

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Via WebEx videoconference

Thursday, February 4, 2021

10:30 a.m. – 12:00 p.m.

- A. Call of the Roll
- B. Declaration of Conflicts
- C. Consent Agenda
 - 1. Approval of the Minutes of the December 10, 2020 Meeting of the Education Committee
 - 2. UW-Green Bay: Approval of Bachelor of Science in Community Health Education
 - 3. UW Madison: Approval of Master of Science in Environmental Remediation and Management
 - 4. UW-Madison: Approval of Doctor of Philosophy (Ph.D.) in Information
 - 5. UW-River Falls: Approval of Doctor of Education (EdD) in Montessori Studies
 - 6. UW-Whitewater: Approval of Bachelor of Arts and Bachelor of Science in Legal Studies
- D. Approval of Extension of the Temporary Suspension of ACT/SAT Requirements in Regent Policy Document 7-3, "UW System Freshman Admissions Policy"
- E. Presentation: UW System Freshwater Collaborative
- F. UW-Madison Host Campus Presentation: Delivering High-Quality Education in a Pandemic
- G. Report of the Vice President for Academic and Student Affairs
 - 1. Update: UW System Reverse Transfer Implementation Plan
 - 2. Update: UW System Teacher Workforce Initiative

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION,
UW-GREEN BAY**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Science in Community Health Education program at the University of Wisconsin-Green Bay.

Resolution C.2.: That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Community Health Education program at the University of Wisconsin-Green Bay.

SUMMARY

The Bachelor of Science (B.S.) in Community Health Education program will contribute directly to the UW-Green Bay's mission to promote excellence in teaching, scholarship and research, and service to the community. It contributes directly to the university's strategic vision of serving the economy, health, and wellness of the Green Bay community. The B.S. in Community Health Education extends from the suite of other health-related programs in the College of Health, Education, and Social Welfare, fulfills the area need for community health educators, and fosters additional partnerships with local agencies. The 120-credit program will be built primarily from existing courses in related areas (i.e., health management and social work) with opportunities for enrolled students to meet most of their general education requirements through major and supporting coursework. The program will utilize high-impact practices, including a semester-long practicum at a community agency. Program graduates will be prepared for entry-level community health positions such as public health educator, prevention specialist, and community health navigator. Multiple studies indicate that the overall employment of community health educators is projected to grow much faster than the average for all occupations. The Public Health Administrator at Brown County Health and Human Services also shares support for the program.

- Kate Burns, Interim Provost and Vice Chancellor for Academic Affairs, UW-Green Bay

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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
- E) Letter of Support

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin–Green Bay (UW-Green Bay) proposes to establish a Bachelor of Science (B.S.) in Community Health Education. Consistent with central elements of the university’s mission (i.e., problem-focused learning, social justice), students will be prepared to investigate and respond to complex community health problems. The proposed 120-credit program, which aligns with the National Commission for Health Education Credentialing competencies, will create new career opportunities for students and partnerships with the community, opportunities and partnerships consistent with the university’s Strategic Plan. As part of the Health Professions and Related Programs array, UW-Green Bay has numerous programs in this specialized area so, with the exception of six courses, the major will be built from existing courses in related areas (i.e., sciences, health management, social work). Additionally, 65 credits within the supporting and major courses cover all but 15 credits of general education requirements. The program utilizes high-impact practices including a semester-long practicum at a community agency. Program graduates will be able to assess, plan, implement, and evaluate health education programs for a variety of populations, preparing them for positions in health care (e.g., hospitals, public health, insurance), non-profit organizations, and businesses, and to fill roles such as health educator and community health navigator. Similar types of community health programs have shown significant enrollment growth and student demand over the past decade. Employment of community health educators is projected to grow 11% from 2018 to 2028, which is much faster than the average for all occupations.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Academic Program

Community Health Education

Degree Designation(s)

Bachelor of Science

Mode of Delivery

Single institution. Degrees for the Community Health Education major will be awarded by UW-Green Bay. The program will be delivered via both 50% or more distance delivery and face-to-face, utilizing many existing courses from a variety of disciplines along with field experience and a capstone project completed at appropriate community organizations.

Department or Functional Equivalent

Nursing & Health Studies

College, School, or Functional Equivalent

College of Health, Education and Social Welfare

Proposed Date of Implementation

Fall 2021

Projected Enrollments and Graduates by Year Five

The expected enrollment pattern (Table 1) is based on the timely nature of this major (i.e., pandemic), knowledge of enrollments in professional programs at UW-Green Bay, and the enrollment pattern from similar programs. This program will draw from recent high school graduates, nontraditional career changers, transfer students, and students transitioning from another major. Continuing students in Year 1 (Table 1) reflect anticipated interest from students already enrolled at UW-Green Bay. This major is not a cohort model, and students can enter the major in fall, spring, or summer.

Table 1: Five-Year Academic Program Enrollment Projections

| Students/Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students | 12 | 24 | 28 | 32 | 34 |
| Continuing Students | 6 | 14 | 29 | 43 | 51 |
| Total Enrollment | 18 | 38 | 57 | 75 | 85 |
| Graduating Students | | | | 8 | 11 |

A retention rate of 75% was used, which is based on UW-Green Bay data provided by the University of Wisconsin System (2019). This rate is approximately the full-time, first-time class of fall 2017 from Year 1 to Year 2. In the above projection, initial enrollment of 18 students in Year 1 steadily increases yearly, resulting in a total student enrollment of approximately 85 students in Year 5. Nineteen graduates of the program are anticipated by the end of Year 5.

Tuition Structure

The current UW-Green Bay tuition is \$262.43 per credit with a segregated fee of \$65.63 per credit for part-time resident students. No tuition increase is anticipated. The cost and revenue model presented anticipates 100% residential students. Tuition and fees

for a full-time Wisconsin resident is \$7,874 for the academic year. The nonresident tuition rate is \$670.47/per credit/per semester (including segregated fees). No additional program or course fees are planned. Segregated fees are assessed for all credits up to a maximum of 12 credits for undergraduate students. The current full-time segregated fee is \$787.56 per semester. A standard distance education fee of \$25 per credit is applied to online courses. Additional student costs include books/supplies (estimate of \$800); housing, if used (\$4,020); and a meal plan (\$2,790) for the academic year.

DESCRIPTION OF PROGRAM

Overview of the Program

This academic program is planned within the 120-credit requirement for graduation and includes 65 credits for the major, 48 of which are upper-level courses. All but six courses currently exist at UW-Green Bay, indicated by the CHE prefix in Table 2. Development by program faculty of new courses in foundations, methods and strategies, and program planning that are specific to community health will ensure that graduates meet important outcomes and competencies to begin work in the field upon graduation. The supporting and major courses include all but 15 credits of the general education requirements, offering a clear pathway to degree completion. General education requirements not covered by the program's curriculum include the First Year Seminar (3 credits), Fine Arts (3 credits), Humanities (6 credits), and Natural Science (3 credits).

The program, by design, aligns with the National Commission for Health Education Credentialing (NCHEC) competencies for health education practice. This program is based on coursework from a variety of disciplines and culminates in the completion of a semester-long practicum at a community-based agency where students will apply their knowledge and skills in a workplace setting. The practicum will be based upon the four components of learning objectives: specific skills, competencies, and activities (that will be fostered during the practicum); place (which can be highly varied given the wide range of settings where community health education is practiced); person (mentors who act as a guide into the beginning phase of the profession); and time (an entire semester with opportunities to experience many different situations). Student activities will involve essential community health education services and allow students to develop community health education core competencies. Such activities could include collection of health data or other surveillance activities, community assessment, policy development, advocacy, program planning, program evaluation, and/or health education activities. Content in didactic courses as well as field experiences will offer students opportunities to engage with diverse individuals in the community, receive feedback on strategies and practices specific to diverse populations, and reflect on their learning relative to their own experiences and cultures.

This academic program includes many high-impact practices that educational research suggests increase rates of student engagement and retention. These high-impact practices include:

- Learning communities – During students' junior year, a sequence of Community Health Education courses is required and culminates with capstone and field practicum courses in the senior year. Throughout this course sequence, students will learn together and be exposed to real-life examples in the field of Community Health Education.
- Writing-intensive courses – Each course will require assignments and activities that will enhance the written communication skills of students. Effective communication is a key component of being a successful community health educator.
- ePortfolios – This allows students to collect their work over time, reflect upon their growth, and share selected items with others (e.g., instructors, potential employers).
- Community-based learning – Field-based experiential learning (9 credits) with community partners will be a culminating activity for students in this major. Students will have the opportunity to apply what they are learning in a real-world setting.
- Capstone course – This course will require students to create a project that integrates and applies the knowledge and skills they have learned across the program.

Student Learning and Program Outcomes

Program outcomes align with the NCHEC responsibilities, competencies, and sub-competencies for health education specialist practice.¹ By the end of the program, students will:

1. Understand the structure of contemporary healthcare including public, non-governmental, and health systems.
2. Use an interdisciplinary approach to addressing complex population health issues and factors that influence health.
3. Apply the steps of assessment, planning, implementation, and evaluation in the design of community health campaigns.
4. Gather, analyze, and synthesize multiple sources of community/public information.
5. Identify and engage priority populations, partners, and stakeholders to design and implement health education programming.
6. Apply established ethical principles and principles of cultural humility, inclusion, and diversity in the development of community/population health campaigns.

¹ National Commission for Health Education Credentialing (NCHEC) (n.d.). Responsibilities and Competencies for Health Education Specialists. Retrieved from <https://www.nchec.org/responsibilities-and-competencies>

7. Apply education and communication theories and/or models in developing community/population health campaigns.
8. Evaluate communication channels and current emerging technologies most appropriate for the audience and message.
9. Promote the health education profession to stakeholders, the public, and others.

Program graduates will be able to assess, plan, implement, and evaluate health education programs for a variety of populations and communities. Graduates will work collaboratively with community partners/stakeholders to advocate for programs that address community needs (e.g., access to oral health care for uninsured adults, emergency preparedness). Program graduates will be prepared for entry-level community health work including positions such as public health educator, prevention specialist, and community health navigator. A recent example of the essential work that community health workers are doing includes contact tracing programs occurring across the country to help reduce the spread of COVID-19.²

Program Requirements and Curriculum

Table 2: Program Curriculum

| Courses | Credits | Gen Ed |
|--|-----------|--------|
| <i>Supporting Courses</i> | 21 | |
| BIOL 201/202 Principles of Biology: Cellular and Molecular Processes w/lab | 4 | BS |
| CHEM 207 Laboratory Safety | 1 | |
| COMM 133 Public Address or COMM 166 Interpersonal Communication | 3 | |
| COMM SCI 205 Social Science Statistics | 4 | QL |
| PSYCH 102 Introduction to Psychology | 3 | SS1 |
| PSYCH 203 Lifespan Development | 3 | SS1 |
| WF 105 Research and Rhetoric | 3 | WE-LL |
| | | |
| <i>Lower Level Courses in the Major</i> | 17 | |
| HUM BIOL 215 Personal Health and Wellness | 3 | SP |
| HUM BIOL 240/241 Anatomy & Physiology w/lab | 5 | |
| NURSING 200 Fundamentals of Healthcare Terminology | 3 | |
| NUT SCI 202 Ethnic Influences on Nutrition | 3 | ES |
| SOC WORK 275 Foundations of Social Welfare Policy | 3 | SS2 |
| | | |

² Institute for Healthcare Improvement (IHI) (May 26, 2020). Why States May Fall Short on Contact Tracing. Retrieved from www.ihl.org

| | | |
|--|------------|--------|
| <i>Upper Level Courses in the Major</i> | 48 | |
| CHE ### Foundations of Community Health Education | 3 | WE-UL |
| CHE ### Methods and Strategies for Health Education | 3 | WE-UL |
| CHE ### Program Planning in Community Health Education | 2 | |
| CHE ### Grant Writing | 2 | |
| CHE ### Capstone Seminar | 3 | |
| CHE ### Field Practicum | 9 | |
| HLTH MGT 301 Healthcare Systems | 3 | |
| HLTH MGT 302 Healthcare Management | 3 | |
| HLTH MGT 401 Healthcare Economics & Policy | 3 | |
| HLTH MGT 402 Population Healthcare Management | 3 | |
| HUM BIOL 322 Epidemiology | 3 | GC, SP |
| NURSING 340 Quality Improvement | 2 | |
| PSYCH 310 Drugs & Behavior | 3 | |
| PU EN AF 428 Public and Non-Profit Program Evaluation | 3 | |
| SOC WORK 340 Strengths Based Group Facilitation | 3 | |
| | | |
| <i>General Education Courses not met by the Major</i> | 15 | |
| First Year Seminar 198 | 3 | WE-LL |
| Fine Arts general education course | 3 | FA |
| Humanities general education courses | 6 | H1, H2 |
| Natural sciences (e.g., CHEM 108/109) | 3 | NS |
| | | |
| <i>Electives</i> | 19 | |
| <i>Total Credits</i> | 120 | |

Assessment of Outcomes and Objectives

Student learning outcomes will be aligned with the NCHEC areas of responsibilities and competencies for Health Education Specialist Practice.³ The chair of the program, in collaboration with the program faculty via a curriculum committee, will have responsibility for the assessment of student learning. The assessment plan will identify student learning outcomes covered by each course (and threaded across the program curriculum) and how each outcome will be assessed. Both direct and indirect assessments of learning outcomes will be utilized, including embedded course assignments, ePortfolios, and required performance evaluation in the practicum course. Indirect assessment methods, including student course evaluations, will also be used. Data generated from these assessments will be used to monitor program quality over time and inform program changes and continuous improvement (e.g., revision of course content and teaching methods). The

³ National Commission for Health Education Credentialing (NCHEC) (n.d.). Responsibilities and Competencies for Health Education Specialists. Retrieved from <https://www.nche.org/responsibilities-and-competencies>

assessment plan will be implemented during the program's first year, with data being compiled annually. The program's assessment plan will align with the University Plan for the Continuous Assessment of Student Learning,⁴ which requires program-specific assessment of student learning, regular reporting of assessment outcomes and how data are used for program improvement, and alignment of program-specific assessment with the five-year cycle of program review.

Diversity

UW-Green Bay is committed to be an access-oriented university in a diverse urban and rural area across a 16-county footprint with campuses in Green Bay, Marinette, Manitowoc, and Sheboygan. To accomplish this, the university has reshaped its operations to focus both on recruiting and supporting students and faculty from underrepresented groups. The results of these efforts speak for themselves—the freshman cohort diversity continues to increase, and the university is attracting more first-generation college students, many of whom are from disadvantaged socioeconomic backgrounds. For example, the fall 2019 freshman class is 24% non-White compared to the previous year's 13%, and 53% first-generation college students compared to 49% in the prior year.⁵ Approximately 34% are Pell-grant eligible students. Yet, the university's diversity profile remains lower than in the Green Bay Area Public School District (GBAPSD) district, which is a minority-majority school district, wherein 54% of its student body is non-White.⁶

UW-Green Bay's strategic plan is focused on creating a diverse university that better reflects the community. Attracting a diverse student population is a desired goal for this program. Robust recruitment from communities in the UW-Green Bay footprint and beyond will be used to attract diverse students. Unique initiatives, such as the Phuture Phoenix program, are providing opportunities for recruitment of diverse students in the region. An annual Helping Professions event brings hundreds of students from the GBAPSD to learn about careers (e.g., nursing, social work), and many students schedule subsequent individual advising sessions. Professional development for faculty/staff related to diversity, equity, and inclusivity is a high priority in the college. Faculty/staff are encouraged to complete the Inclusivity and Equity Certificate Level 1 and set annual goals in this area. Recruitment practices of faculty/staff reflect a commitment to equity in hiring including mandatory, implicit-bias training required for all individuals who serve on a search committee. All applicants for positions are asked about their commitment to inclusivity and equity during the interview process.

⁴ University Plan for the Continuous Assessment of Student Learning (2015). Retrieved from <https://www.uwgb.edu/assessment/university-assessment-plan/>

⁵ UW-Green Bay Fact Sheet (2019). Retrieved from <https://www.uwgb.edu/UWGBCMS/media/ise/files/FactBook-Fall-2019.pdf>

⁶ Green Bay Area Public School District (2020). Our District. Retrieved from https://www.gbaps.org/our_district

Enrollment in this program will not be limited to a select number of students through a secondary admissions process. University support services (e.g., GPS first-year program, tutoring) and faculty advising of students will support retention of students in this program. Faculty will use the EAB Navigate tool to connect with students, view student progress, and initiate proactive appointments to support student success. The proposed program curriculum and learning outcomes will directly prepare students with knowledge and skills related to cultural humility, inclusion, equity, and diversity. Content in didactic and field courses will provide opportunities to engage with diverse individuals in the community, receive feedback on strategies and practices specific to diverse populations, and reflect on learning relative to their own experiences and cultures.

Collaborative Nature of the Program

The Community Health Education major relies heavily on existing courses at UW-Green Bay. Given the multidisciplinary nature of the field of community health, the program will draw upon relevant courses across the university including in the sciences, psychology, health management, public and environmental affairs, nursing, and social work.

The program will collaborate with community agencies in offering the field practicum that will occur at community-based agencies, including health departments and human service agencies. Many of these relationships have already been established, given existing health-related disciplines at UW-Green Bay that collaborate with external organizations.

Students entering the major may be new freshmen who enroll at UW-Green Bay because of this major or transfer students from other postsecondary institutions who find this major appealing. It is likely that a transfer pathway will be established with the Health Navigator associate degree program available at some Wisconsin technical colleges.

Projected Time to Degree

Students who declare this major will be able to complete the degree in four years, which could be accelerated by taking summer and J-term courses. Students who transfer from another institution, or declare this major before the sophomore year, may be able to graduate in four years if sufficient general education and supporting courses are taken. Students entering the program after the sophomore year will extend their time to degree.

Program Review

UW-Green Bay's Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all coursework and academic program development. In compliance with UW-Green Bay's Academic Program Review and Student Learning Outcome Policy and Procedures, the major in Community Health Education will be reviewed on a five-year cycle by the department, dean, AAC, and provost.

The AAC forwards recommendations to the Faculty Senate and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs are responsible for coordinating an annual student learning outcome assessment and submitting a report for review to the Academic Program Assessment Subcommittee of the university's Accreditation and Assessment Committee. All feedback from this review process will be used in making recommendations for improvements to the major.

Accreditation

The Community Health Education major will not be an accredited program. However, the program's student learning outcomes and assessment plan are aligned with the responsibilities and competencies for Health Education Specialist Practice outlined by the National Commission for Health Education Credentialing (NCHEC). As such, program graduates will be prepared to sit for the Certified Health Educator Specialist exam. The program curriculum will be regularly updated in response to any changes in the NCHEC standards.

JUSTIFICATION

Rationale and Relation to the Mission

The B.S. in Community Health Education will contribute directly to the university's strategic vision of serving as an "access-driven, urban-serving comprehensive university that provides a world-class education and promotes economic growth and sustainability as well as health, wellness and social equity."⁷ Programs in the College of Health, Education, and Social Welfare impact communities through well-prepared graduates in areas such as nursing, social work, and teacher preparation. There is a need for community health educators in Green Bay, the third largest urban area in the state and in the region. Unlike nearly every other county in Wisconsin, the Brown County population is growing and getting younger. The Wisconsin Department of Administration predicts that Brown County will grow by over 25% between 2010 and 2040 (average state growth is 14%). The percentage of the population in the range of 25-55 years of age is projected to grow only 2% statewide. This cohort is expected to grow by more than 10% in only Kenosha and Brown counties.

UW-Green Bay's Academic Affairs Strategic Plan identifies seven priorities with the following three priorities directly linked to this new degree proposal.⁸ These include

⁷ University of Wisconsin – Green Bay [UW-Green Bay] (2020). Strategic Vision. Retrieved from <https://www.uwgb.edu/chancellor/university-mission/strategic-vision/>

⁸ University of Wisconsin – Green Bay [UW-Green Bay] (2020). Academic Affairs Strategic Priorities. Retrieved from <https://www.uwgb.edu/academic-affairs-strategic-priorities/>

student success, distinctive programs, and community relationships. This unique program will create new career opportunities for students. Through coursework and field experience, students will have knowledge and relationships with community organizations that create solid employment opportunities in this career field. This program will foster further partnerships with community agencies and supply these agencies with qualified employees. Support for these types of partnerships is noted in the 11/11/2020 letter written by Anna Destree, Public Health Administrator at Brown County Health and Human Services, who notes “the ability for students to obtain this education [Community Health Education] in the northeast region of Wisconsin will enhance the public health workforce and positively impact the region and state.”

This new program and its outcomes connect well with elements of the university’s mission, especially related to problem-focused learning, social justice, and educational opportunity. UW-Green Bay “provides a problem focused educational experience that promotes critical thinking and student success.”⁹ Through this program, students will be prepared to investigate and respond to complex community health problems. Guided by the mission, the university has a “deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels.”⁶ This program will prepare students to communicate and advocate for health in communities through activities such as assessment of needs, planning of health education, and designing research to better understand community issues. Students will be prepared to work with a variety of population demographics, cultural perspectives, and service settings.

Institutional Program Array

UW-Green Bay has numerous undergraduate and graduate degrees in health-related areas.¹⁰ Consistent with the core value of cross-disciplinary collaboration in UW-Green Bay’s mission, this major has been developed in collaboration with the academic departments of Nursing & Health Studies and Social Work. Courses from existing majors will be incorporated into this major. This degree will use courses offered from various colleges and majors including communications, human biology, nutrition science, health management, psychology, nursing, and social work. This creates an efficiency in developing and offering this new program and will foster greater collaboration and sharing of perspectives in these courses among students from differing majors. Faculty in Nursing, Social Work, and Nutrition Science, for example, have expertise in areas such as community health, community resources and services, and nutrition and food security in communities.

⁹ University of Wisconsin-Green Bay [UW-Green Bay] (2020a). Mission Statement. Retrieved from <https://www.uwgb.edu/chancellor/university-mission/mission-statement/>

¹⁰ UW-Green Bay Health Related Programs (n.d.). Retrieved from <https://www.uwgb.edu/chesw/>

Other Programs in the University of Wisconsin System

The B.S. in Community Health Education is part of the Health Professions and Related Programs and Public Health array. Within the UW System, UW-La Crosse is the only other UW System school with a similar undergraduate program, a Bachelor of Science in Public Health and Community Health Education and is accredited by the [Council on Education for Public Health](#) (CEPH). The UW-La Crosse program uses a cohort model for admissions and student progress through a required and sequential block curriculum. In contrast, UW-Green Bay's Community Health Education program will not use a cohort model, block requirement plan, or seek accreditation. The UW-Green Bay program will offer students a curriculum grounded on understanding the intersection of governmental and non-governmental healthcare organizations and how economics and policy influence health. Related graduate programs in the UW System include UW-Madison Public Health MPH, UW-Milwaukee Public Health MPH and PhD, and UW-La Crosse Community Health Education MPH and MS.

Need as Suggested by Current Student Demand

Three methods were used to evaluate potential student demand: (1) enrollment patterns in a similar program, (2) enrollment patterns in related programs, and (3) EAB market research reports. Personal communication with Dan Duquette, a professor in the Public Health and Community Health Education program at UW-La Crosse (March 2020), provided information that their program has had enrollment growth of 37% since 2018, admitting approximately 35-45 students per term (i.e., fall and spring). Per Dr. Duquette, students interested in health programs are attracted to this major for two reasons: (1) Some students switch after initially planning careers in physical therapy, occupational therapy, physician assistant, or other professional programs, and (2) Some students show interest in this major because it focuses on the health education field and involves working with people. Similar student demand in the eastern portion of the state could be served by the UW-Green Bay program.

Second, admissions to helping professions majors with secondary admissions, such as nursing and social work, are not available to all students who desire these programs due to limited program capacity. The four-year nursing program at UW-Green Bay is new, and 147 pre-nursing students enrolled in fall 2019. These pre-nursing students applied for 48 seats in the nursing major for fall 2020. Across the UW System, baccalaureate nursing programs are currently denying admission to 50-80% of their qualified applicants annually, which is consistent with national trends.¹¹ The Community Health Education major will be

¹¹ Young, L. K., Alasagheirin, M., Aschenbrenner, A., Marcyjanik, D., Hanson Brenner, G., Sohn, K., & Adams J. L. (2020). 2018 Wisconsin nursing education and nurse faculty survey report. Milwaukee, WI: Wisconsin Center for Nursing, Inc. Retrieved from <https://drive.google.com/file/d/1DF8JPt9Du5OJND8RLjlfhoUFK1dVi99Z/view>

an option for students who are not accepted into the nursing program or prefer a non-clinical program.

Finally, an EAB 2019¹² report on bachelor's-level community engagement programs indicated that students interested in an education degree without licensure requirements are often attracted. This finding suggests that there will be some interest from students who want broad opportunities in education. EAB¹³ evaluated demand for a bachelor's-level public health program in the northeast area of the U.S. and reported growing enrollments (more than doubling in the past five years at 3 of 4 profiled institutions) and strong student interest in bachelor's-level public health programs. Qualitative interviews by EAB with university administrators attributed growing enrollments, in part, to increased awareness of public health jobs. In 2020, EAB¹⁴ reported student demand for a bachelor's-level public health program in the southeast area of the U.S. and reported that program completions grew 10-13% per year on average between the 2013-14 and 2017-18 academic years. These findings show solid student demand for a B.S. in Community Health Education. Student demand is currently being captured by only a few undergraduate programs in Wisconsin and surrounding states. Existing student recruitment and advising processes at UW-Green Bay, combined with targeted marketing of this program, will be used to grow and sustain program enrollment.

Need as Suggested by Market Demand

As more organizations and communities focus on wellness and prevention, and with growth in the health industry, community health educators are sought after and in high demand. Graduates with a major in community health education find jobs in the health care industry (e.g., hospitals, public health departments, health insurance), non-profit organizations, government agencies, and private businesses. According to the U.S. Bureau

¹² EAB (2019). Market Viability of a bachelor's-level community engagement program [customized research report completed by EAB]. Link: https://www.uwgb.edu/UWGBCMS/media/chesw/files/pdf/EAB_Martket-Viability-of-a-Bach-level-Community-Engagement-Program.pdf

¹³ EAB (2017). Market Viability of a bachelor's-level public health program [customized research report completed by EAB]. Link: https://www.uwgb.edu/UWGBCMS/media/chesw/files/pdf/EAB_Market-Viability-of-Bach-level-Public-Health-Program.pdf

¹⁴ EAB (2020). Market Pulsecheck [customized research report completed by EAB]. Link: https://www.uwgb.edu/UWGBCMS/media/chesw/files/pdf/Market-Pulsecheck_Demand-and-Employment-Growth.pdf

of Labor Statistics,¹⁵ overall employment of community health educators is projected to grow 11% from 2018 to 2028, which is much faster than the average for all occupations. Employment (number of jobs) for this occupation nationally in 2018 was 123,800.¹⁶ Wisconsin employment volume (number of jobs) is rated as fair for health education specialists and moderate for community health workers.¹⁷ Border states, such as Minnesota and Illinois for health educators and Illinois and Michigan for community health workers, have high employment volume. The annual mean wage in Wisconsin is \$55,130 for health education specialists and \$47,440 for community health workers.¹⁸ A review of jobs posted monthly at the Wisconsin Public Health Association Job Center during the period of August 2019 through January 2020 averaged 9 jobs per month.¹⁹ Graduates of a Community Health Education program qualify for many of the posted positions. Examples of job titles include public health educator, health educator, prevention specialist, community health educator, HIV outreach specialist, and community health navigator. Several examples of specific jobs with an educational requirement of a community health education or health education degree preferred or required include public health educator (Green County Public Health), health educator (Rock County), and public health supervisor (Winnebago County). Through personal communication with Professor Duquette, UW-La Crosse Public Health and Community Health Education (March 2020), the employment outlook for students is very good. Of the 34 students in UW-La Crosse's program capstone course in spring 2020, seven students planned to attend graduate school and 19 had already been hired in positions two months before graduation. Locally, the Brown County Health Department employs 40 people of various disciplines. Of those 40 people, 11 (27%) staff members occupy positions that can be filled with a person who has a community

¹⁵ Bureau of Labor Statistics, [BLS], U.S. Department of Labor (2020a). Occupational Outlook Handbook, Health Educators and Community Health Workers. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>


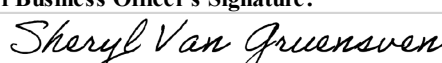
¹⁶ Bureau of Labor Statistics, [BLS], U.S. Department of Labor (2020a). Occupational Outlook Handbook, Health Educators and Community Health Workers. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

¹⁷ Bureau of Labor Statistics [BLS], U.S. Department of Labor (2020b). Occupational Outlook Handbook, Occupational employment statistics, May 2019, Employment of health educators by State: <https://www.bls.gov/oes/current/oes211091.htm#st>; Employment of community health workers by State: <https://www.bls.gov/oes/current/oes211094.htm#st>

¹⁸ Bureau of Labor Statistics [BLS], U.S. Department of Labor (2020b). Occupational Outlook Handbook, Occupational employment statistics, May 2019, Employment of health educators by State: <https://www.bls.gov/oes/current/oes211091.htm#st>; Employment of community health workers by State: <https://www.bls.gov/oes/current/oes211094.htm#st>

¹⁹ Wisconsin Public Health Association [WPHA] (2020). WPHA Career Center. Retrieved from https://www.wpha.org/page/Career_center

health education degree or previous experience in community health education. Two of the four (50%) management team members have a background in community health education (A. Steinberger, personal communication, June 18, 2020).

| University of Wisconsin - Green Bay | | | | | | | |
|---|----------|---|------------------|-----------|-----------|-----------|-----------|
| Table 1: Cost and Revenue Projections For Community Health Education | | | | | | | |
| | | Items | Projections | | | | |
| | | Academic Year | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
| | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| I | a | Enrollment (New Student) Headcount | 12 | 24 | 28 | 32 | 34 |
| | b | Enrollment (Continuing Student) Headcount | 6 | 14 | 29 | 43 | 51 |
| | | <i>Enrollment (total student) headcount</i> | 18 | 38 | 57 | 75 | 85 |
| | c | Enrollment (New Student) FTE | 10 | 20 | 23 | 27 | 28 |
| | d | Enrollment (Continuing Student) FTE | 5 | 12 | 24 | 36 | 43 |
| | e | TOTAL FTE | 15 | 32 | 47 | 63 | 71 |
| II | a | Total New Credit Hours | 18 | 264 | 121 | 144 | 0 |
| | b | Existing Credit Hours | 72 | 66 | 564 | 873 | 1184 |
| | c | Total Credit Hours | 90 | 330 | 685 | 1017 | 1184 |
| III | a | FTE of New Faculty/Instructional Staff | 0.25 | 0.67 | 0.46 | 0.71 | 0 |
| | b | FTE of Current Fac/IAS | 0.17 | 0.29 | 1.54 | 2.25 | 3 |
| | c | FTE of New Admin Staff | 0 | 0 | 0.25 | 0 | 0 |
| | d | FTE Current Admin Staff | 0.1 | 0.1 | 0 | 0.25 | 0.25 |
| IV | | Revenues | | | | | |
| | a | <i>From Tuition - (\$262.43/cr @24 cr per FTE X Total FTE)</i> | \$94,475 | \$201,546 | \$296,021 | \$396,794 | \$447,181 |
| | b | <i>From Fees</i> | | | | | |
| | c | <i>Program Revenue (Grants)</i> | | | | | |
| | d | <i>Program Revenue - Other</i> | | | | | |
| | e | <i>GPR (re)allocation</i> | | | | | |
| | f | Total New Revenue | \$94,475 | \$201,546 | \$296,021 | \$396,794 | \$447,181 |
| V | | Expenses | | | | | |
| | | Salaries plus Fringes | | | | | |
| | a | <i>Faculty/Instructional Staff (w/fringe at 43%)</i> | \$36,036 | \$84,015 | \$175,032 | \$267,799 | \$267,799 |
| | b | <i>Other Staff</i> | \$6,292 | \$6,418 | \$16,045 | \$16,365 | \$16,365 |
| | | Other Expenses | | | | | |
| | c | <i>Facilities</i> | | | | | |
| | d | <i>Equipment</i> | | | | | |
| | e | <i>S & E</i> | \$6,000 | \$6,000 | \$12,000 | \$12,000 | \$12,000 |
| | f | <i>Marketing</i> | \$7,000 | \$7,000 | \$4,000 | \$4,000 | \$4,000 |
| | g | <i>Professional development</i> | \$2,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 |
| | h | <i>Indirect expenses (20%)</i> | \$18,895 | \$40,309 | \$59,204 | \$79,359 | \$89,436 |
| | | Total Expenses | \$76,223 | \$147,742 | \$270,281 | \$383,523 | \$393,601 |
| VI | a | Net Revenue | \$18,252 | \$53,804 | \$25,740 | \$13,271 | \$53,580 |
| Submit budget narrative in MS Word Format | | | | | | | |
| Provost's Signature:  | | | Date: 12/10/2020 | | | | |
| Chief Business Officer's Signature:  | | | Date: 12/10/2020 | | | | |

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-GREEN BAY BACHELOR OF SCIENCE IN COMMUNITY HEALTH EDUCATION

Introduction

The Community Health Education major relies heavily on existing courses at UW-Green Bay, drawing upon relevant courses in the sciences, psychology, health management, nursing and social work. Given this, the infrastructure and budget are relatively low to begin this new program.

Section I – Enrollment

Table 1 (I. a-e) depicts an expected enrollment pattern for Community Health Education based on the nature of this major and job demand, interest in professional programs at UW-Green Bay, and enrollment from similar programs at other universities. In this projection, the initial enrollment of 18 new and transfer students (headcount) in fall 2021 gradually increases, with a resultant total student enrollment of approximately 85 in Year 5. Student FTE (I. c-d) is calculated based on 15 credits per semester/30 credits per year. An average of 25 credits per year was used to calculate FTE for this program. Total student FTE is 71 in Year 5.

Section II – Credit Hours

The proposed curriculum for Community Health Education includes 65 credits in the major, 38 credits of support courses and general education courses, and 17 credits of electives. Of the 65 major credits, 22 credits are new Community Health Education (CHE) credits that need to be developed and 43 credits exist (courses such as Epidemiology, Healthcare Systems, etc.).

New credit hours (courses or sections not previously offered by the university attributable to the major) and existing credit hours (existing courses attributable to major) are shown in Table 1 (II. a-c). Credit hours were calculated from a table of new courses/course sections and existing courses/course sections in the major based on available course capacity and student projected enrollment.

Section III – Faculty and Staff Appointments

Instructional FTE required for this program is shown in Table 1 (III. a-b). A 24-credit load was used to calculate instructional FTE although a combination of lecturers and tenure-track faculty will be used in this major (27-credit and 24-credit loads, respectively). In Year 1, the proposed cohort size is small, and students take few courses in the major, so few faculty FTE will be needed for the Community Health Education program. In Year 2, 0.67 FTE (16 credits) will be needed for new courses/sections in Community Health Education courses (e.g., Human Biology and Nutrition Science courses). In subsequent years, new FTE of 0.46 (Year 3) and 0.63 (Year 4) will be required and will reflect expertise

from various disciplines. A 3-credit reassignment is included each year for program management by a faculty member. Total FTE for the program at Year 5 is 2.9 FTE.

Administrative staff FTE is shown in Table 1 (III. c-d). Day-to-day coordination of the program (.10 FTE) will come from existing staff, so no new administrative FTE is required in Years 1 and 2. However, a .25 FTE (advisor and program coordination) will be needed in Year 3 due to growing student enrollment.

Section IV – Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which in the 2020-21 academic year is \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$787.56 per semester for full-time students; these funds are not directly available to the program (and thus not reflected in the budget). Students who opt to take a course via distance education pay an additional \$25 per credit; these funds are not directly available to the program and are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 24 credits times \$262.43 per credit multiplied by FTE student enrollment. For this calculation, revenue for 24 credits is used given the tuition plateau for full-time students. No other revenue sources apply (e.g., program/course fees, extramural funding).

Section V – Program Expenses

Instructional salary lines assume \$60,000 plus fringe (43% of salary), which is based on the lower end of salary for the CIP code for Public Health at Carnegie Masters-Granting Medium/Large (all ranks) and consistent with salaries at UW-Green Bay for faculty/lecturers in related areas (e.g., Human Services, Human Biology). Administrative staff (advisor) FTE used an FTE salary of \$44,000 with fringe of 43%, based on current hiring for this position title in the College of Health, Education, and Social Welfare. An increase of 2% in salary was included in Years 2 and 4.

Other program costs include supplies and expenses (S&E), marketing, professional development, and indirect costs. S&E costs include \$6,000 in the first two years and \$12,000 in subsequent years to cover general expenses (e.g., phone, printing, consumables) and technology (e.g., computer/computer replacement). Program marketing includes \$7,000 per year in Years 1 and 2, and a lower amount (\$4,000) in subsequent years, given that marketing materials and efforts will be established. Professional Development provides \$2,000 in Year 1 and \$4,000 in subsequent years. Indirect costs reflect 20% of gross tuition revenue to cover indirect institutional costs (e.g., library, facilities, administration, systems support).

Section VI – Net Revenue

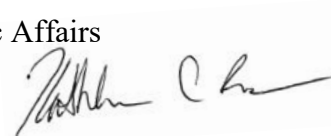
Net revenues will be directed to support continued growth within the College of Health, Education and Social Welfare and cover any unexpected program costs.

Date: December 10, 2020

To: Tommy Thompson, UW-System President

From: Kathleen Burns, Interim Provost and Vice Chancellor for Academic Affairs

Subject: Authorization to Implement: B.S. in Community Health Education



I confirm the University of Wisconsin-Green Bay's commitment to adding a Bachelor of Science (BS) in Community Health Education to our undergraduate program array. The program gained final, formal support from shared governance at Faculty Senate on December 9, 2020. The program responds to local, regional, and national needs to produce more graduates in public health fields, and provides additional pathways for students in our array of nursing programs, allowing them to pursue emerging interests as they move through the curriculum.

The program will be funded by new program revenue, and no additional program or course fees are planned. Only moderate expansion of faculty and staff FTE is required, amounting to 2.09 FTE over five years, all of which can be covered with program revenue. No additional facilities or equipment should be needed for the program. Other program costs will be covered by program revenues.

The B.S. in Community Health Education is in alignment with UW-Green Bay's Mission and Urban Serving Vision, which aims to provide "a world-class education and promotes economic growth and sustainability as well as health, wellness and social equity in Green Bay and the surrounding areas through a commitment to interdisciplinary learning, scholarship and problem-solving."

There is a need for community health educators in Green Bay, the third largest urban area in the State, and in the region, one example of which is the need for contact tracers to help reduce the spread of COVID-19. The Community Health Education major will be an option for students who are not accepted into the Nursing program or prefer a non-clinical program, providing an educational and career path for the 50-80% of qualified applicants who are denied admission to Nursing programs across the UW System each year. In addition, a 2019 EAB report indicated that students are often interested in an education degree without licensure requirements.

I am fully supportive of the development of a B.S. in Community Health Education at UW-Green Bay. Please let me know if you require any additional information regarding the program and thank you for your consideration. I look forward to bringing this degree program to the Board of Regents for consideration to implement.

Brown County Health & Human Services

Public Health Division

November 11, 2020

University of Wisconsin Green Bay
242 Nicolet Drive
Green Bay, WI 54311

RE: Support of Bachelor of Science Community Health Education Major

To Whom it May Concern,

This letter of support is for the University of Wisconsin Green Bay's (UWGB) proposal to initiate a Bachelor of Science, Community Health Education (CHE) major. Community health educators play a vital role in today's modern public health and Tribal community health agencies. The CHE brings a unique perspective to public health initiatives, focusing on not only individual level education efforts but also on interventions that benefit the population as a whole. The ability for students to obtain this education in the northeast region of Wisconsin will enhance the public health workforce and positively impact the region and the state.

Community health educators teach individuals and communities how to live healthier lifestyles. They work with individuals, groups, and the larger community to recognize that behavior change comes as a result of changes at various levels in society: from individual programming to policy-level advocacy. A CHE's goal is to provide people with tools that allow them to live life to its fullest.

In local health agencies in Wisconsin, the CHE role ranges from entry level public health strategists to health officers who manage diverse departments. By building upon a solid foundation in health education, health educators have the ability to grow within their agencies and take on new and meaningful projects that address both the inequities that exist in communities as well as the underlying determinants of health.

I welcome this proposed CHE major wholeheartedly and look forward to working with UWGB in an academic-community relationship. Please contact me if you have any questions.

Sincerely,



Anna Destree, MS
Public Health Officer/Administrator
Brown County Health & Human Services
Public Health Division



Public Health
Prevent. Promote. Protect.

Brown County
Health & Human Services

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN ENVIRONMENTAL
REMEDIATION AND MANAGEMENT,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Master of Science in Environmental Remediation and Management 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 Environmental Remediation and Management program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin-Madison proposes to establish a Master of Science (M.S.) in Environmental Remediation and Management. This program aligns with UW-Madison's strategic goal to grow master's degree programs that address workforce needs in Wisconsin and beyond. It will support major themes in the university's Strategic Plan by finding innovative solutions to environmental contamination issues. Locally and globally, the accumulation of soil and groundwater contaminants pose a risk to the human, ecological, and economic health of an area. This program responds to the need for professionals to investigate, assess, and remediate contaminated commercial and industrial sites and to develop protocols for emerging contaminants at a time when the need for soil and groundwater resources is essential as the world's population increases.

The M.S. in Environmental Remediation and Management is an accelerated, 30-credit, face-to-face, full-time program with three semesters of coursework. Tuition will be set utilizing a market-based structure, consistent with SYS 130, Service Based Pricing Guidelines. Coursework includes a summer field course to provide hands-on training in the sampling, analysis, and monitoring of soil and groundwater samples. Upon completion of the

program, students will be OSHA Hazardous Waste Operations and Emergency Response (HAZWOPER)-certified, a requirement for work in this career. The program will scale the Wisconsin experience by offering active learning opportunities and innovative classroom environments in cooperation with local and regional industry professionals to prepare students for successful careers. In an analysis using Burning Glass Technologies' real-time job market analytics software, over 9,000 job postings were found that require one or more environmental remediation-related skills and that are open to applicants with a master's degree. Several environmental and engineering firms have expressed support of this program.

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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 ENVIRONMENTAL
REMEDiation AND MANAGEMENT
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 Environmental Remediation and Management. This program aligns with UW-Madison's strategic goal to grow master's degree programs that address workforce needs in Wisconsin and beyond. It will support major themes in the university's Strategic Plan by finding innovative solutions to environmental contamination issues. Locally and globally, the accumulation of soil and groundwater contaminants pose a risk to the human, ecological, and economic health of an area. This program responds to the need for professionals to investigate, assess, and remediate contaminated commercial and industrial sites and to develop protocols for emerging contaminants at a time when the need for soil and groundwater resources is essential as the world's population increases.

The M.S. in Environmental Remediation and Management is an accelerated, 30-credit, face-to-face, full-time program with three semesters of coursework. Tuition will be set utilizing a market-based structure, consistent with SYS 130, Service Based Pricing Guidelines. Coursework includes a summer field course to provide hands-on training in the sampling, analysis, and monitoring of soil and groundwater samples. Upon completion of the program, students will be OSHA Hazardous Waste Operations and Emergency Response (HAZWOPER)-certified, a requirement for work in this career. The program will scale the Wisconsin experience by offering active learning opportunities and innovative classroom environments in cooperation with local and regional industry professionals to prepare students for successful careers. In an analysis using Burning Glass Technologies' real-time job market analytics software, over 9,000 job postings were found that require one or more environmental remediation-related skills and that are open to applicants with a master's degree. Several environmental and engineering firms have expressed support of this program.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Environmental Remediation and Management

Degree Designation(s)

Master of Science

Mode of Delivery

Single university; face-to-face

Department or Functional Equivalent

Department of Soil Science

College, School, or Functional Equivalent

College of Agricultural and Life Sciences

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. The average student graduation rate is projected to be close to 90%, based on similarly structured, accelerated, one-year M.S. programs in the technical, engineering, and environmental fields at UW-Madison; 90% is the graduation rate applied in Table 1. By the end of the 2025-26 academic year (i.e., Year 5) of the program, it is projected that 190 students will have enrolled in the program and 171 students will have graduated from this one-year program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

| Students/Year | 2021 | 2022 | 2023 | 2024 | 2025 |
|------------------------|------|------|------|------|------|
| New Students | 20 | 30 | 40 | 50 | 50 |
| Continuing Students | 0 | 0 | 0 | 0 | 0 |
| Total Enrollment | 20 | 30 | 40 | 50 | 50 |
| Graduates ^a | 18 | 27 | 36 | 45 | 45 |

^a Based on a retention rate of 90%

Tuition Structure

Tuition is set at a market-based tuition rate of \$1,100 per credit hour, consistent with SYS 130, Service Based Pricing Guidelines. Both Wisconsin resident and nonresidents will have the same tuition rate. The tuition rate of \$1,100 per credit is competitive with the market set by other major universities offering similar programs. Total tuition cost to the student for the entire program is 30 credits x \$1,100 per credit = \$33,000. All students will pay segregated fees in addition to tuition fees. Current segregated fees (2020-21) are

\$734.30 per fall or spring semester and \$362.99 per summer semester.¹ Therefore, the total program cost will be \$33,000 (tuition) + \$1,832 (segregated fees) = \$34,832. Total program costs to the student are approximately 5% segregated fees and 95% tuition fees.

The total program cost to students (\$34,832) is competitive with tuition and fees for similar programs at other universities, e.g., Duke University, \$79,950; University of Pennsylvania, \$71,016; UC-Santa Barbara, \$40,242; and UC-Irvine, \$48,000.

No other program fees are anticipated, and no tuition increases have been projected within the planning timeframe. Students will be required to purchase textbooks (where required) and personal protective equipment (e.g., steel-toed boots) for the field course.

DESCRIPTION OF PROGRAM

Overview of the Program

The accelerated M.S. in Environmental Remediation and Management program will provide advanced training in the technical aspects of the investigation, remediation, and monitoring of environmentally contaminated sites prior to property transfer or redevelopment. In the United States alone, the U.S. Environmental Protection Agency (EPA) estimates that there are more than 450,000 properties, referred to as brownfields, where expansion, redevelopment, or reuse may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant. Contaminants often include petroleum hydrocarbons, dry cleaning solvents, heavy metals (lead, cadmium, mercury), polychlorinated biphenyls (PCBs), and emerging contaminants such as per- and poly-fluoroalkyl substances (PFAS). Cleaning up and reinvesting in these properties increases local tax bases, facilitates job growth, utilizes existing infrastructure, reduces development pressures on undeveloped land, and both improves and protects the environment. Issues of environmental contamination extend globally especially in countries with rapidly developing economies such as China that are faced with significant soil and groundwater pollution problems due to accelerated industrialization and urbanization over the past decades.

The program is an accelerated, 30-credit, face-to-face, full-time program with three semesters (fall, spring, summer) of coursework. Coursework includes a summer field course to provide hands-on training in the sampling, analysis, and monitoring of soil and groundwater samples.

¹ <https://bursar.wisc.edu/tuition-and-fees/tuition-rates/segregated-fees>

Student Learning and Program Outcomes

Upon completion of the program, students will be Hazardous Waste Operations and Emergency Response (HAZWOPER) certification trained. The U.S. Department of Labor's Occupational Safety and Health Administration (OSHA) requires this training for employees who work with uncontrolled hazardous waste. Students will have demonstrated competence in the following learning outcomes:

1. Identify the nature, source, and mobility of environmental contaminants.
2. Demonstrate understanding of the regulatory requirements pertinent to the assessment, investigation, and remediation of environmental contamination.
3. Create reports for the assessment, investigation, and closure of environmentally contaminated sites.
4. Collect environmental soil and groundwater samples, prepare samples for analysis, and interpret analytical data.
5. Assess contaminated soil and groundwater remediation strategies.
6. Communicate project information to technical and non-technical stakeholders.
7. Manage projects in environmental assessment, investigation, and remediation.

The program will combine technical knowledge with scientific communication (written and oral) and project management coursework. Combined, these in-demand skills will prepare program graduates for careers in U.S. and international private consulting firms as well as industry and federal, state, and municipal government agencies. Graduates will be prepared to meet the technical requirements of environmental compliance, as well as to address community concerns, understand and facilitate funding opportunities for site cleanup and redevelopment, and manage field personnel and projects. There is strong national market demand for these environmental science skills, and this demand will be discussed in a later section.

Program Requirements and Curriculum

Admissions requirements for the M.S. in Environmental Remediation and Management program will follow the UW-Madison Graduate School requirements.² Students will be required to have completed a bachelor's degree or equivalent in any related subject area, with a minimum of a 3.0 out of 4.0 grade point average (GPA) on the last 60 undergraduate credits. A foundation in the basic sciences is necessary. The program requires all students to have completed calculus and general chemistry. The Graduate Record Examinations (GRE) is not required for students with a 3.0 or higher GPA. Applicants with an undergraduate GPA below 3.0 may be considered under special circumstances and are required to submit GRE scores. In addition, English Proficiency Scores (TOEFL/IELTS) will be required for those whose native language is other than English.

Table 2 illustrates the program curriculum for the proposed program. Requirements are comprised of 30 credits in a 12-month accelerated program. The curriculum includes

² <https://grad.wisc.edu/apply/requirements/>

foundational, technical, and advanced knowledge of the sources, impacts, and remediation of environmental contamination (18 credits), communication (written and oral) to technical and non-technical audiences (9 credits), and introductory project management (3 credits).

Table 2: M.S. in Environmental Remediation and Management Program Curriculum

Academic degree program or major course requirements:

| | | |
|----------------------|--|-------------------|
| SOIL SCI 430 | Environmental Soil Contamination | 3 credits |
| SOIL SCI 631 | Toxicants in the Environment: Distribution and Fate | 3 credits |
| SOIL SCI 575 | Assessment of Environmental Impact | 3 credits |
| SOIL SCI 630 | Field Methods for Environmental Characterization, Analysis, and Monitoring | 2 credits |
| SOIL SCI 330 | Hazardous Waste Operations and Emergency Response (HAZWOPER) and Field Safety Training | 1 credit |
| SOIL SCI 730 | Colloquium - repeated three semesters | 3 credits |
| CIV ENGR 635 | Remediation Geotechnics | 3 credits |
| GEOSCI 627 | Hydrogeology | 3 credits |
| LSC 560 | Scientific Writing | 3 credits |
| LSC 625 | Risk Communication | 3 credits |
| EPD 784 | Project Management | 1 credit |
| EPD 781 | Financial and Business Acumen | 1 credit |
| EPD 702 | Professional Presentations | 1 credit |
| Total Credits | | 30 credits |

Assessment of Outcomes and Objectives

An assessment plan has been developed that includes indirect and direct methods to assess student learning. The department chair and program manager will coordinate implementation of the assessment plan each year and ensure that all learning outcomes are assessed within a period of three years. All program faculty and staff will be advised on what assessment activities they are responsible for conducting at the beginning of each program year. The program manager will collect and analyze assessment data and compile results into an initial program assessment report. The initial assessment report will be reviewed by the program's advisory committee and will be presented at the annual Department of Soil Science faculty retreat. At this meeting, the program manager will review enrollment information, course progression, degree completion, and the learning assessment data. One direct measure of student learning that will be tracked is the completion rate and pass rate among program students of the OSHA-required HAZWOPER certification training.

In subsequent years, an annual academic program assessment report will be prepared by the program manager and submitted to the Office of the Provost, in accordance with UW-Madison's institutional guidelines on student learning assessment.³

³<https://assessment.provost.wisc.edu/undergraduate-program-assessment/>

The faculty chair and the program manager will develop a process to implement recommendations from the annual academic program assessment report, and program adjustments will be implemented the following academic year.

The UW-Madison Division of Continuing Studies (DCS) distributes a pre-degree survey to collect feedback on student expectations as students start the program. Students' familiarity with the program learning outcomes, prior experience with various course formats, work experience, and expected interactions with professors and other students are examples of feedback that will be solicited. This survey provides an important entry benchmark that allows the program to compare not only entry trends over time, but also cohort trends as students complete their program.

Additionally, the UW-Madison Graduate School conducts a master's Exit Survey (MES) to provide the Graduate School with post-degree placement information and to help identify areas for program improvement. The MES measures student perceptions about the academic and career advising students received while enrolled, whether students believe the program met its learning outcomes, and whether students feel prepared for the next step in their career path.

The pre-degree survey and the MES meet the university's indirect assessment requirements as they (1) identify which learning outcomes were assessed, (2) outline what data was collected and how, and (3) summarize key findings and recommendations. This information is compiled into various reports that the program can use for longitudinal review.

Finally, the program will track employment of graduates to serve as an assessment of program outcomes and to provide an alumni base to serve as student mentors, welcome activity participants, guest speakers, and a recruitment base. The College of Agricultural and Life Sciences has identified a strong desire to *give back* to UW-Madison among industry professionals, and it is expected that desire will be instilled in program graduates.

Diversity

Diversity and inclusion issues will be embedded throughout classroom materials such as readings developed by diverse voices, presentations by industry leaders (e.g., Strategies for Responding to Hostile Climates Workshop by Erika Marin-Spiotta, Professor of Geography) and assignments that consider the impact of environmentally contaminated sites on disenfranchised populations (e.g., topics in environmental racism and environmental justice). SOIL SCI 430: Environmental Soil Contamination presents a global and multicultural perspective on environmental contamination issues through course content, case studies, and guest speakers representing diverse countries and groups (e.g., South Africa, Italy, Kuwait, tribal nations, women-owned business).

Science, Technology, Engineering and Mathematics (STEM) fields have historically been and are currently lacking in representation of underserved populations. This includes both ethnic minorities and women. Increasing representation of women and minorities in the Environmental Remediation and Management program will be a priority. The program will partner with existing programs on campus to help move this initiative forward including the College of Agricultural and Life Sciences' Equity and Diversity Committee.

The degree will be marketed via career fairs and conferences broadly, but also focus on events that draw together underrepresented student populations, such as:

- SACNAS – Society for Advancement of Chicanos/Hispanics and Native Americans in Science – is an inclusive organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in STEM. The program will be represented at the SACNAS National Diversity in STEM Conference (Fall).
- AISES – American Indian Science and Engineering Society – with a membership of more than 4,600 individual members, AISES supports American Indian students in STEM disciplines. AISES has awarded over \$11 million in academic scholarships to American Indian STEM students. A program representative will attend the AISES National Conference.
- MANRRS – Minorities in Agriculture Natural Resources and Related Sciences – is a national society that fosters and promotes the agricultural sciences and related fields in a positive manner among ethnic minorities and works to ensure that ethnic minorities will be involved in and associated with the agricultural sciences and related fields. MANRRS provides networks to support professional development of minorities. MANRRS also serves employers in the broader agricultural and natural resources sector. It provides them a platform to identify prospective well-qualified employees who are members of ethnic groups, which, when combined, are projected to be the new majority in the workforce in the not-too-distant future. The program will be represented at the MANRRS National Conference.

The primary goal of attending these conferences will be to establish an inclusive connection with students from underrepresented populations. These connections will be fostered throughout the entire program experience beginning with personal contact from program representatives, incentives and guidance during the application process, and elimination of bias during the application review. Additional activities (e.g., campus visits) during the admissions process will further emphasize an inclusive program environment. These efforts will continue to ensure student retention and encourage positive referrals of future students.

Future program hires will rely on faculty diversity and inclusion training and hiring efforts, as well as campus-wide Faculty Diversity Initiatives offered by the Office of the Provost that assist departments to recruit and retain a demographically representative

faculty. The future program coordinator, and any additional hiring for the program, will be done through the lens of diversity and inclusion, beginning with advertising the opening widely where it would garner interest from a diverse applicant pool.

Future staffing decisions will take advantage of the Target of Opportunity (TOP) hiring program, as well as other opportunities to cultivate and nurture potential talent for recruitment of diverse faculty and staff. Additionally, the university will provide pathways to *Grow Your Own*, by mentoring program participants who might be potential faculty/staff.

At least 10% of program net revenues will be used to support scholarships for students from under-resourced populations to support recruiting goals around diversity. This amount equates to approximately four full scholarships, or many more partial scholarships, to recruit and retain high-quality candidates from all backgrounds. Students will also be supported through advising. The program manager and the student services coordinator will help students identify mentors and provide personalized career support.

Collaborative Nature of the Program

The program will be housed in the Department of Soil Science in collaboration with the Department of Biological Systems Engineering. The program is limited to UW-Madison.

Projected Time to Degree

The M.S. in Environmental Remediation and Management program is designed to be completed within 12 months or three semesters (fall, spring, summer) of full-time enrollment.

Program Review

As for all new UW-Madison graduate programs, the program will undergo an informal review by the Graduate Faculty Executive Committee three years after implementation to assess early progress to program goals. All UW-Madison programs undergo a formal program review five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program review at not more than 10-year intervals, following the UW-Madison guidelines.⁴ To prepare for the five-year and subsequent program reviews, 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. This self-study is then subject to consideration by a review committee, the dean, and governance committees. The program advisory committee, which will include representation from departments teaching courses in the program, will take the lead in addressing recommendations arising from these reviews to implement changes to program policies and practices.

⁴<https://apir.wisc.edu/academic-planning/program-review/>

Accreditation

This program is not subject to specialized accreditation or any additional Higher Learning Commission (HLC) accreditation review.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. in Environmental Remediation and Management will contribute directly to the mission of the UW System by providing a learning environment in which faculty, staff, and students can discover, critically examine, and preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of this and future generations and improve the quality of life for all.⁵ The program supports this purpose by training future leaders who will contribute to the understanding of environmental contamination and subsequent impacts to human and environmental health with an appreciation for the complex cultural and physical world.

The proposed program at UW-Madison supports major themes in the institution's Strategic Plan. These major themes include building innovative, professional, master's-level degrees with an overall guiding principle of teaching issues of importance for the state, the nation, and the world.⁶ Finding innovative solutions to environmental contamination issues, from historic releases to emerging contaminants (e.g., PFAS), will continue to be globally important. Additionally, the program will scale the Wisconsin experience by offering active learning opportunities and innovative classroom environments in cooperation with local and regional industry professionals to prepare students for successful careers.

The mission of the College of Agricultural and Life Sciences (CALS) is to advance and share knowledge, discover solutions, and promote opportunities in food, agriculture, bioenergy, health and environment, and human well-being.⁷ A specific focus for healthy ecosystems is managing landscapes to help provide clean water and air, mitigate climate change, and promote biodiversity while building communities and offering economic gain. This strategic priority informs the Environmental Remediation and Management degree by preparing environmental scientists to apply technical and collaborative decision-making skills to promote healthy communities and sustainable economic development. The proposed program will also support the CALS' initiative to seek resource stewardship to maintain and improve the quality of CALS' programs, faculty, staff, and facilities.

⁵ <https://www.wisc.edu/about/mission/>

⁶ <https://strategicframework.wisc.edu/excellence-in-teaching-educational-achievement/>

⁷ <https://cals.wisc.edu/about-cals/initiatives/strategic-plan/strategic-framework-documents/>

U.S. and international industry professionals from within environmental consulting and engineering firms (SCS Engineers, True North Consultants, TRC Companies, Ayers and Associates, Cornerstone Environmental, Pace Analytical, WSP, Inc., Jacobs Consultancy, Cascade Environmental, Verdanterra), the Wisconsin Department of Natural Resources Remediation and Redevelopment Program, the Italian National Institute for Environmental Protection and Research (ISPRA), and Kuwait Oil have shown support and enthusiasm for the initial program design.

University Program Array

No existing UW-Madison programs serve graduates with bachelor's degrees outside of engineering and offer in-depth technical (classroom and field), project management, and communications training with a specialization in environmental assessment and remediation. The M.S. in Environmental Remediation and Management will fill a growing industry need. Some UW-Madison programs have some overlap with the proposed program, but overall, the proposed program is distinct in the audience it serves as well as its learning goals and curriculum, especially with the combined focus on environmental remediation and OSHA HAZWOPER certification in a non-engineering context:

- M.S. in Environmental Conservation, Nelson Institute, offers two professional master's degree options: Environmental Observation and Informatics (EOI) and Environmental Conservation. The conservation option focuses on conservation planning, land use policy, and professional skills, while the EOI option offers earth-sensing technology, data analytics and modeling, and geospatial analysis.
- M.S. in Environment and Resources, Nelson Institute, allows students to pursue a broad range of environmental studies incorporating physical or biological science research with social sciences and humanities. This is an interdisciplinary, thesis-based research program and does not offer the technical, communication, and management skills.
- Master of Engineering in Civil and Environmental Engineering and M.S. in Civil and Environmental Engineering addresses environmental issues but is engineering-focused and is only open to those with undergraduate degrees in engineering.

Other Programs in the University of Wisconsin System

There are a number of environment-focused master's programs offered at UW System institutions that are distinct from the proposed program and serve more focused audiences. Adding this new program will not result in duplication of programs.

- Master of Natural Resources, UW-Stevens Point: A program focused on ecological principles of natural resources management and not the assessment and remediation of environmental contaminants. The program offers only one course (NRES 776) that is a potential overlap with the proposed program curriculum.
- M.S. in Environmental Science and Policy, UW-Green Bay: This program includes four areas of emphasis, including environmental policy and administration and environmental technology and analysis. The technology and analysis area prepares

students to design and conduct scientific investigations, interpret data to make responsible decisions that solve environmental problems, and communicate effectively. Students study concepts of environmental modeling and remediation, waste transformation, utilization, and disposal. This two-year program does not include field-based characterization and monitoring coursework.

- M.S. in Civil and Environmental Engineering, UW-Milwaukee: This program is for students with a B.S. in engineering and allows students to take coursework in the environmental engineering and water resources specialty area. While environmental engineers do often work in environmental remediation, they represent only a subset of the discipline.
- Professional Science Master's in Conservation Biology, UW-Stout: This program focuses on the sustainability of biodiversity and includes information on environmental laws and regulations with respect to ecosystems and does not provide training in environmental contamination or remediation.
- M.S. in Sustainable Management, collaboration between UW-Green Bay, UW Oshkosh, UW-Parkside, UW-Stout, and UW-Superior: This program is primarily a non-technical management degree and does not include the technical assessment, remediation, and compliance outcomes of the proposed program. The curriculum includes a single course in waste management and resource recovery.

The proposed CIP code for this program will be 30.4101 Multi/Interdisciplinary Studies - Environmental Geosciences. There are no existing programs at UW-Madison or at other UW institutions under that CIP code.

Need as Suggested by Current Student Demand

According to the National Center for Education Statistics,⁸ there has been sustained and growing interest in environmental technology/science master's degrees since 2012, as seen by increasing degree conferrals. In keeping with this trend, B.S. degree conferrals in Environmental Sciences at UW-Madison have nearly doubled over the past five years to 63 conferrals in 2019-20, and this will be one audience for program recruiting. Other recent UW-Madison graduates in related fields will also serve as a potential audience. UW-Madison performed a competitive market analysis for similar existing master's degree programs based on degree name, degree conferred, curriculum, and model similarity.⁹ Although over 93 institutions offer programs in environmental health and engineering-related fields, most programs are located on the east and west coasts. This provides an opportunity to focus on the Midwest market and to stand alone in offering technical, field, project management, and communication experience through professionally driven case studies.


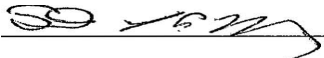
⁸ National Center for Education Statistics (NCES) IPEDS database from 2012-2016.

⁹ Department of Soil Science Environmental Remediation Master's Program Analysis. UW-Madison Division of Continuing Studies (September 2018).

Need as Suggested by Market Demand

There is strong national market demand for the environmental science skills proposed within this program. The UW-Madison Division of Continuing Studies (DCS) performed an analysis using Burning Glass Technologies' real-time job market analytics software and found over 9,000 jobs that require one or more environmental remediation-related skills and that are open to applicants with a master's degree. These jobs are in a variety of occupations and industries, and most of those occupations are projected to grow between 2016 and 2026. In general, there are a great number of job postings in California, Texas, Virginia, New York, and New Jersey. Within Wisconsin, Madison has an *approximately four times higher* demand than the national average, while at the same time, a gap in graduate programs specializing in environmental remediation in the Midwest exists, indicating that the Madison-Milwaukee area should be a strong market for the degree.

Professional practitioners from within environmental consulting and engineering firms (SCS Engineers, True North Consultants, TRC Companies, Ayers and Associates, Cornerstone Environmental, Pace Analytical, WSP, Inc., Jacobs Consultancy, Cascade Environmental, Verdanterra), the Wisconsin Department of Natural Resources Remediation and Redevelopment Program, and international organizations have shown support and enthusiasm for the initial program design and have expressed an interest in contributing directly to the program through course presentations and student mentoring. Input from practitioners identified in-demand skills often lacking in new employees including field experience, OSHA 40-hour HAZWOPER training, regulatory knowledge, written and oral communication skills, and personnel and project management skills. The program curriculum is structured to teach these skills, and the program intends to maintain working relationships with environmental professionals and regulators to keep the program informed of current industry issues and provide students with strong professional networks.

| University of Wisconsin - Madison | | | | | | |
|---|--|-------------|-----------|-------------|-------------|-------------|
| Cost and Revenue Projections For MS-Environmental Remediation and Management | | | | | | |
| | 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 | 20 | 30 | 40 | 50 | 50 |
| | Enrollment (Continuing Student) Headcount | 0 | 0 | 0 | 0 | 0 |
| | Enrollment (New Student) FTE | 20 | 30 | 40 | 50 | 50 |
| | Enrollment (Continuing Student) FTE | 0 | 0 | 0 | 0 | 0 |
| II | Total New Credit Hours (30 cr per student*0.90) | 540 | 810 | 1080 | 1350 | 1350 |
| | Existing Credit Hours | 0 | 0 | 0 | 0 | 0 |
| III | FTE of New Faculty/Instructional Staff: | | | | | |
| | FTE of Program Coordinator | 0 | 0 | 0.50 | 0.50 | 0.50 |
| | FTE of Teaching Assistant | 0 | 0 | 0.50 | 0.50 | 0.50 |
| | FTE of Current Fac/IAS: | | | | | |
| | FTE of Faculty (for instruction) | 0.25 | 0.25 | 0.25 | 0.25 | 0.25 |
| | FTE of Instructional Faculty Associates | 0.40 | 0.40 | 0.40 | 0.40 | 0.40 |
| | FTE of Academic Program Manager - Instruction | 0.25 | 0.25 | 0.25 | 0.25 | 0.25 |
| | FTE of Current Admin Staff | | | | | |
| | FTE of Academic Program Manager - Admin | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| | FTE of Student Services Support | 0.10 | 0.10 | 0 | 0 | 0 |
| | FTE of Financial Specialist | 0.10 | 0.10 | 0.10 | 0.10 | 0.10 |
| IV | Revenues | | | | | |
| | From Tuition (\$1,100 per credit) | \$594,000 | \$891,000 | \$1,188,000 | \$1,485,000 | \$1,485,000 |
| | From Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Total New Revenue | \$594,000 | \$891,000 | \$1,188,000 | \$1,485,000 | \$1,485,000 |
| V | Expenses | | | | | |
| | Salaries plus Fringes | | | | | |
| | FTE of Program Coordinator | - | - | 26,010 | 26,530 | 27,061 |
| | FTE of Teaching Assistant | - | - | 20,808 | 21,224 | 21,649 |
| | FTE of Faculty for Instruction | 30,000 | 30,600 | 31,212 | 31,836 | 32,473 |
| | FTE of Instructional Faculty Associates | 24,000 | 24,480 | 24,970 | 25,469 | 25,978 |
| | FTE of Academic Program Manager - Instruction | 18,750 | 19,125 | 19,508 | 19,898 | 20,296 |
| | FTE of Academic Program Manager - Admin | 37,500 | 38,250 | 39,015 | 39,795 | 40,591 |
| | FTE of Student Services Support | 5,000 | 5,100 | - | - | - |
| | FTE of Financial Specialist | 5,000 | 5,100 | 5,202 | 5,306 | 5,412 |
| | Fringe Benefits - Faculty and Academic Staff | 40,404 | 41,212 | 49,028 | 50,008 | 51,009 |
| | Fringe Benefits - TA | 0.00 | 0.00 | 3370.90 | 3438.31 | 3507.08 |
| | Total Salaries and Fringe Benefits | \$160,654 | \$163,867 | \$219,123 | \$223,505 | \$227,975 |
| | Other Expenses | | | | | |
| | Direct payments for instruction | \$162,000 | \$243,000 | \$324,000 | \$405,000 | \$405,000 |
| | Course development and maintenance | \$32,000 | \$7,000 | \$7,000 | \$7,000 | \$7,000 |
| | Marketing, recruiting and admissions | \$30,000 | \$45,000 | \$60,000 | \$75,000 | \$75,000 |
| | Scholarship allocation (10% of tuition) | \$59,400 | \$89,100 | \$118,800 | \$148,500 | \$148,500 |
| | CALS allocation (10% of tuition) | \$59,400 | \$89,100 | \$118,800 | \$148,500 | \$148,500 |
| | Campus allocation (10% of tuition) | \$59,400 | \$89,100 | \$118,800 | \$148,500 | \$148,500 |
| | Total Expenses | \$562,854 | \$726,167 | \$966,523 | \$1,156,005 | \$1,160,475 |
| VI | Net Revenue | \$31,146 | \$164,833 | \$221,477 | \$328,995 | \$324,525 |
| Submit budget narrative in MS Word Format | | | | | | |
| Provost's Signature: John Karl Scholz, Provost | | | | Date: | | |
|  | | | | 12 17 2020 | | |
| Chief Business Officer's Signature: David Murpy, Assoc Vice Chancellor, F | | | | Date: | | |
|  | | | | 12 8 2020 | | |

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MADISON
MASTER OF SCIENCE IN
ENVIRONMENTAL REMEDIATION AND MANAGEMENT**

Introduction

The proposed M.S. in Environmental Remediation and Management program is an accelerated, 12-month master's program (fall, spring, and summer enrollment) comprised of 30 credits. The curriculum is face-to-face and will provide advanced training in the technical aspects of the investigation, remediation, and monitoring of environmentally contaminated sites prior to property transfer or redevelopment. The program will also provide coursework in technical communication (written and oral) and project management.

Section I – Enrollment

All enrollments are considered new students, and each is a full-time equivalent because the curriculum is designed as a one-year, full-time cohort program. The curriculum is 12 months in duration, so there are no continuing students. Enrollment is projected to be 20 students in Year 2021, 30 students in Year 2022, 40 students in Year 2023, and 50 students in Year 2024 and subsequent years. Retention in courses and graduation is estimated at 90%, based on retention rates of similarly structured, accelerated one-year M.S. programs in the technical, engineering, and environmental fields at UW-Madison.

Section II – Credit Hours

The program requires a total of 30 credits. Four new courses have been designed for the program, and all other courses are existing courses with the capacity to accommodate program students. The curriculum consists of 11, 13, and 6 credits to be taken in the fall, spring, and summer semesters, respectively. The number of new student credit hours generated annually is a product of enrollment headcount by 30 required credits as follows: Year 2021 = 600 credits; Year 2022 = 900 credits; Year 2023 = 1,200 credits; and Years 2024-2029 = 1,500 credits/year. For the purposes of the budget projection, the 90% completion rate is applied to account for some attrition; thus, in the first year, total credits will be 540.

Section III – Faculty and Staff Appointments

Existing faculty and staff will be responsible for instruction through the first two years of the program. Beginning in Year 3, the projections include adding faculty/instructional staff and administrative staff to accommodate growing student enrollments.

Support will be as follows:

- An existing academic program manager who currently supports other programs will reallocate effort to this program. This individual will allocate 0.50 FTE to student support and academic administration and 0.25 FTE to instruction.
- Two current instructors who will allocate 0.20 FTE each to two program-specific courses.
- Additional teaching assistant (TA) at 0.50 FTE beginning in 2023-24 to support a field course (SOIL SCI 630).
- Existing Soil Science faculty will be involved in instruction and 0.25 FTE of faculty time will be allocated to this program.
- Student services support in the first two years will be a portion of the duties of an existing student services coordinator in the departments of Soil Science and Biological Systems Engineering who has similar duties for other programs (0.1 FTE). This is in addition to student support from the academic program manager.
- As program enrollment increases, a new program coordinator will be hired at a 0.50 FTE appointment in Year 3 of the program to support students and contribute to academic administration.
- An existing financial specialist at 0.10 FTE.
- A significant portion of program credits will take advantage of existing courses; see the allocation for that instruction in the Program Expenses section.

Section IV – Program Revenues

The program will operate as a revenue program, and costs will be covered from tuition revenue. The program is proposing a market-based tuition rate of \$1,100 per credit plus segregated fees. The tuition rate of \$1,100 per credit is competitive with the market set by other major universities offering similar programs. Therefore, program revenue is calculated by multiplying annual credits by \$1,100 per credit. In the first year, tuition revenues are projected to be \$594,000. By Year 5 of the program, tuition is estimated at \$1,485,000.

There are no program/course fees, grants/extramural funding, or general program revenues allocated from other units.

Section V – Program Expenses

Salary estimates are based on current salary schedules and a 2% salary increase each fiscal year. Fringe is calculated as 33.6% for faculty and academic staff and 16.2% for teaching assistants. Salaries for the first year of the program are projected to be as follows: teaching assistant, \$20,000 for a 0.5 FTE; faculty instructors, \$120,000; instructional faculty associate appointments, \$60,000 per FTE; academic program manager, \$75,000 per FTE; student services, program coordinator, and financial specialist, \$50,000.

Fifteen of the program's 30 credits are taught in departments outside Soil Science. The program will make direct payments for seats in courses offered on a per-credit basis at a rate of \$600 per credit. In the first year of the program, these expenses will be approximately \$162,000, and as enrollment grows to 50 students, these costs will be \$405,000.

Other program expenses include new course development and maintenance costs (\$32,000 in the first year and \$7,000 after that); marketing, recruiting and admissions, starting at \$30,000 in the first year; CALS' allocation at 10% of tuition revenue; campus overhead allocation at 10% of tuition revenue, and scholarship allocation at 10% of tuition revenue. Criteria for scholarship awards will prioritize financial need, diversity, and Wisconsin residency.

Section VI – Net Revenue

The program is projected to generate a small amount of net positive revenue in Year 1 of the program and approximately \$325,000 by Year 5. Program revenues will be reinvested in new faculty lines, departmental teaching assistantships, program awards for exceptional performance, department salaries, staff professional development, and increased scholarship allocations to program students.

Date: 18 December 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 (MS)-Environmental Remediation and Management

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new MS-Environmental Remediation and Management at 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 select mission, overall academic plan, and academic degree program array. Students will be required to meet all the requirements and standards for an MS 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 Soil Science, the dean and academic planning council of the College of Agricultural and Life Sciences, the Graduate Faculty Executive Committee, and the University Academic Planning Council. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, and program review. The College of Agricultural and Life Sciences is committed to the necessary financial and human resources required to continue the program. The proposal provides details on these commitments.

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 February 4-5, 2021, 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

Copies:

Rebecca Blank, Chancellor, UW–Madison

Laurent Heller, Vice Chancellor for Finance and Administration

Jennifer Klippel, Madison Budget Office

David Murphy, Office of Vice Chancellor for Finance and Administration

Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Kate VandenBosch, Dean, College of Agricultural and Life Sciences

Karen Wasserman, Associate Dean, College of Agricultural and Life Sciences

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF PHILOSOPHY (Ph.D.) IN INFORMATION,
UW-MADISON**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Doctor of Philosophy in Information 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 Doctor of Philosophy in Information program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin-Madison proposes to offer a Ph.D. in Information. This program represents a reconfiguration of the existing Ph.D. in Library and Information Studies (Ph.D.-LIS). Admissions to the Ph.D.-LIS will be suspended effective fall 2021 and will be discontinued after remaining students complete the program (expected by summer 2023). The Ph.D. in Information will feature three prominent areas of research not previously reflected in the Ph.D.-LIS, namely human computer interaction, scientometrics/infometrics, and information retrieval. This change in the UW-Madison Information School's Ph.D. offering follows the broadening of the school's mission and subsequent renaming from the School of Library and Information Studies to the Information School (iSchool) in 2017. It also follows the university's strategic initiative focused on Computer, Data, and Information Sciences (CDIS). The goal of the CDIS initiative, launched in 2019, is for its students and graduates to 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 offering of the reconfigured Information Science program is expected to draw additional enrollments. The development of this Ph.D. program follows the August 2020 authorization of the M.S. in Information that will be implemented in fall 2021.

Graduates of the Ph.D. in Information will demonstrate mastery of statistical, computational, and digital data collection and analysis methodologies and will be prepared

to contribute to scholarship and instruction in the field. The program will focus on ensuring that all iSchool Ph.D. students obtain meaningful employment at the end of their Ph.D. degrees, whether in academia or in industries of business, manufacturing, and research outside of education. The Ph.D. in Information will be a 51-credit program, taught entirely face-to-face, featuring standard graduate tuition and fees. The Ph.D. in Information will accommodate the breadth of interests of new faculty and bring the program in line with changing field expectations and norms, and thus increase student demand and the number of students served by the program.

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

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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
DOCTOR OF PHILOSOPHY (Ph.D.) IN INFORMATION
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to offer a Doctor of Philosophy (Ph.D.) in Information. This program represents a reconfiguration of the existing Ph.D. in Library and Information Studies (Ph.D.-LIS). Admissions to the Ph.D.-LIS will be suspended effective fall 2021 and will be discontinued after remaining students complete the program (expected by summer 2023). The Ph.D. in Information will feature three prominent areas of research not previously reflected in the Ph.D.-LIS, namely human computer interaction, scientometrics/infometrics, and information retrieval. This change in the UW-Madison Information School's Ph.D. offering follows the broadening of the school's mission and subsequent renaming from the School of Library and Information Studies to the Information School (iSchool) in 2017. It also follows the university's strategic initiative focused on Computer, Data & Information Sciences (CDIS). The goal of the CDIS initiative, launched in 2019, is for its students and graduates to 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 offering of the reconfigured Information Science program is expected to draw additional enrollments. The development of this Ph.D. program follows the August 2020 authorization of the M.S. in Information that will be implemented in fall 2021.

Graduates of the Ph.D. in Information will demonstrate mastery of statistical, computational, and digital data collection and analysis methodologies and will be prepared to contribute to scholarship and instruction in the field. The program will focus on ensuring that all iSchool Ph.D. students obtain meaningful employment at the end of their Ph.D. degrees, whether in academia or in industries of business, manufacturing, and research outside of education. The Ph.D. in Information will be a 51-credit program, taught entirely face-to-face, featuring standard graduate tuition and fees. The Ph.D. in Information will accommodate the breadth of interests of new faculty and bring the program in line with changing field expectations and norms, and thus increase student demand and the number of students served by the program.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Madison

Title of Proposed Academic Degree Program

Information

Degree Designation(s)

Doctor of Philosophy

Mode of Delivery

Single university; face-to-face delivery

Department or Functional Equivalent

Information School

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. Over the first five years it is expected that 47 new students will have enrolled in the program. As well, of the eight students enrolled in the Ph.D.-LIS in fall 2020, four are expected to transfer into the Ph.D. in Information as continuing students. The remaining four Ph.D.-LIS students are sufficiently advanced in the program that they will stay in the program until graduation. New student enrollment is projected to be 8-10 students per year for a program that will generally be completed in five years. The average Ph.D. graduation rate is 70%–80%; continuing enrollment assumes attrition of one student between the first and second years and a second student between the third and fourth years. By the end of Year 5, it is expected that 41 students will be currently enrolled in the program and 10 will have graduated from the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

| Students/Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students | 8 | 9 | 10 | 10 | 10 |
| Continuing Students | 4 | 11 | 19 | 25 | 31 |
| Total Enrollment | 12 | 20 | 29 | 35 | 41 |
| Graduating Students | -- | -- | 2 | 2 | 6 |

Tuition Structure

For students enrolled in the Ph.D. in Information program, standard graduate tuition and fee rates will apply. For the 2020-21 academic year, full-time tuition is \$5,363.76 per semester for a Wisconsin resident and \$12,027.20 per semester for a nonresident. In addition, students pay \$734.30 in segregated fees per semester. Tuition for three credits in summer is \$2,011.41 for residents, \$4,510.20 for nonresidents, and an additional \$278.81 in segregated fees.

After the first two years in the program, most students will be dissertators and thus the projected tuition rates will adjust to \$1,411.41 per semester for residents and \$2,011.41 per semester for nonresidents (segregated fees are \$308 per semester). There are no program or course fees associated with the Ph.D. in Information.

DESCRIPTION OF PROGRAM

Overview of the Program

The Ph.D. in Information represents a reconfiguration of the existing Ph.D.-LIS. The reconfigured and modernized curriculum is comprised of 51 credits. This coursework includes: (1) the completion of 15 credits of iSchool-required courses covering methodologies, theories and research approaches, scholarly writing, field acculturation, and cohort socialization; (2) 12 credits of breadth requirements, including research design, statistics, working with digital data, and pedagogy; (3) completion of 12 credits of specialization and 12 credits of Ph.D. minor coursework electives; (4) completion of two research practica; (5) passage of two “mastery demonstration” papers that provide evidence of scholarly research and writing; (6) defense of a portfolio; (7) other electives, independent studies, and dissertation credit to achieve the minimum credit-hour requirement; and (8) successful defense of a dissertation. Consistent with UW-Madison policy, students will be required to complete at least 50 percent of their credits in graduate-level, graduate-focused courses. The program can be completed in five years.

Student Learning Outcomes and Program Objectives

The Ph.D. in Information will feature the following six student learning outcomes. Students will be able to:

1. Add to existing bodies of theory, scholarship, or scientific knowledge through critique, testing, or extension in scholarly output.
2. Demonstrate mastery of statistical, computational, and digital data collection and analysis methodologies.
3. Employ scholarly methodologies and tools appropriate to areas of study to inform research.
4. Demonstrate scholarly communication skills both orally and in writing.
5. Engage in service contributions as appropriate to profession and field of study.
6. Demonstrate teaching skills and experience including cultural competency training.

Graduates from the Ph.D. in Information program will primarily seek employment as faculty in information schools at universities in the United States and abroad, though both academic and industry careers will be supported and encouraged. Outside of higher education, graduates will be prepared for high-level positions in government and industry as data scientists, analysts, informatic specialists, data curators, and library directors. The Computing Research Associates (CRA) 2019 survey found that industry employment is common for Computer Science and iSchool Ph.D. graduates in the three tracked areas that will be represented in the proposed program: human computer interaction (HCI), information science, and social computing.

Program Requirements and Curriculum

Ph.D. admissions to the UW-Madison iSchool requires GRE scores; a GPA of 3.0 (on a 4.0 scale) or better in the last 60 hours of academic credit earned; a master's degree in an appropriate field; a detailed written statement of the area of research interest, fit with current faculty, and the purpose for pursuing doctoral study; and an interview (usually a phone interview) with the school's Ph.D. committee or other faculty members serving on the committee's behalf. International students must meet the Graduate School's language and degree requirements. Table 2 illustrates the 51-credit program curriculum for the proposed program.

Table 2: Ph.D. in Information Program Curriculum

| Core Required Courses | | 9 credits |
|--|--|-------------------|
| LIS 910 | Smr-Research Design & Methodology for Library & Info Studies | 3 credits |
| LIS 925 | Professional Writing and Reading (PWR) | 6 credits |
| Required Seminars (min. 6 credits from the list below) | | 6 credits |
| LIS 931 | Seminar in Information Policy, Management, and Institutions | 3 credits |
| LIS 940 | Seminar in Information Use and Users in Context | 3 credits |
| LIS 950 | Seminar in LIS Found: Histories, Philosophies, and Debates | 3 credits |
| LIS 975 | Seminar in Information Organization and Access | 3 credits |
| Breadth Requirements (min. 3 from each area) | | 12 credits |
| <i>Breadth Area 1: Introductory Research Design, Thinking, Methods</i> | | |
| LIS 603 | Research and Assessment for Information Professionals | 3 credits |
| COM ARTS 762 | Communication Research Methods | 3 credits |
| JOURN 658 | Communication Research Methods | 3 credits |
| <i>Breadth Area 2: Statistics/Numerical Literacy</i> | | |
| LIS 705 | Introductory Analytics for Decision Making | 3 credits |
| STAT 371 | Introductory Applied Statistics for Life Sciences | 3 credits |
| SOC 360 | Statistics for Sociologists I | 3 credits |
| SOC 362 | Statistics for Sociologists III | 3 credits |

| | | |
|--|---|-------------------|
| ED PSYCH | | |
| 760 | Statistical Methods Applied to Education I | 3 credits |
| ED PSYCH | | |
| 761 | Statistical Methods Applied to Education II | 3 credits |
| <i>Breadth Area 3: Working with Digital Data</i> | | |
| COMP SCI | | |
| 319 | Data Science Programming I for Research | 3 credits |
| SOC 365 | Data Management for Social Science Research | 3 credits |
| LIS 768 | Digital Humanities Analytics | 3 credits |
| ELPA 823 | Data Management for Education Policy Analysis | 3 credits |
| ED PSYCH | | |
| 551 | Quantitative Ethnography | 3 credits |
| STAT 303 | R for Statistics I | 3 credits |
| ELPA 823 | Data Management for Education Policy Analysis | 3 credits |
| ED PSYCH | | |
| 551 | Quantitative Ethnography | 3 credits |
| STAT 303 | R for Statistics I | 1 credit |
| STAT 304 | R for Statistics II | 1 credit |
| STAT 305 | R for Statistics III | 1 credit |
| <i>Breadth Area 4: Pedagogy and Teaching</i> | | |
| | Pedagogical Theory and Practice for Information | |
| LIS 639 | Professionals | 3 credits |
| CURRIC 818 | Teaching Controversial Issues | 3 credits |
| CURRIC 844 | Culturally Relevant Pedagogy | 3 credits |
| | | 12 |
| Specialization (min. 12 credits in an area of specialization) | | credits |
| | | 12 |
| Minor (min. 12 credits outside of the iSchool) | | credits |
| Total Credits | | 51 credits |

Assessment of Outcomes and Objectives

The Ph.D. in Information program has established an assessment plan that details the student learning outcomes, provides a plan for assessing each of the six learning outcomes, states who is responsible for assessment, and outlines the plan for review of the assessment information and creation of the required annual assessment summary report. Graduate program assessment planning and student learning assessment routines are guided by university established processes, and findings are used to support continuous improvement.¹

¹ <https://assessment.provost.wisc.edu/academic-program-assessment-plans-guidelines-and-templates/>

Information to assess student learning is collected in many ways. Ph.D. students submit data on program progress in an annual report. The report allows the committee to spot problems and recommend solutions, as well as collect data for indirect measurements of work and student achievement toward program learning outcomes. The form is included in the students' ePortfolios. To advance to dissertator status, all Ph.D. students must submit, present, and orally defend their ePortfolio, providing evidence that they have met all program requirements. The iSchool also employs numerous direct measures of student achievement of learning outcomes, including mastery demonstration papers, a research practicum, evaluations of teaching (for students who teach a course), the dissertation proposal, and the dissertation itself.

Diversity

The proposed Ph.D. in Information program's curriculum and learning outcomes will advance inclusive excellence. For example, the sixth learning outcome requires students to develop cultural competency and/or inclusive teaching skills. Students can achieve this in the curriculum through the pedagogy requirement—they can take LIS 639 Pedagogical Theory and Practice for Information Professionals, which includes material on cultural competencies for teaching, or the alternative recommended course CURRIC 844 Culturally Relevant Pedagogy. There are additional opportunities for students to advance inclusive excellence: through seminars; by interdisciplinary coursework that engages with issues of diversity with respect to perspectives, theories, practices, and populations different from themselves; and via a Ph.D. internship.

The Ph.D. in Information will actively pursue equity in student recruitment, access, retention, and degree completion. Within the context of iSchool Ph.D. programs, diversity efforts focus on the recruitment and retention of students of color. In support of these efforts, in 2020, the school received a significant new gift and the faculty plan to use a portion of annual endowment monies to support diversity goals including recruitment of diverse Ph.D. students. In terms of retention, the school's Equity and Diversity Committee is in the process of developing a plan for retention of students, faculty, and staff of color. Retention of diverse Ph.D. students will be included in the investigation and plan development process. In addition, the university's Graduate School has developed a range of important programs to support graduate students of color, both socially and academically, and the iSchool Ph.D. chair will encourage Ph.D. students of color to use these programs. Student support will also be a focus within the program. The iSchool Ph.D. committee chair liaises with the iSchool's graduate student advisors to help support Ph.D. student success and completion. All Ph.D. students have access to department funds to support travel to conferences where they are presenting their research or where they are involved in scholarly society governance. All Ph.D. students have access to departmental-level funds to support data collection for their dissertations. The iSchool complies with the Graduate School's goal of ensuring five years of full funding for all Ph.D. students. Most students are funded through teaching assistant positions. The department supports Ph.D. students of color by nominating them for campus-level awards. For example, a 2017 Ph.D.

student of color graduate won a Robert Wood Johnson Foundation Health & Society Scholars Program Dissertation Grant and a teaching assistant fellowship award from the College of Letters & Science.

The program will also work to ensure equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences. The Ph.D. program is overseen and run by the iSchool faculty. The iSchool has been active users of the university's Target of Opportunity (TOP) faculty hiring program, hosting two pipeline visits, and making a successful TOP hire in 2020. The iSchool faculty are committed to annually inviting two to three pipeline development visits to build relationships with potential future diverse faculty recruits.

There are several diversity-related plans and strategic initiatives at the university that are closely linked with the development of the Ph.D. in Information. For example, the iSchool is part of the Computer, Data & Information (CDIS) initiative. CDIS has the goal of increasing the diversity of students that pursue research related to computing, data, and information sciences and fields an active CDIS-level Diversity Committee, which encourages sharing of initiatives across the three departments. CDIS is currently seeking donor support for a CDIS summer research opportunity program in which the iSchool would participate. The iSchool also has a representative on the College of Letters & Science's (L&S) Equity and Diversity Committee and has fully participated in L&S diversity efforts. One college-level effort has been requiring annual departmental diversity reports. Another L&S emphasis has been the Undergraduate Research Scholars (URS) program, which is aligned with several support offices for students of color, and the iSchool faculty are now active users of the URS program.

Collaborative Nature of the Program

The Ph.D. in Information is a UW-Madison program and has no collaborations with other UW institutions. The program will be housed in the iSchool as part of the Computer, Data & Information (CDIS) initiative, which also includes the Department of Computer Science and the Department of Statistics. There is opportunity for collaboration with advanced study in programs in Computer Sciences, Statistics, and Data Science.

Projected Time to Degree

The Ph.D. in Information program is designed to be completed in five years of full-time study. Most students will achieve dissertator status by the third year.

Program Review

As for all new UW-Madison graduate programs, the program will undergo an informal review by the Graduate Faculty Executive Committee three years after implementation to assess early progress to program goals. All UW-Madison programs undergo a formal program review five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program review at not more

than 10-year intervals, following the UW-Madison guidelines. To prepare for the five-year and subsequent program reviews, 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. This self-study is then subject to consideration by a review committee, the dean, and governance committees. The program faculty take the lead in addressing recommendations arising from these reviews to implement changes to program policies and practices.

Accreditation

There is no specialized or institutional accreditation required specifically for the Ph.D. in Information. As for other new programs UW-Madison will follow reporting requirements for the Higher Learning Commission (HLC). The M.S.-Library and Information Studies is the accredited program in the iSchool, and it will remain in that format. UW-Madison is approved by the Higher Learning Commission to add Ph.D. programs in areas with existing scholarship, curriculum, and faculty.

JUSTIFICATION

Rationale and Relation to Mission

The entire information field has undergone significant transformation as computational and data-driven systems have come to underlie much of contemporary society. These changes have led to the development of new areas of research and scholarship in information schools worldwide. At UW-Madison, the iSchool faculty have made numerous adjustments to the curriculum of the Ph.D. in Library and Information Studies (Ph.D.-LIS) over the past 15 years to keep up with changes in the field and support student recruitment efforts, but it has been increasingly difficult given program constraints. For example, the current program is classified in a curricular area of Library Science/Librarianship (CIP 25.0101); however, modernized curricula in this field are more commonly aligned with the curricular area of Information Science/Studies (CIP 11.0401). In the past 10 years, the program found that it lost the best Ph.D. applicants to other programs that were more up-to-date and in the curricular area of Information Science and that had a larger faculty able to support desired research areas. Subsequently, the program was identified as low-degree-granting in 2019, reflecting the smaller size of recently admitted student cohorts.

This proposal for the reconfigured and retitled Ph.D. in Information represents a reinvigoration of Ph.D. education at the iSchool. Under the CDIS initiative and recognizing the opportunities for innovation and expansion in the study of Information, the iSchool has added six faculty in recent years to support a strategic expansion at the bachelor's, M.S., and Ph.D. levels. The Ph.D. program will be better able to compete for top students with

this updated Ph.D. program name, focused and contemporary learning outcomes, and a flexible and evolved program structure.

The Ph.D. in Information will contribute directly to the mission of the UW System by extending knowledge and its application beyond the boundaries of the campus. The doctoral students and their research will take advantage of campus faculty expertise and research prowess to explore issues at the nexus of people, data, information, and computing. It will also contribute to UW-Madison's mission to strengthen interdisciplinary studies and pioneer a new field of learning. The program is designed to benefit from the Information School's interdisciplinary ties to CDIS and other departments at UW-Madison. The proposed program will also attract graduate students who will contribute to production of cutting-edge research with UW-Madison faculty and who will go on to take faculty jobs and shape future scholarship and teaching in the Information field.

Similarly, the program supports several key themes in UW-Madison's strategic plan, namely excellence in research and scholarship and being a high-performing organization. The iSchool is eager to expand research opportunities for its students and to maintain enrollment levels that support collaboration and fiscal strength.

University Program Array

In 2019, the iSchool partnered with Computer Sciences and Statistics and began a collaboration as Computer, Data & Information Sciences (CDIS), a division within the College of Letters & Science. CDIS serves as a strategic hub to strengthen UW-Madison's national and international leadership in these disciplines. A central goal of CDIS is to be a leader in research in the computing, data, and information science fields. The proposed Ph.D. in Information will contribute to this mission by better supporting doctoral student research that can take advantage of the expertise of the three partner departments and that explores issues in the nexus of people, data, information, or computing.

Other Programs in the University of Wisconsin System

In the UW System, only UW-Milwaukee hosts a Ph.D. in a similar area, the Ph.D. in Information Studies. The UW-Milwaukee program is a 33-credit program, offers some online coursework, and has different requirements for coursework in residence.

Need as Suggested by Current Student Demand

The Ph.D. in Information will continue to serve the same audience as the existing Ph.D.-Library and Information Studies (Ph.D.-LIS), but the Ph.D. in Information will also serve a much broader audience of student and scholarly interests. These interests include human computer interaction, scientometrics/infometrics, and information retrieval. Experience with applicants to the current Ph.D.-LIS and the kinds of interests they express is, in part, driving this proposal, as students are seeking the course of study and research presented in the proposed Ph.D. in Information. As an example, for the fall 2020 admissions cycle to the Ph.D.-LIS, only one student enrolled out of four offers of admission

compared to two acceptances out of three offers for fall 2019. The Ph.D.-LIS simply does not attract students with the breadth of interests of the Ph.D. in Information. With the implementation of the reconfigured Ph.D. in Information, new enrollments are expected to be substantially higher, at eight to ten per year.

The Ph.D. in Information program will improve competitiveness with programs at major research universities, draw more Ph.D. applicants, increase acceptance of offers among top candidates, and allow for an expanded funding base for students. The program will also focus on ensuring that all Information School Ph.D. students obtain meaningful employment at the end of their Ph.D. degrees, whether in academia or industry, and build potential for graduates to take positions in university and college settings or research and leadership positions in industry and government.

Need as Suggested by Market Demand

As mentioned, relative to student demand, the Ph.D. in Information will feature three prominent areas of research not previously reflected in the Ph.D. in Library and Information Studies, namely human computer interaction, scientometrics/infometrics, and information retrieval. These areas of study will attract new students because each of the three has strong industry employment potential and need. Students who specialize in these areas have the choice of academic careers or research positions in industry. Peer comparisons, and conversations with current Ph.D. students, indicate the importance of support for industry jobs to attract top Ph.D. students. Peer programs are already providing clear pathways for both academic employment and industry employment. For example, the University of Michigan² reports recent alumni have taken academic positions and industry positions at Uber, Vanguard, Google, Facebook, and Robinhood Financials. Similarly, the University of Washington³ reports recent alumni have taken academic positions and industry research positions at Facebook, Google, and Microsoft. Curricula and statements on these programs' websites indicate support for a wide range of careers, including academic, business, and government. iSchool Ph.D. students may choose to go on to take jobs in industry due to the competitive salaries and ample opportunities, and many current Ph.D. students are interested in industry employment options.

A National Science Foundation analysis⁴ of the Survey of Earned Doctorates reports that from the broad category of Computer & Information Science and Math, 72.8% of 2019 Ph.D. graduates reported having definite employment commitments at the point of graduation; of those reporting industry employment, the average reported starting salary was \$140,000. Additional information is available from the most recent placement data⁵


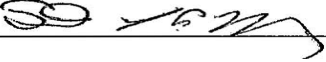
² (<https://www.si.umich.edu/programs/phd-information/career-support-and-career-outcomes> as of 12 20 2020

³ <https://issuu.com/uwischool/docs/phd-brochure> as of 12 20 2020

⁴ <https://nces.nsf.gov/pubs/nsf21308/report/postgraduation-trends> as of 12 20 2020

⁵ <https://cra.org/wp-content/uploads/2020/05/2019-Taulbee-Survey.pdf> as of 12 20 2020

(2019) from the Computing Research Associates (CRA), which represents over 200 North American organizations active in computing research including universities, research centers, government, and professional societies. The 2019 survey reports that industry employment is common for Computer Science and iSchool Ph.D. graduates in the three tracked areas that will be represented in the proposed program: human computer interaction (HCI), information science, and social computing. Responding 2019 North American Ph.D. graduates took industry employment at the following rates: specializations in HCI, 45%; specialization in information science, 41%; and specialization in social computing, 52%. (The sum is greater than 100% because some positions cover more than one specialization.) The reported level of unemployment was very low. As the market need for bachelor's- and master's-level graduates of Information Science/Studies grows, the opportunities for academic positions in teaching, research, and leadership in those areas will also be expanding.

| University of Wisconsin - Madison | | | | | | |
|---|---|-------------|-----------|-------------|-------------|-------------|
| Cost and Revenue Projections For PhD 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 | 8 | 9 | 10 | 10 | 10 |
| | Enrollment (Continuing Student) Headcount | 4 | 11 | 19 | 25 | 31 |
| | Enrollment (New Student) FTE | 8 | 9 | 10 | 10 | 10 |
| | Enrollment (Continuing Student) FTE | 4 | 11 | 19 | 25 | 31 |
| II | Total New Credit Hours | | | | | |
| | Existing Credit Hours | 288 | 480 | 531 | 600 | 633 |
| III | FTE of New Faculty/Instructional Staff | | | | | |
| | FTE of Current Faculty | 1.20 | 1.80 | 2.40 | 3.00 | 3.00 |
| | FTE of Current Faculty Program Director | 0.10 | 0.13 | 0.14 | 0.20 | 0.20 |
| | FTE of Current Instructional Staff | 0.50 | 0.50 | 1.00 | 1.00 | 1.00 |
| | FTE of New Admin Staff | | | | | |
| | FTE Current Admin Staff - Graduate Coordinator | 0.15 | 0.18 | 0.20 | 0.23 | 0.25 |
| IV | Revenues | | | | | |
| | <i>From Tuition</i> | \$247,806 | \$350,940 | \$428,172 | \$474,488 | \$505,286 |
| | <i>From Fees</i> | \$0 | \$0 | \$0 | \$0 | \$0 |
| | <i>Program Revenue - Grant funding for RA support</i> | | | \$210,008 | \$428,417 | \$686,691 |
| | <i>Tuition Remission Surcharge for RA</i> | | | \$84,000 | \$168,000 | \$264,000 |
| | <i>GPR (re)allocation - TA support</i> | \$164,000 | \$334,560 | \$383,908 | \$413,341 | \$421,607 |
| | <i>GPR (re)allocation</i> | \$113,888 | \$55,178 | \$89,194 | \$102,593 | \$17,212 |
| | Total Revenue | \$525,694 | \$740,678 | \$1,195,282 | \$1,586,838 | \$1,894,795 |
| V | Expenses | | | | | |
| | Salaries plus Fringes | | | | | |
| | <i>Faculty</i> | \$144,000 | \$220,320 | \$299,635 | \$382,035 | \$389,676 |
| | <i>Instructional Staff</i> | \$40,000 | \$40,800 | \$83,232 | \$84,897 | \$86,595 |
| | <i>Faculty Program Director</i> | \$12,000 | \$15,912 | \$17,479 | \$25,469 | \$17,319 |
| | <i>Graduate Coordinator</i> | \$12,000 | \$14,688 | \$16,646 | \$19,526 | \$32,473 |
| | <i>Fringe benefits for FA/AS at 33.6%</i> | \$69,888 | \$98,018 | \$140,109 | \$172,007 | \$176,757 |
| | <i>Research Assistantships (from grants)</i> | | | \$180,730 | \$368,689 | \$590,956 |
| | <i>Fringe benefits for RA's at 16.2%</i> | | | \$29,278 | \$59,728 | \$95,735 |
| | Other Expenses | | | | | |
| | <i>Tuition Remissions for TA/RA appointments</i> | \$247,806 | \$350,940 | \$428,172 | \$474,488 | \$505,286 |
| | Total Expenses | \$525,694 | \$740,678 | \$1,195,282 | \$1,586,838 | \$1,894,795 |
| VI | Net Revenue | \$0 | \$0 | \$0 | \$0 | \$0 |
| Submit budget narrative in MS Word Format | | | | | | |
| Provost's Signature: John Karl Scholz, Provost | | | | Date: | | |
|  | | | | 12 17 2020 | | |
| Chief Business Officer's Signature: David Murphy, AVC of I | | | | Date: | | |
|  | | | | 12 8 2020 | | |

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON DOCTOR OF PHILOSOPHY (Ph.D.) IN INFORMATION

Introduction

The proposed Ph.D. in Information represents a reconfiguration of the existing Ph.D. in Library and Information Studies (Ph.D.-LIS). Admissions to the Ph.D.-LIS will be suspended effective fall 2021 and will be discontinued after remaining students complete the program (expected by summer 2023). The program will feature three prominent areas of research not previously reflected in the Ph.D.-LIS, namely human computer interaction, scientometrics/infometrics, and information retrieval. The modernization of the curriculum will increase and sustain student demand for the program. This change is driven by the renaming and broadening of the mission of the former School of Library and Information Studies to the Information School (iSchool) in 2017, and the university's strategic investment to expand Computer, Data and Information Sciences (CDIS). The goal of the CDIS initiative, launched in 2019, is for its students and graduates to 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. These efforts are supported by the hiring of six iSchool faculty in recent years whose broader research directions align with this strategic direction.

Section I – Enrollment

The Ph.D. in Information will enroll 8 to 10 new students a year. Four students enrolled in the Ph.D.-LIS will transfer into the Ph.D. in Information; four other students in Ph.D.-LIS are sufficiently far advanced in the program, and thus it is in their best interest to complete the Ph.D.-LIS. The program will achieve an estimated enrollment of 41 students by Year 5 of the program. As for most Ph.D. programs at UW-Madison, students will be full time and so the headcount and FTE are the same. Typical completion time will be five years. The Ph.D. graduation rate on average is between 70% to 80% and, to account for this, the enrollment projections assume attrition of one student from the entrance cohort between the first and second year and a second student between the third and fourth year.

Section II – Credit Hours

The program enrollment will generate approximately 288 student credit hours in Year 1 of the program and more than 600 student credit hours by Year 5 of the program. Each student will enroll in approximately 24 credits in each of the first two years. By a student's third year of enrollment, the student will have achieved dissertator status. At dissertator status, the student will enroll in a total of 9 credits annually (3 credits per fall, spring, summer) in the third and subsequent years. Full-time status for dissertators is 3 credits. The minimum number of program credits is 51; most students will complete more than the minimum. Because coursework is based on existing courses available for the

Ph.D.-LIS or developed for the recently approved M.S. in Information (August 2020 Board of Regents), the credits are counted as existing credits.

Section III – Faculty and Staff Appointments

The faculty of the iSchool will serve as course instructors, graduate faculty, and Ph.D. advisors for students in this program. An estimated 0.10 FTE of effort for 12 faculty will be allocated to this program in Year 1 of the program, and that effort will expand to approximately 0.25 FTE per faculty member by Year 4 of the program. This represents a transition and reallocation of effort from the existing Ph.D.-LIS, which will be discontinued. All iSchool faculty will provide academic advising, research supervision, and career mentoring, and will run recruitment and admissions.

The iSchool's professional instructional staff who primarily teach in other iSchool programs will also contribute to course instruction. An estimated 1.0 FTE of effort will come from these staff by Year 3 of the program.

The Ph.D. in Information will be supported by the faculty Ph.D. program director who manages the program (0.1 FTE in Year 1 and 0.2 FTE by Year 5) and the efforts of all faculty in recruiting, admissions, and program oversight. Two graduate program coordinators who serve the Ph.D.-LIS and other iSchool programs will support the Ph.D. in Information, with a combined effort of approximately 0.15 FTE in Year 1 and growing to 0.25 FTE by Year 5. Student services needs will be monitored and, over time, will be adjusted as needed.

Section IV – Program Revenues

The Ph.D. in Information is an evolution of the existing Ph.D.-LIS and will be supported by reallocation of funds from one program to the other and the expansion of the iSchool made possible by the university's strategic investment in CDIS.

Tuition Revenues

Ph.D. in Information students will be under regular graduate tuition rates. In the first two years, students will be full-time students, and for the purposes of this budget estimate, an approximate 50/50 split of resident and nonresident students is assumed. Those rates are \$5,363.76 for full-time, resident graduate students in fall and spring, \$12,027.20 for full-time, nonresident graduate students in fall and spring, \$2,011 for residents in summer, and \$4,510 for nonresidents in summer. After the first two years, this projection assumes students will be dissertators and use these rates: \$1,411 each semester for residents and \$2,011 each semester for nonresidents. This model assumes that graduate tuition will not be increased over this time.

The total tuition amounts are estimated at \$247,806 in Year 1 and \$505,286 by Year 5. The Program Expenses section provides an explanation that most tuition will be remitted because students will hold graduate assistantships that carry tuition remission as a benefit.

Program/Course Fees

There are no course or program fees.

Grants/Extramural Funding

Extramural funding to faculty research programs will be used to support graduate students in research assistantships, usually for students in their third and subsequent years. The 50% rate for an annual Research Assistantship (RA) in 2020-21 is \$24,816, and the budget projection assumes a 2% annual increase. A fringe benefit rate of 16.2% is applied to the RA funding. Estimated total amounts for RA funding from grants are \$210,000 starting in Year 3 and \$687,000 by Year 5.

Grant funding is also the source for the tuition remission surcharge of \$12,000 per RA to partially cover the tuition remission received by students with RAs. This funding will amount to \$84,000 in Year 3 of the program and will increase with the number of RAs.

Program Revenue (PR)

This is not a program-revenue program. However, potential funding for the Ph.D. in Information will come from the M.S. in Information, also launching in fall 2021 (approved by the Board of Regents in August 2020). The M.S. in Information is a revenue program that is expected to generate more than \$300,000 in investment margin by the program's fifth year of operation. Those funds will be invested in student support for all iSchool programs, graduate student stipends, and faculty research support. There is no line item included in the Ph.D. in Information budget representing these funds, although this is an important component of the entire iSchool strategy for its educational programs.

General Program Revenue (GPR)

The practice at UW-Madison is to fully fund Ph.D. students in research programs to the extent possible. Funding for students in their first two years will come from teaching assistant (TA) positions, and this TA support is presented in this budget as revenue for the program. Ph.D. in Information graduate students will be well qualified for TA positions in a range of courses under CDIS programs, which have growing undergraduate interest and enrollment and thus growing demand for teaching assistants. The 50% rate for an annual TA in 2020-21 is \$20,500, and the budget assumes 2% increases in the rate annually. As described above, when students reach their third year, they will generally be supported on research assistantships. This is the general pattern for most students although the mix of funding sources will vary from student to student.

The program will be funded by GPR reallocation from the existing Ph.D.-LIS to the Ph.D. in Information, and as part of the strategic funding to faculty through the CDIS initiative sufficient to fully fund the program. In Year 1 of the program, this amount is estimated at \$113,888, and in Year 5 it is estimated at \$17,212. This funding will be adjusted as needed to leave the program with a zero net revenue position.

Section V – Program Expenses

Because the proposed program represents a reconfiguration and transition from a similar program, there will be few new costs to the university, although with wider appeal for the current market. Like other Ph.D. programs, this Ph.D. program feeds a virtuous cycle whereby graduate students contribute to instruction, research, and scholarship that generates new extramural revenue streams, usually in terms of grant funding.

Salary and Fringe Expenses.

Salaries for faculty, including the faculty director, assume a 2% annual increase with a base average salary estimated from actuals at \$120,000. The contribution of instructional staff and graduate coordinators estimates a 2% annual increase on a base average salary of \$80,000. Fringe benefits use the 2020-21 rate of 33.6% for faculty and academic staff. Total faculty, staff salary, and fringe expenses total approximately \$300,000 in Year 1 and increase to \$750,000 over the first five years as enrollment grows, which requires an increasing level of time from the participating faculty and staff.

Research assistantships will be funded from grants, and that funding is shown starting in Year 3 of the program, when the first students are entering their third year. These stipends are subject to a 16.2% fringe benefit rate.

Teaching assistants are not shown in the Salary and Fringe Expenses section because most of the graduate courses will not have teaching assistants. The TA positions to which students will be appointed will be in other programs.

Other Expenses

Other expenses include the tuition remissions that are provided for graduate students who hold TA, RA, or PA positions. The expectation is that students will be fully funded, and thus this analysis shows that all tuition is remitted, and this line matches the tuition revenue above.

Other expenses such as office space, library resources, and computing are associated with the existing Ph.D.-LIS and distributed across the iSchool and the CDIS sector; thus, they are not detailed here because they are not program-specific expenses.

Section VI – Net Revenue

This program is a restructuring of an existing program, and the expectation is that the program will be revenue neutral. Thus, the program provides an opportunity for a substantial expansion of the work of the faculty in the iSchool, serves Wisconsin and national markets, and elevates the reputation and prestige generated through the CDIS initiative.

Date: 18 December 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: Doctor of Philosophy (PhD)-Information

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a PhD-Information at 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 select mission, overall academic plan, and academic degree program array. Students will be required to meet all the requirements and standards for a PhD 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 (iSchool), the dean and academic planning council of the College of Letters & Science, the Graduate Faculty Executive Committee, and the University Academic Planning Council. I send the proposal forward with broad university-wide support, governance approval, and my endorsement.

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 proposal provides details on these commitments.

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 February 4-5, 2021, 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

Copies:

Rebecca Blank, Chancellor, UW–Madison

Laurent Heller, Vice Chancellor for Finance and Administration

Jennifer Klippel, Madison Budget Office

David Murphy, Office of Vice Chancellor for Finance and Administration

Jocelyn Milner, Vice Provost, Academic Planning and Institutional Research

Eric Wilcots, Dean, College of Letters & Science

Kristin Eschenfelder, Associate Dean, Letters & Science

Elaine Klein, Associate Dean, Letters & Science

Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
DOCTOR OF EDUCATION (EdD) IN MONTESSORI STUDIES,
UW-RIVER FALLS**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Doctor of Education in Montessori Studies program at the University of Wisconsin-River Falls.

Resolution C.5.: That, upon the recommendation of the Chancellor of UW-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Education in Montessori Studies program at the University of Wisconsin-River Falls.

SUMMARY

The University of Wisconsin-River Falls proposes to establish a Doctor of Education (EdD) program in Montessori Studies (Montessori EdD). The proposal responds to strong demands for a terminal degree focusing on the Montessori philosophy and its application in areas such as eldercare, educational leadership, special education, and social justice. The proposed program will contribute to the mission of UW-River Falls by preparing students with distinctive academic training to meet challenging profession and workforce demands and by attracting students with strong education potential and diverse socioeconomic backgrounds from Wisconsin, the Upper Midwest, across the country, and internationally. The program contributes to key strategic planning goals including creating distinctive academic excellence—specifically, this will be the first accredited EdD in Montessori Studies in the United States; engaging students in global education; and fostering relationships between UW-River Falls and partners such as the UW System EdD cooperative schools offering EdD programs. Graduates will be equipped to assume leadership roles, design curriculum, engage in education policy discussions, apply Montessori philosophy in emerging areas, and conduct research in both PreK-12 education and related fields. Students will be able to complete the program's 54 credits within three years, including 21 foundational, 9 research, 15 elective, and 9 dissertation credits. The proposed Montessori EdD program would be operated as a service-based pricing program and is part of the UW System's EdD cooperative agreement, sharing electives with sister campuses offering EdD programs. A market analysis by Hanover Research indicated that "graduates of a program

in Montessori education will likely enjoy a favorable labor market. Employment projections are strong at the national level.”

- David Travis, Provost and Vice Chancellor for Academic Affairs and Student Success, UW-River Falls

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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
- E) Addendum: Criteria for Establishing Professional Practice Doctorates

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTOR OF EDUCATION (EdD) IN MONTESSORI STUDIES
AT UNIVERSITY OF WISCONSIN-RIVER FALLS
PREPARED BY UW-RIVER FALLS**

ABSTRACT

The University of Wisconsin (UW)–River Falls proposes to establish a Doctor of Education (EdD) program in Montessori Studies (Montessori EdD). The proposal responds to strong demands for a terminal degree focusing on the Montessori philosophy and its application in areas such as eldercare, educational leadership, special education, and social justice. The proposed program will contribute to the mission of UW-River Falls by preparing students with distinctive academic training to meet challenging profession and workforce demands and by attracting students with strong education potential and diverse socioeconomic backgrounds from Wisconsin, the Upper Midwest, across the country, and internationally. The program contributes to key strategic planning goals including creating distinctive academic excellence—specifically, this will be the first accredited EdD in Montessori Studies in the United States; engaging students in global education; and fostering relationships between UW-River Falls and partners such as the UW System EdD cooperative schools offering EdD programs. Graduates will be equipped to assume leadership roles, design curriculum, engage in education policy discussions, apply Montessori philosophy in emerging areas, and conduct research in both PreK-12 education and related fields. Students will be able to complete the program’s 54 credits within three years, including 21 foundational, 9 research, 15 elective, and 9 dissertation credits. The proposed Montessori EdD program would be operated as a service-based pricing program and is part of the UW System’s EdD cooperative agreement, sharing electives with sister campuses offering EdD programs. A market analysis by Hanover Research indicated that “graduates of a program in Montessori education will likely enjoy a favorable labor market. Employment projections are strong at the national level.”

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-River Falls

Title of Proposed Academic Degree Program

Montessori Studies

Degree Designation(s)

Doctor of Education

Mode of Delivery

Single university. Both 50% or more distance delivery and face-to-face delivery.

Department or Functional Equivalent

Department of Teacher Education

College, School, or Functional Equivalent

College of Education and Professional Studies

Proposed Date of Implementation

June 2022

Projected Enrollments and Graduates by Year Five

The program is designed to enroll cohorts of students who will be full-time students taking primarily the same courses during the first year. The curriculum is also constructed to provide overlap of some courses beginning in Year 2 for the first and second cohorts. 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 62 students will have enrolled in the program and 32 students will have graduated from the program. The average student retention rate is projected to be about 83%, which aligns with other EdD programs in the UW Cooperative.¹

Table 1: Five-Year Academic Degree Program Enrollment Projections

| Students/Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students | 14 | 12 | 12 | 12 | 12 |
| Continuing Students | 0 | 12 | 22 | 20 | 20 |
| Total Enrollment | 14 | 24 | 34 | 32 | 32 |
| Graduating Students | | | 12 | 10 | 10 |

Tuition Structure

For students enrolled in the EdD in Montessori Studies program, service-based pricing will apply. For all semesters and for both resident and nonresident students, tuition is \$725 per credit. Full-time students will enroll in six credits per term (fall, spring, and summer). In addition, the standard UW-River Falls segregated fees for graduate students enrolled in six credits, currently \$571.21 for fall and spring terms and \$365.60 for summer term, will apply. (<https://www.uwrf.edu/studentbilling/TuitionFees/Wisconsin.cfm>)

¹ The projected retention rate of 83% was informed by the experiences of other programs within the University of Wisconsin System's EdD Cooperative. Through email correspondence with the program directors, UW-Stout reported a retention rate of 85%; UW-La Crosse, 84%; and UW Oshkosh, 90%.

DESCRIPTION OF PROGRAM

Overview of the Program

With advising, planning, and course selection, students will be able to complete the program in 54 credits. The curriculum includes 21 credits of foundational courses, 9 credits of research courses, 15 credits of elective courses, and 9 credits of dissertation courses. The program also requires a minimum of five weeks of summer residency spanning three years. Students complete electives allowing them to develop areas of competency relevant to their professional goals (i.e., educational leadership, special education, adult education, dementia care, social justice, antibias/antiracism, and policy and law). In addition, in consultation with their advisor, students have the option to complete and transfer elective credits offered by education doctoral programs from other UW institutions. Elective coursework may include professional internships or other individual professional mentoring within settings relevant to either each student's career goals or degree and/or research specialization. The program anticipates that most of its graduates will be placed into domestic positions, with some international placements being likely in countries such as Australia, Canada, Greece, and the United Kingdom.

Student Learning Outcomes and Program Objectives

The program objectives support the development of Montessori leaders in education, management, policy, and curriculum development. Course content has been designed to achieve the following specific outcomes:

- Student is able to apply Montessori philosophy across the stages of human development—inclusive of all abilities and learning needs—to ensure positive, sustainable growth and development.
- Student is able to demonstrate leadership competencies that model servitude, advocacy, equity, collaboration, and inclusivity.
- Student is able to collect assessment data, interpret, and use in decision-making.
- Student is able to design and conduct research.
- Student is able to engage in personally transformative work that promotes growth, agency, and action.

Program Requirements and Curriculum

Admission requires an earned master's degree from an accredited institution. These degrees are expected to be primarily from education-related fields but related disciplines, such as social work, sociology, and psychology, will also be considered. In addition, a candidate's essay addressing how previous degree(s) and/or work experience have prepared the applicant to complete an EdD in Montessori Studies, GRE scores (i.e., 152 for verbal and quantitative reasoning and 3.8 for analytical writing), an application fee, and submission of official transcripts that document an average of at least 3.00/4.00 for graduate work are also required. Applicants for whom English is a second language must demonstrate English proficiency through either IELTS or TOEFL scores.

Table 2 illustrates the program curriculum for the proposed EdD. The program requires 21 foundational, 9 research, 15 elective, and 9 dissertation credits. In addition, with prior approval from an advisor, students in this program will be eligible to transfer up to 9 credits of electives from other EdD programs offered by the UW System cooperative campuses.

Table 2: Doctorate in Education in Montessori Studies Program Curriculum

Foundational courses required for graduation (18 credits)

| | | |
|----------|---|-----------|
| MONT 800 | Intro to Doctoral Studies and Montessori* | 3 credits |
| MONT 802 | Social & Organizational Systems, Leadership & Change* | 3 credits |
| MONT 804 | Montessori and Social Change* | 3 credits |
| MONT 806 | Montessori Education, Policy and Law* | 3 credits |
| MONT 810 | Lifespan Development & the Human Condition | 3 credits |
| MONT 812 | Identity, Diversity and Montessori | 3 credits |

Program support courses (complete one course, 3 credits)

| | | |
|----------|---|-----------|
| MONT 814 | Montessori Action Leadership | 3 credits |
| MONT 816 | Montessori Theory Applied to a Field of Study | 3 credits |

Academic degree program major course requirements (9 credits)

| | | |
|----------|---|-----------|
| MONT 820 | Quantitative Research in a Montessori Setting | 3 credits |
| MONT 822 | Qualitative Research in a Montessori Setting | 3 credits |
| MONT 824 | Research Design* | 3 credits |

Electives (15 credits)**

| | | |
|----------|---|-----------|
| MONT 841 | Montessori Study at a Developmental Plane | 3 credits |
| MONT 842 | Montessori and Comparative Pedagogies | 3 credits |
| MONT 756 | Adult Education | 3 credits |
| MONT 845 | Montessori and Eldercare/Dementia | 3 credits |
| MONT 846 | Montessori and Special Education | 3 credits |
| MONT 847 | Montessori and Social Justice | 3 credits |
| MONT 889 | Special Topics (may be taken twice) | 3 credits |
| MONT 898 | Independent Research | 3 credits |

Dissertation (9 credits taken in 3 credit increments)

| | | |
|----------|--------------|-----------|
| MONT 899 | Dissertation | 3 credits |
|----------|--------------|-----------|

Total Credits

54 credits

*Requires summer residency.

** In consultation with an advisor, students will be eligible to transfer up to 9 credits of electives from other EdD programs offered by the UW System cooperative campuses.

Assessment of Outcomes and Objectives

The EdD in Montessori Studies will regularly assess and improve its program through program, departmental, and institutional procedures and practices.

Process for Assessment

UW-River Falls requires that departments perform annual assessments of programming and provides departments with rubrics addressing specific assessment requirements. Thus, assessment of the program will be performed by the Department of Teacher Education on a yearly basis. In addition, a comprehensive assessment using university assessment processes and formats will be performed every three years, summarizing all data for a program improvement process review and, every sixth year, an institutional program audit review. Additionally, the program will seek approval from the Higher Learning Commission, which necessitates continuous assessment of students to determine whether students are meeting student learning outcomes and, if not, requires that the program address any shortcoming.

- Integrative direct assessments – As part of its direct assessment, the program will electronically maintain performance data to assess student outcomes. Student outcomes will be assessed through different measures, depending on the outcome. In addition to a dissertation prospectus, dissertation, and defense, these assessments range from critical essays and research studies to advocacy plans. Aggregate trend data collected for the artifacts associated with each learning outcome will be included in assessment reports.
 - Background research: Students' ability to conduct background research will be assessed by literature reviews and reports based on surveys, observations, and interviews used to obtain information on previously conducted research in specific areas or to ascertain variables that contribute to an issue or challenge in the field of exploration.
 - Proposals: Research proposals and plans to advocate for social change will be used to assess graduate students' ability to apply inquiry and critical thinking to create research questions and design an appropriate methodology and implementation plan.
 - Experiential learning: Leadership skills including critical thinking, problem solving, and community building will be assessed by case study analyses, field study reports, a "justification of needs" report, seminar coordination, and online discussions.
 - Research: Qualitative and quantitative research skills including literature review, research question formation, methodology and design, data analysis and conclusions, and action plans will be assessed by both small research projects as well as the dissertation.
 - Reflections: Reflective skills including oral and written communication, probing and synthesizing will be assessed by reflective essays, open journals, seminar contributions, online discussion posts, and the dissertation.

- Indirect assessment – The program will obtain feedback on the relevance and currency of the curriculum, the appropriateness of the program’s educational objectives, and the effectiveness of the learning experiences from both internal and external stakeholders. The program will use the following:
 - Program educational outcomes feedback survey: Student evaluations, surveys, and exit interviews will obtain an annual snapshot of how effectively graduating students perceive the program’s educational objectives to be in shaping them to have the knowledge and skills they will need post-graduation.
 - Alumni surveys: Surveys of alumni at proposed five-year intervals will be undertaken to track career role enhancement or career path changes as well as leadership, research, and advocacy work of graduates.
 - Professional community survey: Annually the program will host an online meeting of an advisory board to attain feedback on the program curriculum and the program’s educational objectives.

Diversity

Diversity is thoroughly infused in the Montessori Studies EdD program through professional development, course and program design, and both student and staff selection. Diversity, equity, and inclusion have been and continue to be three special points of focus of the national Montessori professional scene. The program also relies upon UW-River Falls’ recently established Center for Excellence in Teaching and Learning (Center) to help train and support staff. The Center’s mission includes promoting the university’s dedication to excellence and inclusivity in teaching and learning. The Center creates and supports communities and opportunities emphasizing strong teaching and learning, inclusivity and belonging, and awareness of inequity and inequality.

Faculty represent a diverse population in terms of ethnicity, race, and experience. Some examples of faculty from underrepresented minorities include Asian-American Associate Professor, Dr. Elizabeth Park, who holds a Montessori credential and has expertise in technology for teachers and education. Dr. Park serves on the Montessori EdD Advisory Board and will teach and serve in dissertation committees. Dr. Gay Ward, who spent a significant portion of her professional career in Australia, holds a Montessori credential and has expertise in action research, leadership models, and self-reflective practices. Dr. Ward will teach in the EdD program as well as serve on dissertation committees. Dr. Tim Buttles, Professor of Agricultural Education, has expertise in adult education, field experience supervision, and leadership models. Dr. Buttles will co-teach and serve on dissertation committees. Finally, several of the courses, such as MONT 812 Identity, Diversity and Montessori will include faculty such as Dr. Ayize Sabater, a Montessori-credentialed educator at Morgan State University, who specializes in culturally relevant pedagogy and Montessori for Black people. These diverse perspectives will be

instrumental in mentorship, research guidance, and instruction, as well as strengths of the program.

Potential UW-River Falls EdD faculty who are part of the UW System have completed numerous professional development opportunities addressing anti-bias/anti-racism (ABAR) offered both by UW-River Falls and their respective affiliated professional organizations. Dr. Timothy Buttles (Agricultural Education) attended workshops on race and bias at a conference sponsored by the Association for Career and Technical Education and the National Science Teaching Association. Dr. Kateri Carver (Montessori MSE) participates in an ongoing, online book club dedicated to reading critical race theorists such as Hooks, Coates, and Crenshaw. Dr. Ann Epstein (UW-La Crosse Teacher Education) participated in a four-part webinar addressing equity and racial justice for Montessori teachers funded by the Chesapeake Montessori Teacher Education program and another ABAR webinar sponsored by the Montessori Foundation. During summer 2020, Dr. Gay Ward (Teacher Education, emerita) participated in UW-River Falls' Center for Excellence in Teaching and Learning (CETL) discussions based on books Radical Hope and Small Online Teaching, both designed to guide faculty in seeking equity and inclusion in tertiary classrooms. Dr. Ward also identified book studies conducted through her church and her undergraduate institution. Both Drs. Ward and Carver participated in a 21-day Race Equity Challenge. In January 2021, Dr. Ward participated in a social justice conference sponsored by the American Educational Research Association Montessori Special Interest Group. Dr. Caroline Baker (Counseling and School Psychology) serves on the UW-River Falls' Diversity and Inclusivity Committee, and last summer completed the Course Development Institute devoted to equitable learning practices. Dr. Michael Miller has completed ESL tutor training and mindfulness training. Dr. Miller has also taught an undergraduate multicultural course and made numerous presentations on diversity and social justice at educational conferences.

In addition, there are other ways faculty will continue to focus on inclusivity, social justice, and ABAR. *Developing an Antiracist Pedagogy Guide*, created by UW-River Falls' Center for Excellence in Teaching and Learning, will be included in the EdD program's faculty orientation resources. (<https://www.uwrf.edu/CETL/upload/Developing-an-Antiracist-Pedagogy-Guide.pdf>) The American Montessori Society (AMS), which has prioritized its work on diversity, social justice, and equity, provides multiple professional development opportunities and resources focusing on anti-bias education. Specific ongoing support for UW-River Falls staff will include collaboration with American Montessori Society diversity and inclusion experts at various levels of the program, including program-specific professional development, guest lectures, and scholarly resources. The common goal of the leading national Montessori organizations, including American Montessori Society (AMS), Montessori for Social Justice (MSJ), and Association Montessori Internationale (AMI),

has been to lessen the gap in opportunities to realize the potential in schools and communities.²

Three courses will prepare the EdD Montessori students to work for equity, inclusion and anti-bias, and anti-racism (ABAR) in their leadership work. This work for social change relates to education at all phases of human development, as well as policy and advocacy work. These courses are all tied to the program's first learning outcome, "being able to apply Montessori philosophy across the stages of human development—inclusive of all abilities and learning needs—to ensure positive, sustainable growth and development." Students will explore human development in the broadest sense of the phrase "inclusive of all abilities and learning needs." This phrase includes thorough knowledge of diverse learners as well as attention to specific learning needs based on both socio-economic status and ethnically marginalized populations.

- MONT 804 Montessori and Social Change (required): In this course, graduate students will learn to be effective agents of change by critically examining theories and models of social change including that of Montessori. This course will require students to explore their own biases as well as the knowledge and skills that can be used to affect social change.
- MONT 812 Identity, Diversity and Montessori (required): This course will provide graduate students with a foundational understanding of how identity develops and affects experiences in the social world, including classrooms and communities, locally, nationally, and internationally. Participants will prepare to participate in social change by exploring how diverse identities affect the experiences and social relations of others and the strategies that can be used to encourage equity, inclusivity, and liberation.
- MONT 847 Montessori and Social Justice (elective): This course will focus on human rights and social justice standards for graduate students who seek to pursue a community partnership to implement a social justice education program.

Students are also required to take either MONT 814 Montessori Action Leadership or MONT 816 Montessori Theory Applied to a Field of Study. These courses directly support the program's second learning outcome, "students will be able to demonstrate leadership competencies that model servitude, advocacy, equity, collaboration, and inclusivity." They also support the program's learning outcome of "being able to engage in personally transformative work that promotes growth, agency, and action." Course activities require self-reflective work focusing on diversity and inclusivity. Both courses include internship

² Association Montessori International. (2020). *Equity and Inclusion*. Retrieved December 10, 2020, from <https://amiusa.org/about/equity-and-inclusion/>. Association Montessori Society. (2020). *Welcoming Our New Justice, Equity, Diversity & Inclusion Staff*. Retrieved December 10, 2020, from <https://amshq.org/Educators/Community/Announcements/All-Announcements/2020/2020-10-26-Welcoming-Our-New-Justice-Equity-Diversity-and-Inclusion-Staff>. Montessori for Social Justice. (2020). *About Us*. Retrieved December 10, 2020, from <https://montessoriforsocialjustice.org/>.

opportunities through either their current professional position or the local Montessori state network. U.S. Montessori organizations in 48 states have been developing internship opportunities since the inception of the Montessori Public Policy Initiative in 2012.

Providing a meaningful educational pathway for leaders either already working in or seeking to work in challenging urban environments is part of the proposed program. The proposed coursework, mentoring, and research opportunities (i.e., conducting an ethnographic observation and analysis, participating in designing and implementing a social justice community project, or preparing an advocacy application) enable administrators and practitioners to gain and practice leadership skills designed to affect social change by building meaningful, purposeful, and equitable teaching and learning communities that ultimately work to reduce the achievement gap.

A goal of the program's staff is to raise funds to provide scholarships in future cohorts for these critical social-change agents. The program will recruit potential EdD graduate students from traditionally underrepresented groups and from both urban and rural settings. Two diversity-related strengths of this EdD program are the expected richness provided by its diverse student body and the design of the summer residencies. The latter intentionally overlap cohorts of students to increase relationships among students and thereby further increase diversity within the entire teaching and learning community. Similarly, and as noted above, the faculty currently involved with the MSE in Montessori Education and those who are slated to be involved if the program is approved come from diverse backgrounds. Future recruitment efforts will follow best practices to ensure the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences.

Collaborative Nature of the Program

The Montessori EdD program is based on several strong and widespread collaborations that will occur within both the UW System and the campus. For example, the proposed program would be part of the UW System cooperative arrangement. The Cooperative includes schools that offer EdD programs and includes UW-Green Bay, UW-La Crosse, UW Oshkosh, and UW-Stevens Point. Students enrolled in any of the UW System cooperative EdD programs will be able to take elective courses in other cooperative programs (i.e., UW-River Falls students may take electives in the other cooperative programs and vice versa). In addition to the potential of shared coursework, UW-River Falls will participate in shared resources, planning, and networking opportunities among faculty and program directors. For example, in preparation to submit this authorization request, UW-River Falls consulted with the schools that are part of the cooperative arrangement regarding the definitions, policies, and procedures that they use for issues such as faculty payments, tuition rates, examination committees, and dissertation committees. The policies and procedures for these issues at UW-River Falls were informed by the experiences of the schools in the cooperative arrangement.

Throughout the development of the proposed EdD, the Department of Teacher Education has engaged other campus departments, such as Counseling and School Psychology, Agricultural Education, and Psychology. This has involved activities such as drafting course syllabi and designing the program's curriculum. The expectation is that some EdD courses will be team taught with collaboration across departments and disciplines both within UW-River Falls and within the UW System. For example, MONT 756 Adult Education has been designed to be team taught by Dr. Tim Buttles from the UW-River Falls' Department of Agricultural Education and a faculty member with Montessori expertise. Another example, MONT 820 Quantitative Research and MONT 822 Qualitative Research, will likely be taught through a collaboration between the UW-River Falls' Department of Math and/or the Department of Psychology and a faculty member with Montessori expertise.

Finally, the proposed EdD in Montessori Studies aligns its curricular activities, diversity efforts, and professional development of staff with the work of the leading national Montessori professional organizations (e.g., American Montessori Society, Association Montessori Internationale, and Montessori for Social Justice). This collaborative activity will be continuous and supportive for both the UW-River Falls faculty members and students in the EdD program.

Projected Time to Degree

The EdD in Montessori Studies is a cohort program and students are expected to be full-time students completing six credits per semester (fall, spring, and summer). It is possible that a student could choose to complete the program part-time. Students following the full-time curricular schedule will complete the program within three years. Since there are no existing accredited EdD programs in Montessori Studies, transfer students are not expected, although it is possible that some might come from other graduate programs in teacher education.

Program Review

Ongoing evaluation, assessment, and review of academic programs, including graduate programs, are administered through several processes defined through shared governance. Each university program is reviewed through a program improvement process every three years, focusing on departmental assessment activities. These are reviewed by the Faculty Senate's Assessment Committee, which provides feedback to programs. In addition, every six years all university programs complete a full program audit and review. This includes reviews of faculty qualifications and examinations of both enrollment factors (i.e., percentage of both students and graduates within the university, time and credit to degree, and retention), and financial factors (e.g., SCH/Salary). These materials are provided for departmental review, college dean's office review, and discussed at the Provost's Councils, as well as considered during annual budget processes. These aforementioned requirements are supplemented by additional components that address Higher Learning Commission requirements such as how the program serves the general

public, prepares students for informed citizenship, demonstrates inclusive and equitable treatment of diverse populations, guides students in the ethics of research, and trains and supports its faculty and staff. It also requires other analyses, such as how the program identifies and assesses progress in retention, persistence, and graduation goals. Each program prepares a written report that is reviewed by the Program Audit and Review Committee consisting of the Provost, Associate Provost, deans, Chair of the Faculty Senate's Assessment Committee, and faculty members appointed by the Faculty Senate. This is supplemented with a formal presentation by the department and a formal critique by the Program Audit and Review Committee, which subsequently helps to inform annual reporting to the UW System.

Accreditation

Accreditation of the program will be sought through the Higher Learning Commission (HLC). No disciplinary-specific accreditation requirements exist.

JUSTIFICATION

Rationale and Relation to Mission

The proposed EdD in Montessori Studies aligns directly with the missions of the UW System, the UW-River Falls campus, and the College of Education and Professional Development.

The UW System's mission, "to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose," (<https://www.wisconsin.edu/about-the-uw-system>), aligns with the EdD in Montessori Studies along three dynamic and significant program features. First, the Montessori EdD program strongly underpins the mission regarding dissemination of knowledge. As the first EdD in Montessori Studies in the country, the program would be in a unique position to discover new knowledge through scholarly research undertaken by doctoral candidates. Likewise, the program's design to investigate novel applications of the Montessori philosophy further confirms the opportunity for the abundant sharing of new ideas. Second, the goal of serving society is addressed because the proposed program would place graduates in diverse settings (e.g., eldercare, K-12 schools), reaching traditionally underserved populations. Third, the proposed program's purpose aligns with the UW System's mission. The program would explore specific areas, such as social justice and dementia care, which can potentially influence policy, transform lives, and promote deep, meaningful change within communities.

UW-River Falls' campus mission is "to prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective."

(<https://www.uwrf.edu/AboutUs/vision.cfm>) This mission and the campus strategic planning goals (<https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>) align with the overarching philosophical tenets of the Montessori approach, generally, and with the proposed program's curricular design and learning outcomes, specifically. For example, the first strategic planning goal, Distinctive Academic Excellence, befits the proposed program, which would be the first Montessori EdD program in the country. Coupled with distinctiveness, academic excellence—ensured through the design input gathered from doctoral-level faculty and Montessorians from UW-River Falls, the UW System, and other institutions from across the country—will permeate both the instructional content and format demands of the target market. Exemplary distinctive characteristics include the incorporation of the essentials of Montessori pedagogy into all courses as demonstrated by a focus on community building, choice, personal inquiry, and dynamic interconnectedness between courses and fields of study. Finally, academic excellence both animates individual course design with unique opportunities for engagement, experiences, and application components as well as calibrates the spiraling curriculum approach. This curriculum includes coursework examining specific themes that subsume qualitative and quantitative research methods, diversity and social justice, social change, and collaborative leadership.

The second UW-River Falls' strategic planning goal, Global Education and Engagement magnifies the proposed EdD in Montessori Studies. As a method of education over 100 years old and thoroughly established on every inhabitable continent of the world, the Montessori philosophy is, by definition, global. The universality of the Montessori method emphasizes global engagement. The EdD in Montessori Studies will not only have Americans abroad enroll in the program, but the candidates' scope of research will also include international congresses, populations, and Montessori communities. Since Montessori pedagogy uniquely leads all other pedagogies in its global application across diverse populations and innumerable languages, EdD research and program development will have a global reach.

The third strategic planning goal, Innovation and Partnerships, complements the Montessori EdD program's direction and defines its existence. Only through innovative partnerships across the UW-River Falls' colleges, the UW System EdD Cooperative, and other higher education institutions across the country can the EdD program operate and flourish. The program offers opportunities to bridge diverse fields when tackling issues of social change and education. In addition to higher education, partnerships through the program will develop with Montessori leaders working in schools, eldercare and policy-developing organizations. The program encourages innovative approaches to Montessori leadership by bringing participants' interests and areas of strength to the community to share and hone. A concerted effort has also been made to develop and maintain partnerships with Montessori master's programs in the U.S. to create a pathway for graduates interested in pursuing a doctorate.

In addition, UW-River Falls provided two Strategic Initiative funding grants (2017 and 2018) totaling \$9,885, and the American Montessori Society provided \$2,500 for two planning retreats with Montessorians throughout the country. These investments demonstrate the commitment of both UW-River Falls and the American Montessori Society to the development of the EdD degree program as well as confidence in UW-River Falls as the emerging Montessori center.

The proposed EdD in Montessori Studies mirrors the College of Education and Professional Studies' mission, "[t]o prepare professional practitioners through rigorous coursework and field-based practice so they know the content of their disciplines; have the knowledge, skills, values, and dispositions to facilitate positive change in students and clients, and are creative, reflective, and ethical practitioners who value diversity, promote social justice, and utilize empirical evidence to inform their practice."
(<https://www.uwrf.edu/CEPS/AboutOurCollege/Mission.cfm>)

Since 2012, the UW-River Falls' College of Education and Professional Studies (CEPS) has continuously offered a Master of Science in Education (MSE) program in Montessori, producing more than 75 graduates. As in the master's program, the EdD program will equally infuse field-based opportunities (i.e., professional leadership mentoring) as well as prioritize personal transformation through self-reflective practices and discoveries of invisible bias. The master's-level program in Montessori Teacher Education serves both as a steppingstone in possible enrollment and as a reliable source for stable practices and compliances with the norms of the college. The well-established and respected relationship between the college and the master's program further supports a successful launch of a new doctoral-Montessori program.

University Program Array

The Montessori EdD's curricular development and course design brought several UW-River Falls' departments and colleagues together, building upon and creating new synergies and partnerships. The Department of Teacher Education will serve as the academic home of the proposed EdD in Montessori Studies. This department houses the MSE in Montessori Education and several other education programs to provide a solid foundation upon which to build an EdD program. These include undergraduate programs in early childhood, elementary education, and secondary education. At the graduate level, the department includes programs in elementary education, secondary education, reading, and principal licensure. Currently, two Teacher Education faculty with doctorate degrees also have Montessori credentials and have been actively involved in shaping the proposed program.

In addition, faculty from the departments of Teacher Education, Agricultural Education, Business Administration, and Counseling and School Psychology joined in the course writing process as well as in the program design and outcomes. Topic and content areas from other departments within UW-River Falls, such as adult education with the

Department of Agricultural Education in the College of Agriculture, Food and Environmental Sciences, offer both opportunities within the EdD program for pedagogical collaboration and co-teaching. Similarly, the Montessori EdD foundational course, Lifespan Development and the Human Condition, involves collaboration with both the Women's and Gender Studies and the Anthropology and Sociology programs for course development and provision. Many faculty members from other departments across campus have also indicated both an interest and a willingness to serve as dissertation committee members.

Other Programs in the University of Wisconsin System

Within the UW System, no other UW offers a graduate-level Montessori Teacher Education program, and there are no other EdD programs in Montessori Studies in the country. UW-River Falls will join several campuses within the UW System that offer EdD programs in other disciplines that form the UW System EdD cooperative arrangement. In consultation with advisors, students are eligible to take elective courses from the cooperative partners and vice versa.

Need as Suggested by Current Student Demand

Over the past three years, UW-River Falls' Teacher Education program staff facilitated sessions and conducted surveys to gather market research data at the American Montessori Society's national conferences. Attendance at these international conferences is typically about 4,500 annually. The American Montessori Society is the largest worldwide professional Montessori organization, and at its 2018 conference, UW-River Falls sponsored a Montessori doctorate networking session and provided an information display. From these two venues, 80 surveys were returned. The results showed that 94% of respondents thought a Montessori doctorate was very important, with an additional 5% indicating it was moderately important. Sixty-eight percent of the respondents indicated that they were "very interested" in pursuing a doctorate in Montessori Studies while another 26% said they were "somewhat interested." Based on the backgrounds of the respondents, who came from regions across the country, the proposed EdD in Montessori Studies is expected to attract students nationally.

Interviews with professionals in the field at meetings of the American Montessori Society Research Committee, the Montessori Research Working Group and the Montessori Higher Education Exchange further illustrated a need for Montessori researchers and senior-level administrators with doctoral-level education. The Montessori Public Policy Initiative was represented at all three meetings as well as at the networking session at the 2018 American Montessori Society national conference.³

Subsequently, over the past three years, more than 150 individuals have contacted UW-River Falls expressing an interest in completing an EdD in Montessori Studies. In

³ Montessori Public Policy Initiative. (2020). *Our Work*. Retrieved November 27, 2020, from <https://montessoriadvocacy.org/our-work/#what-we-do>.

November 2020, these individuals were surveyed, with 60 responding. Of these, approximately 43%, or 26 people, indicated that they had already decided to apply if the program is authorized and an additional 35%, or 21 people, expressed interest in applying.

In addition, during fall 2020, instructional academic staff and graduates of the MSE in Montessori Education were surveyed. Of these, 16 expressed a strong interest in pursuing an EdD in Montessori Studies.

Need as Suggested by Market Demand

The proposed program will meet an existing market demand for an EdD in Montessori Studies. Prior to submission of the Notice of Intent to Plan, UW-River Falls contracted a market analysis through Hanover Research. Its report indicated that “the employment outlook for graduates of a program in Montessori education will likely enjoy a favorable labor market. Employment projections are strong at the national level, with employment growth for individuals in teacher- and education administrator-related positions expected to outpace overall employment growth at the national level through 2024. Moreover, employment for education-related positions is expected to remain stable at the regional and state levels. Increased hiring in the industry may arise, in part, as the number of Montessori schools and programs expand.”⁴

The interest expressed by individuals in an EdD in Montessori Studies is related to an increase in the number of public Montessori schools at the K-12 level, which has been rising over the past 20 years. The growth in Montessori schools is expected to result in a demand for more qualified leaders. Currently, there are approximately 5,000 Montessori schools in the United States alone.⁵ More than 500 of these are public schools and “that number is growing fast as the education world recognizes and seeks out the proven effectiveness and depth of the Montessori approach.”⁶

The National Center for Montessori in the Public Sector (Center) estimates about 125,000 students from three to eighteen years old are served in various kinds of public Montessori schools in the United States. The Center noted a serious deficit of school administrators with an understanding of Montessori education within these public settings. Graduates of the proposed program will help provide effective leadership in Montessori schools.⁷

⁴ Hanover Research. (2017). *Market Analysis: EDD in Montessori Education*. Hanover Research.

⁵ American Montessori Society. (2020). *History of Montessori*. Retrieved November 27, 2020, from <https://amshq.org/About-Montessori/History-of-Montessori>

⁶ National Center for Montessori in the Public Center. (2020). *Public Montessori*. Retrieved November 27, 2020, from <https://www.montessoripublic.org/public-montessori/>

⁷ Culclasure, Brooke and Ginny Riga. (2019). “Montessori in South Carolina Authentic or Not?” *Montessori Life*. 30(4): 48-53. Retrieved December 10, 2020, from <https://amshq.org/About-Montessori/Montessori-Articles/All-Articles/Montessori-in-South-Carolina-Authentic-or-Not>

The U.S. Bureau of Labor Statistics does not include a field specifically for Montessori graduates, but related educational data shows that employment in education, training, and library occupations is projected to grow significantly from 2019 to 2029. "About 441,000 new jobs are projected to be added from 2019 to 2029. Student enrollment is projected to increase; therefore, postsecondary teachers and preschool, elementary, and secondary school teachers will be needed to meet the demand."⁸ This is also the case for administrators. For instance, the projected growth in positions from 2016 to 2026 is expected to be 7.9% for elementary and secondary school administrators, 10.1% for postsecondary administrators, and 10.7% for other education administrators.⁹ Relatedly, salaries for educational administrative positions pay well. An average salary for a K-12 administrator in 2019 was \$86,770, a training and development administrator was \$115,080, and a postsecondary administrator was \$155,890.¹⁰

⁸ United States Bureau of Labor Statistics. (2020). *Occupational Outlook Handbook*. Retrieved December 11, 2020. From <https://www.bls.gov/ooh/education-training-and-library/home.htm>

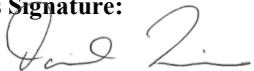
⁹ Economic Development and Employer Planning System. (2020). *Occupational Supply Demand*. Retrieved December 10, 2020. From <https://www.edeps.org/SelectOccUA.aspx?st=ZZ>

¹⁰ United States Bureau of Labor Statistics. (2019). *May 2019 National Industry-Specific Occupational Employment and Wage Estimates: NAICS 611300 – Colleges, Universities, and Professional Schools*. Retrieved December 10, 2020. From https://www.bls.gov/oes/current/naics4_611300.htm

| University of Wisconsin - River Falls | | | | | | |
|---|---|-------------|------------|------------|------------|------------|
| Cost and Revenue Projections For Newly Proposed Program | | | | | | |
| | Items | Projections | | | | |
| | | FY 2023 | FY 2024 | FY 2025 | FY 2026 | FY 2027 |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| I | Enrollment (New Student) Headcount | 14.0 | 12.0 | 12.0 | 12.0 | 12.0 |
| | Enrollment (Continuing Student) Headcount | | 12.0 | 22.0 | 20.0 | 20.0 |
| | Enrollment (New Student) FTE | 14.0 | 12.0 | 12.0 | 12.0 | 12.0 |
| | Enrollment (Continuing Student) FTE | | 12.0 | 22.0 | 20.0 | 20.0 |
| | | | | | | |
| II | Total New Credit Hours | 252.0 | 432.0 | 612.0 | 576.0 | 576.0 |
| | Existing Credit Hours | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | | | | | | |
| III | FTE of New Faculty/Instructional Staff | 1.33 | 1 | 0.33 | 0 | 0 |
| | FTE of Current Fac/IAS | 0 | 1.33 | 2.33 | 2.67 | 2.67 |
| | FTE of New Admin Staff | 0.2 | 0.1 | 0.2 | 0 | 0 |
| | FTE Current Admin Staff | 0 | 0.2 | 0.3 | 0.5 | 0.5 |
| | | | | | | |
| IV | Revenues | | | | | |
| | <i>From Tuition</i> | 182,700.00 | 313,199.93 | 443,699.93 | 417,599.93 | 417,599.93 |
| | <i>From Fees</i> | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | <i>Program Revenue (Grants)</i> | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | <i>Program Revenue Other: Loan from Montessori MSE</i> | 25,690.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | <i>GPR (re)allocation</i> | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | Total New Revenue | \$208,390 | \$313,200 | \$443,700 | \$417,600 | \$417,600 |
| V | Expenses | | | | | |
| | Salaries plus Fringes | | | | | |
| | <i>Faculty/Instructional Staff</i> | 23,265.0 | 93,060.0 | 116,325.0 | 116,325.0 | 116,325.0 |
| | <i>Director who is also teaching one class per term</i> | 125,959.5 | 125,959.5 | 125,959.5 | 125,959.5 | 125,959.5 |
| | <i>Dissertation Support</i> | | | 50,760.0 | 42,300.0 | 42,300.0 |
| | <i>Other Staff (Dept. Associate)</i> | 16,395.5 | 24,593.2 | 40,988.7 | 40,988.7 | 40,988.7 |
| | Other Expenses | | | | | |
| | <i>Facilities (overhead)</i> | 18,270.0 | 31,320.0 | 44,370.0 | 41,760.0 | 41,760.0 |
| | <i>Equipment</i> | 5,000.0 | 5,000.0 | 5,000.0 | 5,000.0 | 5,000.0 |
| | <i>Other (S&E/Travel)</i> | 7,000.0 | 7,000.0 | 7,000.0 | 7,000.0 | 7,000.0 |
| | <i>Other (Common System Charges)</i> | 7,500.0 | 15,000.0 | 20,000.0 | 20,000.0 | 20,000.0 |
| | <i>Other Marketing</i> | 5,000.0 | 5,000.0 | 5,000.0 | 5,000.0 | 5,000.0 |
| | <i>Other: Repayment of loan from the Montessori MSE</i> | 0.0 | 6,267.0 | 19,423.0 | 0.0 | 0.0 |
| | Total Expenses | \$208,390 | \$313,200 | \$434,826 | \$404,333 | \$404,333 |
| | | | | | | |
| VI | Net Revenue | \$0 | \$0 | \$8,874 | \$13,267 | \$13,267 |

Submit budget narrative in MS Word Format

Provost's Signature:



Date:

12/9/2020

Chief Business Officer's Signature:

Elizabeth A. Frueh

Date:

12/9/2020

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS DOCTOR OF EDUCATION (EdD) IN MONTESSORI STUDIES

Introduction

The University of Wisconsin (UW)-River Falls proposes to establish a Doctor of Education (EdD) program in Montessori Studies (Montessori EdD). The proposal responds to strong demands for a terminal degree focusing on the Montessori philosophy and its application in areas such as eldercare, educational leadership, special education, and social justice. The proposed program will contribute to the mission of UW-River Falls by preparing students with distinctive academic training to meet challenging profession and workforce demands and by attracting students with strong education potential and diverse socioeconomic backgrounds from Wisconsin, the Upper Midwest, across the country, and internationally. The program contributes to key strategic planning goals including creating distinctive academic excellence—specifically, this will be the first accredited EdD in Montessori Studies in the United States; engaging students in global education; and fostering relationships between UW-River Falls and partners such as the UW System EdD cooperative schools offering EdD programs. Graduates will be equipped to assume leadership roles, design curriculum, engage in education policy discussions, apply Montessori philosophy in emerging areas, and conduct research in both PreK-12 education and related fields. Students will be able to complete the program's 54 credits within three years, including 21 foundational, 9 research, 15 elective, and 9 dissertation credits. The proposed Montessori EdD program would be operated as a service-based pricing program and is part of the UW System's EdD cooperative agreement, sharing electives with sister campuses offering EdD programs. A market analysis by Hanover Research indicated that "graduates of a program in Montessori education will likely enjoy a favorable labor market. Employment projections are strong at the national level."

Section I – Enrollment

This is a full-time cohort program (i.e., references to enrollment refer to both FTE and head count). It is anticipated that 14 students will be accepted in the first year's cohort. Each subsequent annual cohort will have 12 students. It is anticipated that the program will have a first- to second-year retention rate of about 83.3%, based on retention patterns experienced by other cooperative EdD programs within the UW System. Twelve students will be admitted in Year 2, with an estimated 12 students continuing from Year 1, resulting in an overall enrollment of 24 students. In Year 3, an additional 12 students will enroll, joining 12 students from the Year 1 cohort and 10 students from the Year 2 cohort, or 34 students overall. At the end of Year 3, it is projected that 12 students will graduate. In Year 4, another 12 students will enroll and 10 students will be retained from the Year 3 cohort, along with 10 students from the Year 2 cohort, resulting in an overall enrollment of 32 students. It is projected that 10 students will graduate at the end of Year 4. At this time,

enrollments are expected to stabilize at 32 full-time students per year, with 12 new students enrolling each year and 10 students graduating.

Section II – Credit Hours

All courses for the Montessori EdD are new courses. Students will enroll in two 3-credit courses during the summer, fall, and spring terms. In Year 1, this will result in the generation of 252 credit hours. The number of new credits will rise annually until eventually stabilizing in Years 4 and 5 (i.e., 252, 432, 612, 576, and 576 for Years 1 through 5, respectively).

New credit hours were calculated by taking the total credits offered each year multiplied by the number of students enrolled annually (e.g., 14 students in Year 1 enroll in six 3-credit courses, or $14 \times 6 \times 3 = 252$ credits).

Section III – Faculty and Staff Appointments

During the first year, one faculty member currently working with the UW-River Falls Master of Science in Education (MSE) in the Montessori Education program will be reassigned to teach one course per term (i.e., 0.33 FTE). In Year 1, a full-time, tenure-track director will also be hired who will provide leadership to the program and who will also teach courses, resulting in an initial allocation of 1.33 FTE of faculty and instructional staff. As enrollments and course offerings expand in Years 2 and 3, additional staff will be allocated to the program. This will include 1.0 FTE being added in Year 2 and another 0.33 FTE in Year 3. During the program's first year, part-time administrative support (0.2 FTE) will be provided, increasing to 0.5 FTE by Year 3. By the end of Year 3, instructional and administrative support staff levels are expected to stabilize, tracking the anticipated stabilization of student enrollments.

During Year 3, students from the first cohort will begin working on dissertations, and dissertation committee chairs and members will be identified to provide advising and support. As enrollments stabilize, it is anticipated that approximately 30 instructors will serve annually as either dissertation chairs or committee members (i.e., 10 students working on dissertations, each with a chair and two committee members). The dissertation committee members will consist of qualified UW-River Falls staff (e.g., members of the UW-River Falls Teacher Education program) and qualified individuals with Montessori credentials and qualifications from across the country. A list of the latter has been created by staff in the UW-River Falls MSE in Montessori Education program, and individuals from this list will be hired for these purposes after appropriate review and on an as-needed basis. During Year 3, a total of \$50,760 is allocated for dissertation expenses, and this will stabilize at an estimated annual amount of \$42,384.60 in Year 4.

Section IV – Program Revenues

It is anticipated that the program will experience a small deficit in Year 1 of approximately \$25,690. By Year 2, the program will have a small surplus of \$6,267, and by

Year 3, this will increase to \$28,297, allowing the full repayment of any initial investments that may have been needed to launch the program.

Tuition Revenues

Program revenues from student tuition in the first year consist of 14 students taking 6 credits in each of the fall, spring, and summer terms. For the first year, this would be a total of 252 credits at \$725 per credit for a total revenue from tuition of \$182,700. In the second year of the program, student credit hours consist of 24 students taking 6 credits in the fall, spring, and summer terms. Thus, 432 credits at \$725 per credit yields \$313,200 in tuition revenue. In the third year, student credit hours consist of 34 students taking 6 credits in the fall, spring and summer terms. This results in 612 credits at \$725 per credit, which yields \$443,700 in tuition revenue. By Year 4, revenue is anticipated to be stabilized, with 576 credits at \$725 per credit, or \$417,600 in tuition revenue. Years 5 and beyond will have the same revenue as Year 4.

Program/Course Fees

There will be neither program nor course fees. The standard UW-River Falls segregated fees for graduate students enrolled in six credits, currently \$571.21 for fall and spring terms and \$365.60 for summer term, will apply.

(<https://www.uwrf.edu/studentbilling/TuitionFees/Wisconsin.cfm>) Because these revenues support university-wide activities, they are not included in the budget worksheet.

Grants/Extramural Funding

The program's tuition revenues are intended to support its activities. Neither grants nor extramural funding are part of the plans to launch the program.

Program Revenue (PR)

During the program's implementation period, any short-term deficits that might be experienced will be supported by the MSE in Montessori Education that is already established at UW-River Falls. This is reflected in the Program Revenue Other category. Any resources used to support the Montessori EdD program will be repaid to the MSE program.

General Program Revenue (GPR)

General Purpose Revenue will not be allocated to this program.

Section V – Program Expenses

Salary and Fringe Expenses

The main expenses for the program are related to personnel. In Year 1, a director, who will also have teaching responsibilities, will be hired at an anticipated annual salary of \$89,333. The annual costs for this salary will be \$125,959.50, based on a fringe rate of 1.41 (i.e., \$89,333 x 1.41). Additional instructional staff (0.33 FTE) will require \$16,500 in salary (based on an FTE salary of \$49,500 per year and \$6,765 in fringe, with a fringe rate of 41%),

for total compensation of \$23,265. Instructional staff costs will increase in Year 2 by the addition of 1.0 FTE at an annual rate of \$69,795 (based on an FTE salary of \$49,500 and \$20,295 in fringe, with a fringe rate of 41%). In Year 3, another 0.33 FTE will be added at an annual rate of \$23,265 (based on an FTE salary of \$49,500 and \$6,765 in fringe, with a fringe rate of 41%).

Administrative support for the program will be provided by a program manager who is classified as academic staff. In Year 1, an FTE of 0.2 will be allocated at a cost of \$16,395.48 (based on an FTE salary of \$58,140 and \$4,767.48 in fringe, with a fringe rate of 41%). In Year 2, this will increase to 0.3 FTE for an annual cost of \$24,593.20 (i.e., adding 0.1 FTE, or \$8,197.74, based on an annual salary of \$58,140 and \$2,383.74 in fringe, with a fringe rate of 41%). In Year 3, the position will increase to a 0.5 FTE resulting in an annual cost of \$40,988.70 (i.e., adding 0.2 FTE, or \$16,395.48, based on an FTE salary of \$58,140 and \$4,767.48 in fringe, with a fringe rate of 41%). By the end of Year 3, administrative support costs are expected to stabilize.

During Year 3, students will require dissertation advising. The first and largest anticipated cohort will have 12 students, each of whom requires a dissertation advisor and two advisors. Total costs are expected to be \$50,760 in Year 3. Dissertation committee chairs will be paid a total of \$25,380 in Year 3 (i.e., \$500/dissertation course x 3 dissertation courses x 12 students x 1.41 fringe rate). Dissertation committee members will be paid \$25,380 (i.e., \$250/dissertation course x 3 dissertation courses x 12 students x 2 committee members each x 1.41 fringe rate). In Year 4, these amounts are anticipated to stabilize at an annual rate of \$42,300. Dissertation committee chairs will be paid a total of \$21,150 in Year 3 (i.e., \$500/dissertation course x 3 dissertation courses x 10 students x 1.41 fringe rate). Dissertation committee members will be paid \$21,150 (i.e., \$250/dissertation course x 3 dissertation courses x 10 students x 2 committee members each x 1.41 fringe rate).

Other Expenses

As a cost-recovery program, the Montessori EdD will be assessed annual overhead charges for facilities and related expenses. These are based on annual revenues and are anticipated to be \$18,270 in Year 1, rising to \$31,320 in Year 2 and \$44,370 in Year 3, then stabilizing at \$41,760 in Year 4 and beyond. Similarly, the program anticipates an annual supplies and expenses budget of approximately \$7,000. In addition, Common Systems charges (costs related to enterprise systems that are shared across UW campuses) and other charges are levied on program-revenue accounts by UW-River Falls to pay for commonly shared items such as insurance, Department of Administration financial services, licensing, and software purchases. These charges are anticipated to be approximately \$7,500 in Year 1, increasing to \$15,000 in Year 2, and then stabilizing at approximately \$20,000 annually in Year 3.

Approximately \$5,000 will be invested annually to market the Montessori EdD, and an additional \$5,000 will be provided annually for equipment, such as computers and other

equipment needed for staff. Finally, expenses of \$6,267 in Year 2 and \$19,423 in Year 3 represent the monies that will be repaid to UW-River Falls' MSE in Montessori Education program for the loan provided to launch the Montessori EdD program in Year 1.

Section VI – Net Revenue

The program anticipates that net revenue will be neutral in Year 1, after borrowing from the MSE in Montessori Education program that is already established at UW-River Falls. In Year 2, net revenue is also expected to be neutral, after partially repaying the loan used in Year 1. During Year 3, net revenue will be approximately \$8,874. Any remaining monies during Year 3 and beyond, when annual net revenue is anticipated to be approximately \$13,267, will be invested in additional equipment, professional development, marketing, and related program activities.



Office of the Provost and Vice Chancellor for Academic Affairs • 116 North Hall • (715) 425-3700

December 9, 2020

Tommy Thompson, Interim-President
1720 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706

Dear Interim President Thompson:

The proposed Ed.D in Montessori Studies meets the University of Wisconsin – River Falls’ definition and standards of quality and will make a meaningful contribution to the institution’s select mission, overall academic plan, and academic degree program array. It will be housed in the Teacher Education Department, which already offers a successful MSE in Montessori Education. Internal assessment has indicated that it is a viable, long-term program and this request is to obtain a specific authorization for the Ed.D. in Montessori Studies.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the Teacher Education Department, the College of Education and Professional Studies, the Dean of Graduate Studies, and by the faculty governance system, including passage by the UWRF Faculty Senate.

The necessary financial and human resources are in place and/or have been committed to implement and sustain the program. Regular analyses will occur to ensure the financial stability of the program and its academic quality. Specifically, it will be reviewed every three years through the university’s program improvement processes, and every six years through regular program evaluations.

I fully recommend the proposed Ed.D. in Montessori Studies to both you and the Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Travis'.

David Travis, Ph.D.
Provost and Vice Chancellor

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN EdD IN
MONTESSORI STUDIES AT UNIVERSITY OF WISCONSIN-RIVER FALLS
Professional Doctorate Criteria**

1. Professional doctorates should be offered at UW universities that have pre-existing infrastructure and faculty capacity and expertise to support the doctoral-level program.

UW-River Falls has an MSE in Montessori Education housed academically within the Department of Teacher Education. This includes faculty with appropriate educational qualifications. Regarding the proposed program, the department includes two full-time instructors and several adjuncts who also possess Montessori credentials. If the program is approved, a full-time faculty member will be hired to serve as the program's director. The department has also generated a list of UW-River Falls staff and appropriately qualified staff from other institutions who can serve as members of dissertation committees.

2. The proposed professional doctorate is high-quality in terms of the rigor of its curriculum, program objectives, and its available resources, including faculty and facilities.

The curriculum and its program objectives were developed in collaboration with faculty both at UW-River Falls and those affiliated with the professional Montessori associations, such as the American Montessori Society. UW-River Falls staff surveyed and interviewed Montessori-credentialed instructors at professional conferences to obtain their input regarding both the need for and the structure of a possible EdD in Montessori Studies. Subsequently, UW-River Falls held two workshops inviting Montessori-credentialed professionals and others with teaching qualifications to assist in the planning of the curriculum and the identification of appropriate learning outcomes. Specifically, UW-River Falls provided two Strategic Initiative funding grants (2017 and 2018) totaling \$9,885, and the American Montessori Society provided \$2,500 for two planning retreats with Montessorians throughout the country. These investments demonstrate the commitment of both UW-River Falls and the American Montessori Society to the development of the EdD and help ensure appropriate rigor and quality. Regarding resources, the initial funds for the launch of the EdD will be provided by the existing MSE in Montessori Education at UW-River Falls and will be repaid to that program when the program begins to generate sufficient revenues. The proposed budget also identifies the resources that will be needed to support the program.

3. Delivery of programs ensures that the state's workforce needs are addressed and that students have reasonable access to the education necessary to meet those needs.

If approved, the EdD in Montessori Studies will be the first accredited doctoral Montessori Studies program offered in the United States. The structure of the program,

which is intended to be primarily online with summer residencies, helps to provide reasonable access to professionals in the field seeking a terminal degree.

4. The program prepares students for professional practice in a specific field. The program is necessary based on new practice requirements, accreditation requirements, or licensure in the professional field of study.

As discussed above, the program was designed with input from professionals with Montessori credentials, and input was also sought at multiple professional conferences offered by the major Montessori organizations and through collaborations with Montessori experts. Currently, the professional Montessori organizations do not require specific disciplinary accreditation. UW-River Falls will seek Higher Learning Commission (HLC) approval to offer an EdD if the proposed authorization request is approved.

5. The program does not reduce the integrity of the UW university's undergraduate mission, does not take away resources devoted to undergraduate education, and does not undermine the strength of undergraduate academic degree program array offerings.

The proposed program will not reduce the integrity of resources devoted to the undergraduate mission. Specifically, the proposal is to provide an EdD relying upon service-based pricing or program revenue. It will not rely upon General Purpose Revenue (GPR) and will not compete with undergraduate programs for GPR funding. The current faculty in place at UW-River Falls will be able to teach in the doctoral-level program without detracting from master's-level teaching loads. The program will also hire additional adjuncts with expertise and not take faculty from existing programs. The program is built upon the existing master's-level Montessori offerings at the university and is intended to augment the graduate-level offerings.

6. The program assures that offering a professional doctorate will not result in the significant shifting of undergraduate teaching load from faculty to adjuncts and/or instructional academic staff.

As noted above, if approved a full-time director will be hired. The director will also teach courses within the program during each term (i.e., summer, fall, and spring terms). It is anticipated that some additional instructional staff will need to be devoted to the program if it is approved. Where demands are made upon existing UW-River Falls staff normally servicing the undergraduate program (e.g., there are two full-time, Montessori-credentialed staff in the department), efforts will be made to avoid any significant shifting of undergraduate faculty to the graduate program. This is expected to be manageable for several reasons. First, as noted above, the director will provide some instruction each term. Second, the existing MSE in Montessori Education at UW-River Falls provides existing graduate faculty who can be tapped, where appropriate, without any impact on undergraduate programs. Third, one-third of the proposed

curriculum will be offered during the summer term, a time when UW-River Falls faculty will not be removed from undergraduate instruction even if they are engaged in the EdD in Montessori Studies. Fourth, UW-River Falls will draw from a pool of Montessori teaching-credentialed staff from outside of UW-River Falls if necessary. The latter will occur strategically when necessary and will include only appropriately qualified individuals. Select courses in the EdD program will also be offered as electives to other UW institutions that offer the EdD program.

7. The program is carefully targeted to align with the goals, select mission, and strategic plan or direction of the specific UW university. The program should also align with the UW System's mission and strategic plan.

The proposed EdD in Montessori Studies aligns directly with the missions of the UW System, the UW-River Falls campus, and the College of Education and Professional Development. The UW System's mission, "to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose," (<https://www.wisconsin.edu/about-the-uw-system>) aligns with the EdD in Montessori Studies along three significant program features. First, the Montessori EdD program underpins the mission regarding dissemination of knowledge. As the first EdD in Montessori Studies in the country, the program would be in a unique position to discover new knowledge through scholarly research undertaken by doctoral candidates. Likewise, the program's design to investigate novel applications of the Montessori philosophy further confirms the opportunity for the abundant sharing of new ideas. Second, the goal of serving society is addressed because the proposed program would place graduates in diverse settings (e.g., eldercare, K-12 schools), reaching traditionally underserved populations. Third, the proposed program's purpose aligns with the UW System's mission. The program would explore specific areas, such as social justice and dementia care, which can potentially influence policy, transform lives, and promote deep, meaningful change within communities.

UW-River Falls' campus mission is "to prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective." (<https://www.uwrf.edu/AboutUs/vision.cfm>) This mission and the campus strategic planning goals (<https://www.uwrf.edu/PathwayToDistinction/Goals.cfm>) align with the overarching philosophical tenets of the Montessori approach, generally, and with the proposed program's curricular design and learning outcomes, specifically. For example, the first strategic planning goal, Distinctive Academic Excellence, befits the proposed program, which would be the first Montessori EdD program in the country. Coupled with distinctiveness, academic excellence—ensured though the design input gathered from doctoral-level faculty and Montessorians from UW-River Falls, the UW System, and other institutions from across the country—will permeate both the instructional

content and format demands of the target market. Exemplary distinctive characteristics include the incorporation of the essentials of Montessori pedagogy into all courses as demonstrated by a focus on community building, choice, personal inquiry, and dynamic interconnectedness between courses and fields of study. Finally, academic excellence both animates individual course design with unique opportunities for engagement, experiences, and application components as well as calibrates the spiraling curriculum approach. This curriculum includes coursework examining specific themes that subsume qualitative and quantitative research methods, diversity and social justice, social change, and collaborative leadership.

The second UW-River Falls' strategic planning goal, Global Education and Engagement, magnifies the proposed EdD in Montessori Studies. As a method of education over 100 years old and thoroughly established on every inhabitable continent of the world, the Montessori philosophy is, by definition, global. The universality of the Montessori method emphasizes global engagement. The EdD in Montessori Studies will not only have Americans abroad enroll in the program, but the candidates' scope of research will also include international congresses, populations, and Montessori communities. Since Montessori pedagogy uniquely leads all other pedagogies in its global application across diverse populations and innumerable languages, EdD research and program development will certainly have a global reach.

The third strategic planning goal, Innovation and Partnerships, complements the Montessori EdD program's direction and defines its existence. Only through innovative partnerships across the UW-River Falls' colleges, the UW System EdD Cooperative, and other higher education institutions across the country can the EdD program operate and flourish. The program offers opportunities to bridge diverse fields when tackling issues of social change and education. In addition to higher education, partnerships through the program will develop with Montessori leaders working in schools, eldercare and policy-developing organizations. The program encourages innovative approaches to Montessori leadership by bringing participants' interests and areas of strength to the community to share and hone. A concerted effort has also been made to develop and maintain partnerships with Montessori master's programs in the U.S. to create a pathway for graduates interested in pursuing a doctorate.

8. The program demonstrates national, regional, and local market needs in specific professional fields.

Surveys of graduates from the MSE in Montessori Education at UW-River Falls and professionals attending disciplinary conferences indicate a strong demand for the program locally, regionally, and nationally. Over the past three years, more than 150 individuals have contacted UW-River Falls expressing an interest in completing an EdD in Montessori Studies. In November 2020, these individuals were surveyed, with 60 responding. Of these, about 43%, or 26 people, indicated that they had already decided

to apply if the program is authorized and an additional 35%, or 21 people, expressed interest in applying.

The U.S. Bureau of Labor Statistics does not include a field specifically for Montessori graduates, but related educational data shows that employment in education, training, and library occupations is projected to grow significantly from 2019 to 2029. "About 441,000 new jobs are projected to be added from 2019 to 2029. Student enrollment is projected to increase; therefore, postsecondary teachers and preschool, elementary, and secondary school teachers will be needed to meet the demand."¹ This is also the case for administrators. For instance, the projected growth in positions from 2016 to 2026 is expected to be 7.9% for elementary and secondary school administrators, 10.1% for postsecondary administrators, and 10.7% for other education administrators.² Relatedly, salaries for educational administrative positions pay well. An average salary in 2019 for a K-12 administrator was \$86,770, for a training and development administrator was \$115,080 and for a postsecondary administrator was \$155,890.³

9. Program pricing for a professional doctorate should be competitive with peer universities and aligned with market demand.

UW-River Falls staff consulted with the UW System's EdD cooperative institutions and determined that the typical tuition rate was \$700 per credit with several institutions indicating that they need/want to raise their rates another \$25-50 per credit. After assessment of the anticipated enrollments, demand, and budget projections, \$725 per credit was used for the authorization request.

¹ United States Bureau of Labor Statistics. (2020). *Occupational Outlook Handbook*. Retrieved December 11, 2020, from <https://www.bls.gov/ooh/education-training-and-library/home.htm>

² Economic Development and Employer Planning System. (2020). *Occupational Supply Demand*. Retrieved December 10, 2020, from <https://www.edeps.org/SelectOccUA.aspx?st=ZZ>

³ United States Bureau of Labor Statistics. (2019). *May 2019 National Industry-Specific Occupational Employment and Wage Estimates: NAICS 611300 – Colleges, Universities, and Professional Schools*. Retrieved December 10, 2020, from https://www.bls.gov/oes/current/naics4_611300.htm

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF ARTS/BACHELOR OF SCIENCE IN LEGAL STUDIES,
UW-WHITewater**

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Arts and the Bachelor of Science in Legal Studies program at the University of Wisconsin-Whitewater

Resolution C.6.: That, upon the recommendation of the Chancellor of UW-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts and the Bachelor of Science in Legal Studies program at the University of Wisconsin-Whitewater.

SUMMARY

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) in Legal Studies. The proposed program elevates an existing emphasis under the Political Science major, thereby making the program more visible to students and attracting even more enrollments than the current emphasis. The program will support UW-Whitewater's mission and Strategic Plan 2017-2022, specifically Goal 2, Objective 1, to transform lives and impact society by offering students applied learning experiences that have immediate impact through internships with courts, law firms, legal advocacy groups, and legal services organizations. The major will foster pre-professional development in an area of growth in the region, which aligns with UW-Whitewater's Academic Plan, Goal 1, "[d]evelop programs to meet the growing needs and changing demographics of the region," and responds to student demand and regional and national growth in occupational opportunities in fields related to the law or legal studies.

The B.A./B.S. in Legal Studies will prepare students for a variety of careers in the legal field, including those in court or agency administration, mediation, and entry-level positions such as legal assistant and paralegal. Graduates will be prepared to continue to advance degrees in law. Nationally, employment in legal occupations is projected to increase 5.1% between 2018 and 2028. In Wisconsin, graduates will be prepared to transition into legal occupation vacancies produced by those exiting the workforce. The B.A./B.S. in Legal

Studies will be a multidisciplinary program comprised of 120 credits that students may complete in four years. The major requirements include 52 credits. Students will complete 58-61 of general education and degree credit requirements and an additional 7-10 of elective credits.

- Greg Cook, Interim Provost and Executive Vice Chancellor for Academic Affairs, UW-Whitewater

BACKGROUND

This proposal is presented in accord with UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting (revised March 31, 2020, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

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 ARTS/BACHELOR OF SCIENCE IN LEGAL STUDIES
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The University of Wisconsin (UW)-Whitewater proposes to establish a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) in Legal Studies. The proposed program elevates an existing emphasis under the Political Science major, thereby making the program more visible to students and attracting even more enrollments than the current emphasis. The program will support the University of Wisconsin-Whitewater's mission and Strategic Plan 2017-2022, Goal 2, Objective 1, to transform lives and impact society by offering students applied learning experiences that have immediate impact through internships with courts, law firms, legal advocacy groups, and legal services organizations. The major will foster pre-professional development in an area of growth in the region, which aligns with UW-Whitewater's Academic Plan, Goal 1, "[d]evelop programs to meet the growing needs and changing demographics of the region," and responds to student demand and regional and national growth in occupational opportunities in fields related to the law or legal studies.

The B.A./B.S. in Legal Studies will prepare students for a variety of careers in the legal field, including those in court or agency administration, mediation, and entry-level positions such as legal assistant and paralegal. Graduates will be prepared to continue to advance degrees in law. Nationally, employment in legal occupations is projected to increase 5.1% between 2018 and 2028. In Wisconsin, graduates will be prepared to transition into legal occupation vacancies produced by those exiting the workforce. The B.A./B.S. in Legal Studies will be a multidisciplinary program comprised of 120 credits that students may complete in four years. The major requirements include 52 credits. Student will complete 58-61 of general education and degree credit requirements and an additional 7-10 of elective credits.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Whitewater

Title of Proposed Academic Degree Program

Legal Studies

Degree Designation(s)

Bachelor of Arts and Bachelor of Science

Mode of Delivery

Single institution. Face-to-face delivery. Each year online course options will be added to the major. It is anticipated that by Year 5, students may take at least half of the major coursework via distance delivery.

Department or Functional Equivalent

Department of Political Science

College, School, or Functional Equivalent

College of Letters and Sciences

Proposed Term and Year of Implementation

Fall 2021

Projected Enrollments and Graduates by Year Five

The current B.A./B.S. in Political Science: Legal Studies emphasis (LSE) is in the Department of Political Science and College of Letters and Sciences. The 2019-20 enrollment for the LSE was 86 students. Students currently enrolled in LSE will have the option to complete their Political Science major with the emphasis or to transition to the proposed program. It is anticipated that students who are in their second year of the LSE or in the first semester of their third year of the LSE will likely switch to the new major while those closer to graduation will remain in the Political Science: LSE. This represents about half of the students currently enrolled in the LSE.

Table 1 displays enrollment and completion projections for new students and not those currently enrolled in the LSE. By the end of Year 5, it is expected that 150 new students will have enrolled in the major. Based on institutional retention data, the first- to second-year retention rate for new students is expected to be at least 80%. Considering the enrollment patterns of students in the long-standing B.A./B.S. in Political Science: Legal Studies emphasis, retention of continuing students is anticipated to be high. Beyond the first year of the program, it is expected that the average retention and completion rate of all students will exceed 95%. By the end of the fifth year of the program, 57 students will have completed the program. Students will begin to graduate from the program in Year 2 because some students will enter the program as new transfer students from other universities, and students can declare this major after they have already completed credits (e.g., in general education, in other majors).

As stated, the enrollment figures in Table 1 do not reflect the approximately 40 continuing students who are projected to switch from the existing LSE to the B.A./B.S. in Legal Studies. Therefore, the enrollment projections in Table 1 underestimate the total

number of students who will likely enroll in the new major. As well, the number of program graduates in Table 1 excludes students who switch to the new major from the LSE and graduate in Years 2 and 3. The emphasis will be phased out and replaced by the new major as currently enrolled students graduate or switch to other programs. The Legal Studies major is a substantively different program from the LSE.

Table 1: Five-Year Academic Degree Program Enrollment Projections

| Students/Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| New Students | 20 | 25 | 30 | 35 | 40 |
| Continuing Students | --- | 16 | 34 | 53 | 70 |
| Total Enrollment | 20 | 41 | 64 | 88 | 110 |
| Graduating Students | 0 | 6 | 10 | 16 | 25 |

Tuition Structure

Standard undergraduate tuition rates will apply to students who enroll in the B.A./B.S. in Legal Studies. Based on fall 2020 tuition rates, full-time resident tuition and fees for students enrolled in 12-18 credits per semester is \$3,867.42, of which \$3,259.44 is tuition. Full-time, nonresident student tuition and fees are \$8,208, of which \$7,620.24 is tuition. Fees for both full-time residents and nonresidents include \$523.35 for segregated fees and \$84.63 for textbook rental. For students enrolled in less than 12 credits, tuition is \$320 per credit for Wisconsin residents and \$684 for nonresidents. Part-time and nonresident students pay an additional \$42.10 for segregated fees and \$6.88 for textbook rental. Students who enroll in online courses will also pay \$50 per credit hour for an online course in the College of Letters and Sciences. It is assumed that approximately two 3-credit courses will be offered per year online. The number of online courses offered and the revenue from online course fees will increase as the program is increasingly offered in a fully online format.

DESCRIPTION OF PROGRAM

Overview of Program

The B.A./B.S. in Legal Studies will be a multidisciplinary program that will allow students interested in careers in a legal field to take a full range of courses in public law, private law (business law), political institutions, public policy, theory and ethics, and more narrowly focused legal topics such as history of American Indian law and policy, international law, gender and law, environmental law and policy, and journalism and the First Amendment.

The B.A. or B.S. in Legal Studies is comprised of 120 credits. The major requirements include 52 credits, 22 of which are required core courses for all majors in the Department of Political Science. Students will complete 58-61 of general education and degree credit

requirements and an additional 7-10 of elective credits. Students in the program will also complete core courses that are designed to facilitate development in key and transferable skills. For example, students will successfully complete a three-credit course in legal research and writing and a three-credit legal internship. Students will also acquire skills in quantitative and information literacy through applied coursework in required and elective courses within the program. Courses within the proposed B.A./B.S. in Legal Studies are housed in departments in three colleges across the UW-Whitewater campus: College of Arts and Communication, College of Business and Economics, and College of Letters and Sciences. If approved, the B.A./B.S. in Legal Studies will be a multidisciplinary program that will prepare students well at UW-Whitewater who are interested in careers in the legal field.

Student Learning Outcomes

The proposed B.A./B.S. in Legal Studies will address several UW-Whitewater baccalaureate learning outcomes, including analysis, inquiry, critical thinking, written and oral communication, quantitative and information literacy, problem solving, civic knowledge and engagement, ethical reasoning and action, and skills for lifelong learning.

Upon completion of the B.A./B.S. in Legal Studies, students will achieve the program-specific learning outcomes indicated below. These program learning outcomes will guide the curriculum and ensure that students' knowledge and skills are current and align with workforce needs.

1. Demonstrate knowledge of legal systems, the role of courts within institutional settings, historical and contemporary legal trends, and relevant theoretical and ethical issues.
2. Effectively collect, analyze, interpret, and evaluate legal materials and caselaw and apply these skills to contemporary legal issues.
3. Communicate effectively using appropriate tools and technologies for legal research and writing.
4. Successfully complete a minimum three-credit internship in a legal setting (e.g., court, law firm, or legal advocacy group).

Graduates will be prepared to work in occupational areas such as mediators, conciliators, legal assistants, and administrators of community and governmental services.

Program Requirements and Curriculum

No additional requirements for admission to the major will be added beyond the admission requirements for students to the university. The only G.P.A. requirement is the university requirement of a minimum 2.0 for graduation.

Table 2 displays the curriculum for the proposed program. A total of 120 credits are required to complete the B.A./B.S. in Legal Studies. In addition to the 52 major credits, students must also complete 45 credits of general education courses. General education courses include credit requirements in communication and calculation skills, quantitative

and technical reasoning, cultural heritages, communities, U.S. racial and ethnic diversity, personal health and well-being, and elective courses across various disciplines. Students with a Bachelor of Arts degree will have an additional 14 credits of coursework, and students with a Bachelor of Science degree will have an additional 13-16 credits of coursework. Students must also complete additional elective credits to add up to a total of 120 credits required for graduation.

The 52 credits in the major include 22 credits of core/required courses, 6-9 credits in Public Law, 3-6 credits in Business Law, 3 credits in Political Institutions, 3 credits in Public Policy and Law, 3 credits in Theory and Ethics, 3 credits in International and Comparative Systems, and 6-9 credits in breadth courses (no more than six from the same department). The areas of the major previously listed, and courses within the areas of the major, will provide students in Legal Studies with a solid foundation in a wide variety of legal topics. It will also provide enrolled students the opportunity to acquire, develop, and apply skills that will prepare them for success in careers in a field related to the law or legal studies.

Table 2. B.A./B.S. in Legal Studies Curriculum

| | |
|--|----------------------|
| General Education Requirements | 45 credits |
| Bachelor of Arts or Bachelor of Science Degree Requirements | 13-16 credits |
| Elective Credits | 7-10 credits |
| Program Requirements (52 credits) | 52 credits |
| Area I. Required Core Courses: 22 credits | |
| POLISCI 101: Introduction to Political Science | 1 credit |
| POLISCI 141: American Government and Politics | 3 credits |
| POLISCI 240: Law and Society | 3 credits |
| POLISCI 301: Political Science Research Methods | 3 credits |
| POLISCI 302: Writing in Political Science | 3 credits |
| POLISCI 302: Writing in Political Science | 3 credits |
| POLISCI 418: Legal Research and Writing | 3 credits |
| POLISCI 419: The Judicial Process | 3 credits |
| POLISCI 493: Internship in Political Science | 3 credits |
| Area II. Public Law: 6 – 9 credits | |
| POLISCI 413: Constitutional Law | 3 credits |
| POLISCI 414: The Constitution and Civil Liberties | 3 credits |
| POLISCI 415: Criminal Justice and the Constitution | 3 credits |
| POLISCI 416: The Constitution and Civil Rights | 3 credits |
| Area III. Business Law: 3 – 6 credits | |
| FNBSLW 341: Business and Commercial Law | 3 credits |
| FNBSLW 342: Advanced Business and Commercial Law | 3 credits |
| FNBSLW 440: Water Law | 3 credits |
| FNBSLW 442: Estates and Trusts | 3 credits |
| FNBSLW 443: Employment Law | 3 credits |
| FNBSLW 455: Corporate Governance and Administrative Law | 3 credits |

Area IV. Political Institutions: 3 credits

| | |
|---|-----------|
| POLISCI 317: The American Legislative Process | 3 credits |
| POLISCI 318: The American Presidency | 3 credits |
| POLISCI 321: American Interest Group Politics | 3 credits |
| POLISCI 344: State and Local Politics | 3 credits |

Area V. Public Policy and Law: 3 credits

| | |
|---|-----------|
| POLISCI 316: Police and Criminal Justice Administration | 3 credits |
| POLISCI 330: Public Policy Analysis and Advocacy | 3 credits |
| POLISCI 331: U.S. Disability Politics and Policy | 3 credits |
| POLISCI 342: Science Policy and Human Health | 3 credits |
| POLISCI 343: U.S. Environmental Politics and Policy | 3 credits |
| POLISCI 430: Formation of Public Policy | 3 credits |
| HISTORY 425: History of American Indian Law and Policy | 3 credits |
| WOMENST 380: Gender, Law and Policy | 3 credits |

Area VI. International and Comparative Systems: 3 credits

| | |
|--|-----------|
| POLISCI 345: Federalism | 3 credits |
| POLISCI 348: International Organizations | 3 credits |
| POLISCI 350: International Law | 3 credits |
| POLISCI 351: International Relations | 3 credits |
| POLISCI 457: American Foreign Policy | 3 credits |

Area VII. Theory and Ethics: 3 credits

| | |
|---|-----------|
| POLISCI 410: Ancient and Medieval Political Thought | 3 credits |
| POLISCI 411: Modern Political Thought | 3 credits |
| POLISCI 412: Contemporary Political Thought | 3 credits |
| POLISCI 420: American Political Thought | 3 credits |
| PHILSPHY 351: Sexual Ethics | 3 credits |

Area VIII. Breadth Courses: 6 – 9 credits (no more than six from same dept.)

| | |
|--|-----------|
| COMM 328: Communication Conflict Resolution | 3 credits |
| COMM 345: Persuasion | 3 credits |
| CRIMJUS 321: Criminal Investigation | 3 credits |
| JOURNLSM 420: Law of Mass Communication | 3 credits |
| PHILSPHY 101: Intro to Philosophy | 3 credits |
| PHILSPHY 251: Logic | 3 credits |
| PHILSPHY 261: Introduction to Ethics | 3 credits |
| SAFETY 453: Fundamentals of Environmental Law | 3 credits |
| SOCIOLGY 276: Introduction to Criminal Justice | 3 credits |

| | |
|----------------------|--------------------|
| Total Credits | 120 credits |
|----------------------|--------------------|

Assessment of Learning Outcomes

The proposed major in Legal Studies will be assessed regularly according to the Department of Political Science procedures with oversight from the Department of Political Science Assessment Committee. Direct measures of student learning outcomes will include embedded and signature assignments in required core courses (POLISCI 240, 418, and 419). Students will also be evaluated by their internship supervisors in their legal internship placements (POLISCI 493) through the completion of a survey by supervisors submitted at the end of the internship experience. Students in the B.A./B.S. in Legal Studies will also be required to complete an exit survey at the completion of their program prior to graduation. This instrument will include an array of questions about the curriculum and advising as well as open-ended questions where students may suggest ideas they have for improving the program. The results of these assessments will be disseminated each year at the final department meeting of the spring semester and/or at the annual department retreat each fall. In addition, results of assessment will be shared with the Political Science department's Advisory Board each year for feedback. The assessment findings and feedback will be used to consider changes to the program such as pedagogical and curricular. A comprehensive major self-study will be completed every five years as required by the University of Wisconsin-Whitewater audit and review process.¹

Diversity

The Department of Political Science, where this major will be housed, supports the Inclusive Excellence Goals and Diversity Objectives of UW-Whitewater's Strategic Plan. The proposed B.A./B.S. in Legal Studies and its curriculum includes many elements to foster inclusive excellence. UW-Whitewater actively recruits underrepresented minority students into the major from gateway courses. The department frequently discusses issues involving any existing equity gaps in courses and has had a team of faculty work on student-related equity concerns through support from UW-Whitewater's Liberal Education and America's Promise (LEAP) initiatives/workshops. High Impact Practices (HIPs) are embedded throughout the curriculum. For example, students in the major will have the option their first year to participate in the Legal Eagles learning community (LC). The LC provides many opportunities for first-year students to connect with faculty, participate in activities (e.g., an annual visit to the federal courthouse in Chicago, IL, where students meet with a federal judge and sit in on a trial), and participate each spring in Mock Trial with other LC members. Recruitment efforts are made by the LC coordinator to enroll underrepresented minority students interested in law-related careers in the LC at summer first-year registration events. Students are also encouraged to participate in the Undergraduate Research Apprenticeship Program (RAP) during the first year or later if transfer students.

The proposed Legal Studies major could also be attractive to adult learners who are interested in either degree completion or advancement in their current positions. Faculty in

¹ UW-Whitewater Audit & Review Process. See <https://www.uww.edu/assessment/program-review/audit-and-review>

the Department of Political Science have experience working with adult learners and reviewing prior learning assessment portfolios.

The Department of Political Science is also committed to inclusive excellence in its faculty and staff recruitment and retention efforts. The department upholds the UW-Whitewater's Value of Diversity, which states, "We believe in the dignity of all individuals and we cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment." All programs in the Department of Political Science welcome students regardless of race, ethnicity, gender, religious beliefs, class, and ability. UW-Whitewater is also committed to working on identifying and closing equity gaps in its courses and programs. To retain and reinforce student success while promoting diversity and inclusivity, UW-Whitewater has invited alumni who are successful in careers and who identified as members of underrepresented minority groups to speak to students as part of career and alumni panels and at other appropriate in-class and out-of-class events.

As evidence of its commitment to inclusivity and diversity including in its recruitment efforts, 20% of the majors identify as underrepresented minorities (URM) across UW-Whitewater's programs in Political Science, Political Science: Legal Studies emphasis, and Public Policy and Administration. Further, 57.5% of the URM students in the three programs in Political Science are in the Legal Studies emphasis. Moreover, the Political Science department's URM enrollment is higher than UW-Whitewater's overall URM enrollment, which is 13.5%.²

Finally, the major incorporates baccalaureate learning outcomes such as civic knowledge and engagement, ethnical reasoning and action, and skills for lifelong learning into the coursework required in the major. Activities supporting this learning will speak directly to inclusivity and diversity. For example, students will be required to complete courses in American government and in public policy. These courses are designed specifically to provide students with breadth and depth in civic knowledge. Students will also have the opportunity for engagement through activities embedded in courses that have a service-learning component. Further, the three-credit internship requirement for all majors in the program will give students hands-on experience where students can apply and further develop their skills in a supervised legal setting. Students will engage with diversity and learn other perspectives through collaborative work with diverse persons in their courses. In addition, several of the internship partnerships provide students the opportunity to engage with diverse populations and different perspectives. These internships include the Milwaukee Justice Center and the American Civil Liberties Union in Milwaukee.

²Source: UW-W IRP Audit and Review Dashboard.

Collaborative Nature of the Program

The major will be a single institution program. UW-Whitewater, however, will communicate and collaborate with other UW System universities as is consistent with current practice. Articulation agreements with other institutions will be discussed as opportunities arise for transfer from other institutions.

Projected Time to Degree

It is anticipated that full-time, undergraduate students can complete the B.A./B.S. degree with a B.A./B.S. in Legal Studies in four years.

Program Review

Program review of the B.A./B.S. in Legal Studies will be conducted according to the UW-Whitewater audit and review process.³ The audit and review process facilitates continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program's faculty engage in a self-study review of the program. Elements addressed in the self-study include assessment of student learning outcomes as well as alignment with and contribution to institutional mission and goals; enrollment, retention, and graduation data; demand for graduates; faculty, staff and program resources; and departmental recommendations. The self-study also identifies how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines to recruit and retain diverse students and faculty. The review is then forwarded to the university's Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the programs' faculty, audit and review committee, dean, and provost. The program coordinator (Political Science department chair) will coordinate the review process and disseminate the results to stakeholders. Feedback from the review process is reviewed and will be used to further improve the program.

Accreditation

The major will participate in UW-Whitewater's Higher Learning Commission (HLC) accreditation process. No additional approvals are required by HLC for the university to offer a B.A. or B.S. in Legal Studies. No discipline-specific accreditation exists for Legal Studies undergraduate majors.

JUSTIFICATION

Rationale and Relation to Mission

The proposed program supports the mission of the University of Wisconsin-Whitewater and its Strategic Plan 2017-2022, specifically Goal 2, Objective 1, to transform lives and impact society. Students in the major will have hands-on learning experiences and

³ See <https://www.uww.edu/assessment/program-review/audit-and-review>

impact through legal internships with courts, law firms, legal advocacy groups, and legal services organizations to the low income in communities in the state. The major also fosters pre-professional development in the area of growth in the region, which aligns with Goal 1 of UW-Whitewater's Academic Plan, "[d]evelop programs to meet the growing needs and changing demographics of the region."⁴

The Legal Studies emphasis is currently an emphasis within the Political Science major. As such, students take many courses in various subfields in the Political Science discipline, but these courses were not relevant to legal studies *per se*. The proposed major is designed differently from the emphasis, and it includes courses relevant to a strong foundation in legal studies while it expands interdisciplinary offerings. This proposal comes not only in light of the growth of the Legal Studies emphasis as mentioned above, but also in response to a recent report provided by the marketing firm Ruffalo Noel Levitz (RNL) that identified Legal Studies as an area of growth that UW-Whitewater should consider. The Department of Political Science also offers a minor in Legal Studies and a Paralegal certificate. Both the minor and the certificate will continue. Additionally, all students enrolled in the B.A./B.S. in Legal Studies will automatically be eligible for the Paralegal certificate (as are Legal Studies minors). Courses in UW-Whitewater's College of Letters and Sciences, College of Business and Economics, and College of Arts and Communication are already included in the emphasis and minor, and will be a substantial part of the design of the B.A./B.S. in Legal Studies.

The proposed B.A./B.S. in Legal Studies will provide students with a stronger foundation in legal studies than the current emphasis, as well as a deeper understanding of the law and its relationship to other substantive and relevant topics that are included as areas, or as curriculum, in the proposed major. Legal Studies faculty continue to collaborate with other colleges and departments at UW-Whitewater to grow the multidisciplinary options for enrolled students. Faculty will also continue to emphasize and practice the essential learning outcomes of LEAP, which are all important to student success in this major: knowledge of human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning.

University Program Array

The Department of Political Science currently offers a Political Science major with a Legal Studies emphasis. The Legal Studies emphasis has an enrollment (86 students) that now eclipses the remainder of the Political Science major (60 students). Creating the new B.A./B.S. in Legal Studies will better serve students who enroll in the program by allowing students interested in pursuing careers in the legal field the opportunity to take more courses in this area.

⁴ The UW-Whitewater Academic Plan is available at <https://www.uww.edu/acadaff/initiatives>

Other Programs in the University of Wisconsin System

There are two universities within the UW System that currently offer an undergraduate major in the curricular area of Legal Studies. Both UW-Madison and UW-Superior offer a B.A./B.S. in Legal Studies. Six universities in the UW System offer a minor or concentration: UW-Eau Claire, UW-Green Bay, UW-Milwaukee, UW Oshkosh, UW-Parkside (a minor in Legal Studies), and UW-Whitewater (an emphasis in Legal Studies).

Need as Suggested by Current Student Demand

The Political Science major with a Legal Studies emphasis (LSE) at UW-Whitewater has outgrown the general Political Science major and has outpaced similar programs in its enrollment over the past several years. Of the three programs—Political Science major, Public Policy and Administration, and Political Science major with a Legal Studies emphasis—the LSE has significantly more enrollment and constitutes over 46% of the total enrollment across all three programs. Table 3 below displays the consistent growth in the LSE over the past five academic years in comparison to the two majors in the Department of Political Science.⁵

Table 3: Enrollment Comparisons in Similar Programs at UW-Whitewater

| Program | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Political Science | 84 | 74 | 84 | 71 | 60 |
| Political Science LSE | 42 | 63 | 72 | 79 | 86 |
| Public Policy and Administration | 38 | 40 | 44 | 39 | 38 |
| Total | 164 | 177 | 200 | 189 | 184 |

In addition, students in the LSE have responded on senior exit surveys that they would like to have a major in Legal Studies that would specifically prepare them for legal careers and also better highlight their course of study on their transcript.

Need as Suggested by Market Demand

According to the U.S. Bureau of Labor Statistics (BLS), employment in legal occupational areas is expected to increase by 5% between 2019 and 2029, representing 67,000 new jobs. This growth is expected to be faster than average, as compared to all occupational areas. Employment of arbitrators, mediators, and conciliators is projected to grow 8%, and demand for paralegal and legal assistants is projected to grow by 10%. In May 2019, the median annual wage for arbitrators, mediators, and conciliators was \$63,930 and for paralegals and legal assistants was \$51,740. Graduates may also pursue an advanced degree to practice law. According to BLS data, the job outlook for lawyers



⁵ Source: UW-W IRP Audit and Review Dashboard.

between 2019 and 2029 is projected to grow by 4%, representing an additional 32,300 jobs.⁶

Wisconsin occupational projections indicate somewhat lesser growth in legal occupations, overall; however, between 2018 and 2028, the data indicate a significant number of exits and transfers within this category, suggesting individuals with relevant education may find opportunities to advance within this occupational area. Furthermore, graduates of the B.A./B.S. in Legal Studies will be well prepared to take on administrative and management responsibilities. Wisconsin occupational data project 6% growth in job openings in social and community manager positions across professional, education, health, service, and governmental industries.

Graduates of the proposed program will be prepared for entry-level positions in legal services as well as the pursuit of an advanced degree. Further, job posting data indicate immediate need for both entry-level positions in legal services as well as positions that require an advanced degree. An *Emsi* (data and impact analysis firm) market analysis was compiled using a Q2 May 2019 to May 2020 data draw from Wisconsin job postings with keywords such as lawyer, legal assistant, and paralegal. Between May 2019 and May 2020, there were 738 postings in Wisconsin for lawyers. During this same period, there were 8,247 postings for paralegals and legal assistants. In addition, an Academic Program Demand Analysis (APDA) report was prepared by Ruffalo Noel Levitz (RNL), and within their report, areas were identified where UW-Whitewater was *missing* academic programs that it should consider developing. Legal Studies was one of the programs identified as *missing* on the UW-Whitewater campus although UW-Whitewater has a Legal Studies emphasis. It was missed by RNL's research because Legal Studies at UW-Whitewater is only an emphasis. Creating a B.A./B.S. in Legal Studies will meet student demand, fill opportunities in market demand, and give Legal Studies at UW-Whitewater more prominence to attract and grow enrollment.

⁶ U.S. Bureau of Labor Statistics at <https://www.bls.gov/ooh/legal/home.htm> (accessed on 9/21/20).

| University of Wisconsin - Whitewater | | | | | | |
|---|---|-------------|-----------|-----------|-----------|-----------|
| 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 | Enrollment (New Student) Headcount | 20 | 25 | 30 | 35 | 40 |
| | Enrollment (Continuing Student) Headcount | 0 | 16 | 34 | 53 | 70 |
| | Enrollment (New Student) FTE | 18.8 | 23.5 | 28.2 | 32.9 | 37.6 |
| | Enrollment (Continuing Student) FTE | 0 | 15.04 | 31.96 | 49.82 | 65.8 |
| II | Total New Credit Hours | 242.5 | 303.2 | 363.8 | 424.4 | 485.0 |
| | Existing Credit Hours | 0.0 | 194.0 | 412.3 | 642.7 | 848.8 |
| III | FTE of New Faculty/Instructional Staff | 0 | 0 | 0 | 0 | 0.5 |
| | FTE of Current Fac/IAS | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 |
| | FTE of New Admin Staff | 0 | 0 | 0 | 0 | 0 |
| | FTE Current Admin Staff | 0 | 0 | 0 | 0 | 0 |
| IV | Revenues | | | | | |
| | From Tuition | \$64,479 | \$132,183 | \$206,334 | \$283,709 | \$354,636 |
| | From Fees | \$6,000 | \$7,500 | \$9,000 | \$10,500 | \$12,000 |
| | Program Revenue (Grants) | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Program Revenue - Other | \$0 | \$0 | \$0 | \$0 | \$0 |
| | GPR/PR (re)allocation | \$41,271 | \$0 | \$0 | \$0 | \$0 |
| | Total New Revenue | \$111,750 | \$139,683 | \$215,334 | \$294,209 | \$366,636 |
| V | Expenses | | | | | |
| | Salaries plus Fringes | | | | | |
| | Faculty/Instructional Staff | \$ 110,250 | \$112,455 | \$114,705 | \$116,998 | \$167,926 |
| | Other Staff | \$0 | \$0 | \$6,300 | \$6,300 | \$6,300 |
| | Other Expenses | | | | | |
| | Facilities | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Equipment | \$0 | \$0 | \$2,500 | \$2,500 | \$2,500 |
| | Marketing | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| | Supplies | \$500 | \$500 | \$500 | \$500 | \$500 |
| | Total Expenses | \$111,750 | \$113,955 | \$125,005 | \$127,298 | \$178,226 |
| VI | Net Revenue | \$0 | \$25,728 | \$90,329 | \$166,911 | \$188,410 |
| Provost's Signature:  | | | | | | |
| Date: 01/06/2021 | | | | | | |
| Chief Business Officer's Signature:  | | | | | | |
| Date: 1/6/21 | | | | | | |

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-WHITewater BACHELOR OF ARTS/BACHELOR OF SCIENCE IN LEGAL STUDIES

Introduction

The proposed B.A. or B.S. in Legal Studies at UW-Whitewater elevates an existing emphasis of the Political Science major, thereby making the program more visible to students and attracting even more enrollments than the current emphasis. The program will rely primarily on resources that are currently in place. The courses making up the curriculum exist and are regularly taught by current faculty and instructional staff. The facilities needed for student learning are in place. Any additional costs will be covered by tuition revenue and fees garnered through anticipated increases in enrollments over the next five years. Modest staffing increases may be needed as the enrollment grows over time.

Section I – Enrollment

Student headcount reflects anticipated new student enrollment based on current enrollment trends in the emphasis. Student FTE calculations for both new and continuing students are based on fall 2019 data showing that 88% of students enrolled full-time and 12% of students enrolled part-time, which is considered half-time at UW-Whitewater and in these calculations. Therefore, FTE enrollments are calculated assuming 1.0 FTE for 88% of student headcount and 0.5 FTE for 12% of headcount.

Continuing students are those students who first enrolled in the proposed Legal Studies major in Year 1 and are continuing into Year 2, 3, etc. The enrollment projections exclude students who are enrolled in the Legal Studies emphasis (LSE) and elected to change to the proposed major. It is anticipated that approximately 40 students who are in their second year and in the first semester of their third year of the LSE may switch to the new major, while those closer to graduation (third-year and fourth-year students) will remain in the LSE.

Section II – Credit Hours

Credit hours are calculated using 120 total credit hours to degree and 52 credit hours in the major. Credit hours attributable to the major represent 43% of total credit hours. The Legal Studies major is designed so that each student can graduate within four years at an average of 30 credits per year. Therefore, the calculation is FTE x 30 credits x .43.

Section III – FTE of Faculty and Staff Appointments

The proposed Legal Studies major will be housed in the Department of Political Science. The Department of Political Science has a faculty of 10.25 FTE. Most courses will be offered as part of faculty members' regular rotation, which are included in the proposed

major. Of the 10.25 FTE in the department, two members will be contributing 0.5 FTE each, based on a 24-credit load. An additional 0.25 FTE for faculty will contribute to the proposed major even though the courses offered will be part of their existing load for other Political Science programs. The 0.25 FTE is based on a 24-credit load. This results in a total FTE from Political Science dedicated to the proposed Legal Studies major of 1.25.

The proposed major is a multidisciplinary major where faculty and instructional staff from other departments and colleges will offer courses that Legal Studies majors may take as part of their program. It is likely that students will take two to three courses per academic year from faculty in other departments and/or colleges. These courses are already a part of the other departments' curricula and their existing programs. Therefore, this will not create additional FTE requirements for the Legal Studies major. Should the proposed major meet the projections for enrollment and revenue, and if the university budget permits, it is projected that staff may be added in Year 5. This would result in an additional 0.5 FTE for the proposed major. Thus, in Year 5, FTE is calculated at 1.75.

Section IV – Program Revenues

Tuition Revenues

Tuition estimates were based on the percentages of resident and nonresident students comprising fall 2017 UW-Whitewater campus undergraduate enrollment. Tuition revenues were calculated assuming 83% resident students (at \$271.62 per credit hour) and 17% nonresident students (at \$628.82 per credit hour). This yields an average tuition of \$332.34 per credit hour across all students. (Note that calculations include new and continuing students.) Tuition is multiplied by .8 to account for students taking credits in the tuition plateau. Tuition revenues represent only those attributable to new student FTE and credit hours as discussed above.

Program/Course Fees

Students who enroll in online courses will pay \$50 per credit hour for an online course in the College of Letters and Sciences. Revenue from fees is calculated at \$150 for a 3-credit course multiplied by the number of new enrollments (headcount) each year. It is assumed that approximately two 3-credit courses will be offered per year online. Therefore, the calculation for fees for each year is \$300 x the number of new enrollments (headcount). Note that new enrollment is used as a conservative estimate of the number of students enrolling in online courses. If continuing students take online courses, revenue from online course fees will be higher than the estimates included in the cost and revenue spreadsheet. Similarly, revenue from online course fees will be higher when students enroll in a fully online program format.

Other Program Revenue

In Year 1, additional revenues will be generated through tuition revenues attributable to course enrollments by UW-Whitewater current students who will declare or

change their major to the B.A./B.S. in Legal Studies. For example, it is anticipated that 40 current UW-Whitewater students will change from the Political Science LSE program to the proposed major. These enrollments will produce significant tuition revenues. A portion of these revenues will be directed to cover the costs that are attributable to the delivery of the proposed major. The balance will be retained and invested in support of the College of Letters and Sciences and the university.

Section V – Program Expenses

Salary and Fringe Expenses

Faculty are in place to teach the courses in the proposed program. Current and new FTE attributable to the program are included in the salary and fringe estimates. Anticipated costs include a one course reassignment for the program coordinator beginning in Year 3. Instructional staff is calculated as 1.25 FTE for Years 1 through 4, rising to 1.75 in Year 5. Salary expenses are calculated using actual salaries for staff already in place and teaching courses in the existing emphasis (total of \$78,750, plus 40% fringe) and are increased by 2% each year. The additional 0.5 FTE in Year 5 is calculated as \$33,000 plus 40% fringe (based on the salary of the most recent department hire in 2019, increased by 2% per year). Thus, total salary is \$110,750 in Year 1 and is estimated to increase to \$167,926 by Year 5.

Other Expenses

Facilities are in place to deliver the proposed program. Additional expenses will include marketing for the proposed program, replacement of computers, and acquisition of software or other instructional materials.

Section VI – Net Revenue

Beginning in Year 2, net revenue will be invested in support of general education, faculty development, and general support of the College of Letters and Sciences and UW-Whitewater.



Interim Provost and Executive Vice Chancellor for Academic Affairs

December 2, 2020

Tommy Thompson
President, UW System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Thompson:

Please accept this as UW-Whitewater's Letter of Commitment for our new Bachelor of Arts/Bachelor of Science (BA/BS) program in Legal Studies. This program will replace an emphasis that already exists in our current major in Political Science, thereby making the program more visible to students and attracting even more enrollment. The new major responds to student demand at UW-Whitewater and regional and national growth in occupational opportunities in the legal field. Establishing the program at UW-Whitewater will prepare students well for a variety of careers in the legal field such as court administration, legal assistant, paralegal, and attorney. The Legal Studies program will be a multi-disciplinary major drawing on faculty and staff expertise from three of the four colleges on the UW-W main campus. With this new program, the College of Letters and Sciences will provide another educational opportunity to support workforce development in Wisconsin and the surrounding region.

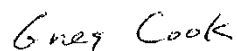
With this letter, I assert and make a firm commitment to the following:

1. The BA/BS program in Legal Studies has been designed to meet UW-Whitewater's definition and standards of quality and to make a meaningful contribution to our select mission, overall academic plan, and our program array. This program was developed by an academic department and college that have demonstrated high standards of quality. The department works regularly with our Office of Academic Assessment to ensure high quality assessment processes throughout their major. Our campus is continuously engaged in strategic planning and campus academic planning activities. As part of these processes, we have been intensively reviewing all of our academic programs. In a recent report provided by the marketing firm Ruffalo Noel Levitz (RNL), Legal Studies was identified as an area of growth that UW-Whitewater should consider. It is clear that this new program will provide a meaningful addition to our campus program array, and our College of Letters and Sciences is poised for a successful launch of this new program.

2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Political Science, the College of Letters and Sciences Curriculum Committee, the Dean of the College of Letters and Sciences, the University Curriculum Committee, and the Faculty Senate. All required approvals have been obtained on campus, with enthusiastic support.
3. The necessary financial and human resources are in place or have been committed to implement and sustain this new bachelor's program. Department and college staff have thoroughly considered and provided for all of the resources needed to launch and maintain the program. A financial plan is in place to support and sustain the program.
4. A high-quality system for program evaluation is in place. As soon as the new program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The program proposal includes a fully defined list of student learning outcomes and a well-designed plan for assessment of those outcomes. The college curriculum committee and the University curriculum committee reviewed the program's assessment plan as an integral part of the curriculum proposal. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

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

Sincerely,



Greg Cook, Ph.D.
Interim Provost and Executive Vice Chancellor for Academic Affairs

Encl.

cc: Dwight Watson, Chancellor
Joan Littlefield Cook, Interim Associate Provost
Frank Goza, Dean, College of Letters and Sciences
Carleen Vande Zande, Associate Vice President of APEI, UW System

**APPROVAL OF EXTENSION OF THE TEMPORARY SUSPENSION OF
ACT/SAT REQUIREMENTS IN REGENT POLICY DOCUMENT 7-3,
"UW SYSTEM FRESHMAN ADMISSIONS POLICY"**

REQUESTED ACTION

Adoption of Resolution D., extending the temporary suspension of Sections I. C. and II. B. in Regent Policy Document 7-3, "University of Wisconsin System Freshman Admissions Policy," requiring the 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 of Regents extends the temporary suspension of the requirement for freshman applicants to provide an ACT or SAT score as part of their application referenced in Regent Policy Document 7-3, Sections I. C. and II. B. The initial suspension of this requirement, authorized by Resolution 11430, applied to all freshman applications to UW System campuses, except applications to UW-Madison, for the 2020-2021 and 2021-2022 academic years. Resolution 11489 temporarily suspended the ACT/SAT requirement for applicants to UW-Madison for the 2021-2022 and 2022-2023 academic years. This action extends the suspension for all other UW System campuses through the 2022-2023 academic year. The last term that students would be able to opt out of submitting an ACT/SAT score would be spring 2023.

SUMMARY

The University of Wisconsin System continues to face challenges in its freshman applicants' ability to submit ACT or SAT scores as a result of the COVID-19 crisis. In response, the Board of Regents is being asked to extend once more the temporary suspension of Regent Policy Document 7-3, Sections I. C. and II. B., that requires the submission of ACT/SAT test scores by freshman applicants.

The policy action being taken today will give prospective freshman students one additional year to apply to UW System institutions without having to submit their ACT/SAT test scores. Consistent with current practice, students whose applications do not include a

standardized test will not be disadvantaged in any way during the application review process due to the inability to take and submit test scores for reasons including but not limited to cancellations or significant delays in testing from the testing agencies themselves during the stated time period. As required by Regent Policy 7-3, students will continue to be evaluated holistically on the basis of the other application materials submitted.

During the period in which the extension of ACT/SAT waiver is in effect, UW System's Office of Academic and Student Affairs will undertake a formal research study guided by several core objectives: 1) to determine the degree to which the ACT/SAT score accurately predicts the academic achievement of UW students; 2) to evaluate the long-term consequences of permanently suspending the standardized test score requirement or going test-optional; and 3) to identify if there are other means of measuring a student's academic readiness for college that could be used in place of a standardized test score. The findings of the study and related policy recommendations shall be provided to the Board of Regents no later than April 1, 2022.

Presenter

- Christine Navia, Ph.D, Associate Vice President for Student Success, UW System Administration

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.

On July 27, 2020, the UW System President approved a temporary waiver to Regent Policy Document 7-3 suspending provisions related to ACT/SAT testing requirements for all freshman applications to UW-Madison, through December 31, 2020.

Resolution 11489, adopted by the Board on August 8, 2020, temporarily suspended provisions of Regent Policy Document 7-3 related to the ACT/SAT testing requirements for all freshman applications to UW-Madison for the 2021-2022 and 2022-2023 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 Admissions Policy ACT/SAT Requirements Waiver for UW-Madison (expired December 31, 2020)

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.

Presenter

- 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 sixth in a series of such updates.

DELIVERING HIGH-QUALITY EDUCATION IN A PANDEMIC

REQUESTED ACTION

For information only.

SUMMARY

Delivering a high-quality university education requires well-trained, dedicated instructors; courses and curriculum designed to inspire, engage, and facilitate learning; and students eager to test themselves and engage fully in available opportunities. UW-Madison embraces this work, in part because it demands that the university continue to grow and learn, adapting its pursuit of excellence to the always changing landscape of higher education.

The global COVID-19 pandemic brought unprecedented challenges to higher education. There are the obvious challenges that arise from changes to instructional modality, where many courses previously delivered face-to-face were now delivered remotely. But additional complications arise as students (and others) adapted to less in-person interaction, limited study groups and labs, and navigated mental health and other challenges.

In the face of these challenges, students and instructors at UW-Madison had a successful Fall semester. This presentation will describe some of the steps taken to make the Fall successful, offer quantitative evidence from the just-completed semester, and provide a focused example of one creative approach that provided remote, high-quality lab experiences for students in Engineering.

Presenters

- Karl Scholz, Provost and Vice Chancellor for Academic Affairs, UW-Madison
- Kassem Fawaz, Professor, College of Engineering, UW-Madison

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

REQUESTED ACTION

None.

SUMMARY

Vice President Anny Morrobel-Sosa will provide an update on both the UW System Reverse Transfer Implementation Plan and the UW System Teacher Workforce Initiative.

In follow-up to the Board's approval of the UW System Reverse Transfer Implementation Plan at its December 10, 2020 meeting, Vice President Morrobel-Sosa will describe the action steps that the Office of Academic and Student Affairs has taken toward implementation of the plan. Reverse transfer is one strategy that the UW System is utilizing in collaboration with its educational partners to assist students in completing education credentials, such as Associate's and Bachelor's degrees.

Vice President Morrobel-Sosa also will introduce the UW System Teacher Workforce Initiative, in advance of the presentation she will provide to the full Board of Regents on Friday, February 5, 2021. The Vice President will report that in August 2020, the Board of Regents approved UW System President Tommy Thompson's 2021-23 biennial budget recommendations, which included ten key initiatives to renew the Wisconsin Idea for the 21st century. Among the ten initiatives is a proposal to work with community and university education dean partners, to advance Wisconsin's teachers and school leaders through student loan forgiveness, and by providing stipends for student teachers.

Presenter

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