interested in communication programs. The total number of completions in 2018 of students enrolled in distance-offered graduate programs was 373. Assuming the graduate program will perform similarly to the undergraduate program, the enrollment projection numbers assume that the UW-Parkside's online graduate project can feasibly attract 10% of the market share of students interested in an online degree in communication.

Section II – Credit Hours

In Year 1, which will start in spring 2021, the program will offer all courses except for courses related to the final proposal development (COMM 797) and project/thesis implementation (COMM 798). This range of course offerings assumes that no student will be ready for completing the final requirements during their first year in the program. In spring 2021, one faculty member of the department will be on sabbatical leave and another faculty member will have just retired. For this reason, during Year 1, the program will consist of the following rotation of courses:

TERM	COURSE
Spring	COMM 703: Professional Communication (cross-listed as MAPS 703) COMM 708: Critical Media Studies COMM 720: Philosophy of Communication COMM 770: Enacting Leadership

¹ The Master's Completion Project is a study completed in 2013 by the Council of Graduate Schools on completion and attrition rates in master's programs. See <https://cgsnet.org/masters-completion-project>

Summer	COMM 730: Grant Writing COMM 740: Self-Reflective Communication in Civic Change COMM 744: Human Machine Interface (cross-listed as MAPS 744) COMM 750: Digital Media Production
Fall	COMM 708: Critical Media Studies COMM 720: Philosophy of Communication COMM 725: Conflict Resolution for Personal and Social Development COMM 775: Making Your Case: Strategies for Argumentation

Two of the courses listed above are currently being offered in the Master of Arts in Professional Studies. The total new credits generated through the program in Year 1 are 24.

In Year 2, the program will be able to offer its full array of courses, accounting for the fact that a new faculty member will be hired to replace a recently retired faculty member. In addition, in Year 2, students from Year 1 will have completed enough requirements to complete their final projects and final requirements. For these reasons, during Year 2, the program will include the following courses in the rotation:

COMM 715: The Glass Ceiling: Gender in the Workplace
 COMM 785: Dialogue: Productive Strategies
 COMM 707: Proposal Development
 COMM 798: Project/Thesis Implementation

Section III – Faculty and Staff Appointments

The department currently consists of 6.5 FTE, with one faculty member, currently at 50% time, who will be retiring at the end of the fall 2020 term. During the 2020-21 academic year, a search will be conducted to replace this faculty member with a full-time faculty member, such that during Year 1, by the fall term, there will be seven full-time faculty members in the department. To address the projected growth of the program, the dean of the College of Arts and Humanities has committed to hiring another new faculty member in Year 3 of the program (with the new hire to be on staff in Year 4) to support the program.

Section IV – Program Revenues

Tuition Revenues

The Master of Arts in Professional Communication program will operate as a service-based pricing program. For enrolled students, a tuition amount of \$525 per credit will apply for both resident and nonresident students. All classes will be offered online. No other special fees or charges are anticipated, including no additional fee associated with

online courses. Fifty percent of the tuition revenue will be shared with academic partnerships. (This is further addressed in the Program Expenses section.)

In the program structure, terms consist of seven-week units. While a student could conceivably enroll full time every term (a total of six each year), it is more likely that students may occasionally be enrolled on a part-time basis. Therefore, for Year 1, it is assumed that the average student will complete 18 credits, for a revenue of \$9,450 per student ($\525×18 credits).

For Year 2, it is assumed that new students will follow the same path as described above for a revenue of \$9,450 per student. Continuing students will complete their remaining 12 credits, for a revenue of \$6,300 per continuing/graduating student ($\$525 \times 12$ credits). The formula described here is applied for Years 3, 4, and 5.

Section V – Program Expenses

Expenses – Salary and Fringe

The program will be taught as part of the course load of faculty in the Communication Department. Therefore, anticipated salary plus fringes to support the program include:

- a) Faculty Summer Teaching: Because faculty are on nine-month contracts, to support the four courses that will be offered during the summer, \$29,140 is requested ($4 \text{ classes} \times \$4,700$, plus fringe calculated at 55%). Note: Salaries for faculty summer teaching are calculated using base salaries and thus will specifically depend on the base salaries for the actual faculty members who teach during a given year. The amount used (\$4,700) is an estimate based on the average salary for UW-Parkside's Communication Department faculty.
- b) Academic Year Associate Lecturer Coverage: Because faculty members will be teaching graduate courses as part of workload, funds are requested to hire associate lecturers to cover courses that otherwise would be taught by faculty. The rate for an associate lecturer in Communication is \$2,892 per course; fringe is calculated at 55%. In Year 1, six courses will need to be covered ($6 \times \$2,892 \times 1.55 = \$26,896$). In Years 2 and 3, nine courses will need to be covered ($9 \times \$2,892 \times 1.55 = \$40,343$).

Given the projected program growth, a full-time faculty member is expected to be hired. In doing so, some of the courses that were taught by associated lecturers during Years 1-3 would be shifted back to faculty. Therefore, in Years 4-5, it is anticipated that one course per year would need to be covered by an associate lecturer as full-time faculty teach in the graduate program (\$4,483).

- c) **Course Releases:** Faculty will be teaching graduate courses as part of their course load; however, graduate courses are more intensive and demanding than undergraduate courses. At UW-Parkside, the overall workload for graduate courses is calculated at 1.3 times more than that for an undergraduate course. In other words, a three-credit graduate course is the equivalent in workload to a four-credit undergraduate course. Faculty contracts assume a full-time teaching load of 24 credits per academic year (or a 4-4 undergraduate course load). However, faculty plan to teach both undergraduate and graduate courses each semester.
- d) **Graduate Program Director:** To manage the program and to function as an initial advisor for new students, one faculty member in the department will serve as the graduate program director. This position will include a \$3,500 stipend per academic year, plus a course release per semester. Funds are requested for associate lecturers to teach courses that the graduate program director would otherwise teach (\$8,966).
- e) **Project/Thesis Supervision:** Projects and theses will be supervised by individual faculty depending on expertise. This also means that the exact number of projects/theses that a faculty member supervises will fluctuate. In order to receive compensation for the intensive work required for supervising a final master's project, faculty will be compensated at \$250 per student when a student enrolls in COMM 799 to complete his/her project or thesis work. The total cost per year to compensate faculty for project/thesis supervision is calculated at \$250 multiplied by the number of students anticipated to be graduating in a given year.
- f) **New Faculty Hire:** Given the projected enrollment numbers, for the graduate program to be sustainable, a new faculty member (assistant professor) should be hired. This is worked into the budget and program for Year 4. (The search would take place in Year 3.) It is assumed that the individual would be hired at \$62,000, with fringe at 55%. This new hire would contribute to both the graduate and the undergraduate programs as well as overall program growth and development.

Given the projected program growth, a full-time faculty member is expected to be hired. In doing so, some of the courses that were taught by associate lecturers during Years 1 and 2 would be shifted back to faculty.

The table below summarizes each of the above expenses based on program year.

	Year One	Year Two	Year Three	Year Four	Year Five
Faculty Summer Teaching	\$29,140	\$29,140	\$29,140	\$29,140	\$29,140
Academic Year Associate Lecturer Coverage	\$26,896	\$40,343	\$40,343	\$4,483	\$4,483
Course Releases	0	\$4,483	\$13,448	\$4,483	\$4,483
Graduate Program Director	\$12,466	\$12,466	\$12,466	\$12,466	\$12,466
Thesis Supervision	0	\$8,000	\$9,750	\$11,000	\$11,000
New Faculty Hire	0	0	0	\$96,100	\$96,100
TOTAL	\$68,502	\$94,432	\$105,147	\$157,672	\$157,672

Other Expenses

The program will work with academic partnerships to assist in marketing, recruiting, and basic entry advising for new students. Academic partnerships will receive 50% of the tuition revenue per their contract expectation.

Because the program will be completely online, with no additional fees charged to students for online classes, 3% of the program revenue will be reserved to provide support for online resources.

Section VI – Net Revenue

Net revenue will be used to support program sustainability. Costs for sustainability include support for department supplies and expenses (S&E), faculty professional development, and research to maintain appropriate training and activity for a master's-level program. Further, during Year 3, a new faculty member will be hired to ensure appropriate staffing of instructional staff to maintain sufficient sections for instructing the undergraduate and graduate programs of the department.



Office of the Provost

P.O. Box 2000 | 900 Wood Road
Kenosha, WI 53141-2000

Phone: 262-595-2261

Fax: 262-595-2630

www.uwp.edu Keyword: Provost

April 13, 2020

Dear President Cross,

The University of Wisconsin-Parkside has submitted a request for authorization to implement a new Master of Arts degree program in Professional Communication. All program materials have been approved by our Course and Curriculum Committee and Committee on Academic Planning and by the Faculty Senate. This master's degree program is an important addition to our growing array of graduate programs which have resulted in our recent growth in enrollment, and is aligned with our strategic framework and our strategic enrollment management plan. Financial and human resources to support the program are either in place or committed. The quality of the program will be ensured by our regular program review process. As Provost, I fully support this new master's degree program.

Sincerely,

A handwritten signature in dark ink, appearing to read "RD" followed by a horizontal line and a stylized "L".

Rob Ducoffe, Ph.D.
Provost & Vice Chancellor
Office of Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN NUTRITION AND DIETETICS,
UW-STOUT**

REQUESTED ACTION

Adoption of Resolution C.8., authorizing the implementation of the Master of Science in Nutrition and Dietetics program at UW-Stout.

Resolution C.8. That, upon the recommendation of the Chancellor of UW-Stout and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Nutrition and Dietetics program at the University of Wisconsin-Stout.

SUMMARY

The proposed program reflects the elevation of the former Human Nutrition Science concentration in the Master of Science (M.S.) in Food and Nutritional Sciences program. The program responds to changes to dietetics education and the professional Registered Dietitian Nutritionist (RDN) credentialing process. Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a graduate degree to be eligible to sit for the RDN credentialing exam.

Provost

- Dr. Glendali Rodriguez, Interim Provost and Vice Chancellor for Academic Affairs, UW-Stout

BACKGROUND

Program Description

This is a 12-month program that will include summer session coursework to align with dietetic internship programs that have start dates in the fall. The program will require 30 graduate-degree credits that include 9 credits in research and research design and 21 credits in core courses of clinical nutrition, community nutrition, and food service

management. Courses will collaborate with a variety of community agencies to enhance experiential learning.

Currently, UW-Stout, UW-Madison and UW-Green Bay offer B.S. degrees in dietetics and dietetic internship programs, and the addition of a stand-alone, advanced-level M.S. program will meet the needs of current undergraduate students from multiple UW System institutions who are now required to complete an M.S. degree in order to become a RDN.

Student and Market Demand

Enrollment in the current M.S. in Human Nutrition Science concentration aligns with projected enrollment in the M.S. in Nutrition and Dietetics program and has remained between 26-29 students from 2014 to 2017. Based on these and other data, it is projected that, by the end of Year 5 of the program, 129 students will have enrolled in the program and 96 students will have graduated.

In the U.S., there were 68,000 RDNs employed in 2016, with an average yearly salary of \$60,370 (2018). The U.S. Bureau of Labor Statistics Occupational Outlook Handbook reports that dietitian and nutritionist jobs are expected to increase by 9,900 positions from 2016 to 2026. The anticipated 15% employment change is considered as “much faster than average for all occupations.” On average, 2,671 new RDNs entered the workforce per year from 2016 to 2018.

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
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative
- D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN NUTRITION AND DIETETICS
AT UNIVERSITY OF WISCONSIN-STOUT
PREPARED BY UW-STOUT**

ABSTRACT

The University of Wisconsin-Stout proposes to convert the existing Master of Science (M.S.) in Food and Nutritional Sciences (FNS): Human Nutrition Science concentration (HNS) to an M.S. in Nutrition and Dietetics (ND) program. This proposal responds to significant changes to dietetics education and the professional Registered Dietitian Nutritionist (RDN) credentialing process. Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a graduate degree to be eligible to sit for the RDN credentialing exam, thus supporting the need for M.S. programs. RDNs are nutrition experts who are employed in clinical, community, business, research, university, and corporate settings. The addition of the proposed program will provide UW-Stout dietetics students with the education needed to become an RDN. The proposed program will be offered online and require 30 graduate-degree credits. The coursework will include research design, clinical and community nutrition, and food service management. The U.S. Bureau of Labor Statistics reports that dietitian and nutritionist jobs are expected to increase by 15% between 2016 and 2026.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stout

Title of Proposed Program

Nutrition and Dietetics

Degree/Major Designation

Master of Science

Mode of Delivery

Single institution; 100% distance delivery

Department or Functional Equivalent

Department of Food and Nutrition

College, School, or Functional Equivalent

College of Education, Hospitality, Health and Human Sciences

Proposed Date of Implementation

September 2021

Projected Enrollments and Graduates by Year Five

Table 1 presents enrollment headcount, FTE, and graduation projections for students entering the program over the next five years. Based on UW-Stout data and the new requirement that students must have an M.S. degree to become a Registered Dietitian Nutritionist (RDN), the student completion rate is projected to be a minimum of 80% for this 12-month program. Continuing students represent part-time and transfer students from any university outside of UW-Stout. By the end of Year 5, it is expected that 129 students will have enrolled in the program and 96 students will have graduated. The enrollment projections are supported by UW-Stout and the Accreditation Council for Education in Nutrition and Dietetics (ACEND) data:

- Over the past six years, an average of 30 students per year have graduated from the M.S. in FNS program. This number includes both the graduates from the HNS concentration and the Food Science concentration. Of these 30 students, the average yearly enrollment in the M.S. in FNS: HNS concentration was 13 students (range: 10-16 students). This does not include dual-enrolled students. There were 21-38 dual-enrolled students per year in the M.S. in FNS program from 2013-2017. The FTE/headcount percent for the M.S. in FNS: HNS concentration was 72% in FY19. This is indicated in Table 1 as 14 students being needed to get 10 FTE in 2021-2022, 21 students to get 15 FTE in 2022-2023, etc.
- Over the past three years (2016-2019), an average of 23 students per year (range: 23-26 students) have graduated from UW-Stout's B.S. in Dietetics program.¹
- There is one distance (100% online) accredited program: Rutgers Entry-Level Master of Science in Clinical Nutrition. This program enrolls a maximum of 35 students per year (20 students in the *local* track; 15 in the *remote* track).²
- Nationwide, 13 accredited programs offer on-campus, hybrid or independent learning options to earn a master's degree (M.S., M.P.H., M.C.N., M.D.N., M.P.S., or M.M.N.). The average maximum enrollment is 26 students (range: 8-65 students).³

¹ Fact Book (2019). Retrieved January 10, 2020, from <https://www.uwstout.edu/about-us/meet-our-leadership/institutional-accreditation/fact-book>

² Entry-Level Master of Science in Clinical Nutrition (2017). Retrieved January 10, 2020, from <https://shp.rutgers.edu/nutritional-sciences/entry-level-master-of-science-clinical-nutrition/>

³ Future Education Model Graduate Programs (2020). Retrieved January 14, 2020, from <https://www.eatrightpro.org/acend/accredited-programs/future-education-model-graduate-program>

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
New Students	14	21	28	31	35
Continuing Headcount	10	7	3	3	3
New Students FTE	10	15	20	22	25
Continuing Students FTE	7	5	2	2	2
Total Enrollment	17	20	22	24	27
Graduating Students	12	17	20	22	25

Tuition Structure

Customized-Instruction (CI) tuition rates will apply for students in the M.S. in Nutrition and Dietetics program as per SYS 130⁴ and UW-Stout's Customized Instruction Financial Management Policy. The tuition totals \$5,400 per semester for a full-time student enrolled in 9 credits per semester or \$600 per credit. The tuition fee does not include textbook fees.

DESCRIPTION OF PROGRAM

Overview of the Program

The program will require 30 graduate-degree credits that include 9 credits in research and research design and 21 credits in core courses of clinical nutrition, community nutrition, and food service management. Students will be engaged in high-impact practices including research, collaborative projects and assignments, and community-based learning. Students will complete their dietetic internship prior to enrolling in or after completing the M.S. in Nutrition and Dietetics program in order to sit for the RDN credentialing exam.

Student Learning Outcomes and Program Objectives

To meet ACEND accreditation requirements, the proposed program has two goals: (1) The program prepares graduates to demonstrate knowledge, skills, and competency in professional and ethical behaviors for successful practice as RDNs; and (2) upon completion of the M.S. in Nutrition and Dietetics and the dietetic internship, graduates will be employed in an area that allows them to practice in dietetics.

⁴ UW System. (n.d.). SYS 130 Appendix B: Service-based pricing guidelines and procedures. Retrieved April 2, 2020 from <https://www.wisconsin.edu/uw-policies/130-appendix-b-service-based-pricing-guidelines-and-procedures/>

In alignment with ACEND, the M.S. in Nutrition and Dietetics program has the following overarching program objectives:⁵

1. At least 80% of full-time students will complete program/degree requirements within 18 months (150% of the program length).
2. Of graduates who seek employment, 80% are employed in nutrition and dietetics or related fields within 18 months of graduation.
3. Eighty percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 18 months of program completion.
4. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

In order to meet ACEND objectives, the program's learning objectives are:

1. Apply and integrate graduate-level nutritional sciences principles when presented with a practical problem.
2. Design, implement, evaluate, and disseminate nutrition research.
3. Demonstrate creative, critical, and strategic thinking skills that can be applied to nutrition and dietetics.
4. Employ a professional, philosophical, and ethical approach to work that follows the professional code of ethics.
5. Apply effective leadership, management, and collaboration strategies to meet operational goals.
6. Apply evidence-based food and nutrition information to meet the needs of individuals, groups, and organizations.
7. Utilize patient-centered educational strategies to create nutrition care plans that promote positive outcomes.
8. Integrate public policy; the physical, social, and cultural environment; and the food, nutrition, and biological influences into community nutrition practice.
9. Demonstrate effective communication skills.

Program Requirements and Curriculum

The program requires 30 graduate credits. Admission requirements align with UW-Stout's graduate admission requirements.⁶ To be admitted to the M.S. in Nutrition and Dietetics program, the student must meet the following requirements: a minimum GPA of 3.0 in the student's undergraduate degree and, if English is their second language, English

⁵ Accreditation Council for Education in Nutrition and Dietetics (2019). Guidance Information for ACEND 2017 Accreditation Standards [PDF File]. Retrieved from <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model/templates-for-acend-future-education-model-accreditation-standards>

⁶ How to Apply: Graduate Students (2019). Retrieved January 10, 2020, from <https://www.uwstout.edu/admissions-aid/how-apply/how-apply-graduate-students>

proficiency by either an IELTS score of 6.5 or a TOEFL score of 79 (iBT) or 550 paper-based. The prerequisites for admission to the M.S. in Nutrition and Dietetics program are statistics (Stats 320 or equivalent), physiology and anatomy (BIO 234 or equivalent), nutrition (FN 212 or equivalent), and advanced nutrition (FN 320 or equivalent). Table 2 illustrates the program curriculum for the M.S. in Nutrition and Dietetics.

Table 2: M.S. in Nutrition and Dietetics Program Curriculum

Program Prerequisites or Support Courses:

STAT 320	Statistical Methods	3 credits
BIO 234	Physiology and Anatomy	4 credits
FN 212	Nutrition	3 credits
FN 320	Advanced Nutrition	3 credits

Academic Program or Major Course Requirements:

Research Curriculum

Required for Plans A, B, C

PSYC 790	Applied Research Design	3 credits
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Plan A:

FN 770	Thesis—Food Science and Nutrition	6 credits
	OR	

Plan B:

FN 735	Problems in Food Science and Nutrition	2 credits
FN 733	Research in Nutrition and Dietetics I	3 credits
FN 739	Advanced Nutrition and Dietetics Practicum	1 credit
	OR	

Plan C:

FN 733	Research in Nutrition and Dietetics I	3 credits
FN 734	Research in Nutrition and Dietetics II	3 credits

Core Curriculum

FN 702	Controversies in Nutrition and Dietetics	2 credits
FN 706	Advanced Nutritional Assessment and Counseling	3 credits
FN 710	Advanced Clinical Nutrition	3 credits
FN 711	Advanced Food Service Management	3 credits
FN 712	Practicum in Community Nutrition Programs	3 credits
FN 736	Micronutrients	3 credits
FN 737	Macronutrients	3 credits
FN 739	Advanced Nutrition and Dietetics Practicum	1 credit

Total Credits	30 credits
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Assessment of Outcomes and Objectives

UW-Stout's Planning and Review Committee (PRC) program review and the Assessment in Major (AIM) processes will assess (1) program viability and (2) program learning outcomes and objectives, respectively. PRC is one of the standing committees

reporting to the Faculty Senate; the Faculty Senate votes to approve PRC recommendations and submits an annual report to UW System. The AIM includes direct and indirect measures of student learning outcomes that are used to implement improvements. This institutional assessment plan is completed and reviewed by governance committees; the office of Planning, Assessment, Research, and Quality; and the provost's office on four-year (PRC) and bi-annual cycles (AIM). Data from these review processes and the RDN credentialing exam annual pass rate will be used to construct accreditation reports and will be shared with the program advisory committee and program faculty and staff to maintain strengths and address areas for improvement.

1. **Core Concepts and Learning Objectives.** Students' concept mastery will be assessed through evaluation of weekly discussions, literature reviews and critiques, clinical case studies, individual nutrient quizzes, nutrition education classes, a research project, and student presentations. Students will be able to demonstrate and understand principles of graduate-level nutritional sciences and, upon graduate degree and internship completion, successfully complete the RDN credentialing exam.
2. **Experiential Learning.** Students' mastery of experiential learning will be assessed through practicum courses, discussions, and completion of individual and collaborative group projects. Students will apply and integrate graduate-level nutritional sciences principles when presented with a practical problem. Artifacts of student learning include literature reviews, presentations, research projects, discussion boards, community collaborative, and food service management projects as well as clinical case studies. In-class learning assessments will be analyzed for student mastery.
3. **Research and Critical Thinking Skills.** Students' mastery of research skills will be assessed through discussions, literature reviews, and completion of an individual or group research project. Students will be able to conduct and evaluate nutrition and dietetics research and demonstrate the ability to write and deliver clear and concise technical documents through written manuscripts and oral presentations. Students' mastery of critical thinking skills will be evaluated through projects that critically evaluate scientific and technical nutrition and dietetics literature, including issues appearing in scientific literature and in the popular press.
4. **Dietetic Internship Placement.** Students will apply to and be placed in a dietetic internship to be eligible for the RDN credentialing exam. Periodic evaluations from dietetic internship directors will be used for continual program improvement.

Diversity

In alignment with the Academy of Nutrition and Dietetics (AND) and UW-Stout's Focus 2020 goals, program curriculum will empower students to work with persons representing diverse abilities, ages, creeds, cultures, ethnicities, genders, gender identities, political affiliations, races, religions, sexual orientations, sizes, and socioeconomic characteristics. Advancing inclusive excellence is central to UW-Stout's mission and the dietetics profession as outlined in the Code of Ethics for the Nutrition and Dietetics

profession.⁷ The M.S. in Nutrition and Dietetics program learning objectives 4, 6, 7, and 8 reflect inclusive excellence. Faculty members within the program strive to teach and model cultural competency as both healthcare and credentialed practitioners, and are dedicated to promoting diversity when recruiting new faculty members and instructional staff. Additionally, faculty members are collaborating with the Wisconsin branch of the Academy of Nutrition and Dietetics to continuously improve diversity in recruitment of dietetics students.

Faculty members promote diversity in the classroom in a variety of ways. First, coursework will encourage students to evaluate their personal biases related to weight stigma and explore cultural health and diet beliefs related to medical nutrition therapy. Second, students will explore nutrition education techniques for economically disadvantaged populations specifically related to food insecurity and food inequality. Third, the instructors for the practicum courses will consider diversity when identifying staff to oversee the practicum and clinical experiences. Fourth, faculty members are involved in research that promotes diversity (the Cube at UW-Stout, the Office of Aging, The Special Supplemental Program for Women, Infants, and Children (WIC), area food pantries, etc., and engage in community speaking events that discuss multicultural aspects of dietetics. Finally, UW-Stout supports inclusive excellence among faculty and staff through initiatives including intercultural workshops, Intercultural Development Inventory assessments, and intercultural communities of practice and sharing communities through its Nakatani Teaching and Learning Center.

Collaborative Nature of the Program

The M.S. in Nutrition and Dietetics program will collaborate with UW-Stout's B.S. in Dietetics and the dietetic internship programs to recruit students and advise students when completing the education requirements to become an RDN. Courses within the proposed program will collaborate with community agencies such as The Boys and Girls Clubs, Greater Wisconsin Agency on Aging Resources, UW-Extension, Stepping Stones Food Shelf/Pantry, and Menomonie Area School District to enhance experiential learning through field experiences, community nutrition experiences and practicums, research projects, nutrition assessments, and nutrition education.

Projected Time to Degree

Courses will be offered during the summer, fall, and spring sessions. Full-time students in the M.S. in Nutrition and Dietetics program will enroll in courses year-round and will complete the curriculum in 12 months. The program will require summer session

⁷ Commission on Dietetic Registration. Code of Ethics for the Nutrition and Dietetics Profession. (June 1, 2018). Retrieved on April 2, 2020, from <https://www.eatrightpro.org/-/media/eatrightpro-files/career/code-of-ethics/coeforthenutritionanddieteticsprofession.pdf?la=en&hash=0C9D1622C51782F12A0D6004A28CDAC0CE99A032>

coursework to align with dietetic internship programs that have start dates in the fall semester. Faculty and staff will work to meet the needs of transfer students and RDNs who are interested in completing their M.S. degree at UW-Stout. The completion time for transfer and part-time students will depend on semester and summer session course loads.

Program Review

The program director for the M.S. in Nutrition and Dietetics will generate the AIM report every other year and submit the results to the provost's office for review. In this report, indirect and direct assessments of student learning objectives and outcomes are reviewed. The program director will use the assessments to review the success of the program. As students graduate from the M.S. program, the program director will analyze the survey results provided by alumni and employers and UW-Stout's survey of graduates to inform continuous program improvement.

The program director will monitor retention, time-to-graduation, graduation rates, and dietetic internship placement rates to further assess the overall effectiveness of the program. The results from the AIM report will be examined to determine the need for future curricular and program revisions and to assess and maintain the quality of the program.

All degree programs offered by UW-Stout are currently reviewed by the PRC on a four-year cycle. New programs will be reviewed four years after the program is initiated, and following the initial review, on a four-year rotation.⁸ As part of this review, current and past students, faculty, and program advisory committee members are surveyed. The report includes a review of the strengths, weaknesses and opportunities to improve the curriculum of the program. Using this information, the program director develops a self-study report that is reviewed by the PRC and presents the results to the Faculty Senate and the Provost.

The M.S. in Nutrition and Dietetics program will have an advisory committee that will meet on an annual basis. Stakeholders of the advisory committee include current faculty members, faculty members from local colleges or universities, dietetic preceptors, and dietitians working in the field. Annually, the committee will review program curriculum, objectives and outcomes; monitor student retention in the program; and develop marketing tools to recruit perspective students. The information gained from the program review process (PRC, AIM and advisory board feedback) will be used for continuous improvement of the proposed program.

⁸Assessment and Program Review. (n.d.). Retrieved January 14, 2020, from <https://www.uwstout.edu/about-us/meet-our-leadership/institutional-accreditation/assessment-and-program-review>

Accreditation

UW-Stout is accredited by the Higher Learning Commission and is certified for online course delivery by the United States Distance Learning Association. The current B.S. in Dietetics and the Dietetic Internship program are currently accredited by ACEND. UW-Stout plans to apply for ACEND accreditation when the M.S. in Nutrition and Dietetics program is approved.

JUSTIFICATION

Rationale and Relation to Mission

The proposed M.S. in Nutrition and Dietetics will meet important changes within dietetics education and to the professional RDN credentialing process. Currently, a bachelor's degree and 1,200 supervised practice hours are required for eligibility to take the RDN exam. As such, UW-Stout offers a B.S. in Dietetics and the Dietetic Internship program, and provides the pathway for currently credentialing requirements as an RDN. However, the Commission on Dietetic Registration (CDR) has changed the degree requirement to take the RDN exam from a baccalaureate degree to a graduate degree,⁹ effective January 1, 2024.

The proposed M.S. in Nutrition and Dietetics program supports the institutional mission and strategic plan of UW-Stout and is consistent with the polytechnic designation of the institution. The proposed program will build upon the following UW-Stout Enduring Goals and FOCUS 2020 goals that reflect UW-Stout's mission (*areas of emphasis are in italics*):

Enduring Goal 1: Offer high quality, challenging academic programs that influence and respond to a changing society.

Enduring Goal 2: Establish sustained financial viability of the institution by improving fiscal discipline, reallocating resources, increasing donations and other external revenue and streamlining processes.

FOCUS 2020 Goal 4: Increase student participation in applied research, increase student experiences that develop intercultural competence, and require an applied learning experience from all students.

FOCUS 2020 Goal 5: Expand, sustain, and collaborate on internal and external partnerships.

In alignment with Enduring Goal 1, the M.S. in Nutrition and Dietetics will enhance UW-Stout's B.S. in Dietetics program by offering all educational requirements for RDN eligibility at the institution. Additionally, the Cost and Revenue worksheet projects a

⁹ New Graduate Degree Eligibility Requirement Effective January 1, 2024 (2020). Retrieved January 10, 2020, from <https://www.cdrnet.org/new-graduate-degree-eligibility-requirement-effective-january-1-2024>

positive net revenue beginning in Year 1, thus aligning with Enduring Goal 2. In alignment with Goal 4, not only will the online format allow students to conduct research and apply scientific theory in their current workplace and practice area of interest, but it will also have the potential to diversify the student population. Additionally, through training in the research courses and/or thesis involvement, students will gain competence in all areas of the research process. In alignment with Goal 5, the proposed program will support the current program array at UW-Stout and promote collaboration with community agencies. Finally, support for the M.S. in Nutrition and Dietetics has been expressed by the leaders at UW-Stout as well as in other UW System institutions.

University Program Array

The 30-credit degree program is completed primarily within the Department of Food and Nutrition and aligns with the array of graduate programs in the College of Education, Hospitality, Health and Human Sciences that educate and train professionals to promote health among individuals and families. More specifically, UW-Stout offers a B.S. in Dietetics and a Dietetic Internship program; thus, currently offering all educational requirements to become an RDN. However, with the change in educational requirements for RDNs, UW-Stout will need to add a master's program in dietetics to continue offering all educational requirements to become an RDN. The addition of the M.S in Nutrition and Dietetics program meets this need and supports the current dietetics programs at UW-Stout.

Department of Food and Nutrition

- FN 702: Controversies in Nutrition and Dietetics
- FN 706: Advanced Nutritional Assessment and Counseling
- FN 710: Advanced Clinical Nutrition
- FN 711: Advanced Food Service Management
- FN 712: Practicum in Community Nutrition Programs
- FN 733: Research in Nutrition and Dietetics I
- FN 734: Research in Nutrition and Dietetics II
- FN 736: Micronutrients
- FN 737: Macronutrients
- FN 739: Advanced Nutrition and Dietetics Practicum

Department of Psychology

- Psyc 790: Applied Research Design I

Other Programs in the University of Wisconsin System

In the UW System, no programs are currently offered for a dietetics master's degree program under the CIP code 51.3101 (Dietetics/Dietitian). UW-Madison offers an M.S. in Clinical Nutrition (CIP 51.3102) and UW-Green Bay has been authorized to offer an M.S. in Nutrition and Integrated Health. The proposed program at UW-Stout distinguishes itself from these programs in that it is not focused on clinical nutrition or integrated health, but instead provides education that covers a variety of areas in dietetics that includes, but is not limited to, clinical dietetics.

UW-Stout, UW-Madison and UW-Green Bay also offer B.S. degrees in dietetics and dietetic internship programs; therefore, the addition of a stand-alone, advanced-level M.S. program will meet the needs of current undergraduate students from multiple UW System institutions who are now required to complete an M.S. degree in order to become a RDN.

Need as Suggested by Current Student Demand

In 2024, students must complete a master's degree to be eligible to become an RDN. This change will impact every dietetics student entering college in fall 2019. Therefore, the demand for an M.S. degree is expected to increase, improving the sustainability of this proposed advanced program. The demand will also be sustained through student recruitment at the undergraduate level and marketing to current RDNs at local and national conferences.

A combination of the marketing analysis from UW-Stout's Marketing Department, UW-Stout data, and relevant literature were used to determine potential student need. Although enrollment in the B.S. in Dietetics program at UW-Stout has been trending down (137 in 2016, 107 in 2017, 96 in 2018), retention and graduate rates are trending up according to UW-Stout's Fact Book.¹⁰ Over the past three years, an increasing number of students who graduated from the B.S. program also completed the M.S. in FNS: Human Nutrition Science concentration (HNS) at UW-Stout prior to applying for a dietetic internship: five (2016 and 2017), six (2018), and eight (2019). Enrollment in the M.S. in FNS: HNS concentration aligns with projected enrollment in the M.S. in Nutrition and Dietetics program and has remained between 26-29 students from 2014-2017. Most of these students pursued the RDN credential by completing a dietetic internship and taking the credentialing exam. In 2018-19, all 10 students graduating with the M.S. in HNS concentration intended to pursue the RDN credential; and in 2017-18, most of the students, 16 of the 20 students graduating with the M.S. in HNS concentration, intended to pursue the RDN credential. UW-Stout does not anticipate the approval of this new major to impact the demand of related majors.

Need as Suggested by Market Demand

The marketing analysis from UW-Stout's Marketing Department, data from the U.S. Bureau of Labor Statistics, and relevant literature were used to determine market demand. Dietitian and nutritionist positions are located throughout the country and practice in a variety of specialties.

¹⁰ Fact Book: Program Data: Data by Major. (2019). Retrieved March 9, 2020, from <https://public.tableau.com/views/FactBookEnrollmentTest/Story1?%3Aembed=y&%3AshowVizHome=no>

In the U.S., there were 68,000 RDNs employed in 2016, and the average yearly salary was \$60,370 (2018).¹¹ The U.S. Bureau of Labor Statistics Occupational Outlook Handbook reports that dietitian and nutritionist jobs are expected to increase by 9,900 positions from 2016 to 2026. The anticipated 15% employment change is considered as “much faster than average for all occupations.” On average, 2,671 new RDNs entered the workforce per year from 2016 to 2018.



Additionally, there were 710 employed dietitians in 2017, with an average salary of \$60,590 in the Minneapolis-St. Paul-Bloomington area.¹¹ In the Milwaukee area, there were 400 employed RDNs, with an average yearly income of \$54,060. The U.S. Bureau of Labor Statistics projects the employment for dietitians and nutritionists in Wisconsin to increase 8% from 2016 to 2026 and to increase 10% in Minnesota during this same timeframe.

Further, the market analysis conducted by the Marketing Department at UW-Stout was favorable. When addressing comparable regional programs, the market analysis found one program in Wisconsin and six programs (one online) in Illinois that offer an M.S. degree in Dietetics (CIP 51.3101). The program in Wisconsin is a 33-credit program that is offered in-person through Mount St. Mary University in Milwaukee, Wis.¹² The advantage of an online program is to allow working nontraditional students the ability to build their resumes and make these students more competitive when applying to dietetic internship programs. Also, the online format will expand enrollment capacity and allow current RDNs to earn this degree while working. In Minnesota, the University of Minnesota offers an M.S. in Nutrition program; however, this is not under the 51.3101 CIP code. Nationwide, there are currently 14 graduate programs (one online) that are accredited by ACEND.¹³

¹¹ Bureau of Labor Statistics, U.S. Department of Labor (2019). Occupational Outlook Handbook, Dietitians and Nutritionists. Retrieved January 10, 2020, from <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm>

¹² Dietetics (2019). Retrieved on January 10, 2020, from <https://www.mtmary.edu/majors-programs/graduate/dietetics/index.html>

¹³ Future Education Model Graduate Programs (2020). Retrieved January 14, 2020, from <https://www.eatrightpro.org/acend/accredited-programs/future-education-model-graduate-program>

University of Wisconsin - Stout						
Cost and Revenue Projections For Newly Proposed Program- M.S. Nutrition and Dietetics						
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	14	21	28	31	35
	Enrollment (Continuing Student) Headcount	10	7	3	3	3
	Enrollment (New Student) FTE	10	15	20	22	25
	Enrollment (Continuing Student) FTE	7	5	2	2	2
II	Total New Credit Hours (# new sections x credits per section)	300.00	450.00	600.00	660.00	750.00
	Existing Credit Hours	210.00	150.00	60.00	60.00	60.00
III	FTE of New Faculty/Instructional Staff	0.51	0.51	0.51	0.51	0.51
	FTE of Current Fac/IAS	0.98	0.98	0.98	0.98	0.98
	FTE of New Admin Staff	-	-	-	-	-
	FTE Current Admin Staff	0.200	0.200	0.200	0.200	0.200
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$180,000	\$270,000	\$360,000	\$396,000	\$450,000
	<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>Reallocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$180,000	\$270,000	\$360,000	\$396,000	\$450,000
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$33,907	\$35,822	\$36,498	\$37,188	\$37,892
	<i>Other Staff</i>	\$5,588	\$5,671	\$5,756	\$5,843	\$5,930
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$763	\$763	\$763	\$763	\$763
	<i>Other:</i>	\$53,348	\$77,522	\$101,696	\$111,366	\$125,870
	Total Expenses	\$93,605	\$119,777	\$144,713	\$155,159	\$170,455
VI	Net Revenue	\$86,395	\$150,223	\$215,287	\$240,841	\$279,545
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Please reference the financial narrative document.						
<i>a</i> - Number of students enrolled <i>b</i> - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level <i>c</i> - Number of faculty/instructional staff providing significant teaching and advising for the program <i>d</i> - Number of other staff providing significant services for the program						
Provost's Signature:				Date:		
				5/19/20		
Chief Business Officer's Signature:				Date:		
						

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-STOUT MASTER OF SCIENCE IN NUTRITION AND DIETETICS

Introduction

The proposed Master of Science (M.S.) in Nutrition and Dietetics (ND) will elevate the existing Human Nutrition Science (HNS) concentration within UW-Stout's M.S. in Food and Nutritional Sciences (FNS) program to meet important changes to dietetics education and to the professional Registered Dietitian Nutrition (RDN) credentialing process. Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a graduate degree to be eligible to sit for the RDN credentialing exam, thus supporting the need for the M.S. in Nutrition and Dietetics.

The proposed program will be offered via a 100% online format to allow graduate students to enhance their work and volunteer experience while completing their degree, thus making them more competitive when applying to dietetic internship programs. Also, the online format will allow current RDNs within the state, region, and across the nation to earn this degree while working. The online format is expected to expand the enrollment capacity.

Section I – Enrollment

Enrollment projections using headcount and FTE are shown in Table 1, below, and Section I of the Cost and Revenue Projections worksheet. Based on previous enrollment patterns in the program, the FTE/Headcount percent for the M.S. in FNS program was 72% in FY19. Therefore, estimated student headcount was calculated by dividing FTE by 0.72, based on historical department averages. This is indicated in Table 1 as 14 students being needed to get 10 FTE in 2021-2022, 21 students to get 15 FTE in 2022-2023, etc. New students are those who have not previously enrolled at UW-Stout. Continuing students include students dual-enrolled in undergraduate and graduate coursework and part-time students who were enrolled at UW-Stout during the previous academic year.

The enrollment projections in response to the change in education requirements are not available from the Accreditation Council for Education in Nutrition and Dietetics (ACEND); therefore, enrollment projections are supported by UW-Stout's enrollment in the B.S. in Dietetics program and the M.S. in Food and Nutritional Sciences: Human Nutrition Science concentration. Additionally, based on UW-Stout's data and the new CDR requirement that students must have an M.S. degree to become an RDN, the student completion rate is projected to be a minimum of 80%, on average, for this 12-month program. The completion rate is set at this average to ensure that UW-Stout meets the ACEND requirement for program accreditation that states: "At least 80% of full-time students will complete program/degree requirements within 18 months."

One unique enrollment feature of the M.S. in Nutrition and Dietetics program is that full-time students can complete the graduation requirements in one year (summer, fall, and spring sessions). The program is planned in this way because approximately 90% of the dietetic internship programs (DI) start in the fall semester. The DI is the student's final step in completing their dietetic education requirements to be eligible for the RDN credentialing exam.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
New Students	14	21	28	31	35
Continuing Headcount	10	7	3	3	3
New Students FTE	10	15	20	22	25
Continuing Students FTE	7	5	2	2	2
Total Enrollment	17	20	22	24	27
Graduating Students	12	17	20	22	25

Section II – Credit Hours

Credit hours in Section II of the worksheet were calculated by multiplying the anticipated student FTE by the annual anticipated full-time student credit load (30 credits). The M.S. in ND program will be taught by the Nutrition faculty in the Food and Nutritional Sciences Department. Currently, four of the courses (12 credits) that will be offered in the M.S. in ND program are offered in the FNS:HNS concentration and are taught by one of the Nutrition faculty members (FN 736, FN 737, FN 710 and FN 712). Also, two of the new courses (FN 733 and 734) are replacing courses that are offered in the FNS:HNS concentration and are taught or co-taught by Nutrition faculty (3 credit hours are taught by Nutrition faculty). One of the courses (3 credits) is offered in the psychology program. Therefore, there will be 9 new credit hours in the proposed program from new courses offered (FN 702, FN 706, FN 711, FN 739).

Section III – Faculty and Staff Appointments

The proposed M.S. in ND program will draw on current expertise from Nutrition faculty in UW-Stout's Food and Nutrition Department with additional expertise from the Psychology Department. The current faculty and staff appointments for Nutrition faculty include three full-time faculty and two lecturers. Each member is qualified to implement the additional coursework for the proposed program.

The proposed M.S. in ND program will need 1.39 FTE of faculty (.88 existing FTE, .51 new FTE) and 0.10 FTE of instructional staff (existing FTE) to teach the 30 credits for the degree program. The .51 new FTE of faculty will be comprised of (1) the program director, who is an existing faculty member and will be provided a quarter FTE reassignment (0.25 FTE) and a 10-day summer session stipend (0.0125 FTE) and (2) a total of six credits that will be taught by existing faculty and instructional staff (.25 FTE). No further faculty needs are

anticipated until future program enrollments warrant additional class needs. Existing administrative staff (0.2 existing FTE) will be needed to support administrative needs of the program.

Section IV – Program Revenues

Tuition Revenues

Annual tuition revenue for students enrolled in the M.S. in ND program is calculated based on student FTE enrollment multiplied by the annual anticipated credit enrollment for a full-time student (30 credits) multiplied by the Customized Instruction (CI) tuition rate of \$600 per credit.¹ The program was determined to be a CI-funded program because nontraditional students are the target student population. Student FTE enrollment projections are shown in Table 1 and are based on the ACEND-accredited online program, UW-Stout enrollment in the B.S. in Dietetics program, and enrollment in the M.S. in Food and Nutritional Sciences: Human Nutrition Science concentration.

Section V – New Expenses

Expenses – Salary and Fringe

New faculty salaries were calculated as follows:

Faculty staff—The annual salary of the three faculty who will teach in the M.S. in ND program was averaged to be \$62,258 for Year 1, and then multiplied by the new faculty expense of 0.5125 FTE and adding \$2,000 for the program director stipend. A 2% pay raise was added for each year. Year 2 included a 6% raise to account for one faculty member reaching tenure at that time. The UW System provided fringe benefits at a rate of 38.2%.

Other staff expense includes the graduate assistant (GA) for the program. Other staff expenses were calculated as follows:

Graduate assistant—The graduate assistant's pay in Year 1 is \$22,350 per FTE. The graduate assistant is assigned a 0.25 FTE; thus, the expense will be \$5,588 for Year 1. The fringe rate is set by UW System at 1.99% for a GA that is assigned at less than 0.33 FTE. The GA will support the graduate program director (PD) of the M.S. in ND by assisting with graduate admission processing, curriculum revision processing, course scheduling, graduation processing (graduation plan, 2nd Master evaluation, and degree candidacy application), and program events (orientation, advisement day, advisory board meeting, commencement, etc.). The GA will communicate with prospective and current students, schedule meetings with the PD, and provide campus tours for potential new students, when needed. Additionally, the GA will provide support in preparing the program's required reports, including the annual

¹ UW System. (n.d.). SYS 130 Appendix B: Service-based pricing guidelines and procedures. Retrieved April 2, 2020, from <https://www.wisconsin.edu/uw-policies/130-appendix-b-service-based-pricing-guidelines-and-procedures/>

reports for program accreditation, the Planning and Review Committee, and the Assessment in Major (AIM).

Other Expenses

Operational costs include department supplies per staff FTE, marketing, and overhead costs. Department supplies include network, phones, terminal leave, etc., and were estimated to be \$1,000 per year based on the staff FTE. Marketing is projected to cost \$5,000 per year. Marketing funds will be used to attend local and national nutrition conferences to promote the program and marketing at local universities or colleges that have an undergraduate dietetics program, but not a graduate nutrition program. The campus overhead expense is 26.86% of the administration overhead rate based on the total revenue of the program.

Section VI – Net Revenue

The net revenue is projected to be positive for the first year of the program and is projected to continually rise as enrollment numbers grow. Any net revenue will be reinvested into the program and the institution. Revenues will be used to fund CI course development, professional development, and learning environment renovations and modifications.

This proposal has been reviewed in the context of the COVID-19 scenarios, and no additional changes to the proposal or implementation date for the M.S. in Nutrition and Dietetics program are recommended.



Provost's Office

University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

715/232-2421 office
715/232-1699 fax

March 26, 2020 (via electronic mail)

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

Dear President Cross:

I am writing to provide you with this Letter of Commitment in support of the University of Wisconsin-Stout's proposed M.S. in Nutrition and Dietetics degree.

This proposed program will elevate the existing and successful Master of Science (M.S.) in Food and Nutritional Sciences: Human Nutrition Science concentration within the Department of Food and Nutrition at UW-Stout, leveraging and building upon existing student enrollment, curriculum, facilities, and faculty and staff expertise in the College of Education, Hospitality, Health and Human Sciences.

The development of the program responds to changes in dietetics education and the professional Registered Dietitian Nutrition (RDN) credentialing process, faculty and student interest, and the continued need for graduates in the expanding field of nutrition and dietetics in the state of Wisconsin. This proposed program will enhance the current program offerings at UW-Stout by offering all educational requirements for RDN eligibility (Bachelor's degree, Master's degree, and Dietetic Internship), appealing to both undergraduate students who intend to become a RDN and to current RDNs who want to stay competitive in the market. It complements Stout's program array due to its focus on developing students for careers through applied curriculum and aligns with UW-Stout's designation as Wisconsin's Polytechnic University.

The proposed degree has been approved through the on-campus curriculum approval process. All programs at UW-Stout participate in the biannual Assessment in the Major and the four-year Planning and Review Committee review. Assessment of the student learning objectives will be coordinated by the program director in collaboration with the faculty and the program industry advisory board.

Thank you for consideration of this new program.

Sincerely,

Glendali Rodriguez
Interim Provost and Vice Chancellor for Academic Affairs

GR/tb



UNIVERSITY OF WISCONSIN-STOUT
P.O. Box 790 | Menomonie, WI 54751
www.uwstout.edu

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN PUBLIC LEADERSHIP AND INNOVATION,
UW-SUPERIOR**

REQUESTED ACTION

Adoption of Resolution C.9., authorizing the implementation of the Bachelor of Science in Public Leadership and Innovation program at the University of Wisconsin-Superior

Resolution C.9. That, upon the recommendation of the Chancellor of UW-Superior and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Public Leadership and Innovation program at the University of Wisconsin-Superior.

SUMMARY

The program aligns with the UW-Superior mission by equipping students with knowledge and skills to engage with their community in solving complex problems. The development of this academic degree program enables the university to respond to student and market demand by utilizing capacity created as a result of the suspension of other academic programs. The curriculum will prepare leaders to confront the complex issues in their communities that, to effectively address, require a multidisciplinary perspective. Graduates will be able to secure immediate employment in areas such as community health, social and community service, education administration, and public relations.

Provost

- Dr. Maria Stalzer Wyant Cuzzo, Provost and Vice Chancellor for Academic Affairs, UW-Superior

BACKGROUND

Program Description

The program will be offered in both face-to-face and online delivery formats and will require students to complete a total of 120 credits, comprised of 36 credits in the major, 42 credits of general education program coursework, 21-24 credits in an academic minor, and 18-21 credits of electives. The major includes a required three-credit internship course comprised of two credits of internship fieldwork and an associated one-credit internship seminar. Students enrolled full time can complete the program in four years. Students entering with an A.A. or A.S. can complete the program in two years.

There are four similar programs in the UW System. UW Oshkosh offers a B.S. in Human Services Leadership, UW-Milwaukee offers a B.S. in Community Engagement and Education, UW-Madison offers a B.S. in Community and Nonprofit Leadership, and UW-Stout offers a B.S. in Applied Social Sciences. The proposed program differs from these programs in that some curricular aspects of the program are distinct, such as the emphasis on First Nations. As well, it is expected that this program will predominantly serve a regional population.

Student and Market Demand

Findings of focus groups conducted with current students at UW-Superior, feeder community colleges, and high school students in the regional area indicate strong student interest for this program. Occupational projection data suggests there is a healthy job market for positions in career fields with descriptors that include civic leadership, community advocacy, and community leadership. Growth estimates for related occupations exceed average growth among all career fields.

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
- B) Cost and Revenue Projections Worksheet
- C) Cost and Revenue Projections Narrative

D) Provost's Letter

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN PUBLIC LEADERSHIP AND INNOVATION
AT UNIVERSITY OF WISCONSIN-SUPERIOR
PREPARED BY UW-SUPERIOR**

ABSTRACT

The University of Wisconsin-Superior proposes to establish a Bachelor of Science (B.S.) in Public Leadership and Innovation. As part of a National Endowment for Humanities grant, a committee of faculty, staff, and administrators identified needed academic programs that could be designed and implemented without additional faculty and staff resources. The development of this program enables the institution to respond to student and market demand by utilizing capacity created as a result of the suspension of other academic programs. The program responds to the need for an interdisciplinary major focused on preparing leaders to confront the complex issues in their communities that, to effectively address, require a multidisciplinary perspective. This program is efficient in its delivery and appealing in its relevance to the current context of challenges presented in the community, such as systemic injustice, poverty, and access to affordable health care. Student demand for this program is strong, and market demand data suggests occupational growth in this field will exceed average growth among all career fields. Graduates will be able to secure employment in areas of community health, social and community services, education administration, and public relations. The program will be comprised of 120 credits, which will include 36 credits in the major, UW-Superior's general education program (42 credits), an academic minor (21-24 credits), and additional electives.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Superior

Title of Proposed Academic Degree Program

Public Leadership and Innovation

Degree Designation(s)

Bachelor of Science

Mode of Delivery

Single university; both 50% or more distance delivery and face-to-face delivery

Department or Functional Equivalent

Department of Social Inquiry

College, School, or Functional Equivalent

The organizational structure at UW-Superior comprises a single Academic Affairs unit, housing 11 academic departments. UW-Superior does not have multiple colleges within the institution.

Proposed Date of Implementation

September 2021

Due to the delivery method of the B.S. in Public Leadership and Innovation, it is not anticipated that COVID-19 will impact the implementation date of this program.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. During the first five years of the program, it is expected that a total of 148 new freshmen and new transfer students will have enrolled in the program and 32 students will have graduated from the program. Enrollment projections were developed in consultation with the Executive Director of Admissions at UW-Superior. It is important to keep the scale of UW-Superior's size in mind in reviewing these projected enrollment and graduation rates. With an overall student population of about 2,600 students, the majority of UW-Superior degree programs will have student enrollment rates between 40 and 100 students. The university's Education programs are an exception, with much higher enrollments, reflecting its founding as a Normal school. A stable enrollment of 60 to 70 students enrolled in the proposed program would place this degree on par with its Business Administration-Marketing, Communicating Arts, and Writing degrees.

Transfer students will be recruited to the program beginning in Year 2 because the phased-implementation of the degree program requires that the upper-level courses needed by juniors and seniors will not be taught until Year 2. The projected enrollment of new online and transfer students is expected to increase to a steady enrollment of 12 new students per year. This is comparable to the recruitment rate of similarly sized programs at UW-Superior (social work, psychology, and writing).

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	20	22	24	26
Continuing Students (50% retention)		6	13	18	20
New Online & Transfer Students		8	12	12	12
Continuing Students (50% retention)			4	6	6
Total Enrollment	12	34	51	60	64
Graduating Students			4	12	16

UW-Superior will establish articulation agreements to ease the transfer process for students interested in this major. This would likely start with common transfer partners like Lake Superior College, Lac Courte Oreilles Community College, Mesabi Range Community and Technical College, and Wisconsin Indianhead Technical College. Articulation agreements in related fields (e.g., social work) are in place at these institutions and provide a model for the team to build upon.

Students currently enrolled at UW-Superior who may switch their major to the new program were purposefully not included in the enrollment projections as the planning team does not want the success of this new degree program to be contingent on reduced enrollment in existing degree programs at UW-Superior. Students will have the opportunity to internally transfer to this new major, but it is more challenging to estimate the rate at which this will happen than to estimate the demand from incoming new freshmen or transfer students; thus, calculations only project enrollment based on new freshmen and transfer students. The fact that the proposed program is projected to be a positive revenue generator within the second year of establishment, without those internal transfer student tuition values, demonstrates the efficiency of the proposed program.

UW-Superior's average year-to-year retention rate is approximately 50%. Therefore, the numbers for the continuing students is multiplied by 0.5 to reflect a realistic enrollment picture at all times. After the first five years of implementation, it is projected that a total of 32 students will have graduated from UW-Superior with a B.S. in Public Leadership and Innovation and a total of 64 students will be currently enrolled and making progress towards graduation for this degree. The projected five-year average graduation rate is expected to be 12 to 16 graduates per year, once the full curriculum implementation is in place (beginning in Year 4).

UW-Superior will invest in an extensive marketing campaign to draw new students to the campus to pursue this major. Over the first three years, \$40,000 will be spent in print and digital advertising campaigns, in partnership with UW-Superior's contracted marketing consultants, Converge Consulting. This will result in a digital marketing campaign to

generate significant social media impressions and prospective student leads, as well as placing bids on more competitive Google keyword searches in AdWords. Currently, a \$10,000 investment is leading to approximately 1.39 million new Facebook impressions and 270 new leads.

Tuition Structure

For students enrolled in the B.S. in Public Leadership and Innovation program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$4,066.18 per semester for a full-time student enrolled in 12 credits per semester, or \$338.85 per credit. Of this amount, \$3,267.72 is attributable to tuition and \$798.46 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,852.66 per semester for a full-time student enrolled in 12 credits per semester, or \$654.39 per credit. Of this amount, \$7,054.20 is attributable to tuition and \$798.46 is attributable to segregated fees. Budget projections do not include part-time students or nonresident students. Students will pay a \$25 course fee for the senior-level capstone course. The fee will be used to cover costs associated with the research and public presentations that students conduct as part of the course.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Public Leadership and Innovation is an interdisciplinary undergraduate major that will equip students with the knowledge and skills to address current and anticipated complex issues in their communities. The development of this program enables the institution to respond to student and market demand by utilizing capacity created as a result of the suspension of other academic programs. In accordance with Regent Policy Document 20-24, UW-Superior has engaged in continuous program review and evaluation, which has resulted in the discontinuance of specific academic programs. Most recently, in October 2017, the institution suspended majors and minors due to precipitous or continued low enrollment and graduation rates. The proposed program would redirect instructional staffing and resources from a select few of those now-suspended areas to make better use of the instructional expertise. Since 2015, UW-Superior has introduced only one other new degree program (Environmental Science). UW-Superior is committed to judicious use of its resources and continuous review to maintain efficiency and effectiveness in pursuit of educational excellence.

The degree requires students to complete a total of 120 credits, comprised of 36 credits in the major, 42 credits in general education program coursework, 21-24 credits in an academic minor, and 18-21 credits of electives. Of the 36 credits in the major, the requirements include 21 credits of core courses and 15 credits of electives distributed across five elective categories. The major includes a required three-credit internship course, comprised of two credits of internship fieldwork and an associated one-credit

internship seminar. The faculty and staff have extensive experience designing internship field experiences and engaging community partnerships through the undergraduate program in social work. Students enrolled in the program will benefit from a high-impact learning experience, as well as faculty and staff expertise in areas of advocacy and policy development within the community and social services sector. A number of regional agencies have already expressed interest in internship placements for the proposed program, including the City of Duluth: Communications and planning departments, Fond du Lac: Reservation Planning Department, City of Superior, and non-profit organizations such as the Program for Aid to Victims of Sexual Assault (PAVSA). After completion of the B.S. in Public Leadership and Innovation, students will be able to apply for jobs in both public and private sectors, including non-profits. Most relatable jobs associated with the program are in public relations, community health, education administration, social and community service, and urban and regional planning. Students are expected to find jobs that are fulfilling as these jobs allow graduates to directly serve their communities.

Student Learning Outcomes and Program Objectives

Students completing the B.S. in Public Leadership and Innovation will develop knowledge and abilities that prepare them for careers in the public, private, and non-profit sectors that engage diverse constituencies in order to develop solutions to current and anticipated complex problems within local, regional, national, and global communities. Students will be prepared for specific career fields, including community health, urban and regional planning, social and community service, community advocacy, and public relations and community engagement. Specifically, students will be able to:

1. Articulate factors that may impact how systems and institutions function, including operations of power, marginalization, and intersectionality.
2. Identify and apply a range of methods to facilitate change in organizations and communities.
3. Describe and compare how public, private and non-profit organizations engage in civic interventions at local, regional, state, tribal, national, and global levels.
4. Recognize and analyze current complex issues and their historical roots, including regional, ecological, Indigenous history and sovereign political systems.
5. Describe characteristics of civic and social responsibility, the value of diversity, and the ethics associated with each.
6. Use communication tools, including writing, speaking, listening, and digital media to affect change.
7. Perform technical tasks, including budgeting, grant writing, scenario planning, and report writing.
8. Gather, evaluate, and analyze information necessary to understand an issue and inform a response.
9. Work collaboratively with diverse partners across multiple modalities to lead inclusive processes such as project management, team building, and public engagement.
10. Design and implement a concrete civic intervention.

Program Requirements and Curriculum

The B.S. in Public Leadership and Innovation is open to all undergraduate students admitted to UW-Superior. There are no specific program admission requirements or prerequisites. Employing innovative synchronous and asynchronous learning technologies and hybrid pedagogies, the program will be available both to students physically present on the UW-Superior campus and to students from around UW-Superior's service region who will participate at a distance.

Table 2 illustrates the program curriculum for the B.S. in Public Leadership and Innovation. The curriculum is comprised of 120 credits, of which 42 credits are UW-Superior's general education courses, 36 credits are credits in the Public Leadership and Innovation major, 21-24 credits are credits in a required academic minor, and the remaining 18-21 credits are elective courses.

Students will complete 21 credits of required core courses. All core courses will be taught using a blended learning model that employs technology (such as video conferencing) to include students at a distance into face-to-face learning. In this manner, on-campus students and those at a distance will form a single integrated program cohort. Students will complete 15 credits of elective coursework distributed across five elective categories, so that students will take 3 credits in each category. The five elective categories are described in Table 2 and will include both on-campus and hybrid/online options.

Students will work with their faculty advisor to select an academic discipline for their minor; this is typically used to supplement and expand the skills, knowledge, and community engagement that the major provides. All students at UW-Superior enrolled in a non-comprehensive major are required also to complete an academic minor from a different discipline. (Comprehensive majors already include curriculum from across different disciplines.) The minor allows students to expand their intellectual growth across multiple fields of study, in support of UW-Superior's mission. With a minor, students broaden the breadth of skills and expertise they gain as part of their undergraduate experience, diversify the types of opportunities they have for community engagement, and learn to connect and apply skills and knowledge across multiple disciplines, cross-training for the complex work in which they will engage after graduation. For example, a student who majors in the proposed program may choose to expand their cultural expertise (e.g., First Nations Studies), technical skills (e.g., Information Technology and Systems (ITS)), or community topic/experience (e.g., Criminal Justice). The minor and major pairings will be in conjunction with a student's internship placement and capstone project, expanding the marketability of students to employers.

Table 2: Bachelor of Science in Public Leadership and Innovation Program Curriculum

General education courses required for graduation:

Academic and Professional Writing	6 credits
Communicating Arts	3 credits
Mathematics and Computer Science	3 credits
Health and Human Performance	3 credits
Knowledge Category – Humanities	9 credits
Knowledge Category – Social Sciences	6 credits
Knowledge Category – Natural and Physical Sciences	6 credits
Knowledge Category – Fine and Applied Arts	6 credits

Students also complete 3 credits with a focus on Diversity and 3 credits with a focus on Global Awareness. This requirement may be completed through designated courses within the Knowledge Categories, Major or Minor, or free electives.

Program prerequisites or support courses:

Academic Minor	21-24 credits
Additional Electives	18-21 credits

Academic degree program or major course requirements:

PLI 102	Introduction to Public Leadership and Innovation	3 credits
FNS 2xx	Seminar in Contemporary First Nations Issues	3 credits
PLI 3xx	Technical Skills for Leadership and Innovation	3 credits
PLI/POLS 302	Social Science Research Methods	3 credits
PLI 3xx	Capstone I – Developing the Action Plan	3 credits
PLI 4xx	Capstone II – Implementing the Action Plan	3 credits
PLI 4xx	Public Leadership and Innovation Internship	3 credits

Major Electives (Choose one three credit course from each category)

<i>I. Systems and Institutions</i>	3 credits
CJUS 312	Gender, Crime, and Justice
COMM 170	Media and Society
COMM 425	Communicating Gender
ECON 235	Economics in Society
ENGL 449	Postcolonial Literature
FNS 151	Tribal Administration
GST 150	Introduction to Gender Studies
HLTH 470	Community and Environmental Health
LSTU 365	Race, Class, Gender, and the Law
POLS 180	Public Education
POLS 230	National, State & Local Government
POLS 372	Power and Resistance
SMGT 460	Environment and Society

II. Change Making Methods 3 credits

GST/POLS 456	Feminist Theory & Action
HIST 3xx	Social Movements
LSTU 268	Alternative Dispute Resolution
POLS 352	Intro to Peace Studies
POLS 353	International Humanitarian Law
POLS 364	Environmental Politics & Policy
POLS/GST 374	Women and Politics
SMGT 250	Sustainable Agriculture and Food Security
SoW 326	Social Welfare Policy Practice

III. Current Complex Issues 3 credits

ANTH 325	Food Systems and Health
CJUS 463	Delinquency and Juvenile Justice
ENGL 328	Contemporary Multi-Ethnic American Literature
FNS 223	First Nations History I
FNS 224	First Nations History II
HLTH 472	Epidemiology
HIST 154	African American Voices
LSTU 261	Contemporary Issues in Law and Society
POLS 260	Contemporary Issues in American Politics
SMGT 235	Economics in Society and Sustainability
SMGT 435	International Development and Sustainability
SoW 350	Introduction to Addictions and Recovery
SoW/FNS 386	Working with American Indian Families

IV. Ethnic and Civic/Social Responsibility 3 credits

LSTU 233	Law, Citizenship, and Civic Engagement
PHIL 211	Contemporary Moral Problems
POLS 381	Theories of Justice
WRIT 420	Language, Narrative, and Unconscious Bias

V. Tools of Communication 3 credits

COMM 203	News Writing and Reporting
COMM 332	Communication in Conflict
COMM 353	Persuasion
COMM 467	Intercultural Communication
WRIT 450	Special Topics/Digital Writing

Total Credits	120 credits
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Assessment of Outcomes and Objectives

UW-Superior requires all academic majors to perform outcomes-based assessment of student learning on an annual basis. UW-Superior utilizes an integrated assessment model, which will require two points of measurement for each of the three UW-Superior learning goals (gateway assessment and capstone assessment).

The Public Leadership and Innovation program will identify gateway assessment measures in PLI 102 (Introduction to Public Leadership and Innovation). Capstone measures will be collected through qualitative analysis of student work in the capstone experience supplemented by student exit interviews. The program will use indirect methods to assess student preparation for professional careers through surveys of internship supervisors, graduates of the program, and those who employ graduates of the program. This will include assessment of students' communication skills and ability to engage in an exchange of ideas from diverse perspectives, their ability to articulate their roles and responsibilities in a global community, their ability to analyze information and generate effective action plans to address specific problems, and their intercultural competency.

The field experience will also be guided by a set of learning activities, which will each be assessed by the field supervisor. The learning activities will be based upon the learning outcomes for the major, providing an opportunity for students to intentionally practice and demonstrate their competence in each of the learning outcomes.

Based on the results of this annual assessment and to best prepare students for success, modifications will be made to either the structure of the curriculum and the content/skill development focus of courses, or other pedagogical or experiential elements of courses that are determined to be needed. The contributing departments to the proposed program have strong track records of curricular modification due to continuous improvement and assessment efforts, and that same investment and management are expected to be part of the B.S. in Public Leadership and Innovation major.

Diversity

The Public Leadership and Innovation major prepares students for careers that involve direct engagement with the public. For that reason, developing the knowledge and abilities necessary to communicate and collaborate across lines of cultural difference is foundational to the major. The commitment to inclusivity and to cross-cultural competence is reflected in the following student learning outcomes: understanding of systems and institutions, including operations of power, marginalization, and intersectionality; understanding of current complex issues and their historical roots, including regional, ecological, Indigenous history and sovereign political systems; understanding of civic and social responsibility, the value of diversity, and the ethics associated with each; and the ability to work collaboratively with diverse partners across multiple modalities to lead inclusive processes such as project management, team building, and public engagement.

Issues of diversity and inclusion will be emphasized in the major's introductory course and will be addressed in all of the program's core courses. Issues of power, marginalization, and intersectionality are central to all courses in the Systems and Institutions elective category and in many of the course options across the elective

categories. The elective options allow students to focus on particular aspects of diversity and difference (e.g., race, gender) that meet their academic and professional interests and future career plans.

Consistent with the importance of Indigenous communities in UW-Superior's service area, all students will be required to complete focused coursework in First Nations Studies. First Nations issues will be incorporated into the major's introduction course, and a three-credit Seminar in Contemporary First Nations Issues, taught by faculty in UW-Superior's First Nations Studies program, is required of all students. The Public Leadership and Innovation program will be partnering with faculty and staff in First Nations Studies on multiple aspects of program development, student recruitment, and student support.

The program's innovative hybrid delivery model will make the program accessible to place-bound students, including students with work, family, and community responsibilities. By using synchronous video technologies to integrate students on-campus and at a distance into a single classroom cohort for the major's required core courses, all those pursuing the major will benefit from the diverse experience and perspectives of students who are living and working in communities around UW-Superior's service region.

In addition to a focused recruitment effort among place-bound students around the UW-Superior service area, program recruitment will also focus on members of marginalized communities that view this major and its career opportunities as a pathway to *give back* to their communities. The B.S. in Public Leadership and Innovation degree is designed to be an inclusive, problem-solving community, much like the communities that students will be trained to cultivate as they develop their careers and launch their lives as citizens within communities. To that end, B.S. in Public Leadership and Innovation graduates will be prepared to serve as advocates and supporters of their community, such as in the healthcare system (as community health workers, patient representatives, and human services assistants), legal system (as legal support workers or municipal clerks), and government (as community organizers, planners, or tribal liaisons).

The program will make a concerted effort to reach out and build relationships with Indigenous communities. The program will partner with UW-Superior's Office of Multicultural Affairs on both student recruitment and student support. This may include developing informal mentoring relationships between students and staff of the Multicultural Affairs Office or the First Nations Center, building programming in these offices specific to the students enrolled in the B.S. in Public Leadership and Innovation major, or identifying sources of financial support specific to students enrolled in the B.S. in Public Leadership and Innovation major (as approved by either/both the Office of Institutional Research and Sponsored Programs and the UW-Superior Foundation).

The B.S. in Public Leadership and Innovation program will be attractive to students currently completing independently designed majors at UW-Superior, a constituency in

which members of underrepresented groups are overrepresented. Of the most common academic disciplines utilized in independently designed majors at UW-Superior, six are disciplines reflected in the core or elective curriculum for the proposed B.S. in Public Leadership and Innovation major (political science, sociology, health, psychology, social work, and communicating arts). Thus, some proportion of students who are looking for an interdisciplinary degree will be drawn to the Public Leadership and Innovation degree.

With regard to faculty and staff recruitment, the program will rely upon instructional resources housed within existing programs and departments. The innovative professional opportunities provided by the program will support efforts of existing programs and departments to recruit and retain faculty and staff from diverse backgrounds. To ensure that students completing internships have opportunities in diverse service environments, the B.S. in Public Leadership and Innovation will draw upon the experience, expertise, and relationships of UW-Superior's Social Work program, which has a record of success in this area.

Collaborative Nature of the Program

UW-Superior has long-established formal transfer arrangements with a number of two-year institutions in Wisconsin and Minnesota. Articulation agreements for the Associate in Science degree are already established with some Minnesota State institutions, UW institutions, and Wisconsin Technical College System campuses. Discipline-specific articulation agreements and transfer guides also exist with regional tribal colleges and other two-year campuses. This situates UW-Superior well to market this new major to these institutions (e.g., Lac Courte Oreilles Community College or Wisconsin Indianhead Technical College), having established successful relationships and processes. UW-Superior also has an established and well-utilized Prior Learning Assessment (PLA) process, as part of its desire to be inclusive and supportive of all ways in which student learning and growth may occur. The advisory committee for the B.S. in Public Leadership and Innovation major will invest in building on these foundations to ease the transfer/PLA process for students.

Projected Time to Degree

The B.S. in Public Leadership and Innovation is designed to be completed in four years of full-time study. Students may pursue the program on a part-time basis, completing their degree in a longer timeframe. Core courses will be sequenced and offered on an annual basis. At least one course in each elective category will be available every semester. Transfer students with an A.A. or A.S. will be able to complete the degree in two years if they are full time. Finally, adult learners and returning students will work with the Prior Learning Assessment coordinator to apply any prior coursework or job experience to the B.S. in Public Leadership and Innovation curriculum, making the return to the UW System to complete a degree in Public Leadership and Innovation as efficient as possible.

Program Review

UW-Superior has a rigorous process for ongoing program review, which was recently updated (Faculty Senate Meeting on April 14, 2020). The entity charged with conducting the review process is the Academic Program Review Committee (APRC).¹ The information is collected from each program and reviewed every four years to inform strategies for continuous institutional improvement. Upon the completion of the review, APRC sends the information to the Faculty Senate who then submits the information to the Provost and the Dean of Academic Affairs.

The purpose of the program review is to identify the key strengths of the program, its contributions to the mission, and the strategic priorities of UW-Superior and what it offers to the region; to reflect on and analyze the program's past performance, noting trends over the review period, including both successes and weaknesses; to reflect on and analyze how the program can address challenges to its program, identifying opportunities that could improve effectiveness and viability; and to reflect on and identify strategies for growth including necessary monetary and non-monetary resources that would be necessary to undertake expansion.

The academic program review will allow the committee to review the effectiveness of the major to employ active learning approaches, implement high-impact practices, engage in continuous improvement to stay modern and relevant, build student professional development, and engage the community, among other initiatives and priorities that may progress over time.

Accreditation

The Higher Learning Commission (HLC) has confirmed that this proposed program will not need individual approval. Rather, notification to HLC of the new program will be sufficient.

JUSTIFICATION

Rationale and Relation to Mission

In 2019, UW-Superior was awarded a grant from the National Endowment for the Humanities (NEH) to design a new interdisciplinary major for the campus and to complete a feasibility study on the potential viability of the major. The proposed B.S. in Public Leadership and Innovation is the result of that award; the planning team is now finalizing a second proposal to the NEH that articulates a three-year implementation process. The highlights of this grant proposal include a B.S. in Public Leadership and Innovation institution (summer 2021) to collaboratively design the core courses and assessment plan

¹ See <https://www.uwsuper.edu/aprc/index.cfm>

and to provide professional development for instructors of the Public Leadership and Innovation courses. This second NEH grant may award up to \$100,000 to support this work.

Planning for the proposed program was supported by a planning team and consultant agency and UW-Stout's Applied Research Center (ARC). Between January and October 2019, the campus collected and analyzed information from comparable programs, engaged external stakeholders to design the proposed major, conducted research to determine the marketability, and conducted focus groups with prospective students to identify desirability of the major. Once it was determined that the major was both desired and marketable, the team gathered insight on the optimal design and mode of delivery. Support for the B.S. in Public Leadership and Innovation has been expressed by the leaders of the UW-Superior Administration, after careful consideration of the feasibility study that was presented in November 2019.

The B.S. in Public Leadership and Innovation will contribute directly to the mission of the UW System by equipping students with the knowledge and skills to contribute to solving current and anticipated complex issues in their communities. This overlaps with the UW System mission to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional and technological expertise; and a sense of purpose. Today's and tomorrow's complex issues require interdisciplinary perspectives as well as a motivational sense of purpose, which is inherent in this major.

The B.S. in Public Leadership and Innovation program, with a humanities foundation and emphasis in applied learning, supports the liberal arts tradition and commitment to community engagement at UW-Superior. The university's commitment to both humanistic learning and civic responsibility is likewise evinced by its membership on The Council of Public Liberal Arts Colleges and its recognition as a Carnegie Community Engagement Classification institution. Additionally, a second award from the NEH would further highlight, regionally and nationally, the University of Wisconsin-Superior as a leader in fostering students' intellectual and personal growth through effective community engagement and partnership.

The UW-Superior mission states, "The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region." <https://www.uwsuper.edu/about/mission-history.cfm> The B.S. in Public Leadership and Innovation supports the institutional mission of UW-Superior by intentionally equipping students with knowledge and skills to engage their community in solving current and anticipated complex issues. This will require ongoing and thoughtful engagement with community organizations and systems. Students will also develop skills needed for that engagement, including communication, conducting research, and engagement of stakeholders. A two-semester capstone sequence will allow students to

focus on engagement with a community issue, and a final three-credit internship will present an opportunity for intentional in-community learning and skill demonstration.

The proposed program at UW-Superior supports major themes in the institution's strategic plan (Superior Visions 2020), particularly the first two strategic initiatives:

- **Student Experience:** "The University will provide students with transformative, collaborative, flexible and career-relevant learning experiences." This major is specifically designed to equip students with the knowledge and skills needed to address the complex issues impacting their communities. Community leadership who were interviewed as a part of the feasibility study identified the relevance of this program as something they were very excited about. They recognize that the problems impacting their communities (climate change mitigation, food sustainability, homelessness, etc.) are interdisciplinary in nature.
- **Thriving Partnerships:** "The University will deliver innovative programs that enhance the vitality of the region." This major is an excellent example of an innovative program that will enhance the region. By the time students complete their degree, they will have spent two semesters working on a capstone project, focused on a current issue of importance in their community as well as completing an internship, providing for a reciprocal benefit between UW-Superior's regional community partners and students. The UW-Superior's Center for Community Engaged Learning (CCEL) will be an institutional partner with this major, assisting in the engagement with regional partners and helping to identify reciprocal benefits for both students and the partners. CCEL will be integral in the establishment of capstone topic partners and in securing internship sites.

University Program Array

The Public Leadership and Innovation major will be a strategic addition to UW-Superior's curricula, as it will strengthen current underutilized academic programs, such as political science, while building on the existing curriculum. Since it is designed as a non-comprehensive major, students will select a minor that will allow them to concentrate in an area of interest as well as selecting elective courses in individualized tracks; anticipated minors of particular interest will likely be First Nations Studies, Criminal Justice, Health, Communicating Arts, or Political Science, which could be paired very effectively with elective courses in the areas of Legal Studies, Sustainable Management, etc. The proposed program would be the second at UW-Superior that is in the Classification of Instructional Program (CIP) area of public administration and social service professions; the other is the B.S. in Social Work. As demonstrated in the committee make-up and the curriculum map for the planned B.S. in Public Leadership and Innovation major, the Social Work degree program provided a model for infrastructure and community relationship building. UW-Superior has long-demonstrated the capacity and ability to build students' knowledge and skills in public-interfacing programs.

Other Programs in the University of Wisconsin System

There are four similar programs in the UW System. UW Oshkosh offers a B.S. in Human Services Leadership, UW-Milwaukee offers a B.S. in Community Engagement and Education, UW-Madison offers a B.S. in Community and Nonprofit Leadership, and UW-Stout offers a B.S. in Applied Social Sciences. The proposed program differs from these programs in that some curricular aspects of the program are distinct, such as the emphasis on First Nations. These distinctions will be highlighted in the marketing plan. In addition, it is expected that this program will predominantly serve a regional population. For example, annually, UW-Superior typically has enrolled fewer than 10 new students from the geographic regions around UW-Stout and UW-Milwaukee. Thus, it is anticipated that applicants to this program will predominantly be located in the geographic region surrounding UW-Superior. In the future, there is also interest at UW-Superior to explore collaboration at either the pedagogical or scholarship levels with colleagues at UW-Stout and UW-Milwaukee.

Need as Suggested by Current Student Demand

An evaluation of student demand was facilitated through the use of focus groups. Three of the focus group samples were comprised of current college students (at UW-Superior or a feeder community college), and three were comprised of current high school students in the regional area (Superior High School, East High School, and Upward Bound). The planning team intentionally reached out to groups who were likely to be interested in outcomes of this major, such as the Lake Superior College's Eco-Entrepreneurship Program and Amnesty International Chapters at the local high schools.

The focus group data was provided to UW-Stout's Applied Research Center (ARC) to use in their feasibility study. Findings from these focus group discussions suggest prospective students and current UW-Superior students are interested in the proposed program. Fourteen (47%) of the high school and six (35%) of the current college student focus group participants stated that they were "somewhat or very likely" to enroll at UW-Superior for this degree if it were offered in their preferred delivery method/time. Focus group participants identified characteristics of students who would be interested in this program, those interested in working in the community, those who want a service aspect in their major, and those interested in current issues in society as well as human rights. It is anticipated that student demand will be sustained because the program focuses on current and anticipated complex community issues, and will shift its relevance with the issues that need responses.

Another potential area of interested students would be adult learners and returning students in the Superior area (Douglas County and the surrounding counties) who have Associate degrees but not the bachelor's-level degree. According to the Lumina Foundation's Stronger Nation report, the counties surrounding Superior have potential for individuals currently employed by public and community organizations and for whom additional higher education may improve their promotion and employment opportunities.

Rates of individuals aged 25 to 64 who have attained at least an associate degree range from 24.8% (Washburn County) to 44.2% (Bayfield County). UW-Superior's Prior Learning Assessment model and regional recruitment by the Enrollment Management staff may serve as effective tools to reach out to and support adult learners in the community, drawing in these individuals for additional degree completions.

Need as Suggested by Market Demand

Four sources of data were collected and analyzed to determine market demand: O*NET data gathered and analyzed by ARC, online survey facilitated by ARC on components of the major, community leader interviews, and focus groups with current and potential students.² Projection data was gathered from O*NET, which is sponsored by the U.S. Bureau of Labor and was gathered in partnership between UW-Superior and the Applied Research Center at UW-Stout. The data suggests there is a healthy existing job market for this career field and growth estimates exceed average growth among all career fields.³ Three phrases were used to search job descriptions: civic leadership, community advocacy, and community leadership. In all cases the projected growth in position vacancies exceeded the average 4% projected growth for all occupations.

- For positions with community advocacy in the description, over half of the positions had a projected new job growth of more than 15%. The average regional (Wisconsin, Minnesota, Michigan) salary is \$72,000.
- For positions with civic leadership in the description, the overall job growth was 7.5%. The average regional (Wisconsin, Minnesota, Michigan) salary is \$58,000.
- For positions with community leadership in the description, the overall job growth in the category was 11%. The average regional (Wisconsin, Minnesota, Michigan) salary is \$51,000.


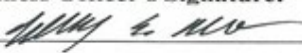
After completion of the B.S. in Public Leadership and Innovation, students will be able to apply for jobs in both public and private sectors, including non-profits. Examples of the most relatable jobs associated with the program are positions in public relations, community health, education administration, urban and regional planning (if paired with the Applied Geographic Information Systems minor), social and community service, climate change and sustainability, political science, and management. At regional and national levels, average expected maximum earnings from these professions range between \$57,000 and \$75,000. Students can augment their future earnings with lifelong learning, which the B.S. in Public Leadership and Innovation program would encourage and inculcate throughout its curriculum. Most importantly, students are expected to find jobs that are fulfilling because these jobs allow students to serve their communities directly by addressing local community needs.

² O*NET OnLine, National Center for O*NET Development, www.onetonline.org/ Accessed September 2019.

³ UW-Stout Applied Research Center. (2019). *University of Wisconsin-Superior Feasibility Study Survey Report*.

In addition to O*NET data, ARC facilitated an online survey using MTurk (n=400), primarily to gather input on the proposed design of the major. The feedback gathered helped to solidify the chosen name for the major, curriculum components, and delivery modality.

Two planning team members conducted individual phone or in-person interviews with community leaders from Minnesota and Wisconsin, including representatives from government (Superior, WI, Duluth, MN, and Bayfield, WI mayors, government relations, planning departments, human rights officers; Fond du Lac Planning), the Wisconsin Department of Public Instruction's Pathways Wisconsin regional coordinator, and representatives from the non-profit sector (hospital administrator and current and former non-profit leaders). All external stakeholders indicated they realized value in this degree and thought there was a demand from employers (ranging from high to moderate). Types of jobs identified through the community leader interviews include government-related positions, public administration, housing, workforce, health care, environmental planning, planning-type positions (local, regional and tribal), and advocacy positions at non-profits.

University of Wisconsin - Superior						
Cost and Revenue Projections For BS Public Leadership & Innovation						
	Items	Projections				
		2021	2022	2023	2024	2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	12	28	34	36	38
	Enrollment (Continuing Student) Headcount		6	17	24	26
	Enrollment (New Student) FTE	12	28	34	36	38
	Enrollment (Continuing Student) FTE		6	17	24	26
II	Total New Credit Hours	108	306	459	540	576
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff					
	FTE of Current Fac/IAS	0.2	0.4	0.6	0.6	0.6
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	Revenues					
	<i>From Tuition</i>	\$29,409	\$83,327	\$124,990	\$147,047	\$156,851
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue (other)</i>					
	<i>GPR (re)allocation</i>	\$6,035				
	Total New Revenue	\$35,444	\$83,327	\$124,990	\$147,047	\$156,851
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$15,444	\$30,888	\$46,332	\$46,332	\$46,332
	<i>Other Staff</i>					
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other: Marketing budget for PLI major</i>	\$20,000	\$10,000	\$10,000	\$2,500	\$2,500
	Total Expenses	\$35,444	\$40,888	\$56,332	\$48,832	\$48,832
VI	Net Revenue	\$0	\$42,439	\$68,658	\$98,215	\$108,019
Submit budget narrative in MS Word Format						
Provost's Signature: 				Date: 6/15/2020		
Chief Business Officer's Signature: 				Date: 6-16-2020		

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-SUPERIOR BACHELOR OF SCIENCE IN PUBLIC LEADERSHIP AND INNOVATION

Introduction

In the summer of 2018, a group of faculty, staff and administrators met as a committee to begin work on a National Endowment for Humanities grant. The \$35,000 grant award facilitated the development of this new major, supporting the research and development by the committee and external consultants. The committee was instructed to formulate a new idea that did not require additional resources in terms of FTE (in response to recent major/minor suspensions that had occurred at UW-Superior). The committee developed the B.S. in Public Leadership and Innovation to utilize as much as possible the programs that were affected by the suspensions and to increase efficiencies in other programs by utilizing existing courses.

Section I – Enrollment

Enrollment projections are based on each headcount representing 1.0 student FTE. By the end of Year 5, it is expected that 148 new freshmen or transfer students will have enrolled in the program. These projections were made based on the market research and in consultation with the Executive Director of Admissions at UW-Superior. In the context of the current COVID-19 pandemic and the potential future ramifications, the initial enrollment figures have been adjusted to 12 new students in the first year of the program and 28 new students in the second year. By Year 4, it is anticipated that enrollments will align closer with pre-pandemic enrollment trends. UW-Superior's average year-to-year retention rate is approximately 50%. Therefore, the numbers for the continuing students are multiplied by .5 to reflect a realistic picture of UW-Superior's enrollment at all times.

Section II – Credit Hours

The curriculum for the B.S. in Public Leadership and Innovation major consists of 36 credits, comprised of a core of 21 credits that will need to be developed, as well as elective options that will be revised specifically for this major or already exist at UW-Superior. To simplify calculations of credit hours and revenues, this spreadsheet assumes that students will enroll in nine credits for the major during each of their four years at UW-Superior. In order to determine credit hours, the number of students per year was multiplied by nine credits. This means that the total number of credits produced by the new major after five years will be 1,989 credit hours. There will be five new courses not previously offered by the university and thus they are included in this credit-hour calculation. Since the curriculum for the B.S. in Public Leadership and Innovation major will be delivered on load, confirmation has been received that the elective courses can sustain the projected additional enrollment from the new B.S. in Public Leadership and Innovation major at UW-Superior.

Section III – Faculty and Staff Appointments

No additional faculty or staff positions are required to implement and sustain this major. All the courses will be taught by faculty and staff already teaching at UW-Superior. The major will be housed in the Department of Social Inquiry. In addition to faculty from Social Inquiry, faculty from other programs such as Social Work, Writing, Legal Studies, Criminal Justice, Health Studies, and Economics will also contribute courses to the major. The Department of Social Inquiry will provide administrative support needs for the B.S. in Public Leadership and Innovation. Faculty involved in teaching the core classes for this major will share in the advising responsibility.

To offer this major, UW-Superior will need to offer several new, revised, and existing courses. In order to teach the courses that are required for this major, UW-Superior will need 0.6 Full Time Equivalent (FTE), once full implementation of the major has been reached. However, this does not mean new FTE appointments are needed for the new program. UW-Superior will capitalize on underutilized programs and personnel to fill these 0.6 FTE instructor requirements. As previously noted, the elective courses can sustain the projected additional enrollment that the new B.S. in Public Leadership and Innovation major would bring to UW-Superior.

Section IV – Program Revenues

The figures below illustrate new revenues that will be generated as a result of the new B.S. in Public Leadership and Innovation major. No new additional UW System funding will be requested for this major.

Tuition Revenues

Students enrolled in the B.S. in Public Leadership and Innovation program will be assessed at UW-Superior's standard tuition and fee rates. For the current academic year, residential tuition and segregated fees total \$4,066.18 per semester for a full-time student enrolled in 12 credits per semester, or \$338.85 per credit in tuition (\$272.31) and fees (\$66.54). To calculate projected revenue, the number of students each year was multiplied by nine credits. This calculation was then multiplied by the per-credit cost of tuition.

The current revenue projections are on the conservative side as the calculations assume all tuition generated will be at the Wisconsin resident, on-campus rate. Nonresident students and online students will generate additional revenue (which are not captured in this estimation). In addition, for these calculations, it is assumed that no current student would switch (from either "Undeclared" or an existing declared major) to the new B.S. in Public Leadership and Innovation degree program.

Grants/Extramural Funding

A grant proposal on behalf of this major will be submitted to the National Endowment for the Humanities (September 2020) to provide additional support for developing new courses as well as training for the faculty and staff involved in the project.

As this funding for course design and faculty training is not guaranteed, it has not been included in revenue projections. However, if successful, UW-Superior could be awarded up to \$100,000 from the National Endowment for the Humanities to support these efforts. An award decision should be made by October 2020.

General Program Revenue (GPR) reallocation

Existing resources allocated from the general fund will be used to balance revenues and expenses in Year 1.

Section V – Program Expenses

As this program utilizes existing campus resources, there are minimal new program expenses.

Salary and Fringe Expenses

The B.S. in Public Leadership and Innovation program will require 0.60 FTE positions (.10 FTE per course taught for the core requirements), when the program is fully functional. During the first year, it will require only 0.20 FTE, the second year 0.40 FTE, the third year 0.60 FTE, and that level of FTE commitment will continue afterwards. The average salary at UW-Superior for a faculty member is \$54,000, and fringe is calculated at 43%. This major will require 0.60 FTE when fully implemented, costing an estimated \$32,400 for salary and \$13,932 for fringe, for a total of \$46,332.

Other Expenses

Marketing costs will be allocated at \$20,000 for the first year, \$10,000 for Years 2 and 3, and \$2,500 for subsequent years. Existing resources will be allocated for all the programmatic needs. If additional expenses arise, then the administration and the program at UW-Superior can identify how the revenues generated by the program can be used to further promote and support the program.

Section VI – Net Revenue

The program will be self-sufficient within two years of implementation due to the use of existing faculty and staff. In Year 1, existing resources allocated from the general fund will be used to balance revenues and expenses. In Year 2 and beyond, it is estimated that revenues generated will be sufficient to cover all program expenses as well as positively contribute to the university's general fund.



June 16, 2020

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

Dear President Cross:

I am writing to provide this Letter of Commitment in enthusiastic support of the proposed B.S. in Public Leadership and Innovation from the University of Wisconsin-Superior.

The proposed B.S. in Public Leadership and Innovation program is designed as a 120-credit interdisciplinary undergraduate major. The development of this degree program responds to the need for a major focused on preparing students to tackle the complex issues in their communities requiring a multi-disciplinary perspective. We believe this degree is not only timely, but efficient in its delivery, and appealing in its relevance to the current context of challenges. Market demand data suggests there is a healthy existing job market for this career field and that growth estimates exceed average growth among all career fields. Our focus group work also indicates strong interest among current and potential UW-Superior students. Graduates will be better equipped to address current and anticipated complex issues within their communities and will be prepared for specific career fields in both public and private sectors, including non-profits. Most relatable jobs associated with the program are in Public Relations, Community Health, Education Administration, Urban and Regional Planning (if paired with the Applied Geographic Information Systems minor), Social and Community Service, Climate Change and Sustainability, Political Science, Management, and many more.

The program will be delivered both 50% or more hybrid/online and face-to-face on campus. Within the 120-credits, the major includes 36-credits with 21-credits in required core courses and 15-credits of electives distributed across five elective categories. The major includes a required 3-credit internship course that incorporates both fieldwork and seminar, as well as a 6-credit capstone that will allow students to build, develop and implement an action plan to address an issue in their community. The general education program includes 42-credits, academic minor 21-24 credits, and additional electives 18-24 credits.

The proposed B.S. in Public Leadership and Innovation supports the institutional mission by intentionally equipping students with knowledge and skills to engage their community, that will require ongoing and thoughtful engagement with both organizations and systems creating a reciprocal benefit between UW-Superior's regional community partners and our students. This

innovative program will enhance the region. In addition to a focused recruitment effort among place-based students around the UW-Superior service area, the program will also focus on members of marginalized communities and make a concerted effort to build relationships with indigenous communities. The program's innovative hybrid delivery model will make the program accessible to place bound students, including students with work, family and community responsibilities.

Please note that we have closely reviewed the program proposal in the context of the disruptions presented by COVID-19 and believe there is great value of this proposed degree to help communities respond to rapid changes, like a pandemic. Our team has figured out a way to start this degree even with the changes in modality that courses are experiencing next year due to the uncertainty of COVID-19. We don't anticipate COVID-19 will impact the implementation date (Fall 2021) of the program due to the innovative synchronous and asynchronous learning techniques and hybrid delivery pedagogies allowing for both students physically present on the UW-Superior campus and distance learners access to the program.

The campus is well positioned to offer this new degree, and the program will provide a pathway for students looking for an interdisciplinary science degree with a unique focus on complex issues in their community. It is expected that the program will draw new students to UW-Superior and will thrive.

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

Thank you for your consideration of this new program.

Sincerely,

A handwritten signature in cursive script, reading "Maria Stalzer Wyant Cuzzo".

Maria Stalzer Wyant Cuzzo, Ph.D.
Interim Provost and Vice Chancellor of Academic Affairs

**APPROVAL OF TEMPORARY SUSPENSION OF
ACT/SAT REQUIREMENTS IN REGENT POLICY DOCUMENT 7-3,
“UW SYSTEM FRESHMAN ADMISSIONS POLICY” FOR THE
UNIVERSITY OF WISCONSIN-MADISON**

REQUESTED ACTION

Adoption of Resolution D., temporarily suspending Sections I. C. and II. B. in Regent Policy Document 7-3, “University of Wisconsin System Freshman Admissions Policy,” requiring provision of an ACT or SAT score by freshman applicants.

Resolution D. That, upon the recommendation of the President of the University of Wisconsin System, the Board temporarily suspends the requirement in Regent Policy Document 7-3, Sections I. C. and II. B. that all freshman applicants provide an ACT or SAT score as part of their application. The suspension of this requirement applies to all freshman applications to UW-Madison, for the 2021-22 and 2022-23 academic years and conforms with Resolution 11430.

SUMMARY

The University of Wisconsin-Madison is facing challenges in its freshman applicants’ ability to submit ACT or SAT test scores as a result of the COVID-19 crisis. As a result, the Board of Regents is being asked to temporarily suspend Regent Policy Document 7-3, Sections I. C. and II. B., that require the submission of ACT/SAT test scores by freshman applicants. A copy of Regent Policy Document 7-3 is included as Attachment A; sections I. C. and II. B. are highlighted.

The suspension of these sections of the policy will permit UW-Madison to adopt a test-optional approach in response to COVID-19 and accept applications from prospective freshman students and make admissions decisions without requiring that ACT/SAT test scores be submitted. Students who do not provide a standardized test score will not be disadvantaged in the application process and will be evaluated holistically on the basis of their other application materials.

This suspension will cover the period of the 2021-2022 academic year (entry terms: fall 2021, spring 2022, and summer 2022) and 2022-2023 academic year (entry terms: fall 2022, spring 2023, and summer 2023).

By suspending these sections of the policy, freshman applicants will be able to move forward in the admissions process and not be penalized for their inability to take and submit test scores due to cancellations or significant delays in testing from the testing agencies themselves during the stated time period. Applicants should be able to submit materials for all other admissions criteria contained in RPD 7-3.

Interim Regent Policy Document Waiver #05 (UW System Freshman Admission Policy ACT/SAT Requirements Waiver for UW-Madison) has temporarily suspended the ACT/SAT score requirement for freshman applicants to UW campuses effective July 27, 2020 and extending through December 31, 2020. If approved by the Board of Regents, the proposed resolution would extend this suspension of this specific RPD 7-3 requirement for freshman applicants to UW-Madison through the 2022-2023 academic year.

UW-Madison will also use this opportunity to evaluate the effects of suspending the standardized test score requirement on the admissions review process and on the demographic composition and academic achievement of entering classes.

Presenters

- Karl Scholz, UW-Madison Provost and Vice Chancellor for Academic Affairs
- Derek Kindle, Vice Provost for Enrollment Management, UW-Madison
- André Phillips, Director, Office of Undergraduate Admissions and Recruitment, UW-Madison

BACKGROUND

Wis. Stat. § 36.11(3a), Admission of Applicants, directs the Board of Regents to establish the policies for admission within the system. RPD 7-3 was created to implement the Board of Regents' statutory authority in § 36.11(3a) to establish admissions policies.

Previous Action or Discussion

Regent Policy Document 7-3, "UW System Freshman Admissions Policy" was created by the Board on February 9, 2007, with the adoption of Resolution 9290.

Resolution 11430, adopted by the Board on May 7, 2020, temporarily suspended provisions of Regent Policy Document 7-3 related to ACT/SAT testing requirements for all freshman

applications to UW campuses, except UW-Madison, for the 2020-21 and 2021-22 academic years.

Related Policies

- RPD 7-3, "University of Wisconsin System Freshman Admissions Policy"
- Wis. Stat. § 36.11(3a), Admission of Applicants
- [Interim Regent Policy Document Waiver #05, UW System Freshman Admission Policy ACT/SAT Requirements Waiver for UW-Madison.](#)

ATTACHMENTS

- A) Regent Policy Document 7-3, "University of Wisconsin System Freshman Admissions Policy"

Regent Policy Document 7-3 (*formerly 07-1*)

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

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 areas	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.

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. Res. 11346, adopted 12/06/2019, amended Regent Policy Document 7-3.

REGENT POLICY DOCUMENT ON APPLICATION FEES AND WAIVER

REQUESTED ACTION

Adoption of Resolution E., approving the new Regent Policy Document on application fees and waiver.

Resolution E.: That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves a new Regent Policy Document entitled "Application Fees and Waiver."

SUMMARY

The proposed new policy addresses current statutory language which lays out the Board authority to set a uniform application fee to groups of applicants—undergraduate applicants, graduate applicants, law school applicants, and medical school applicants—while requiring uniform fees within a group. The policy, if approved, would further delegate authority to the UW System President to approve application fee waivers through UW System Policy. A draft of this policy is included as Attachment A.

Additionally, the UW System President would exercise the admission fee waiver delegation by amending UW System Policy 805. A draft of this amended policy is included as Attachment B. The waiver authorities in the draft amended UW System Policy 805 include waiver for financial exigency, and where all Chancellors and the President unanimously agree on application fee waiver periods. This will further allow the UW System President and his staff to work through this draft amended policy with institutions to ensure consistency among like institutions. Approved application fee receipts and waiver amounts would be reported to Board of Regents annually.

Presenter(s)

- Anny Morrobel-Sosa, *Vice President for Academic and Student Affairs*
- Christine Navia, *Associate Vice President for Student Success*

BACKGROUND

As part of 2015 Wisconsin Act 55, the Board of Regents was granted the statutory authority to set application fees for each UW System institution. Previously, application fee amounts, waivers, and uses were specified under s. 36.11(3)(d), Wis. Stats. The Board was required to assess a \$44 fee for each undergraduate admission application and a \$56 fee for each graduate school, law school, or medical school admission application. Statutes also allowed the Board to exempt the fee for a maximum of 5 percent of the applications in any school year.

The 2015 Wisconsin Act 55 (the 2015-17 biennial budget bill) repealed the \$44 and \$56 amounts in s. 36.11(3)(d), Wis. Stats., as well as the other requirements and created new language, effective July 14, 2015, requiring each UW institution to charge a uniform application fee to each group of applicants (e.g., undergraduates, graduates, etc.).

In August 2015, UW-Madison requested and received approval from the Board of Regents Executive Committee to raise its undergraduate application fee to \$50 as of September 1, 2015. In June 2016, the Board of Regents approved other application-fee changes: \$60 for UW-Madison undergraduates and for UW-Madison's School of Veterinary Medicine and Law School; \$75 for UW-Madison's Graduate School, School of Pharmacy, and School of Medicine and Public Health; and \$50 for all other UW institutions' undergraduates. On April 2, 2020, as part of an effort to align the functionality of the UW System Online Application for Admission (EApp) for the new configuration of the 13 UW universities and 26 campuses, and to increase accessibility and admissions to these institutions, the Board adopted Regent Resolution 11415, which stated:

That, upon the recommendation of the President of the UW System, the UW System Board of Regents approves the proposed request to:

- 1) reduce the application fee to \$25 for new undergraduate admission to UW universities, excepting UW-Madison, for applications received on or after August 1, 2020, and
- 2) exempt application fees for all students transferring from a UW branch campus or a UW university to another UW university within one year.

Subsequent to that action, the UW System President determined that additional clarification related to authority and structure in the form of a Regent Policy and authority to amend UW System policy related to application fees and application fee waivers would be helpful to ensure a level playing field amongst and between the UW System institutions so that campuses and students would not be disproportionately impacted.

RELATED REGENT POLICIES

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

ATTACHMENTS

- A) Draft Regent Policy Document: Application Fees and Waiver
- B) Amended UW System Administrative Policy 805

Draft Regent Policy Document XX-X: Application Fees and Waiver

Scope

This policy addresses the Board of Regents' authority under s. 36.11(3)(d), Wis. Stats., to charge a fee to individuals applying to UW System institutions.

Purpose

The purpose of this policy is to identify the Board of Regent's authority to set application fees for UW System Institutions and to delegate authority to the UW System President to waive application fees via UW System policy.

Policy Statement

The Board of Regents shall set uniform application fees as required by s. 36.11(3)(d), Wis. Stats. Pursuant to state law, application fee rates may vary among groups of applicants – undergraduate applicants, graduate applicants, and law school applicants and medical school applicants – but must be uniform for all applicants within a group. For example, undergraduate applicants may pay a different application fee than graduate applicants, and all undergraduates at a given institution shall be assessed the same fee. Separate fees also may be charged for doctoral, pharmacy or veterinary school applications.

The Board delegates authority to the UW System President to develop criteria for UW institutions to use in waiving application fees.

Oversight, Roles, and Responsibilities

Application fee receipts and waiver amounts by institution shall be reported to the Board annually.

Related Regent Policies and Applicable Laws

Section 36.11(3)(d), Wisconsin Statutes

History: Res. xxxxx, adopted mm/dd/yyyy, created Regent Policy Document XX-X

The University of Wisconsin System

Administrative Policy # 805 (formerly F44)

Title: Tuition and Fee Policies for Credit Instruction



Original Issuance Date: February 1, 1993

Last Revision Date: August 20, 2020

1. Policy Purpose

This policy outlines statutory, Board of Regents, and administrative policy provisions with respect to the payment and refund of fees and a variety of specialized fee assessment issues.

2. Responsible UW System Officer

Vice President for Finance

3. Scope

This policy applies to the assessment of tuition and fees at all UW System institutions.

4. Background

Academic student fees and tuition for credit instruction are set by the Board of Regents in adopting the annual operating budget, except that the Board of Regents has delegated to the President the authority to approve special service-based pricing for some programs, and UW System institutions are authorized to establish pricing for distance education and certain other programs on a cost recovery basis as described below. Separate per-credit fee levels are established by student level and resident status and, in some cases, by program. The tuition and fee structure adopted by the Board of Regents typically includes a credit plateau within which there is no charge for additional credits. The Board of Regents has approved an alternative per credit fee structure for UW-Stout that does not include a credit plateau. As UW-Stout is a per credit institution, and due to the Board's decision, UW-Stout is exempt from the credit plateau stated within this policy and may charge for credits within the plateau. The current fee schedule may be found at <https://www.wisconsin.edu/budget-planning/tuition/>.

5. Definitions

Fee remission: Tuition revenue foregone as the result of a fee waiver granted to an individual student. For purposes of this policy, the term "fee remission" does not apply to situations where a waiver is granted to the student because the tuition is being paid by a third party.

Non-traditional student: Non-traditional students include students at the graduate/professional level age 30 and older, undergraduate students age 25 and older at the doctoral and comprehensive universities, and undergraduates age 22 and older at a branch campus.

Student: Anyone who has ever been admitted to or enrolled at a UW System institution, whether or not the person ever attended or is currently enrolled.

Tuition: Includes both academic student fees and nonresident tuition. In the State of Wisconsin statutes, the term “academic student fees” generally applies to resident instructional fees paid by all students, and the term “tuition” applies to the additional amount paid by nonresidents.

6. Policy Statement

All students attending UW System institutions are required to pay tuition unless exempt through a fee remission or under the senior audit policy. Tuition is to be assessed at the Regent approved rates in all cases, except where the Board has delegated tuition setting authority to the President or to chancellors. Specific policy provisions are outlined as follows:

- Subsection A – Fee assessment issues
 - A.1 Resident vs. Nonresident
 - A.2 Graduate vs. Undergraduate
 - A.3 Zero credit courses
 - A.4 Excess credits surcharge
 - A.5 Special Instructional Fees
 - A.6 Differential Tuition Programs
 - A.7 Service-Based Pricing
 - A.8 Distance Education Fees
 - A.9 Remedial Course Fees
 - A.10 Inter-term Sessions
 - A.11 Special Students
 - A.12 Dissertators
 - A.13 Correctional Institutions
 - A.14 Audit Policy
 - A.15 Multiple Campus Enrollments
 - A.16 UW Extended Campus Credit Programs
 - A.17 UW Extended Campus Independent Learning
 - A.18 Extended Degree Program

- A.19 Application Fees
- A.20 Admission Deposits
- A.21 Late Registration Fees
- A.22 Post Secondary Enrollment Options
- A.23 Advance Registration Fees
- A.24 Student Segregated Fees
- A.25 Continuing Education Credit Instruction for Teachers
- **Subsection B – Fee Waivers and Remissions**
 - B.1 Resident Tuition Remission and Fee Waiver Programs
 - B.2 Nonresident Tuition Remission, Reciprocity, and Interstate Programs
 - B.3 Application Fee Waivers
- **Subsection C – Payment and Refund Policy**
 - C.1 Payment in Full
 - C.2 Partial Payment Plans
 - C.3 Electronic Payment of Fees
 - C.4 Refunds/Withdrawals/Drops
 - C.5 Transcript Holds for Non-Payment of Fees
 - C.6 Checks returned due to Non-Sufficient Funds (NSF)

Exceptions to any of the stated provisions due to extraordinary circumstances can be made only by the chancellor or the chancellor's designee(s). Any delegation of authority should be in writing and maintained in the designees' offices. Documentation justifying exceptions should be maintained. Blanket exceptions are not authorized.

A. FEE ASSESSMENT ISSUES

This section establishes UW System policy for determining student level and resident status, the criteria and process for setting service-based pricing, and addresses a number of specialized fee assessment issues.

A.1 RESIDENT VS. NONRESIDENT

The assessment of resident versus nonresident tuition is based upon s. 36.27(2), Wis. Stats. Nonresidents under the statutes shall pay the nonresident rate, with the exception of residents of the state of Minnesota who are certified to pay the Minnesota reciprocity tuition rate and residents of Menominee County, Michigan, enrolled at University of Wisconsin-Green Bay, Marinette Campus. There are reciprocal

agreements for residents of Iron County, Wisconsin, enrolled at Gogebic Community College, and residents of Marinette County, Wisconsin, enrolled at Bay de Noc Community College.

The UW System has also created additional non-resident rates that are available at certain UW System institutions including Return to Wisconsin, the Midwest Student Exchange Program and the UW-Platteville Tri-State Initiative. The Board of Regents annually approves these rates for the Return to Wisconsin and the Midwest Student Exchange Program. The Board of Regents has delegated authority to approve rates for the UW-Platteville Tri-State Initiative to the chancellor within parameters established by the Board.

A.2 GRADUATE VS. UNDERGRADUATE LEVEL

The assessment of undergraduate tuition versus graduate tuition should be based upon the level of enrollment, i.e., a student enrolled as a graduate student taking some undergraduate courses shall be assessed graduate level fees for all credits.

Conversely, an undergraduate student taking a graduate level course shall be assessed undergraduate level fees for all credits, as long as the graduate level course is not later used toward a graduate degree. If these graduate courses are later used toward a graduate degree, the student may be assessed the fee differential at that time. At its option, an institution may elect to assess tuition based upon the level of credit for which the student is enrolled.

A.3 ZERO CREDIT COURSES

Non-remedial courses offered for zero credits shall be treated for fee purposes as if they carry one credit. Exceptions to this provision may be made by the chancellor. This excludes noncredit workshops and seminars.

A.4 EXCESS CREDITS SURCHARGE

All resident undergraduate students who have accumulated 165 credits (or 30 credits more than required by their degree programs, whichever is greater) will be assessed a surcharge, equal to 100 percent of the regular resident tuition, on credits beyond that level. Implementation rules for this policy are contained in the final report of the Excess Credits Policy Implementation Group.

A.5 SPECIAL INSTRUCTIONAL FEES

Special instructional fees are additional fees approved by the Board of Regents. These fees shall be assessed on a per-credit basis until full-time status has been achieved. Full-time status is defined as eight graduate credits at Doctoral institutions, nine graduate credits at Comprehensive institutions, and 12 credits for all undergraduate special fees. Refunds should follow the normal refund policy and schedule.

Special instructional fees are deposited to the specified Shared Financial System account codes. The current special instructional fees are as follows:

- Master's in Business
- Law School improvement and library fee for UW-Madison

SYS 805, Tuition and Fee Policies for Credit Instruction

- Library acquisitions fee assessed to nonresident undergraduates enrolled in the doctoral universities
- Undergraduate education improvement fee assessed to nonresident undergraduates enrolled in UW-Madison

Minnesota reciprocity students shall pay the Minnesota Reciprocity fee when the Minnesota Reciprocity fee exceeds the resident rate including the special fee. If the resident tuition including the special fee exceeds the Minnesota Reciprocity fee then the per-credit instructional fees shall be assessed to Minnesota Residents in a manner that results in the Minnesota student paying the same total fee as Wisconsin Residents.

A.6 DIFFERENTIAL TUITION PROGRAM

The Board of Regents must approve any differential tuition rates, whether on an institution-wide or a program specific basis. Differential tuitions that have been approved by the Board of Regents are incorporated in the Regent-approved tuition schedule that is adopted with each annual budget and thus are not an exception to the general rule that Regent-approved rates be charged. For further information, see the [Differential Tuition Process Timeline](#); [Institution-wide Differential Tuition](#); and [Program-Specific Differential Tuition](#). See [Regent Policy Document 32-7, *Student Involvement in Differential Tuition Initiatives*](#).

A.7 SERVICE-BASED PRICING

The Board of Regents has delegated authority to the President of the UW System to approve service-based pricing for graduate or non-traditional programs that are designed primarily for adults, provided specified criteria are met. See [Service-Based Pricing Guidelines](#).

A.8 DISTANCE EDUCATION FEES

The Board of Regents has delegated authority to the UW System institutions to set distance education fees using a common methodology. UW System Administration will report annually to the Board of Regents on distance education pricing activities. See Appendix C of UW System Administrative Policy 130, *Programming for the Non-Traditional Market in the UW System*, for principles for pricing distance education credit courses, degree and certification programs.

A.9 REMEDIAL COURSE FEES

In accordance with [Regent Policy Document 4-8, *Remedial Education Policy*](#), remedial education courses shall be offered on a fee recovery basis. Remedial education shall be operated out of Fund 136. If a student is taking both remedial and regular credits, Fund 131 and Fund 136 shall share proportionately in the fee revenue based upon the number of credits (pro rata basis). A part-time student will pay the remedial rate times the number of remedial credits plus the per credit rate times the number of regular credits. The maximum charge for a student taking both remedial and regular credits is the full-time rate up to the plateau. Segregated fees shall be assessed on a per credit basis, including remedial credits if a student is less than full-time. In accordance with [Regent Policy Document 4-8](#), each institution shall determine the appropriate credit load for its remedial education students.

A.10 INTER-TERM SESSIONS

Inter-term sessions between the fall and spring semesters and between the spring and summer semesters will be treated as separate sessions for tuition and fee assessment. The normal tuition and segregated fee schedule shall apply. Credits taken during these sessions shall not be combined with an academic semester to determine a student's full-time status. Note: This provision may apply to the academic calendar offered by UW-Oshkosh at the discretion of the Chancellor.

A.11 SPECIAL STUDENTS

Special students are defined to be non-degree-seeking students. Special students shall be assessed tuition and segregated fees according to the primary level of course work for which they are enrolled. Because of the diverse nature of "special students" in the UW System, institutional discretion should be exercised in determining the appropriate student level for assessment of tuition and segregated fees consistent with the general policy.

A.12 DISSERTATORS

Ph.D. candidates who have completed the residency course credit and minor requirements and passed the preliminary examination must maintain continuous academic year registration by paying a three-credit dissertator fee each semester. If a doctoral candidate does not maintain continuous enrollment (three graduate credits per semester), the candidate is assessed a completion fee equal to twelve times the current per-credit dissertator rate. This fee is assessed at the time of dissertation submission. The completion fee is based on the resident and nonresident status that the candidate had at the last term of enrollment. If the candidate breaks enrollment and then reenters, enrolling for less than four continuous terms (12 credits) before completion, the candidate must pay the fee minus all continuous credits paid since the time of reentry. If enrollment is broken, but the candidate reenters and enrolls for at least four continuous semesters (three graduate credits per semester), a completion fee is not assessed. This applies to UW-Madison and UW-Milwaukee only.

A.13 CORRECTIONAL INSTITUTIONS

Individuals incarcerated in correctional institutions of, or in, the State of Wisconsin or those on parole or probation who are enrolled in credit courses shall be assessed resident tuition, the appropriate segregated fee for services available, and a special course fee to recover additional costs of instruction.

Individuals incarcerated in federal correctional institutions or parolees shall be assessed all applicable tuition and segregated fees. Nonresident tuition remissions may be granted where financial need is demonstrated.

A.14 AUDIT POLICY

In accordance with Regent Policy Document 4-10, Class Audit Policy, the academic fee charge for individuals who register for only noncredit, audit-type attendance of credit classes shall be:

Wisconsin Residents under age 60	30% of the normal per credit academic fee
Wisconsin Residents age 60 or older (as of first day of classes)	Normal per credit academic fee waived
Minnesota Reciprocity	30% of the normal per credit Minnesota Reciprocity fee
Nonresidents	50% of the normal per credit academic fee

Audit fees shall not be charged to any disabled Wisconsin resident who is receiving disability insurance benefits under either the federal Supplemental Security Income (SSI) program or the federal Social Security Disability Insurance (SSDI) program. However, all auditors, including disabled Wisconsin residents and those age 60 or older, shall be assessed any special cost-based course fees that are separately itemized (i.e., not included in academic student fees) and charged to other course participants.

Each institution may determine whether to extend the option to auditors to pay or not pay segregated fees (depending on whether the individual wants access to segregated fee funded services). If segregated fees are not paid, access for individuals who are auditors-only is limited to the library and non-segregated fee funded activities of the student union. No additional fee shall be charged for such access.

Students shall pay the normal per-credit tuition for audit credits until the degree and audit credits equal the plateau where academic fees are level, except that no academic fee shall be assessed Wisconsin residents age 60 or older for audit-only credits. When the combination of degree and audit credits exceeds the full-time fee credit plateau, additional fees shall be assessed, except that no academic fee shall be assessed Wisconsin residents age 60 or older for audit-only credits.

Chancellors may waive the nonresident portion of the per-credit charge for nonresidents.

A.15 MULTIPLE CAMPUS ENROLLMENTS

Students may enroll at more than one UW System institution or campus during the same session.

Undergraduate Students

Undergraduate students, including Minnesota reciprocity students, who enroll for more than 18 credits shall be assessed the per-credit fee for all credits beyond 18, excluding any differential rates the institution may have. Credits taken by students enrolled at more than one UW System institution shall be combined in order to determine their tuition assessment. It is the student's responsibility to present evidence of certification of enrollment, including fees assessed and credits being taken.

If the undergraduate credit plateau (12 through 18 credits) is achieved at the first institution, no additional tuition will be assessed by the second institution unless the total credits exceed 18 credits. When the credit plateau is not achieved at the first institution, the second will charge the per-credit rate until the credit plateau is reached. The first institution shall be generally defined as the one enrolled in for a degree. Institutions with a branch campus may either implement separate plateaus at both the branch campuses and receiving institution's campus or maintain the plateau across all campuses as one institution. At no time will the credit plateau assessment be less than the lowest nor more than the highest credit plateau rate of the institutions involved.

An appropriate segregated fee shall be assessed by each campus. Refunds should be calculated in consultation with each institution. Refunds may not exceed amounts paid.

Graduate Students

Credits taken by graduate students enrolled at more than one UW System institution or campus may be combined in order to determine their full-time status and tuition and segregated fee assessment. Institutions with a branch campus may either implement separate plateaus at both the branch campuses and receiving institution's campus or maintain the plateau across all campuses as one institution. It is the student's responsibility to present evidence of certification of enrollment, including fees assessed and credits being taken. If full-time status (eight credits, doctoral cluster; nine credits, university cluster) is achieved at the first institution, no additional fees will be assessed by the second institution. When full-time status is not achieved at the first institution, the second will charge the per-credit rate until the full-time plateau is reached. At no time will the full-time rate be less than the lowest nor more than the highest full-time rate of the institutions involved. The first institution shall be generally defined as the one enrolled in for a degree.

An appropriate segregated fee shall be assessed by each campus. Refunds should be calculated in consultation with each institution. Refunds may not exceed amounts paid.

A.16 UW EXTENDED CAMPUS CREDIT PROGRAMS

Credits for courses taken through any campus and sponsored by UW Extended Campus, which have been approved as part of the student's degree program, shall be combined with the campus credits when determining tuition and segregated fee assessments. The tuition and fee schedule to be used when assessing UW Extended Campus fees for degree credit instruction shall be the same as those applicable to the campus. UW Extended Campus fees shall be prorated based upon the number of credits when a student is taking a combination of UW Extended Campus and campus courses.

A.17 UW EXTENDED CAMPUS INDEPENDENT LEARNING

Institutions must reimburse UW Extended Campus for the Independent Learning of full-time students on a pro rata basis, based upon the number of credits taken. Part-time students shall pay UW Extended Campus and the campus separately.

A.18 EXTENDED DEGREE PROGRAM

SYS 805, Tuition and Fee Policies for Credit Instruction

An annual contract under the Extended Degree Program (offered at UW-Green Bay, UW-Platteville, UW-River Falls, and UW-Superior) is considered a separate academic term. An Extended Degree student who enrolls for more than 18 credits shall be assessed the per credit fee for all credits beyond 18. An Extended Degree student who registers for campus credits in addition to those contracted through Extended Degree is to be assessed fees for those campus credits based upon the approved academic fee schedule.

A.19 APPLICATION FEES

Under s. 36.11 (3)(d), Wis. Stats., each institution is permitted to assess a uniform application fee for each of the following group of applicants. The institution must receive approval from the Board of Regents in order to change its application fees for these groups of applicants.

- Undergraduate applicants
- Graduate school applicants
- Law school applicants
- Medical school applicants

A.20 ADMISSION DEPOSITS

An admission deposit, which is refundable until May 1 for admission in the fall semester and November 15 for admission in the spring semester, may be assessed to all applicants that have been accepted for admission. This deposit shall not exceed \$200 for undergraduate admission nor \$500 for graduate/professional programs at institutions that assess an admissions deposit. The deposit is not required to file an application, but would be required to confirm an accepted application. The deposit shall be applied to the fees for the semester of admission.

If the applicant fails to attend the institution and does not request a refund of the deposit by the stated deadlines, 50% of the admission deposit will be deposited to an institution's Fund 128 account. The remainder will be retained in the Academic Fee Appropriation (Fund 131).

A.21 LATE REGISTRATION FEES

At the institution's option, a late registration fee not to exceed \$50.00 may be assessed. Late registration is defined by the institution. Late registration fees shall be deposited to the institution's Fund 128 account.

A.22 POST SECONDARY ENROLLMENT OPTIONS

In accordance with Wisconsin Statute 118.55, high school students enrolled in an Early College Credit Program (ECCP) course at UW System institutions for high school credit, college credit, or both shall have their costs shared among the UW System institution, the school district or private school, and the state. In the event the student is solely taking courses for college credit, the student's family may also be charged.

A UW System institution may charge a third of the per credit amount of resident undergraduate tuition and UW branch institutions may charge half the per credit amount of resident

undergraduate tuition to students of ECCP. The charging of additional fees is not allowable. See UW System Administrative Policy 185, *College Credit in High Schools*^[1], related to the offering of college credit courses in Wisconsin high schools by university-authorized high school faculty.

A.23 ADVANCE REGISTRATION FEES

Institutions which require an advanced registration fee shall comply with subsection C.4 of this policy when determining the refundable portion of the advanced registration fee due a student that does not complete the registration process or withdraws after registering.

A.24 STUDENT SEGREGATED FEES

Segregated fees may be waived for students enrolled exclusively in courses held off campus. See UW System Administrative Policy 820 (SYS 820), *Segregated University Fees*, for other policy provisions related to segregated university fees.

A.25 CONTINUING EDUCATION CREDIT INSTRUCTION FOR TEACHERS

This provision applies to continuing education credit instruction for teachers at a school district or Cooperative Educational Service Agency (CESA) location. In these cases, teachers enrolled in the course(s) will be assessed the resident tuition rate of the participating UW System institution, minus the value of the facilities and other related services provided by the school district or CESA. The net tuition retained by the UW System institution must be at least 50% of the gross tuition charge. Institutions should maintain records of how the net tuition was calculated.

^[1] Please note that this policy is currently under review to align with the Early College Credit regulations.

B. FEE WAIVERS AND REMISSIONS

All students attending the University of Wisconsin System are required to pay tuition unless exempt through one of the fee remission programs described in this policy. Fees waived under the programs described below represent revenue foregone, which is typically recovered through generalized fee increases. Note that this policy places no restrictions on fee waivers granted where the tuition payment or application fee is made by a third party rather than by the student directly.

B.1 RESIDENT TUITION REMISSION AND FEE WAIVER PROGRAMS

Except as provided by statute, only the nonresident tuition and special course fees may be waived as a fee remission. Academic student fees (i.e., the resident portion of tuition) may or must be waived under the following programs:

Academic Excellence Scholarships – Under s. 39.41, Wis. Stats., the amount of the Academic Excellence Scholarship is limited to \$2,250 per recipient per academic year, of which the Higher Educational Aids Board (HEAB) is responsible for half and the UW institution is responsible for half. Students are responsible

SYS 805, *Tuition and Fee Policies for Credit Instruction*

for tuition and fees in excess of \$2,250, but are eligible for other forms of financial assistance for which they qualify based on criteria other than their being an Academic Excellence Scholar recipient. For ease of administration, each institution will waive academic fees for each eligible Academic Excellence Scholar to a maximum of \$2,250 per academic year. Each institution shall deposit the funds paid by HEAB and an institutional cash match equal to the amount expended for the Academic Excellence program in 1991-92 into Fund 131.

Athletic Scholarships – Under s. 36.27(3)(f), Wis. Stats., both resident and nonresident tuition fee remissions may be granted as athletic scholarships up to the maximum number allowed by the appropriate athletic conference.

Children and Surviving Spouses of Certain Public Service Workers – Under s. 36.27(3m), Wis. Stats., full remission of resident undergraduate tuition shall be granted to the surviving spouse or child of an ambulance driver, correctional officer, firefighter, emergency medical services technician, or law enforcement officer who was killed in the line of duty in this state.

Funeral Assistants – Section 36.27(3r), Wis. Stats., provides that a \$25 remission of nonresident tuition or academic fees shall be granted to any student enrolled in the system as an undergraduate for each valid voucher issued to the student under s.45.60(3), Wis. Stats.

Graduate Assistants – Under s. 36.27(3)(g), Wis. Stats., both resident and nonresident tuition remissions shall be granted, in whole or part, to graduate students who are fellows or who are employed within the System as faculty, instructional academic staff, or assistants with an appointment equal to at least 33% of a full-time equivalent position. Under Regent Policy Document 32-6, Delegation of Authority to Establish Graduate Resident Tuition Remissions, the board delegated authority to establish remissions for graduate assistants with an appointment equal to at least 33% of a full time equivalent to chancellors.

Music Clinic – Under a program initially established by the Board of Regents in June 1973, resident tuition may be waived for up to ten new music students each year at UW-Madison and UW-Milwaukee.

Spouse, surviving spouse, and children of certain veterans – Section 36.27(3n), Wis. Stats., requires that academic student fees and segregated fees be waived for the spouse, surviving spouse, and the children of certain deceased and disabled veterans who were residents of the state at the time of their entry into the U.S. armed forces. See the UW System's Wisconsin G.I. Bill Frequently Asked Questions for information regarding this program.

Veterans – Section 36.27(3p), Wis. Stats., requires that academic student fees and segregated fees be waived for certain veterans. See the UW System's Wisconsin G.I. Bill Frequently Asked Questions for information regarding this program. In determining veteran status for purposes of this waiver, s. 36.27 (3p)(a)1r, Wis. Stats., establishes what criteria must be met.

B.2 NONRESIDENT TUITION REMISSION, RECIPROCITY, AND INTERSTATE PROGRAMS

The following nonresident remission programs are established under various State of Wisconsin statutes and federal mandates.

Armed Forces Personnel – Under s. 36.27(2)(b), Wis. Stats., nonresident members of the armed forces and persons engaged in alternative service who are stationed in this state on active duty, and their spouses and children, are entitled to an exemption from nonresident tuition.

Athletic Scholarships – Under s. 36.27(3)(f), Wis. Stats., the board may, as athletic scholarships, grant full remission of nonresident tuition and resident fees, up to the maximum number allowed by the appropriate athletic conference as recommended by the chancellor of each university.

Deserving of Relief – Under s. 36.27(3)(b), Wis. Stats., remissions of nonresident tuition may be granted to additional individual students who are deserving of relief from the assessment of nonresident tuition.

Funeral Assistants – s. 36.27(3r), Wis. Stats., provides that a \$25 remission of nonresident tuition or academic fees shall be granted to any student enrolled in the system as an undergraduate for each valid voucher issued to the student under s.45.60(3), Wis. Stats.

Gifts and Contracts – Fee remissions for students whose fees are paid through contract or gift from an outside funding source are allowable.

Graduate Assistants – Under s. 36.27(3)(g), Wis. Stats., the board may remit nonresident tuition (and resident academic student fees), in whole or part, to graduate students who are fellows or who are employed within the System as faculty, instructional academic staff, or assistants with an appointment equal to at least 33% of a full-time equivalent position. Under Regent Policy Document 32-6, *Delegation of Authority to Establish Graduate Resident Tuition Remissions*, the board delegated authority to establish remissions for graduate assistants with an appointment equal to at least 33% of a full time equivalent to chancellors.

Interstate Compacts – Residents of Menominee County, Michigan enrolled in the University of Wisconsin-Marinette County are exempt from nonresident tuition. There are reciprocal agreements for residents of Iron County, Wisconsin enrolled at Gogebic Community College and residents of Marinette County, Wisconsin enrolled at Bay de Noc Community College.

The UW System has also created additional non-resident rates that are available at certain UW System institutions including Return to Wisconsin, the Midwest Student Exchange Program and the UW-Platteville Tri-State Initiative. The Board of Regents annually approves these rates for the Return to Wisconsin and the Midwest Student Exchange Program. The Board of Regents has delegated authority to approve rates for the UW-Platteville Tri-State Initiative to the chancellor within parameters established by the Board.

Merit – Under s. 36.27(3)(a), Wis. Stats., remissions of nonresident tuition may be granted upon the basis of merit, to be shown by suitable tests, examinations, or scholastic records and continued high standards of scholastic attainment.

Minnesota Reciprocity – Under s. 39.47, Wis. Stats., the Higher Educational Aids Board (HEAB) negotiates a reciprocity agreement with the State of Minnesota. Minnesota students attending a UW System institution are charged the higher of the UW institution resident tuition rate or the University of Minnesota equivalent institution resident tuition rate. The comparable institution is determined by the reciprocity agreement negotiated by HEAB. If the Minnesota resident tuition rate is higher than the Wisconsin resident tuition rate, the amount by which this exceeds the applicable tuition for Wisconsin residents is to be recorded in Fund 100 as GPR earned.

Nonresident Veterans and Family Members – Under the federal Veterans Access, Choice, and Accountability Act of 2014 (Pub. L. No. 113-146).27(3r), nonresident U.S. veterans and other eligible nonresident benefit recipients are charged the same tuition as Wisconsin residents pursuing the same course or program. The Act covers veterans and active duty service members using VA education benefits and living in the state who enroll within three years of discharge from a period of active duty service of 90 days or more. The Act also covers spouses and children living in the state who are using VA benefits transferred from a veteran or active duty service members and who enroll within three years of the veteran's discharge from a period of active duty of 90 days or more.

Tuition Award Program – Section 36.27(4), Wis. Stats., provides for an exemption from nonresident tuition, but not incidental or other fees, for up to 300 students enrolled at the University of Wisconsin-Parkside as juniors or seniors in programs identified by that institution as having surplus capacity, and up to 225 students enrolled at the University of Wisconsin-Superior in programs identified by that institution as having surplus capacity.

B.3 APPLICATION FEE WAIVERS

Transfer students - Application fees must be waived for all students transferring from a UW branch campus or a UW university to another UW university within one calendar year.

Financial Need – Application fees may be waived at the discretion of each institution for any student if they meet any one of the following criteria:

- They are a ward of the state or an orphan
- They are enrolled in a TRIO programs such as Upward Bound
- They have a high school counselor, principal, financial aid office, teacher, or community leader who can attest to their financial circumstance
- They live in federally subsidized public housing, a foster home, or are homeless
- They qualify for an ACT or SAT Fee Waiver
- They qualify for the Free & Reduced Price Lunch Program
- Their family receives public assistance; or
- Their family's income falls within Income Eligibility Guidelines set by USDA Food & Nutrition Services

Unanimous Agreement – Application fees for any group of students may be waived for specific periods of time not to exceed one week in length for an individual institution so long as all Chancellors within the UW System unanimously agree on any such waiver period. Application fees for any group of students may be waived for specific periods of time not to exceed one week in length for all institutions collectively at the same time either by the President of the System or where all Chancellors within the UW System unanimously agree on any such waiver period and the President of the System agrees

C. PAYMENT AND REFUND POLICY

C.1 PAYMENT IN FULL

Total tuition and segregated fees are due on the date established by the institutions. However, the due date may not be later than the 20th business day after the start of the academic term except for students that receive tuition remission under Wisconsin Statute 36.27(3)(g). Students who receive such remissions may have their tuition and fee due date extended to no later than the first Friday following the third regularly scheduled paycheck of the semester.

Student may be assessed a late fee, not to exceed \$100, if payment of tuition and fees currently due is made after the established due date. At the institution's option, the late fee may be prorated for students less than full time. The late fee shall be deposited to Fund 128. The chancellor or designee has the option of reducing or waiving the fee on an individual or group basis.

Continued enrollment in, and attendance at, the university is contingent upon payment of all applicable tuition and fees under terms established and approved by the university. Each campus may exercise an option to conduct cancellation of registration or administrative withdrawal for nonpayment until the end of any session week within the refund period. Exceptions should be documented.

The institution has the authority to reregister students who have had their registration cancelled or who have been administratively withdrawn upon receipt of payment for tuition and segregated fees, late fees, and any reregistration or late registration penalty consistent with the policy of that institution and the UW System. Institutions may establish separate due dates for registration and payment of tuition and fees for students enrolled exclusively in an off-campus or late-starting credit course. Failure to pay tuition and fees or make satisfactory arrangements to pay within this period shall result in cancellation of registration or administrative withdrawal.

C.2 PARTIAL PAYMENT PLANS

Each UW System institution may make available a partial payment plan to all full-time and part-time students for the payment of tuition, segregated fees, room and board, and other institution-designated charges. Students with a demonstrated poor payment history may be denied access to the partial payment plan.

In order to qualify to pay fees under a partial payment plan, students must make an initial payment in an amount specified by the institution by the established due date. Students who enter into a partial payment plan after the established due date may be subject to the assessment of a late fee at the institution's option. Students must also execute a credit agreement with the institution prior to entering a partial payment plan.

An institution that offers a partial payment plan shall apply charges in either of the following manners:

- Interest at a rate between 1% and 1.5% per month shall be charged on a student's ongoing credit balance for as long as the student is on the plan. Each agreement shall establish specific accrual dates for the imposition of applicable interest. Students on a partial payment plan such as this may be charged a late payment fee for failure to meet the payment deadlines.

- A finance charge of up to \$200 or 2% of a student's account balance, whichever is greater, is earned and may be charged to a student's account at the time the agreement is entered into. An institution shall compute the finance charge with respect to the entire outstanding balance. An institution may assess the finance charge as a down payment or include the finance charge in installment payments provided for under the plan. Interest on past due amounts subject to a partial payment plan shall be assessed at a rate of between 1% and 1.5% per month, which an institution shall disclose in the terms of the agreement.

Each institution electing to make available a partial payment plan must file a procedural outline of its plan with UW System Administration. Such a plan can be implemented only after approval of the UW System Administration Vice President for Finance or designee. Any change to the approved plan must receive approval from the Vice President for Finance or designee before it can be implemented. Finance charges shall be deposited to Fund 128.

C.3. ELECTRONIC PAYMENT OF FEES

All UW System institutions are encouraged to offer a web-based Automated Clearing House (ACH) payment option. Institutions may elect whether to accept credit cards for tuition or not. If credit cards are accepted, institutions may elect to charge a convenience fee within the limitations allowed by the credit card companies. The fee may be established at a level sufficient to cover costs but not to generate excess revenue.

C.4 REFUNDS/WITHDRAWALS/DROPS

UW System institutions are responsible for complying with federal regulations governing participation in the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965, as amended. To the extent that these regulations require a larger refund to federal funding sources than the amount specified by the refund policy stipulated below, the student shall be responsible for the difference.

For refund, withdrawal, drop/adds, and late payment purposes, the first session week is defined to end as of the close of regular business on Friday of the first full calendar week or, at the institution's option, after five class days.

Up to the end of the second session week (as institutionally defined) or the end of the tenth day of class, refunds for any credit reduction shall be at 100% (less the optional withdrawal fee). During the third and fourth session week, the refund shall be reduced to 50%, and after the fourth session week, there shall be no refunds of tuition. At the institution's option, a flat add/drop fee as approved by the Vice President for Finance may be assessed after the 100% refund period to cover administrative costs. The fee shall be deposited to Fund 128.

The burden of proof in determining the date of withdrawal/drop shall be on the student. The same refund schedule shall apply to both withdrawals and class drops. During the 100% refund period, a student who adds and drops credits of concurrently offered classes within the same session week shall be assessed additional fees or receive a refund based on the net result of those adds and drops. After the 100% refund period, students will be assessed for all adds and drops. If a part-time student only adds credits during the session week, the credits should be assessed at the full per-credit rate disregarding any previous refunds.

Undergraduate students who take 12 through 18 credits and graduate students should not pay more than full-time student fees. Undergraduates who take more than 18 credits shall have the refund schedule applied to those credits which exceed the 18 credit plateau. Exceptions to this provision must have the prior approval of the Vice President for Finance or designee.

In those instances in which a student can document nonattendance at the institution after having enrolled in one or more courses, the student shall be assessed fees equal to 20% of the original fees due, reduced to residency rates, plus the late payment fee.

The refund policy may be adjusted for differences in starting dates and session lengths. Exceptions may be made, at the institution's option, for changing sections within a course.

At the institution's option, a withdrawal fee not to exceed \$50.00 may be assessed during the first session week and up to \$100 during the second session week. The withdrawal fee shall be deposited to Fund 128 and used to support the fee collection operations and defray the cost of processing withdrawals.

The following schedule applies:

Refund and Payment Schedules for Withdrawals or Drops

Session Length	Refund Schedule for Withdrawals or Drops				
	Week of Session				
	Week 1	Week 2	Week 3	Week 4	Thereafter
12 weeks and over	100%	100%	50%	50%	None
8 weeks thru 11 weeks	100%	50%	25%	None	
5 weeks thru 7 weeks	100%	50%	None	None	
3 weeks thru 4 weeks	100%	25%	None	None	
2 weeks	100%	None			

In those cases where the academic year fee schedule does not properly apply, the schedule should be adjusted in consultation with the Vice President for Finance or designee.

C.5 TRANSCRIPT HOLDS FOR NON-PAYMENT OF FEES

An institution may refuse to issue a transcript (certified or not) to a student until the student has paid all accounts receivable. Institutions are encouraged to seek legal counsel with concerns related to the Wisconsin statute of limitations or bankruptcy proceedings.

C.6 CHECKS RETURNED DUE TO NON-SUFFICIENT FUNDS (NSF)

Institutions may assess a NSF charge not to exceed the amount necessary to recover institutional costs, including those imposed by the bank. An institution may reserve the right to refuse payment by check to students with a history of NSF checks.

Payment by NSF check will be treated as nonpayment of tuition and fees, thereby allowing the institution to charge the late fee in addition to the NSF charge.

7. Related Documents

Section 36.27, Wis. Stats., Tuition

Section 36.11(3) (d), Wis. Stats., Application Fees

Section 36.27(2), Wis. Stats., Nonresident Tuition Exceptions

Section 36.27(3), Wis. Stats., Tuition Remissions

Section 39.41(4), Wis. Stats., Academic Excellence Scholarships

Section 39.47, Wis. Stats., Minnesota-Wisconsin Student Reciprocity Agreement

Section 45.60(3), Wisc. Stats., Tuition Voucher

Regent Policy Document 4-8, Remedial Education Policy

Regent Policy Document 4-10, Class Audit Policy

Regent Policy Document 32-6, Delegation of Authority to Establish Graduate Resident Tuition Remissions

Regent Policy Document 32-7, Student Involvement in Differential Tuition Initiatives

Differential Tuition Process Timeline

- Institution-wide Differential Tuition

- Program-Specific Differential Tuition

Regent Policy Document XX-X, Application Fees and Waiver

UW System Administrative Policy 130 (Formerly ACIS 5.4), Programming for the Non-traditional Market in the UW System

UW System Administrative Policy 185 (Formerly G36), College Credits in High Schools

UW System Administrative Policy 326 (Formerly F39), Collections and Write-offs

UW System Administrative Policy 344 (Formerly F22), Extramural Support for Instructional Programs

UW System Administrative Policy 810 (Formerly F45), Study Abroad Programs

UW System Administrative Policy 820 (Formerly F50), Segregated University Fees

UW System Administrative Policy 825 (Formerly G29), Special Course Fees

Wisconsin Tuition Setting

SYS 805, *Tuition and Fee Policies for Credit Instruction*

Wisconsin G.I. Bill Frequently Asked Questions

Veterans Access, Choice, and Accountability Act of 2014 (Pub. L. No. 113-146).27(3r),

Service-Based Pricing Guidelines

8. Policy History

Revision 9: August xx, 2020

Revision 8: May 20, 2019

Revision 7: February 28, 2019

Revision 6: May 11, 2018

Revision 5: February 22, 2018

Revision 4: December 19, 2016

Revision 3: May 2008

Revision 2: January 17, 1996

Revision 1: January 25, 1994

First approved: February 1, 1993

9. Scheduled Review

May 2024

APPROVED BY:

Tommy G. Thompson

Interim President

University of Wisconsin System

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 four-year institutions to collaborate on freshwater research, training, innovation and economic development.

Presenters

- Val Klump, Dean, School of Freshwater Sciences, UW-Milwaukee
- Marissa Jablonski, Executive Director, Freshwater Collaborative of Wisconsin

BACKGROUND

At the June 6, 2019 meeting of the UW System Board of Regents, the 13 institutions 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 meeting, the Board of Regents requested periodic updates on the Freshwater Collaborative. This presentation is the fifth in a series of such updates.

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

REQUESTED ACTION

For information and discussion.

SUMMARY

Vice President Anny Morrobel-Sosa will report on three items, including:

- (1) Update: UW System Electronic Admissions Application
- (2) Update: UW System Student Behavioral Health Initiative
- (3) Presentation: UW System Online Learning Initiative

Dr. Christine Navia, UW System Associate Vice President for Student Success, will join the Vice President, in providing an update on both the UW System Electronic Admissions Application and the UW System Behavioral Health Initiative.

Next, the Vice President will ask Dr. Laura Dunek, UW System Special Assistant for Governance and Strategic Initiatives, to lead a presentation on the UW System Online Learning Initiative. This project addresses one of the most critical challenges facing the UW System due to the COVID-19 pandemic: Delivering high-quality online learning at scale, while ensuring broad access and equity so that all students succeed. In order to meet this challenge, the UW System is working collaboratively with campus leaders to expand the capacity of faculty and student support staff to plan, develop, and deliver online learning and advising for students, which is of high quality, equitable, and accessible. UW Extended Campus also has created high-quality professional development materials to support faculty, staff, and students in the online learning environment, and to ensure that quality online education scales across the entire UW System. In addition, for students in need, both UW System and campus leaders are expanding access to information technology tools by providing hardware, such as laptops and tablets, as well as access to WIFI networks and hotspots. The presentation will delineate the Initiative's blueprint for success.

Presenters

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

- Dr. Laura Anne Dunek, Special Assistant for Governance and Strategic Initiatives; and Project Director, UW System Online Learning Initiative, UW System
- Dr. Fay Akindes, Director, Professional & Instructional Development, UW System
- Ryan Anderson, Senior Director of Instructional Design, UW Extended Campus
- Dr. Carolyn Keller, Interim Assistant Provost and Associate Professor, UW-Platteville