Education Committee

February 10, 2022
10:30 a.m. – 12:00 p.m.

Union South, Varsity II
1308 W. Dayton Street
Madison, Wisconsin and
Via Webex Videoconference

A. Calling of the Roll

B. Declaration of Conflicts

C. Proposed Consent Agenda
   1. Approval of the Minutes of the December 9, 2021 Meeting of the Education Committee
   2. UW-Madison: Approval of Master of Science in School Psychology
   3. UW-Madison: Approval of Doctor of Philosophy (Ph.D.) in School Psychology
   4. UW-Madison: Approval of Bachelor of Arts and Bachelor of Science in Information Science
   5. UW-Milwaukee: Approval of Bachelor of Science in Data Analytics
   6. UW-Milwaukee: Approval of Master of Science in Data Science
   7. UW Oshkosh: Approval of Bachelor of Professional Studies in Leadership and Organizational Development
   8. UW Oshkosh: Approval of Executive Master of Business Administration (M.B.A.)
   9. UW-Whitewater: Approval of Bachelor of Arts and Bachelor of Science in Professional Writing and Publishing
   10. UW-Whitewater: Approval of Master of Science in Applied Kinesiology
   11. UW-Whitewater: Approval of Master of Science in Education in Early Childhood Education Policy

D. UW-Milwaukee: Approval of Proposal to Realign Academic Units

E. UW-Stevens Point and Northcentral Technical College:
   1. Approval of a New Liberal Arts Transfer Program for the Associate of Arts in Liberal Arts
   2. Approval of a New Liberal Arts Transfer Program for the Associate of Science in Liberal Arts

F. Approval of Changes to Regent Policy Document 4-10 "Class Audit Policy”

G. Report on Application Fee & Application Fee Waiving, per Regent Policy Document 32-8, “Application Fees and Waivers”

H. Approval of Extended Reduction of Undergraduate Application Fee

I. UW-Madison Host presentation: Student Academic Success—A Team Effort

J. UW System STEM Transfer Initiative with Wisconsin Technical College System

K. Report of the Vice President for Academic and Student Affairs:
EAB Navigate/Academic Planner Pilot Program Update

Education Committee
February 10, 2022

Item C.2.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY
UW-MADISON

REQUESTED ACTION

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

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

SUMMARY

The Master of Science (M.S.) in School Psychology will contribute directly to the UW System's mission by embracing the Wisconsin Idea through active partnerships with PreK-12 public schools and families throughout Wisconsin. The proposed M.S. in School Psychology program aligns with the UW-Madison School of Education's Strategic Initiatives because of its focus on training scholar-practitioners and involvement with in- and out-of-state school districts. While the Department of Educational Psychology has a history of preparing school psychologists and academics who can train school psychologists, changes in institutional accreditation and state training requirements necessitate a program restructuring and development of distinct degree programs. The M.S. in School Psychology will be a non-admitting master's degree awarded upon completion of the first 31 credits of coursework in the proposed Ph.D. in School Psychology, as well as the E.Ds. in School Psychology; degrees needed to become a licensed school psychologist. The new degree program will also allow students to have a paid internship during the clinical component of their program. The M.S. in School Psychology is designed to meet the shortage of school psychologists in Wisconsin and across the U.S. by offering a program for those who wish to become a school psychologist or pursue a career in academia to prepare future school psychologists.

Presenter

- Dr. 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 SCHOOL PSYCHOLOGY AT UNIVERSITY OF WISCONSIN-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in School Psychology. The M.S. School Psychology will be a companion program to the proposed Ph.D. School Psychology and the recently established E.Ds. in School Psychology. The M.S. will be a non-admitting program that is earned as a milestone degree when students have earned 31 credits in the corresponding Ph.D. or E.Ds. program. This structure satisfies the requirements of the Department of Public Instruction (DPI) that students hold a master's degree to be paid for a School Psychology internship and earn an E.Ds. or Ph.D. in School Psychology to be licensed as a school psychologist. The M.S. School Psychology will contribute directly to the mission of the UW System by embracing the Wisconsin Idea through active partnerships with preK-12 public schools and by working to address the shortage of school psychologists in Wisconsin and across the country. The proposed M.S. School Psychology program aligns with the UW-Madison School of Education's Strategic Initiatives because of its focus on training scholar-practitioners and involvement with in- and out-of-state school districts. Currently, the proposed M.S. School Psychology curriculum is a track within the graduate program in Educational Psychology. The 31-credit M.S. School Psychology curriculum includes foundational graduate coursework in school psychology, assessment, and development, as well as practica experience. Funding needs for the M.S. School Psychology will be minimal given students who earn the degree will be enrolled in the E.Ds. or Ph.D. program and support will come from a reallocation of resources from the Department of Educational Psychology. Establishing an M.S., Ph.D., and E.Ds., all in School Psychology, formerly taught within the M.S. and Ph.D. in Educational Psychology, makes School Psychology programs more visible to students, makes the curricular pathway more transparent, and allows the school psychology program to evolve to meet distinct curricular needs and learning goals.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Madison

Title of Proposed Academic Degree Program
Master of Science in School Psychology

Degree Designation(s)
Master's

Mode of Delivery
Face-to-face delivery

Department or Functional Equivalent
Department of Educational Psychology

College, School, or Functional Equivalent
School of Education

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents no enrollment and graduation projections because this program will be non-admitting; students will not be allowed to complete an application and enroll directly. The degree will be awarded to students in the Ph.D. (see companion proposal) and E.Ds. in School Psychology. It is expected that on an annual basis, approximately six Ph.D. School Psychology and 17 E.Ds. School Psychology students will be awarded the M.S. School Psychology after successfully completing their first 31 credits of study.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	0	0	0	0
Continuing Students	0	0	0	0	0
Total Enrollment	0	0	0	0	0
Graduating Students	23	23	23	23	23

Tuition Structure

The M.S. School Psychology will be a non-admitting degree awarded to students enrolled in the Educational Specialist (E.Ds.) in School Psychology or the proposed Ph.D. in School Psychology after completion of 31 credits of study.

Standard graduate tuition will apply to students who enroll in the Ph.D. School Psychology en route to the M.S. Residential tuition and segregated fees total $6,087.24 per semester for a full-time student enrolled in eight or more credits per semester or $790.41 per credit. Of this amount, $5,363.76 is attributable to tuition and $723.48 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,750.68 per semester for a full-time student enrolled in eight or more credits per semester or $1,623.34 per credit.

Of this amount, $12,027.20 is attributable to tuition and $723.48 is attributable to segregated fees.

No other program fees are anticipated. Required textbooks will be an additional student expense. All UW-Madison students pay a $130 document fee at the time of their first enrollment at UW-Madison.

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed M.S. School Psychology will be a non-admitting master's degree awarded upon completion of the first 31 credits of coursework in the proposed Ph.D. in School Psychology, as well as the E.Ds. in School Psychology; degrees needed to become a licensed school psychologist. It will serve as a companion degree to the proposed Ph.D. School Psychology, and as such, will allow students to earn the M.S. of the same name (and CIP code, 42.2806) on the way to the Ph.D. School Psychology or the E.Ds. School Psychology. In doing so, the new M.S. School Psychology replaces the current programs M.S. Educational Psychology: Educational Specialist in School Psychology and the M.S. Educational Psychology: Research with an Informal Track in School Psychology. Development of the non-admitting degree was needed to meet the State of Wisconsin Department of Public Instruction (DPI) licensure requirements and many school district salary schedules for a paid, supervised internship in a local public-school position requires a master's degree. The M.S. School Psychology is a campus-based program. The curriculum includes full-time coursework with four credits of practicum experiences working in local public schools and the School Psychology Training Clinic supported by university and field-based supervision.

Student Learning Outcomes and Program Objectives

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

Upon completion of the M.S. School Psychology Program, students will:

1. Demonstrate/show a strong foundation in current and past theories, research findings, and methodologies in school psychology.

2. Know/Discuss/Describe the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for research and practice in school psychology and related fields.
3. Learn the fundamentals of research design, data collection, and data analysis, relevant to school psychology and related fields, through participating in ongoing research or conducting their own research project(s).
4. Identify key features of high-quality research or program implementation/evaluation.
5. Effectively communicate, both orally and in writing, results of scientific research to academic, professional/practitioner, and lay audiences.
6. Conduct research or program implementation/evaluation in accordance with ethical standards established in school psychology and related fields.

Program Requirements and Curriculum

The M.S. School Psychology program will be a non-admitting, practitioner-oriented, face-to-face program. Students will apply to the E.Ds. School Psychology or the proposed Ph.D. School Psychology program then may choose to be awarded the M.S. upon the successful completion of the first 31 credits. Full time students will complete the degree in one year.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 31 credits.

Table 2: M.S. School Psychology Program Curriculum

Academic program or major course requirements:		
Fall I		
ED PSYCH 540	Introduction to School Psychology	2 credits
ED PSYCH 541	Applied Behavior Analysis	3 credits
ED PSYCH 723	Developmental Processes Across the Lifespan	3 credits
OR		
ED PSYCH 725	Theory and Issues in Human Development	3 credits
ED PSYCH 742	Assessment & Intervention for Academic Skills Problems	3 credits
ED PSYCH 840	Clinical Practicum	1 credit
ED PSYCH 844	Psychopathology	3 credits
Spring I		
ED PSYCH 740	Cognitive Assessment	3 credits
ED PSYCH 743	Single Case Design	3 credits
ED PSYCH 761	Statistical Methods II	3 credits
ED PSYCH 840	Clinical Practicum	1 credit
ED PSYCH 947	Psychotherapy	3 credits

Summer I		
ED PSYCH 840	Clinical Practicum in School Psychology	3 credit
OR		
ED PSYCH 737	Seminar in History and Systems of Psychology	3 credits
OR		
ELECTIVE	One additional class (3 credits) in the School Psychology area. This includes any course in the School Psychology program area or any other approved course by the School Psychology faculty as covering appropriate content in school psychology.	3 credits
Total Credits		**31 credits**

Assessment of Outcomes and Objectives

The M.S. School Psychology will undergo a comprehensive program assessment that will yield the information needed to maintain a culture of continuous improvement in all aspects of the degree. The assessment measures, data analysis, and subsequent action plans will inform the program's quality of instruction, student learning, and overall effectiveness per the UW-Madison guidelines for graduate programs. The program will rely on a variety of direct and indirect assessment methods to gather the needed data including program completion data, alumni surveys, student course evaluations, and practicum evaluations.

The program is not subject to outside accreditation at the master's level. Upon completion of the M.S. School Psychology, students enrolled in the E.Ds. School Psychology or proposed Ph.D. School Psychology will be eligible for a paid internship in K-12 schools in the state of Wisconsin.

Diversity

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

program coursework begins in the first semester, with EP 540 Introduction to School Psychology and continues in coursework and practicum activities through their final summer clinical practicum experience. Within practicum experiences, students engage in culturally responsive practice with diverse populations, including assessment, consultation, intervention, and research and evaluation in practicum sites.

The M.S. School Psychology Program is committed to recruiting and retaining diverse students. Program faculty have: (1) established partnerships with the McNair Scholars Program; (2) attended a broad range of college and career fairs to connect with a more diverse range of students (e.g., California Forum for Diversity in Graduate Education),; and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as school psychologists work to serve diverse children, families, and educators in education and other related settings. Throughout student training, the quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level by course instructors, advisors, and program faculty. The Diversity and Inclusion Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required courses contain content specifically dedicated to culturally responsive frameworks, including ED PSYCH 540: Introduction to Professional School Psychology; ED PSYCH 740: Cognitive Assessment; and the practicum sequence of coursework (ED PSYCH 840: Beginning Practicum, ED PSYCH 840: Field Practicum). Similarly, students document their development of multicultural competencies in courses, research, and practicum activities. This documentation is included in their progress reports for reviews of student progress. The emphasis on diversity within coursework, clinical training, and didactic experiences, aligns with standard 3.B.4 of the Higher Learning Commission (UW's accrediting body), which states that the institution "recognizes the human and cultural diversity of the world in which students live and work."

The Department of Educational Psychology will ensure equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences. The School Psychology Program reviews job descriptions to ensure inclusive language, which includes using gender neutral language and action verbs, as well as separating minimum prerequisites from preferred prerequisites. The program convenes diverse interview panels and utilizes video interviewing to expand the pool of candidates and to provide a fair, structured interview process. The program has been successful in recently hiring two new faculty members from underrepresented backgrounds. The program plans to consider where they are promoting job opportunities to engage traditionally underrepresented groups.

UW-Madison has a robust Division of Diversity, Equity, and Educational Achievement (DDEEA) which provides programming available to students in the M.S.-School Psychology program. In addition to offering equity workshops for graduate assistants, DDEEA also offers resources for members of historically minoritized groups. The School Psychology Program also communicates various opportunities available to faculty, staff and students. These opportunities include book clubs, forums, trainings on mental health issues, activism, gender-identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings. Furthermore, the Department of Educational Psychology has a Diversity and Inclusion Association which promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. This association works closely with the following UW-Madison resources committed to equity, inclusion, and diversity: Creating Community at UW-Madison, DDEEA, Student Affairs—Diversity and Inclusion, Employee Disability Resources, Multicultural Events, and Diversity Events.

Collaborative Nature of the Program

The M.S. School Psychology, through it home department will take advantage of established relationships with K-12 schools throughout Wisconsin for placements for practicum experiences.

Projected Time to Degree

The M.S. School Psychology is designed to be completed in one year of full-time study. Since the program is non-admitting, students will apply to the E.Ds. School Psychology or the proposed Ph.D. School Psychology. Both require full-time enrollment. Students will be awarded the M.S. School Psychology about completion of 31 credits of coursework. This includes two semesters of full-time coursework and practicum experiences, plus one summer session, as outlined in Table 2 above. Courses will be offered on a predictable schedule to support students' degree progress. Upon completion of the master's degree, students will be eligible for a full-time internship within Wisconsin's K-12 schools; a Wisconsin Department of Public Instruction requirement for licensure as a school psychologist. The program does admit students, who wish to attend part-time. .

Program Review

The program director will initiate internal program reviews annually. The annual assessment report will then be submitted to the Provost Office. Per UW-Madison policy, the program will undergo a three-year check-in conducted by the Graduate School and formal program review five years after implementation. Subsequently the program will be subject to the UW–Madison program review requirement at least once every ten years. Program faculty will take the lead in addressing recommendations arising from these periodic formal reviews and act as liaisons to the participating department chairs, as needed, to implement any program policies and practices changes.

The review process includes sharing enrollment data, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and any program changes based on the continuous assessment and budgetary summaries.

Accreditation

The M.S. School Psychology is not subject to specialized or additional regional accreditation approvals since it is awarded en route to the E.Ds. School Psychology and the proposed Ph.D. School Psychology terminal degrees; both of which are subject to specialized accreditation through the American Psychological Association (APA) and the National Association of School Psychologists (NASP). The Wisconsin Department of Public Instruction requires interns hold a master's degree to be paid during their supervised internship, which is a requirement to become licensed as a school psychologist.

JUSTIFICATION

Rationale and Relation to Mission

The M.S. School Psychology will contribute directly to the mission of the UW System by embracing the Wisconsin Idea through active partnerships with preK-12 public schools throughout Wisconsin and by working to address the shortage of school psychologists in Wisconsin and across the country. The M.S. degree will make it possible for students to be paid during a full-time school psychology internship within K-12 schools, a requirement for licensure as a school psychologist per the Wisconsin Department of Public Instruction.

The M.S. School Psychology will also help "improve the quality of life for all" as delineated by the UW-Madison mission[1] because school psychologists fulfill a critical role within the state K-12 system, supporting the success of students. Furthermore, the degree offering will achieve the UW-Madison mission of working to "maintain a level of excellence and standards in all programs that will give them statewide, national, and international significance."[2] The UW-Madison Educational Psychology Department is the home of top-ranked programs nationally,[3] and it will provide high quality training for school psychologists within the state.

In addition, the M.S. School Psychology degree program is aligned with the School of Education's Strategic Initiatives. By elevating the program from a concentration to a distinct degree, the program will extend its overall reach and increase impact in schools and

[1] UW-Madison mission statement available at: https://www.wisc.edu/about/mission/
[2] UW-Madison mission statement available at: https://www.wisc.edu/about/mission/
[3] 2022 U.S. News & World Report Best Graduate Schools, Educational Psychology, ranked 3rd: https://education.wisc.edu/news/uw-madison-school-of-education-again-ranked-among-best-in-nation/

districts both in Wisconsin and across the country. The program's impact is particularly important in a climate wherein schools struggle to provide coordinated and effective services[4]. The Department of Educational Psychology's mission identifies a focus on prevention and intervention. Untreated behavior and mental health concerns have serious implications for public health and schools,[5] pose a risk to school safety, undermine academic achievement,[6] and can lead to violence, mental health concerns, criminal activity, and many other deleterious outcomes in adulthood.[7] Graduates of the M.S. in School Psychology will be equipped to work as an intern designing and delivering effective prevention and intervention programs by partnering with families and school staff to prevent problems, address behavioral and academic concerns, and set a positive trajectory for children and youth in Wisconsin schools.

University Program Array

The M.S. School Psychology will be a non-admitting master's degree awarded upon completion of the first 31 credits of coursework in the E.Ds. School Psychology and the proposed Ph.D. School Psychology. While the Department of Educational Psychology has a history of preparing school psychologists and academics who can train school psychologists, changes in institutional accreditation and state training requirements necessitate a program restructuring and development of distinct degree programs. Historically, the M.S. Educational Psychology: Educational Specialist in School Psychology has been awarded to practitioners who now pursue the E.Ds. School Psychology, while the M.S. Educational Psychology: Research with an Informal Track in School Psychology has been awarded to those pursuing the Ph.D. Educational Psychology with an informal track in School Psychology. The M.S. School Psychology will now allow students to have a paid internship during their clinical component of their program

Other Programs in the University of Wisconsin System

Other UW System institutions offering a master's in school psychology include UW-Eau Claire, UW-La Crosse, UW-River Falls, UW-Stout, and UW-Whitewater. These programs award the M.S. School Psychology en route to the E.Ds. degree so that students are eligible for a paid internship in K-12 schools, per requirements of the Wisconsin Department of Public Instruction. Equity for students, across the UW programs, warrants creation of the degree at UW-Madison.

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

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

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

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

Need as Suggested by Current Student Demand

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. A recent survey of superintendents and pupil service directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies.[8] The seven UW System universities with E.Ds.-equivalent training programs (i.e., UW–Eau Claire, UW–La Crosse, UW-Madison, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater are all operating at full capacity). The first year UW-Madison offered the M.S.-Educational Psychology named option in School Psychology (Fall 2019), the program had almost 50 student applications. The second year of the program (Fall 2020), 75 students applied to the M.S. named option in school psychology, suggesting an upward trend of applications as well as a significant student interest in school psychology graduate programs. The M.S. School Psychology paired with the E.Ds. School Psychology, or the proposed Ph.D. School Psychology will help UW-Madison graduate approximately 23 to 25 qualified school psychologists annually.

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs.[9] Castillo, Curtis, and Tan estimated the shortage of school psychologists to continue through 2025; and predicted a national shortage of approximately 15,000 school psychologists in 2020.[10] Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest, with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013.[11] These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that *U.S. News & World Report* consistently identifies school psychology as a highly ranked social services job,[12] there clearly is a strong demand for school psychologists. The M.S. School Psychology program is designed to meet these market needs for those who wish to become a school psychologist within the state of Wisconsin or pursue a career in academia to prepare future school psychologists.

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

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

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

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

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

University of Wisconsin - Madison
Cost and Revenue Projections For MS and PhD-School Psychology

	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	6	6	6	6	6
	Enrollment (Continuing Student) Headcount	0	5	10	14	18
	Enrollment (New Student) FTE	6	6	6	6	6
	Enrollment (Continuing Student) FTE	0	5	10	14	18
II	**Total New Credit Hours**					
	Existing Credit Hours	186	341	491	535	571
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Faculty	2.0	2.0	2.0	2.0	2.0
	FTE of Current Instructional Staff	0.5	0.5	0.5	0.5	0.5
	FTE Current Admin Staff - Graduate Coordinator	0.5	0.5	0.5	0.5	0.5
IV	**Revenues**					
	From Tuition	$108,085	$198,156	$288,226	$302,246	$314,009
	From Fees	$0	$0	$0	$0	$0
	Program Revenue - Grant funding for RA support			$152,330	$290,553	$285,271
	Tuition Remission Surcharge for RA from Grants			$60,000	$112,200	$108,000
	GPR (re)allocation - TA support	$123,000	$230,010	$234,610	$239,302	$244,088
	GPR (re)allocation	$308,040	$209,651	$153,844	$105,921	$130,753
	Total Revenue	$539,125	$637,817	$889,010	$1,050,223	$1,082,121
V	**Expenses**					
	Salaries plus Fringes					
	Faculty	$240,000	$244,800	$249,696	$254,690	$259,784
	Instructional Staff	$40,000	$40,800	$41,616	$42,448	$43,297
	Graduate Coordinator	$40,000	$40,800	$41,616	$42,448	$64,946
	Fringe benefits for FA/AS at 34.7%	$111,040	$113,261	$115,526	$117,837	$127,705
	Faculty and Academic Staff subtotal	$431,040	$439,661	$448,454	$457,423	$495,732
	Reasearch Assistantships (from grants)			$129,093	$246,232	$241,755
	Fringe benefits for RA's at 18.0%			$23,237	$44,322	$43,516
	Total Salary and Fringe Benefits	$431,040	$439,661	$600,784	$747,976	$781,003
	Other Expenses					
	Tuition Remissions for TA/RA appointments	$108,085	$198,156	$288,226	$302,246	$301,118
	Total Expenses	$539,125	$637,817	$889,010	$1,050,222	$1,082,121
VI	**Net Revenue**	$0	$0	$0	$0	$0

Submit budget narrative in MS Word Format

Provost's Signature: John Karl Scholz, Provost	**Date:** 11/19/2021
Chief Business Officer's Signature: David Murphy, AVC of F&A	**Date:** **11/3/2021**

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

Introduction

The University of Wisconsin (UW)-Madison proposes to establish a Master of Science (M.S.) in School Psychology. The program is currently offered as a submajor (option) in the M.S. Educational Psychology program. The M.S. in School Psychology will be a non-admitting M.S. program. That is, students will not be able to apply to or enroll in the M.S., directly. Rather, students will be admitted to and enroll in either the proposed Ph.D. in School Psychology (companion proposal) or the existing E.Ds. in School Psychology that was approved by the Board of Regents in August 2020. The M.S. in School Psychology will be available to students when they complete 31 credits. The award of the M.S. is important as it will allow the students to be paid for their participation in K-12 school internships.

Because enrollments, curriculum, and faculty/staff required to deliver the M.S. in School Psychology will overlap with the Ph.D. in School Psychology, so will the costs and revenues. Consequently, the cost and revenue table illustrated in Attachment B is the same budget that is included in the Ph.D. School Psychology proposal.

Section I – Enrollment

The M.S. in School Psychology will not enroll any students. Approximately 23 students annually who are enrolled in the Ph.D. School Psychology or the E.Ds. School Psychology will be awarded the M.S. degree. The Ph.D. School Psychology will enroll 6 new students per year and will achieve an estimated enrollment of 24 students by Year 5 of the program. Students will enroll full-time and the M.S. degree requirements may be completed in the first years of the Ph.D. program. The typical completion time for the Ph.D. requirements will be five years. Retention and graduation rates have been historically high for School Psychology students, with a completion rate of 80% to 90%. Reporting to the American Psychological Association suggests 100% of students are often retained and graduate. For the purposes of illustration, the enrollment model for this budget shows one of the six new students leaving after 1 year and one leaving after 3 years. Individuals departing the program may be awarded the M.S. School Psychology.

Section II – Credit Hours

The M.S. School Psychology is designed to be completed in one year of full-time study, or 31 credits of work in the Ph.D. School Psychology or the E.Ds. School Psychology programs. Students enrolled in these programs will take most coursework through their first three years. Students will usually enroll in 15 credits each

Full-time Ph.D. students will generally enroll in 15 credits per fall/spring semester for the first three years, with some students taking 1-3 credits in the summer, averaging 2

credits per enrolled student. They will ascend to candidacy upon completion of the third year. Students will enroll in 5 credits per fall/spring semester (or 10 credits per academic year) for Years 4 and 5.

The program enrollment will generate approximately 186 student credit hours in Year 1 of the program (31 credits in first fall/spring/summer) and approximately 571 student credit hours by Year 5 of the program (3 cohorts of students taking approximately 31 credits per year, and two cohorts of students taking approximately 10 credits per year).

Since the courses are currently offered and taken by students in the M.S. and Ph.D. in Educational Psychology informal track in School Psychology, there is current capacity for projected student enrollment to enroll in all coursework and in terms of faculty advising.

Section III – Faculty and Staff Appointments

The Department estimates that 2.0 faculty FTE, 0.5 FTE academic staff, and 0.5 FTE graduate student services coordinator will be necessary to implement and sustain the Ph.D. and M.S. programs, distributed among the faculty who will serve as professors to students in the program. The collective faculty have Educational Psychology appointments and joint appointments with other units and collectively offer the expertise required to deliver the doctoral level program. Currently there are 23 FTE faculty in the Department of Educational Psychology.

The FTE equivalent faculty and staff dedicated to the program include 2 FTE faculty, which includes two faculty co-directors of the program, a 0.5 FTE clinical faculty member to facilitate clinical training, and a 0.5 FTE graduate coordinator.

Section IV – Program Revenues

<u>Tuition Revenues</u>

There will be no tuition revenue associated with the proposed M.S. School Psychology as students will not have enrolled in the M.S.: rather they will be enrolled in either the E.Ds. or Ph.D. programs. Tuition revenues and other budget components are associated with the Ph.D. program, and with the E.Ds. program (previously approved and launched Fall 2021).

As described in Section II, students will enroll in approximately 30 credits the first three years of the program and approximately 10 credits the final two years of the program. Students will enroll in sufficient credits to maintain full-time enrollment levels as required by Graduate School Policy. Tuition revenues are anticipated to enroll approximately 2/3 Wisconsin residents and 1/3 non-resident.

Graduate student tuition rates apply to these students—see the budget format for the Ph.D. program. Residential tuition and segregated fees total $6,087.24 per semester for a full-time student enrolled in 8 or more credits per semester or $790.41 per credit. Of this amount, $5,363.76 is attributable to tuition and $723.48 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,750.68 per semester for a full-time student enrolled in 8 or more credits per semester or $1,623.34 per credit. Of this amount, $12,027.20 is attributable to tuition and $723.48 is attributable to segregated fees. When students achieve dissertator status (by the fourth year) the tuition is reduced to $1,411.41 for Wisconsin residents and $2,011.41 for each fall/spring term.

The annual tuition revenue is projected to be $108,085 in Year 1 (four WI resident students, two non-residents) and $ 314,009 by Year 5. This tuition will be remitted for all students in the first four years of enrollment because they will hold TA or RA positions; students in TA and RA appointments of at least 0.33 FTE do not pay tuition in semesters they hold those appointments or the subsequent summer. In the fifth year when they participate in a school-based internship, they will generate a small amount of tuition revenue.

Incoming Ph.D. students will receive an appointment letter committing a total of four years of funding at the 0.5 FTE appointment level, which includes tuition remission and full benefits. Research assistantship (RA) funding comes from fellowships through the university and/or the Wisconsin Center for Educational Research, a federal training grant, and research grant funding of faculty. Up to a total of 12 FTE of teaching assistants (TA's, 24 0.5 FTE appointments) are available within the E.Ds. School Psych program and/or teaching undergraduate courses in the department or in related departments. To simplify the budget presentation, we assume that students will be appointed as TAs in their first and second year, and then RAs in their third and fourth years. Students in their fifth year will be paid by their internship site in a K-12 school, and an internship is a requirement for licensure as a school psychologist per the Wisconsin Department of Public Instruction. 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 and is treated here as revenue to support the program. If students enrolled in the first year of the Ph.D. program have a research assistantship (RA) it will be funded from grant or extramural support. This is expected to be rare as most first year students will be supported with teaching assistantships. The 50% RA stipend rate is $24,816 in 2021-22; a fringe benefit rate of 18.0% is applied to these RA stipends. Grants are also charged a tuition remission surcharge of $12,000 per RA.

General Program Revenue (GPR)

The practice at UW-Madison is to fully fund Ph.D. students in research programs to the extent possible. Most students in the first year of the Ph.D. program, prior to earning the milestone M.S. degree, will be supported as teaching assistance (TA's). The 50% TA rate is $20,500, as documented in the Ph.D. budget.

Funding for students in will come primarily from TA and RA positions. Ph.D. in School Psychology graduate students will be well qualified for TA positions in a range of courses within Educational Psychology, as well as in other areas closely affiliated with the discipline with whom Educational Psychology faculty have joint appointments (e.g., Counseling Psychology). Educational Psychology typically hires 12 FTE graduate assistants in the academic year; TAs are hired at a 50% appointment. The 50% TA rate is $20,500 and the budget assumes 2% increases in the rate annually. For the purposes of this budget model, the TA funding is treated as a reallocation of GPR funds.

The program will primarily be funded by a GPR reallocation from the existing Ph.D. in Educational Psychology informal track in School Psychology as well as other funding to graduate students

Section V – Program Expenses

The M.S. and Ph.D. in School Psychology programs will not incur new direct costs beyond those already incurred by the existing program currently embedded within the M.S. and Ph.D. in Educational Psychology

Salary and Fringe Expenses

Salaries for faculty, including the co-faculty directors, assume a 2% annual increase with a base average salary estimated from actuals at $120,000. Instructional academic staff appointments average $80,000. The contribution of a graduate program coordinator estimates a 2% annual increase on a base average salary of $80,000. Fringe benefits use the 2021-22 rate of 34.7% for faculty and academic staff. Total faculty, staff salary and fringe expenses come to approximately $431,040 in Year 1 and increase to $781,003 by Year 5.

RA's 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 18.0% fringe benefit rate. By Year 5 the RA stipend and fringe total is estimated at $285,271.

Other Expenses

Other expenses include the tuition remissions that are provided for graduate students who hold TA, or RA positions. The expectation is that students will be fully funded and so this analysis in their first four years shows that all tuition is remitted, minus the tuition paid by students in their fifth year when they are doing the K-12 internship.

Other expenses such as travel and research awards, office space, library resources, and computing that are associated with the program are among the existing graduate level programming resources and distributed across department; they are not detailed here because they are not program-specific expenses.

Section VI – Net Revenue

This program is funded from reallocation from the existing M.S. and Ph.D. in Educational Psychology informal tracks in School Psychology, and thus the funding will come from that reallocation. Sufficient faculty are available to teach all courses. Graduate students have both TA support and grant-funded support. Overall, the program will be revenue neutral.

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Date: 19 November 2021

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

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

Subject: Authorization Proposal: MS-School Psychology & PhD-School Psychology

In keeping with UW System and Board of Regent Policy, I am sending you two proposals for new graduate-level School Psychology programs at University of Wisconsin–Madison, both an MS and a PhD.

The programs are 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 the MS and PhD degrees respectively at UW–Madison.

Per UW–Madison policy, these program proposals have been endorsed by the faculty of the offering department (i.e., the Department of Educational Psychology), the dean and academic planning council of the programs' academic home (i.e., the School of Education), the university's Graduate Faculty Executive Committee, and the University Academic Planning Council. I send the proposals 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 School of Education is committed to the necessary financial and human resources required to continue the programs. The proposals provide details on these commitments.

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

Contingent upon Board of Regent approval, the faculty plan to implement the new programs in Fall 2022 with first enrollments in Fall 2022. We are requesting that these proposals be scheduled for consideration at the February 2022 Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Narratives (MS, PhD), Cost and Revenue Projections Narratives (MS, PhD), Cost and Revenue Projections (combined MS/PhD)

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Diana Hess, Dean, School of Education
Adam Nelson, Senior Associate Dean for Academic Programs, School of Education
Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

Education Committee
February 10, 2022

Item C.3.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY UW-MADISON

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Doctor of Philosophy in School Psychology 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 Doctor of Philosophy in School Psychology program at the University of Wisconsin-Madison.

SUMMARY

The Ph.D. in School Psychology will contribute directly to the UW-Madison mission through active partnerships with preK-12 public school families and address the critical shortage of school psychologists in Wisconsin and across the country. The Ph.D. in School Psychology aligns with the School of Education's Strategic Initiatives by expanding the program's focus on training scholar-practitioners, particularly in places where schools struggle to provide coordinated and effective services. The Ph.D. School Psychology will be separate and distinct from the Ph.D. in Educational Psychology, where the curriculum is currently offered, to comply with the July 2020 implementation of U.S. Department of Education 34 CFR Part 602.22 that requires all degree/majors within a program have the same number of credits. The 110-credit degree program, which is structured so students may also earn the 31 credit M.S. in School Psychology, involves inclusive coursework, practica, a supervised internship in K-12 schools, and completion of a dissertation. Although the informal track in School Psychology within the current Ph.D. in Educational Psychology is already accredited by the National Association of School Psychologists (NASP), an initial accreditation application for the new degree program will be submitted after the first cohort of students graduate, per NASP requirements. The Ph.D. in School Psychology will increase the number of school psychology graduates within the state and prepare individuals for careers training future school psychologists.

Presenter

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

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 (*See* Item C.3.)
D) Provost's Letter (*See* Item C.3.)

REQUEST FOR AUTHORIZATION TO IMPLEMENT A DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY AT UNIVERSITY OF WISCONSIN-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Doctor of Philosophy (Ph.D.) in School Psychology. The Ph.D. School Psychology will contribute directly to the mission of the UW System by embracing the Wisconsin Idea through active partnerships with preK-12 public schools throughout Wisconsin by addressing the shortage of licensed school psychologists as well as those who prepare these professionals. Historically offered as an informal track within the Ph.D. Educational Psychology program, the Ph.D. School Psychology degree program aligns with the UW-Madison School of Education's Strategic Initiatives with its focus on training scholar-practitioners and positive impact on in-state and out-of-state schools and districts. As such, the School Psychology program warrants elevation to a standalone degree. The 110-credit Ph.D. School Psychology will involve inclusive coursework, a supervised internship in K-12 schools, and completion of a dissertation. This program will be funded through reallocation of support from the current program by the Department of Educational Psychology. Program completers will be prepared to practice as professional school psychologists, professional psychologists, and/or academics who train future school psychologists both in Wisconsin and across the country

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Madison

Title of Proposed Academic Degree Program
Doctor of Philosophy in School Psychology

Degree Designation(s)
Doctor of Philosophy (Ph.D.)

Mode of Delivery
Face-to-face delivery at UW-Madison

Department or Functional Equivalent
Department of Educational Psychology

College, School, or Functional Equivalent
School of Education

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Incoming cohorts will be small because they will receive guaranteed funding for four years as required by the UW-Madison Graduate School. By the end of Year 5, it is expected 30 students will have enrolled in the program and four students will have graduated from the program. The average student retention rate is projected to be 87%, based on UW-Madison Graduate School's average completion rate for research doctorate degrees (based on 2002-2016 entrance cohorts), although actual retention will likely be higher as attrition reporting to the American Psychological Association suggests 100% of students are often retained from year-to-year.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	6	6	6	6	6
Continuing Students	0	5	10	14	18
Total Enrollment	6	11	16	20	24
Graduating Students	0	0	0	0	4

Tuition Structure

For students enrolled in the Ph.D. School Psychology program, residential tuition and segregated fees total $6,087.24 per semester for a full-time student enrolled in eight or more credits per semester or $790.41 per credit. Of this amount, $5363.76 is attributable to tuition and $723.48 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,750.68 per semester for a full-time student enrolled in eight or more credits per semester or $1,623.34 per credit. Of this amount, $12,027.20 is attributable to tuition and $723.48 is attributable to segregated fees.

No other program fees are anticipated, and no tuition increases are expected within a three-year planning timeframe. Required textbooks will be an additional student expense. All UW-Madison students pay a $130 document fee at the time of their first enrollment at UW-Madison.

DESCRIPTION OF PROGRAM

Overview of the Program

This proposal seeks to establish a Ph.D. School Psychology, separate and distinct from the Ph.D. Educational Psychology, where the curriculum is currently offered. The regular Educational Psychology research curriculum and the School Psychology curriculum have diverged over the years with distinct credit levels (i.e., 52 for the Educational Psychology research curriculum and 110 for the School Psychology curriculum). As a result, the learning outcomes have also reached a point where it is reasonable to distinguish the two as distinct programs. One additional motivator is the July 2020 implementation of U.S. Department of Education 34 CFR Part 602.22 that requires reporting of credit load changes, and effectively requires that all curricula within a program have the same number of credits.[1] The School Psychology training program has a long history at UW-Madison going back to 1960, with a total of 58 graduates completing the program from 2010-2020. All students who applied for an internship in school psychology obtained an internship during that period, for a 100% placement rate. Of the 58 program completers, the median number of years to complete the program was 5.66.

The Ph.D. School Psychology program is a 110-credit campus-based program that includes practica and internship experiences in Wisconsin's public schools as well as those around the country. The curriculum includes full-time coursework with practicum experiences working in local public schools and the School Psychology Training Clinic, supported by university and field-based supervisors. Students also complete a doctoral minor, electives, and a full-time internship in a public school. The American Psychological Association accreditation process, and the National Association of School Psychologists (NASP) approval process ensures that programs provide psychological and educational experiences for school psychologists so they can acquire and demonstrate competence in core areas of professional and school psychology.

Student Learning Outcomes and Program Objectives

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

[1] U.S. Department of Education available at: https://www2.ed.gov/policy/highered/reg/hearulemaking/hea08/34cfr602.pdf

measurement, and evaluation; data collection and analysis techniques; progress monitoring; and scientific psychology in schools and schooling. Before graduation, students are prepared to pass the national PRAXIS exam in school psychology.

Upon completion of the Ph.D. School Psychology, students will:

1. Demonstrate/show a strong foundation in current and past theories, research findings, and methodologies in school psychology. Use critical thinking skills to synthesize existing knowledge, evaluate strengths and limitations in existing theory and research, and identify issues in need of additional inquiry - including conceptual and methodological approaches available to address these issues.
2. Demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities, orientations, and sociocultural backgrounds with implications for school psychology and related fields.
3. Retrieve, evaluate, and interpret professional and scientific literature; use this information to develop or adapt theoretical frameworks and derive testable hypotheses or predictions for research / program evaluation projects relevant to school psychology and related fields.
4. Learn to design realistic and feasible research or assessment projects in school psychology and to prepare necessary protocols that are sensitive to the backgrounds of individuals who are the focus of their work.
5. Conduct independent research and analyze and interpret resulting data in school psychology and related fields.
6. Create clear and concise reports of their research or program evaluations that are appropriate to the intended audiences, which may include fellow scholars (via scholarly journals), practitioners (via practitioner journals or reports), and lay audiences (via online or other published reports).
7. Communicate effectively in collaborative work, instructional activities, and/or consultation settings with students and professional colleagues.
8. Conduct research or program implementation / evaluation in accordance with ethical standards established school psychology and related fields.

Program Requirements and Curriculum

To apply to the Ph.D. School Psychology, prospective students must submit a statement of purpose, Curriculum Vitae or Resume, and a supplemental application that indicates a preferred faculty advisor. Letters of recommendation from three individuals who can speak to the candidate's academic and professional competence are also required as are unofficial undergraduate and graduate (if applicable) transcripts.

Table 2 illustrates the curriculum for the proposed 110-credit program. Program requirements include practica experiences, an internship, electives, a doctoral minor, and completion of a dissertation.

Table 2: Ph.D.-School Psychology Program Curriculum

Academic degree program or major course requirements:		
ED PSYCH 533	Thinking, Feeling, & Learning	3 credits
ED PSYCH 540	Introduction to Professional School Psychology	2 credits
ED PSYCH 541	Applied Behavior Analysis in Classrooms	3 credits
ED PSYCH 542	The Biological Basis of Behavior	3 credits
ED PSYCH 712	Educational Psychology Diversity Seminar	1 credit
ED PSYCH 725	Theory and Issues in Human Development	3 credits
ED PSYCH 726	Ethnic and Racial Diversity in Social Development	3 credits
COUN PSY 729	Advanced Social Psychology	3 credits
ED PSYCH 737	Seminar in History and Systems of Psychology	3 credits
ED PSYCH 740	Cognitive Assessment of Children in the Schools	3 credits
ED PSYCH 741	Social, Emotional, and Behavioral Assessment	3 credits
ED PSYCH 742	Assessment and Intervention for Academic Skill Problems	3 credits
ED PSYCH 743	Design and Analysis of Single-Case Research	3 credits
ED PSYCH 761	Statistical Methods Applied to Education II	3 credits
ED PSYCH 762	Introduction to the Design of Educational Experiments	3 credits
ED PSYCH 844	Childhood and Adolescent Psychopathology in Schools	3 credits
ED PSYCH 942	Systems of Consultation in School Psychology	3 credits
ED PSYCH 946	Advanced Assessment and Intervention Techniques	3 credits
ED PSYCH 947	Evidenced-based Child and Adolescent Psychotherapy	3 credits
ED PSYCH 948	Research and Measurement Seminar in School Psychology	3 credits
ED PSYCH 840	Clinical Practicum in School Psychology 2	20 credits
Doctoral Minor coursework	Varies	9 credits
ED PSYCH 943 or ED PSYCH 995	Internship in School Psychology Predoctoral Internship	0-12 credits
Elective credits Can include independent reading and/or research credits.	Varies	12 credits
Total Credits		**110 credits**

Assessment of Outcomes and Objectives

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

The program relies on a variety of direct and indirect assessment methods to gather the needed data described above. These tools include program completion data, alumni surveys, PRAXIS exam pass rate, internship and job placement data, student course evaluations, doctoral milestone pass rates, and practicum and internship evaluations.

The program is also guided by its two outside accreditation agencies: (1) the National Association of School Psychologists (NASP) and (2) the American Psychological Association (APA) outline the expectation of formative and summative assessment of program competencies. The current Ph.D. Educational Psychology, with its informal track in School Psychology, has received NASP program approval and is accredited by the APA.

Diversity

The Ph.D. School Psychology provides students with the knowledge and clinical skills to provide culturally responsive care in schools and related educational settings to address the educational and psychological well-being of children and youth. The program is dedicated to addressing issues of diversity in every aspect of its training program. Students and faculty members are expected to be aware of, sensitive to, and responsive to all forms of diversity in professional activities, including research, coursework, and practicum and internship experiences. This includes conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups, who may have been neglected in previous research as well as the potential generalizability of extant research, practice, and theory for diverse populations. Diversity issues are infused into almost every course because school psychologists serve parents and children from diverse backgrounds and work to neutralize the potential deleterious effects of bias. In addition, students address diversity issues within courses that focus explicitly on that topic, such as EP 712 Educational Psychology Diversity Seminar. Within practicum and internship experiences, students engage in culturally responsive practice with diverse populations, including assessment, consultation, intervention, and research and evaluation in practicum and internship sites.

The Ph.D. School Psychology Program is committed to recruiting and retaining diverse students. Program faculty have: (1) established partnerships with the McNair Scholars Program; (2) attended a broad range of college and career fairs to connect with a more diverse range of students (e.g., California Forum for Diversity in Graduate Education); and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as school psychologists work to serve diverse children, families, and educators in education and other related settings. Throughout student training, the quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level, such as through the portfolio of competencies and evidence. The Diversity and Inclusion Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with

faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required courses contain content specifically dedicated to culturally responsive frameworks, including ED PSYCH 540: Introduction to Professional School Psychology; ED PSYCH 726: Development of Racial and Ethnic Minority Children, ED PSYCH 740: Cognitive Assessment; ED PSYCH 741: Social, Emotional, and Behavioral Assessment; ED PSYCH 942: Consultation; and the practicum and internship sequence of coursework (ED PSYCH 840: Beginning Practicum, ED PSYCH 840: Field Practicum, and ED PSYCH 943: Internship). Similarly, students document their development of multicultural competencies in courses, research, and practicum and internship activities. This documentation is included in their progress reports for the annual review of student progress. The emphasis on diversity within coursework, clinical training, and didactic experiences, aligns with standard 3.B.4 of the Higher Learning Commission (UW's accrediting body), which states that the institution "recognizes the human and cultural diversity of the world in which students live and work."

The Department of Educational Psychology will ensure equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences. The School Psychology Program reviews job descriptions to ensure inclusive language, which includes using gender neutral language and action verbs, as well as separating minimum prerequisites from preferred prerequisites. The program convenes diverse interview panels and utilizes video interviewing to expand the pool of candidates and to provide a fair, structured interview process. The program has been successful in recently hiring two new faculty members from underrepresented backgrounds. The program plans to consider where they are promoting job opportunities to engage traditionally underrepresented groups.

UW-Madison has a robust Division of Diversity, Equity, and Educational Achievement (DDEEA) which provides programming available to students in the Ph.D. School Psychology program. In addition to offering equity workshops for graduate assistants, DDEEA also offers resources for members of historically minoritized groups. The School Psychology Program also communicates various opportunities available to faculty, staff, and students. These opportunities include book clubs, forums, trainings on mental health issues, activism, gender-identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings. Furthermore, the Department of Educational Psychology has a Diversity and Inclusion Association which promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. This association works closely with the following UW-Madison resources committed to equity, inclusion, and diversity: Creating Community at UW-Madison, DDEEA, Student Affairs—Diversity and Inclusion, Employee Disability Resources, Multicultural Events, and Diversity Events.

Collaborative Nature of the Program

The UW-Madison Ph.D. School Psychology is offered by faculty and staff in the Department of Educational Psychology at UW Madison. The School Psychology training program is long-standing and has established relationships with Wisconsin K-12 schools for practicum placement experiences.

Projected Time to Degree

The Ph.D. School Psychology is designed to be completed in five years of full-time study. This includes two years of full-time coursework and practicum experiences, one year of internship as outlined in Table 2, and completion of the dissertation. Courses and clinical placements will be offered on a predictable schedule to support degree progress. Due to rigorous accreditation requirements per the NASP and APA, students will be expected to enroll full-time in the program.

Program Review

The program director will initiate internal program reviews annually. The annual assessment report will then be submitted to the Provost Office. Per UW-Madison policy, the program will undergo a three-year check-in conducted by the Graduate School and formal program review five years after implementation. Subsequently the program will be subject to the UW–Madison program review requirement at least once every ten years. Program will take the lead in addressing recommendations arising from these periodic formal reviews and act as liaisons to the participating department chairs as needed to implement any program policies and practices changes.

The review process includes sharing enrollment data, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and any program changes based on the continuous assessment and budgetary summaries.

Accreditation

The program is subjected to outside accreditation by the NASP and the APA. The current Ph.D. Educational Psychology with an informal track in School Psychology is accredited by both NASP and APA. Graduates of the Ph.D. program are eligible with relevant fellowship experience to sit for the Examination for Professional Practice in Psychology (EPPP) for licensure as a psychologist. NASP provides a National Certification for School Psychologists (NCSP), which is the standard by which most states provide a credential/license for school psychologists to work in public education. The NCSP requires a minimum of three years of full-time graduate study beyond the bachelor's degree. An initial application for NASP accreditation will be submitted after the first cohort of students graduate from the program, expected in May 2027, per NASP requirements.

JUSTIFICATION

Rationale and Relation to Mission

A distinct Ph.D. School Psychology degree is warranted because the U.S. Department of Education 34 CFR Part 602.22 requires all degree/majors have the same credit load and the current UW-Madison school psychology concentration involves a higher credit load than other areas of study within the Ph.D.-Educational Psychology.[2] The Ph.D. School Psychology will contribute directly to the mission of the UW System by embracing the Wisconsin Idea through active partnerships with preK-12 public school families throughout Wisconsin and by working to address the shortage of school psychologists in Wisconsin and across the country. The Ph.D. School Psychology will not only increase the number of school psychology graduates within the state, it will also expand the network of Wisconsin school partners by employing program graduates. Furthermore, the program will prepare individuals for careers in training future school psychologists.

The Ph.D. School Psychology will also help "improve the quality of life for all" as delineated by the UW-Madison mission[3] because school psychologists fulfill a critical role supporting the success of students within the state K-12 system. Furthermore, the degree offering will achieve the UW-Madison mission of working to "maintain a level of excellence and standards in all programs that will give them statewide, national, and international significance." [4] The UW-Madison Educational Psychology program is top-ranked nationally,[5] and it will provide high quality training for school psychologists within the state.

In addition, the Ph.D. School Psychology degree program is aligned with the School of Education's Strategic Initiatives. By expanding the program to focus on training scholar-practitioners, the program will expand its overall reach and increase impact in schools and districts in both Wisconsin and across the country. The program's impact is particularly important in a climate wherein schools struggle to provide coordinated and effective services.[6] The Department of Educational Psychology's mission identifies a focus on prevention and intervention. Untreated behavior and mental health concerns have serious implications for public health and schools,[7] pose a risk to school safety, undermine

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[2] U.S. Department of Education available at: https://www2.ed.gov/policy/highered/reg/hearulemaking/hea08/34cfr602.pdf

[3] UW-Madison mission statement available at: https://www.wisc.edu/about/mission/

[4] UW-Madison mission statement available at: https://www.wisc.edu/about/mission/

[5] 2022 U.S. News & World Report Best Graduate Schools, Educational Psychology, ranked 3rd: https://education.wisc.edu/news/uw-madison-school-of-education-again-ranked-among-best-in-nation/

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

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

academic achievement,[8] and can lead to violence, mental health concerns, criminal activity, and many other deleterious outcomes in adulthood.[9] Graduates of the Ph.D. School Psychology will be equipped to design and deliver effective prevention and intervention programs by partnering with families and school staff to prevent problems, address behavioral and academic concerns, and set a positive trajectory for children and youth in Wisconsin schools.

University Program Array

While the Department of Educational Psychology has a history of preparing School Psychologists and academics who can train School Psychologists, changes in institutional accreditation and state training requirements necessitate the development of a distinct degree. Since 1960 that education has been within the Ph.D. Educational Psychology, and the department now proposes to offer a standalone Ph.D. School Psychology.

Other Programs in the University of Wisconsin System

Historically, both UW-Milwaukee and UW-Madison have trained school psychologists through their Ph.D. Educational Psychology programs. There currently are no Ph.D. School Psychology programs in the state. The UW-Madison School Psychology Program will emphasize training leaders and innovators in school psychology in prevention and early intervention.

Need as Suggested by Current Student Demand

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. A recent survey of superintendents and pupil service directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies.[10] Applications to the School Psychology doctoral program have been robust over time. In December 2019, 53 Ph.D. applications were submitted for the 2020-21 academic year. In December 2020, 80 Ph.D. applications were submitted for the 2021-22 academic year. The only expected impact is reduced enrollment in the Ph.D.-Educational Psychology (historically 5-10 students per year) when the Ph.D. School Psychology replaces the informal track.

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

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

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

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs.[11] Castillo, Curtis, and Tan estimated the shortage of school psychologists to continue through 2025; and predicted a national shortage of approximately 15,000 school psychologists by 2020.[12] Even with the existence of E.Ds.-equivalent training programs now operating at full capacity at seven UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW-Madison, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed.[13] Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest, with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013.[14] These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that *U.S. News & World Report* consistently identifies school psychology as a highly-ranked social services job,[15] there clearly is a strong demand for school psychologists. The Ph.D. School Psychology program is designed to meet these market needs for those who wish to become a school psychologist or pursue a career in academia to prepare future school psychologists.

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

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

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

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

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

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MADISON
DOCTOR OF PHILOSOPHY IN SCHOOL PSYCHOLOGY

Introduction

The University of Wisconsin (UW)-Madison proposes to establish a Doctor of Philosophy (PhD) in School Psychology. Historically offered as an informal track within the PhD Educational Psychology program, the School Psychology program warrants elevation to a standalone degree. The PhD School Psychology will involve a total of 110 credits, inclusive of coursework, a supervised internship in K-12 schools, and completion of a dissertation.

Section I – Enrollment

The PhD School Psychology will enroll six new students per year and will achieve an estimated enrollment of 24 students by Year 5 of the program. Students will enroll full-time and typical completion time will be five years. Retention and graduation rates have been historically high for School Psychology students, with a completion rate of 80% to 90%. Reporting to the American Psychological Association suggests 100% of students are often retained and graduate. For the purposes of illustration, the enrollment model for this budget shows one of the six new students leaving after one year and one leaving after three years; this would give a 67% graduation rate which is lower than observed but also provides a very conservative picture.

Section II – Credit Hours

The program is designed to be completed in five years, with a minimum of 110 credits required. Students will take most coursework through their first three years. The preliminary exam will usually occur at the end of the third year, leaving the fourth and fifth years for dissertation research, writing the dissertation, and completing an internship in school psychology. This projection assumes full-time enrollment, which is typical for PhD students.

Full-time PhD students will generally enroll in 15 credits per fall/spring semester for the first three years, with some students taking 1-3 credits in the summer, averaging two credits per enrolled student. They will ascend to candidacy upon completion of the third year. Students will enroll in five credits per fall/spring semester (or 10 credits per academic year) for years four and five.

The program enrollment will generate approximately 186 student credit hours in Year 1 of the program (31 credits in first fall/spring/summer) and approximately 571 student credit hours by Year 5 of the program (three cohorts of students taking approximately 31 credits per year, and two cohorts of students taking approximately 10 credits per year).

Since the courses are currently offered and taken by students in the PhD-Educational Psychology informal track in School Psychology, there is current capacity for projected student enrollment to enroll in all coursework and in terms of faculty advising.

Section III – Faculty and Staff Appointments

The Department estimates that 2.0 faculty FTE, 0.5 FTE academic staff, and 0.5 FTE graduate student services coordinator will be necessary to implement and sustain the program, distributed among the faculty who will serve as professors to students in the program. The collective faculty have Educational Psychology appointments and joint appointments with other units and collectively offer the expertise required to deliver the doctoral level program. Currently there are 23 FTE faculty in the Department of Educational Psychology.

The FTE equivalent faculty and staff dedicated to the program include 2 FTE faculty, which includes two faculty co-directors of the program, a 0.5 FTE clinical faculty member to facilitate clinical training, and a 0.5 FTE graduate coordinator.

Section IV – Program Revenues

<u>Tuition Revenues</u>

As described in Section II, students will enroll in approximately 30 credits the first three years of the program and approximately 10 credits the final two years of the program. Students will enroll in sufficient credits to maintain full-time enrollment levels as required by Graduate School Policy. Tuition revenues are anticipated to enroll approximately 2/3 Wisconsin residents and 1/3 non-resident.

Graduate student tuition rates apply to these students. Residential tuition and segregated fees total $6,087.24 per semester for a full-time student enrolled in eight or more credits per semester or $790.41 per credit. Of this amount, $5,363.76 is attributable to tuition and $723.48 is attributable to segregated fees. Nonresident tuition and segregated fees total $12,750.68 per semester for a full-time student enrolled in eight or more credits per semester or $1,623.34 per credit. Of this amount, $12,027.20 is attributable to tuition and $723.48 is attributable to segregated fees. When students achieve dissertator status (by the fourth year) the tuition is reduced to $1,411.41 for Wisconsin residents and $2,011.41 for each fall/spring term.

The annual tuition revenue is projected to be $108,085 in Year 1 (four WI resident students, two non-residents) and $ 314,009 by Year 5. This tuition will be remitted for all students in the first four years of enrollment because they will hold TA or RA positions; students in TA and RA appointments of at least 0.33 FTE do not pay tuition in semesters they hold those appointments or the subsequent summer. In the fifth year when they participate in a school-based internship, they will generate a small amount of tuition revenue.

More about graduate student appointments: Incoming PhD students will receive an appointment letter committing a total of four years of funding at the 0.5 FTE appointment level, which includes tuition remission and full benefits. Research assistantship (RA) funding comes from fellowships through the university and/or the Wisconsin Center for Educational Research, a federal training grant, and research grant funding of faculty. Up to a total of 12 FTE of teaching assistants (TAs, 24 0.5 FTE appointments) are available within the E.Ds. School Psych program and/or teaching undergraduate courses in the department or in related departments. To simplify the budget presentation, we assume that students will be appointed as TAs in their first and second year, and then RAs in their third and fourth years. Students in their fifth year will be paid by their internship site in a K-12 school, and an internship is a requirement for licensure as a school psychologist per the Wisconsin Department of Public Instruction. 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 and is treated here as revenue to support the program. Students in the third and fourth years will be appointed as RAs; $24,816 is the 50% rate for an annual RA in 2021-22; the budget projection assumes a 2% annual increase. A fringe benefit rate of 18.0% is applied to these RA stipends.

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 $36,000 in Year 3 of the program and will increase with the number of RAs. This is not a program-revenue program.

General Program Revenue (GPR)

The practice at UW-Madison is to fully fund PhD students in research programs to the extent possible. Funding for students in will come primarily from TA and RA positions. PhD School Psychology graduate students will be well qualified for TA positions in a range of courses within Educational Psychology, as well as in other areas closely affiliated with the discipline with whom Educational Psychology faculty have joint appointments (e.g., Counseling Psychology). Educational Psychology typically hires 12 FTE graduate assistants in the academic year; TAs are hired at a 50% appointment.

The 50% TA rate is $20,500 and the budget assumes 2% increases in the rate annually. For the purposes of this budget model, the TA funding is treated as a reallocation of GPR funds.

The program will primarily be funded by a GPR reallocation from the existing PhD Educational Psychology informal track in School Psychology as well as other funding to graduate students

Section V – Program Expenses

The PhD School Psychology will not incur new direct costs beyond those already incurred by the existing program currently embedded within the PhD Educational Psychology.

Salary and Fringe Expenses

Salaries for faculty, including the co-faculty directors, assume a 2% annual increase with a base average salary estimated from actuals at $120000. Instructional academic staff appointments average $80,000. The contribution of a graduate program coordinator estimates a 2% annual increase on a base average salary of $80,000. Fringe benefits use the 2021-22 rate of 34.7% for faculty and academic staff. Total faculty, staff salary and fringe expenses come to approximately $431,040 in Year 1 and increase to $781,003 by Year 5.

RAs 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 18.0% fringe benefit rate. By Year 5 the RA stipend and fringe total is estimated at $285,271.

Other Expenses

Other expenses include the tuition remissions that are provided for graduate students who hold TA, or RA positions. The expectation is that students will be fully funded and so this analysis in their first four years shows that all tuition is remitted, minus the tuition paid by students in their fifth year when they are doing the K-12 internship.

Other expenses such as travel and research awards, office space, library resources, and computing that are associated with the program are among the existing graduate level programming resources and distributed across department; they are not detailed here because they are not program-specific expenses.

Section VI – Net Revenue

This program is funded from reallocation from the existing PhD Educational Psychology informal track in School Psychology, and thus the funding will come from that reallocation. Sufficient faculty are available to teach all courses. Graduate students have both TA support and grant-funded support. Overall, the program will be revenue neutral.

Education Committee
February 10, 2022

Item C.4.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF ARTS/ BACHELOR OF SCIENCE IN INFORMATION SCIENCE, UW-MADISON

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Information Science program at the University of Wisconsin-Madison.

Resolution C.4.: That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science and Bachelor of Arts in Information Science program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Information Science (iSci). This major is part of the School of Computer, Data & Information Sciences (CDIS) expansion project. It will forward two of the CDIS focus areas, namely new degree offerings and diversity and inclusion, with the goal of extending access to technology curricula to a broader and more diverse set of students. The major contributes to the UW-Madison mission of helping students "develop an understanding and appreciation for the complex cultural and physical worlds in which they live." The campus strategic framework prioritizes expanding "educational programming in areas of high student demand," including information science, applied computing, and data analytics. The B.A./B.S. in iSci will include 30 credits (i.e., 21 credits of information science coursework, at least one credit of career/internship work, and eight credits of electives) within the 120-credit BA/BS degree.

The proposed undergraduate major rounds out the current array of information science programs that are at the graduate level. Furthermore, it fills a gap in the university's current undergraduate program array, because unlike the technically focused computer science and data science degree programs, the B.A./B.S. in iSci combines curriculum in

applied computing and applied analytics with a liberal arts curriculum, including ethics and policy, digital design, and social impacts of computing. The program focuses on the relationships between people, information/data, and computing, and applying the technologies to improve communities. Nationally, Information Science majors are popular. Data from peer information science programs show a high employment rate for graduates. Graduates will be prepared with computing, analytical, and people skills for a large variety of jobs in companies and organizations that need tech and data-savvy employees. Furthermore, there are pathways through the B.A./B.S. in iSci program that can prepare students for graduate work in areas like information science, applied computing, data science, and other related fields. The program will feature the standard undergraduate tuition and fee rates.

Presenter

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

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 INFORMATION SCIENCE AT THE UNIVERSITY OF WISCONSIN-MADISON PREPARED BY UW-MADISON

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Arts/Bachelor of Science (B.A./B.S.) in Information Science (iSci). This major is part of the School of Computer, Data & Information Sciences (CDIS) expansion project. It will forward two of the CDIS focus areas, namely new degree offerings and diversity and inclusion, with the goal of extending access to technology curricula to a broader and more diverse set of students. The major contributes to the UW-Madison mission of helping students "develop an understanding and appreciation for the complex cultural and physical worlds in which they live." The campus strategic framework prioritizes expanding "educational programming in areas of high student demand," including information science, applied computing, and data analytics. The B.A./B.S. in iSci will include 30 credits (i.e., 21 credits of information science coursework, at least one credit of career/internship work, and eight credits of electives) within the 120-credit BA/BS degree.

The proposed undergraduate major rounds out the current array of information science programs that are at the graduate level. Furthermore, it fills a gap in the university's current undergraduate program array, because unlike the technically focused computer science and data science degree programs, the B.A./B.S. in Information Science combines curriculum in applied computing and applied analytics with a liberal arts curriculum, including ethics and policy, digital design, and social impacts of computing. The program focuses on the relationships between people, information/data, and computing, and applying the technologies to improve communities. Nationally, iSci majors are popular. Data from peer information science programs show a high employment rate for graduates. Graduates will be prepared with computing, analytical, and people skills for a large variety of jobs in companies and organizations that need tech and data-savvy employees. Furthermore, there are pathways through the B.A./B.S. in iSci program that can prepare students for graduate work in areas like information science, applied computing, data science, and other related fields. The program will feature the standard undergraduate tuition and fee rates.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Madison

Title of Proposed Academic Degree Program
Information Science

Degree Designation(s)
Bachelor of Arts and Bachelor of Science

Mode of Delivery
Single university, Face-to-face delivery

Department or Functional Equivalent
Information School

College, School, or Functional Equivalent
College Letters & Science

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. This projection implies that 399 students will enter the major and 115 students will graduate over the first five years. In addition, projections assume a 95% persistence rate from year to year, corresponding to the overall persistence rate at UW-Madison. For planning purposes, assumptions include the expectation that all students begin taking courses as sophomores and formally declare the major by their junior year, although first-year courses are available.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students*	30	36	64	132	137
Continuing Students	0	29	61	93	183
Total Enrollment	30	65	125	225	320
Graduating Students	0	0	26	32	57

*Enrolled undergraduates entering the program as sophomores.

Enrollment projections are based on anticipated student demand at UW-Madison and are supported by findings of the Taulbee survey, which tracks enrollment in

computing-related programs in North America. These data will be discussed in the student demand section of this proposal.

Tuition Structure

For students enrolled in the BA/BS iSci, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $5,360.16 per semester for a full-time student enrolled in 12-18 credits per semester or $477.59 per credit. Of this amount, $386.39 is attributable to tuition and $91.20 is attributable to segregated fees. Nonresident tuition and segregated fees total $19,304.04 per semester for a full-time student enrolled in 12-18 credits per semester or $1,639.58 per credit. Of this amount, $1,548.38 is attributable to tuition and $91.20 is attributable to segregated fees.

DESCRIPTION OF PROGRAM

Overview of the Program

All UW-Madison undergraduates must complete the General Education Requirements. In addition to these foundational requirements, L&S students complete L&S BA or BS degree requirements, including the requirement to complete at least one major and the requirement to complete at least 120 credits to earn the degree. The proposed B.A./B.S. in iSci requires the completion of 30 credits within the 120-credit BA/BS degree. The major requires: a) 21 credits of information science coursework, among which are courses/credits to complete the five breadth requirements; b) 1-6 credits of career planning, community engagement, or internship coursework; and c) eight credits of approved electives. The breadth requirements include a minimum of three credits in the five areas: Ethics; Computing & Society; Computational Techniques and Tools; Principles of Information and Data Science; Human-Computer Interaction; and Communicating Digitally.

The B.A./B.S. in iSci is designed as an L&S major that can be completed as a student's sole program of study, but it may also be completed as an "Additional Major" to complement a wide variety of programs for those students who wish to bring computer, data, and information skills to their primary major or field of specialization. Within L&S, students interested in iSci may also pursue a wide variety of other majors ranging from the computational, quantitative, and science majors through social science and humanities majors. The major is designed to provide a path from social science and humanities majors to computing/data coursework, and to provide a path for students from computational/data science majors to ethics and policy, social impacts, and human factors coursework.

Student Learning Outcomes and Program Objectives

The proposed B.A./B.S. in iSci provides students with the opportunity to learn concepts and examine issues at the nexus of people, data, information, and computing. iSci emphasizes the ethical, cultural, and social challenges inherent in the design and use of

information technology-based and data-driven solutions. It also emphasizes the design of systems for the good of people, organizations, and society. The major integrates coursework about computing, analytics, design, human factors, ethics, and impacts on society.

Students who complete the program will be prepared with computing, analytical, communication, and people skills (i.e., collaboration, teamwork, patience, trust, flexibility, etc.) for a large variety of jobs in companies and organizations that need tech and data-savvy employees. Furthermore, there are pathways through the B.A./B.S. in iSci program that can prepare students for graduate work in areas like information science, applied computing, data science, and other related fields. Students who successfully complete the iSci will:

1. Understand ways in which the policies, ethics, and values associated with information systems can affect society;
2. Understand the relationships between information, cognition, and human social activity;
3. Apply design principles and information science concepts to improve information systems and solve problems;
4. Apply introductory data analysis and data quality management approaches and communicate results;
5. Apply computational tools to accomplish goals and meet human needs; and
6. Communicate well in oral, written, and visual forms.

The learning objectives for students in the proposed major are consistent with peer programs and recommendations by the iSchools group, a global academic consortium of 115 university programs, most of which host similar majors.[1]

The proposed major will produce critical thinkers, creative innovators, and future leaders adept in the creation, management, retrieval, and curation of data and information, and skilled in the design and application of information technologies to solve problems. Graduates will seek to increase access to and understanding of information and data in ways that expand both individual and collective knowledge, enhance productivity, and foster well-being and civic responsibility in Wisconsin, the United States, and beyond.

Program Requirements and Curriculum

Students may enroll in the major upon admission to the university as a new freshman, or as a transfer student, or they may declare the major any time prior to completing 86 credits of undergraduate study. Students will be informed about the major through an entry in the Guide, new student advising at SOAR, and participation in campus-wide recruitment activities such as UW Visit Day and the Majors Fair. Advisors in the program will coordinate with advisors in L&S Academic Advising Services, Cross College

[1] https://ischools.org/

Advising Service, and with advisors in partner programs in Computer Science and Data Science. The program will work with advising programs for underrepresented students to draw students of color into the major. Information will also be shared with advising units outside L&S to reach students from other colleges with an interest in the program.

Table 2 illustrates the curriculum for the proposed program. The curriculum brings together existing courses in user experience design in a coherent pathway. Major requirements are completed in the context of the University-wide GER and the College of Letters and Science (L&S) specific baccalaureate degree requirements The B.S. in iSci is comprised of 120 credits. Of these, 22-30 credits are attributable to university-wide general education requirements, 60-68 are attributable to College of Letters and Science breadth and degree requirements, and 30 credits are attributable to the major. Within this L&S context, courses taken in the major may also be used to meet these general degree requirements. Consistent with other L&S majors, the major governs no more than 60 of the minimum 120 credits required for a B.A. or B.S. degree. This format is intended to allow students to pursue a breadth of study across the "ways of knowing" essential to undergraduate study in the arts and sciences. Additional residence & quality of work requirements apply to the major. Fifteen (15) credits in major courses must be taken on the UW-Madison campus. In addition, students must maintain a 2.000 GPA in all major courses and a 2.000 GPA on at least 15 upper-level credits in the major. Intermediate and Advanced Level courses in LIS and the other approved courses for the major are considered Upper-Level in the iSci major.

Completion of the Communications-A (Comm A) requirement and sophomore standing is required for many of the intermediate or advanced-level courses that fulfill breadth requirements in the major. But students can begin the major their first year with entry-level classes that count toward the minimum 21 credits of LIS credit within the major. Further, many entry-level and other major classes fulfill university General Education requirements, including Quantitative Reasoning-A (QR-A), Quantitative Reasoning-B (QR-B), Communications B, and Ethnic Studies.

Within the 30 total credits of major coursework, the B.A./B.S. in iSci curriculum requires that students complete at least 21 credits of information science coursework. Within those 21 credits, students complete at least three credits from each of the five breadth areas: Ethics, Computing & Society; Computational Techniques and Tools; Principles of Information and Data Science; Human-Computer Interaction; and Communicating Digitally. The program of study also requires 1-6 credits of career planning, community engagement, or internship credits; as well as eight credits of approved electives.

Table 2: BA/BS in Information Science Program Curriculum

UNIVERSITY GENERAL EDUCATION REQUIREMENTS (GER)	**22-30 credits**
Humanities/Literature/Arts, 6 cr., Natural Science, 4-6 cr., Social Studies, 3 cr.; Communication Part A & Part B, 3-6 cr.; Ethnic Studies, 3 cr.; Quantitative Reasoning Part A & Part B, 3-6 cr.	
L&S B.A. / B.S. BREADTH AND DEGREE REQUIREMENTS	**60-68 credits**
MATHEMATICS: Met either by GER QRA and QRB (BA) or by two additional 3+ cr. courses of intermediate/advanced level MATH, COMP SCI, or STAT courses (BS).	
WORLD LANGUAGE: Met by completion of the 4th unit of a foreign language OR by completion of the 3rd unit of a foreign language and the 2nd unit of an additional foreign language (for BA); OR by completion of the 3rd unit of a foreign language (BS).	
L&S BREADTH: Humanities, 12 cr.; Social Sciences, 12 cr.; Natural Sciences, 12 cr.	
ACADEMIC DEGREE PROGRAM OR MAJOR COURSE REQUIREMENTS	
Breadth: Ethics, Computing & Society coursework:	**Min 3 credits**
LIS 201 The Information Society, or	4 credits
LIS 202 Informational Divides and Differences in a Multicultural Society, or	3 credits
LIS 461 Data and Algorithms: Ethics and Policy, or	3-4 credits
LIS/LEGAL ST 460 Surveillance, Privacy, and Police Powers, or	3 credits
LIS 500 Code and Power	3 credits
Breadth: Computational Techniques and Tools coursework:	**Min 3 credits**
L I S 351 Introduction to Digital Information, or	3 credits
L I S 501 Introduction to Text Mining, or	3 credits
COMP SCI 202 Introduction to Computation, or	3 credits
COMP SCI 220 Data Science Programming 1, or	4 credits
COMP SCI 200 Programming 1, or	3 credits
COMP SCI 300 Programming II, or	3 credits
COMP SCI 368 Learning a Programming Language, or	1 credit
STAT 433 Data Science with R	3 credits
Breadth: Principles of Information and Data Science coursework	**Min 3 credits**
IS 440 Navigating the Data Revolution: Concepts of Data & iSci, or	3 credits
LIS 464 Applied Database Design, or	3 credits
STAT 240 Introduction to Data Modeling I	4 credits
Breadth: Human Computer Interaction coursework	**Min 3 credits**
LIS 470 Interaction Design Studio, or	3 credits
CS 570 Introduction to Human Computer Interaction, or	4 credits
ISYE/PSYCH 349 Introduction to Human Factors	3 credits
Breadth: Communicating Digitally coursework	**Min 3 credits**
LIS 407 Data Storytelling with Visualization, or	3 credits
LIS 350 History and Future of Books, or	3 credits
COM ARTS 200 Introduction to Digital Communication	3 credits
iSci coursework	**Min 21 credits**
COMP SCI 202 Introduction to Computation	3 credits
LIS 301 Information Literacies in Online Spaces	3 credits
LIS 340 Topics in Information Studies - Social Aspects	3 credits
LIS 341 Topics in Information Studies - Technological Aspects	1-3 credit(s)
LIS 399 Independent Reading and Research	1-4 credit(s)

LIS 444 Technology and Development in Africa and Beyond	3 credits
LIS 510 Information Security and Privacy	3 credits
LIS/NURSING/OCC THER 517 Digital Health: Information and Technologies Supporting Consumers and Patients	3 credits
COMP SCI 570 Introduction to Human-Computer Interaction	4 credits
LIS 646 Introduction to Info Architecture and Interaction Design for the Web	3 credits
Career planning, Community engagement or Internship coursework:	**1-6 credit(s)**
INTER-LS 210	1 credit
INTER-LS 215 Communicating About Careers, or	3 credits
INTER-LS/INTER-AG 250 Undergraduate Research Experience, or	1-3 credit(s)
INTER-LS 260 Internship in the Liberal Arts and Sciences, or	1 credit(s)
LIS 399 Independent Reading and Research, or	1-4 credit(s)
COMP SCI/STAT 403 Internship Course in Comp Sci and Data Science, or	1 credit
INTL ST 322 Washington DC Semester in International Affairs Internship Seminar, or	4 credits
INTL ST 523 International Internship, or	1-3 credit(s)
LSC 399 Coordinative Internship/Cooperative Education, or	1-8 credit(s
GEN BUS 450 Professional Experience in Business, or	1 credit
DS 601 Internship, or	1-8 credit(s)
JOURN 697 Internship, or	1-3 credit(s)
COM ARTS 605 Digital Studies Capstone, or	1 credit
POLI SCI 602 Wisconsin in Washington Advanced Public Policy Course, or	4 credits
PUB AFFR 327 Administrative Internship, or	3 credits
INTL ST 622 Washington DC Sem in International Affairs Seminar	4 credits
Approved Electives	**8 credits**
Any course listed under iSci coursework, or	
ACT SCI 652 Loss Models I, or	3 credits
ACT SCI 655 Health Analytics, or	2-3 credits
COM ARTS 155 Introduction to Digital Media Production, or	4 credits
COM ARTS 200 Introduction to Digital Communication, or	3 credits
COM ARTS 345 Online Communication and Personal Relationships, or	3 credits
COM ARTS 346 Critical Internet Studies, or	
COM ARTS 478 Rhetoric and Power on the Internet, or	3 credits
COM ARTS 509 Digital Media and Political Communication, or	3 credits
COM ARTS 577 Dynamics of Online Relationships, or	3 credits
CNSR SCI 257 Introduction to Retail, or	3 credits
CNSR SCI 301 Consumer Analytics, or	2 credits
COMP SCI 200 Programming I, or	3 credits
COMP SCI 220 Data Science Programming I, or	4 credits
COMP SCI/E C E 252 Introduction to Computer Engineering, or COMP SCI 300 Programming II, or	3 credits
COMP SCI 304 WES-CS Group Meeting, or	1 credit
COMP SCI 310 Problem Solving Using Computers, or	3 credits
COMP SCI/E C E 354 Machine Organization and Programming, or	3 credits
COMP SCI 369 Web Programming, or	3 credits
COMP SCI 407 Foundations of Mobile Systems and Applications, or	3 credits
COMP SCI 400 Programming III, or	3 credits
COMP SCI 402 Introducing Computer Science to K-12 Students, or	2 credits

COMP SCI/ECE 506 Software Engineering, or	3 credits
COMP SCI 542 Introduction to Software Security, or	3 credits
COMP SCI 545Natural Language and Computing, or	3 credits
COMP SCI 564 Database Management Systems: Design and Implementation, or	4 credits
DS 120 Design: Fundamentals I, or	3 credits
DS 140 Visual Thinking—Form and Space, or	3 credits
DS 221 Person and Environment Interactions, or	3 credits
DS 321 Problem-definition: Design Programming, or	3 credits
DS 341 Design Thinking for Transformation, or	3 credits
DS 451Color Theory and Technology, or	3 credits
DS/COMP SCI/I SY E 518 Wearable Technology, or	3 credits
DS/COMP SCI 579 Virtual Reality, or	3 credits
DS 679 Research Methods in Design, or	3 credits
GEN BUS 306 Business Analytics I,	3 credits
GEN BUS 307 Business Analytics II, or	3 credits
GEN BUS 656 Machine Learning for Business Analytics, or	2-3 credits
INFO SYS 371 Technology of Computer-Based Business Systems, or	3 credits
INFO SYS 422 Computer-Based Data Management, or	3 credits
INFO SYS 424 Analysis and Design of Computer-Based Systems, or	3 credits
ISYE 348 Introduction to Human Factors Engineering Laboratory, or	1 credit
ISYE/PSYCH 349 Introduction to Human Factors, or	3 credits
ISYE 350 Industrial Engineering Design I, or	3 credits
ISYE 450 Industrial Engineering Design II, or	3 credits
ISYE/COMP SCI/DS 518Wearable Technology, or	3 credits
LSC 350 Visualizing Science and Technology, or	3 credits
LSC 432 Social Media for the Life Sciences, or	3 credits
LSC 440 Contemporary Communication Technologies and Their Social Effects, or	3 credits
LSC 532 Web Design for the Sciences, or	3 credits
JOURN 175 Media Fluency for the Digital Age, or	3 credits
JOURN 411 Multimedia Design, or	4 credits
JOURN/COM ARTS/LSC 617 Health Communication in the Information Age, or	3 credits
JOURN 622The Impact of Emerging Media, or	3 credits
JOURN 463 Digital Media Strategies, or	4 credits
MARKETNG 355 Marketing in a Digital Age, or	3 credits
MARKETNG/OTM 427 Information Technology in Supply Chains, or	3 credits
MARKETNG 445 Digital Marketing Analytics, or	3 credits
OTM/MARKETNG 427 Information Technology in Supply Chains, or	3 credits
OTM 442 Database Management and Applications, or	3 credits
OTM 453 Operations Analytics, or	3 credits
RMI 660 Risk Analytics and Behavioral Science, or	2-3 credits
RMI 670 Cyber Risk & Regulations, or	2-3 credits
STAT 240 Introduction to Data Modeling I, or	4 credits
STAT 433 Data Science with R, or	3 credits
PUB AFFR 281	3 credits
PUB AFFR 380 Analytic Tools for Public Policy, or	3 credits
PUB AFFR 523 Policy, Privacy, and Personal Identity in the Postgenomics Era	3 credits
Total Credits	**120 credits**

Assessment of Outcomes and Objectives

The assessment strategy for this program will rely on evidence provided by the assessment of student work embedded within the courses that fulfill breadth requirements, and which have direct relevance to learning objectives. Post-degree outcomes and attainment of career and academic objectives will also be surveyed. During implementation, the program committee will also monitor course access and capacity to meet student demand. These data will inform program, course, and instructional design.

Data collection for the annual review will include: (a) a review of key assignments from the breadth requirement courses and selected elective courses using a rubric designed around the program learning goals; (b) review of student evaluations of teaching for the most recent academic year; and (c) an annual graduating student survey. In addition, the program plans to field a periodic comprehensive alumni survey to gather data about post-graduation outcomes.

The B.A./B.S. in iSci program chair will prepare an annual report including data summaries and recommendations for program improvement. This report will be sent to the iSchool Assessment Committee and the Department Chair. Recommendations for changes would be forwarded to the Information School Curriculum Committee for action. An abbreviated report will be provided to the Office of the Provost, per UW-Madison institutional guidelines on student learning assessment. Assessment reports will contribute to the more extensive reviews of program outcomes that will occur after five years and then at 10-year (maximum) intervals, as part of the Academic Program Review Process.

Diversity

Science, Technology, Engineering, and Mathematics (STEM) fields, which include iSci, have historically been and are currently lacking in representation of underserved populations. This includes both students of color and women. Among computing programs, iSci tends to have more success with attracting diverse populations. The Taulbee report, which tracks undergraduate enrollment in computing-related majors in North America, reports that iSci majors show a higher percentage of enrolled women and students of color.[2]

The proposed B.A./B.S. iSci major's learning outcomes and curriculum will advance inclusive excellence. Learning outcome 1, which is "understand ways in which the policies, ethics, and values associated with information systems can affect society," encourages inclusive excellence by ensuring that all students enrolled in the major develop an understanding of different groups' experiences with computer, data and information systems. This includes differing impacts and biases embedded into system designs or data sources. Additionally, learning outcome 3, which is "apply design principles and information

[2] Taulbee Survey 2019 (Taulbee Survey 2019 https://cra.org/wp-content/uploads/2020/05/2019-Taulbee-Survey.pdf)

science concepts to improve information systems and solve problems," encourages inclusive excellence by encouraging all students in iSci to look beyond issues of efficiency and performance to consider issues of the public good and well-being in the development of systems.

The major also encourages inclusive excellence by requiring that all majors complete a minimum of one credit of experiential activities related to community engagement, career development, or internships. This requirement provides students with the opportunity to apply the knowledge and skills learned in their coursework to the real world. Faculty hope that many students will take advantage of this opportunity to engage with communities that broaden their cultural competencies.

The major's curricular structure is designed for inclusivity. The curriculum includes courses that meet most UW-Madison General Education requirements, including QR-A, QR-B, Comm B, and Ethnic Studies. Some courses that count toward the major will be listed at the introductory level to attract first- and second-year students who have not previously met these requirements. Introductory courses will be designed with the goal of attracting new audiences, who might otherwise be disinclined to pursue a STEM major, to start exploring the field. Some courses that count toward the major (e.g., CS 202) will be offered as part of the Summer Collegiate Experience program, which provides students of color and first-generation students an opportunity to begin coursework the summer before their first year. Through these early courses, students with minimal computing backgrounds will begin developing knowledge, practical skills, and confidence with data and computing; and, in the process, they may be motivated to pursue the necessary requirements to advance further in the major or related majors in computing and data science.

The major's courses include a minimum of prerequisites to allow students to take classes in the order that works best for their needs and to avoid bottlenecks that might increase time-to-degree. The major also avoids bottlenecks related to requirements by offering students multiple class options to fulfill requirements. Similarly, the major will not have prerequisites beyond good academic standing; hence, students who wish to make progress in the major will not need to depend on course offerings in other units to get started on the pathway toward degree completion.

The B.A./B.S. in iSci program will actively pursue equity in student recruitment, access, retention, and degree completion. Within the context of the iSchool, diversity efforts will focus primarily on the recruitment and retention of students of color as iSci majors tend to naturally attract a significant population of female students.

Recruitment: the iSchool is collaborating with the College of Letters and Science Center for Academic Excellence to increase students' awareness of the new major. Another strategy is that iSchool instructors will field CS 202, a QR-A option in the major, as part of the Summer Collegiate Experience program, which brings first- generation and students of

color to campus the summer before they begin their first year. The iSchool will also ensure that all campus advisors are aware of the new major before summer advising. Finally, iSchool faculty have been active users of the Undergraduate Research Scholars program, which is an excellent way to make undergraduates aware of Information School research and the new major.

Retention and Degree Completion: The iSchool has designed the major to be flexible and avoid bottlenecks. This will assist in the retention of students who may experience life challenges. Student support will also be a focus within the program. The undergraduate program advisor will liaise with the iSchool's graduate student advisors to help support students of color across all iSchool programs.

There are several diversity-related plans and strategic initiatives at the university that are closely linked with the development of the proposed major. For example, the iSchool is part of the new CDIS. The CDIS has the goal of increasing the diversity of students that pursue coursework related to computing, data, and information sciences. The B.A./B.S. in iSci is a key component of the CDIS strategy to promote diversity and inclusion. National data show that iSci major student bodies tend to be one of the most diverse among computing-related majors.[3,4] To attract these populations to the B.A./B.S. in iSci, the curriculum will emphasize the role of the impact of new technologies on society and point students to how they can use information and data to solve problems and promote social good.

CDIS 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 & Sciences 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.

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 iSchool has been an active user of the university's Target of Opportunity (TOP) faculty hiring program, having hosted two pipeline visits and made a successful TOP hire in 2020. The iSchool faculty are committed to annually inviting 2–3 pipeline development visits to build relationships with potential future diverse faculty recruits.

[3] Taulbee Survey 2018 (https://cra.org/wp-content/uploads/2019/05/2018_Taulbee_Survey.pdf)
[4] Taulbee Survey 2019 (https://cra.org/wp-content/uploads/2020/05/2019-Taulbee-Survey.pdf)

Faculty recruitment into this program will follow campus recommendations for ensuring diverse pools from which qualified candidates are selected. Per College of Letters & Science policy, search committee chairs participate in training sponsored by the Women in Science and Engineering Leadership Institute (WISELI). WISELI is a national leader in higher education, conducting research and education concerning evidence-based practices for conducting searches in an environment that understands and minimizes implicit bias.

Collaborative Nature of the Program

The B.A./B.S. in iSci program will not be offered in collaboration with another university. It will be housed in and managed by the Information School. The curriculum draws on the strengths of UW-Madison by including many courses from other departments. Agreements are in place for access to those classes on a space-available basis.

Projected Time to Degree

The B.A./B.S. in iSci is designed to be completed in four years by full-time students. B.A./B.S. in iSci courses that fulfill breadth requirements will be offered on a regular schedule with enrollment priority given to declared majors. The major, as required by all L&S majors, will have an example four-year plan available in the Guide. Students who choose to pursue the degree part-time, who may need additional time, or who wish to pursue an accelerated time-to-degree will work with the B.A./B.S. in iSci advisor to outline a plan that accounts for individual need and timely progress toward completion of the degree

Program Review

As per the assessment plan described above, data on student obtainment of program-level learning outcomes will be collected, analyzed, discussed, and acted upon annually by the Information School faculty. Data from annual major assessment reports will be incorporated into program reviews that are conducted every ten years. Like other new programs, the B.A./B.S. in iSci will undergo an initial, formal program review (chaired by a member of UW-Madison's University Academic Planning Council) approximately five years after the implementation date (i.e., during the 2027-28 academic year), followed by regular reviews initiated by the dean, to be conducted at 10-year intervals. These regular program reviews will follow UW-Madison's Academic Program Review Guidelines, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty and (optionally) outside experts, and a written report from the review team with recommendations to be shared with the dean and with program faculty. Findings will be used to improve the program.

Accreditation

UW-Madison is accredited by the Higher Learning Commission (HLC). Like other programs that are not subject to specialized accreditation, the B.A./B.S. in Information

Additional approval is not required by HLC; the program will be reported to HLC as a new program after Board approval.

JUSTIFICATION

Rationale and Relation to Mission

In 2019, the UW's Computer Sciences, Statistics, and the Information Schools joined together and founded the CDIS as a division within the College of Letters & Science. A central goal of CDIS is to extend access to computing, data, and information science educational opportunities across the UW-Madison campus.[5] This requires reaching a broader and more diverse set of students than current CDIS majors. The proposed B.A./B.S. in iSci is part of the CDIS expansion project, and it will forward the CDIS goal of extending access to technology curricula to a broader and more diverse set of students. Consequently, the curriculum of the major will be designed to draw new intellectually and culturally diverse students to the information science curriculum. Another goal of CDIS is to increase the number of women, students of color, and first-generation college students graduating with majors related to computing, data, and information sciences.

Computer-based information and data systems have become central to students' lives as well as the many career fields they choose to pursue. The proposed B.A./B.S. in iSci will contribute to the University of Wisconsin System by helping to create an informed citizenry able to grapple with the technologically complex issues facing today's society. The curriculum of the proposed major will combine the acquisition of critical "why this matters" analysis skills with technical "how-to" knowledge. For example, students in the major will explore how information and data systems shape social interactions (e.g., recreation, shopping, political activity), and at the same time, they will learn tools and techniques to design innovative new systems. The proposed major will produce critical thinkers, creative innovators, and future leaders adept in the creation, management, retrieval, and curation of data and information, and skilled in the design and application of information technologies to solve problems. Graduates will seek to increase access to and understanding of information and data in ways that expand both individual and collective knowledge, enhance productivity, and foster well-being and civic responsibility in Wisconsin, the United States, and beyond.

According to its mission statement, UW-Madison's goal is to "help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live."[6] Computer and data-based systems have become an integral part of the world in which we live, and greater computational and data literacy is central to an

[5] 10 Facts to Know About CDIS (https://ls.wisc.edu/areas-of-study/cdis/10-facts-you-need-to-know-about-cdis)
[6] https://www.wisc.edu/about/mission/

informed citizenry. Moreover, the UW-Madison strategic framework for 2020-2025 prioritizes expanding "educational programming in areas of high student demand."[7] The B.A./B.S. in iSci would expand access to coursework in high-demand areas including information science, applied computing, and data analytics. It will create new courses that appeal to and are accessible to a broad array of students, strengthening educational outcomes and enhancing the overall college experience for a broad range of undergraduate students.

Support has been expressed by partner departments in the CDIS, the leadership of the College of Letters & Sciences, colleges across the university, the Chancellor, and other leaders at UW-Madison.

University Program Array

The proposed degree is distinct from existing programs in Computer Science and Data Science in that it combines curriculum in applied computing and applied analytics with a liberal arts curriculum, including ethics and policy, digital design, relationships between information, cognition, and human social activity and communications. It focuses more on the relationships between people, information/data, and computing and seeks to prepare computationally competent citizens for a range of careers rather than specifically prepare computer scientists or data scientists. The curriculum brings together existing courses in user experience design in a coherent pathway. The B.A./B.S. in iSci will build on the popularity of the existing Digital Studies certificate that includes courses that are part of the major.

The proposed program is related to several existing UW-Madison majors but offers a distinct educational experience as evidenced by the learning outcomes (see above) and the CIP code of 11.0401, iSci ("A program that focuses on the theory, organization, and process of information collection, transmission, and utilization in traditional and electronic forms. Includes instruction in information classification and organization; information storage and processing; transmission, transfer, and signaling; communications and networking; systems planning and design; human interfacing and use analysis; database development; information policy analysis; and related aspects of hardware, software, economics, social factors, and capacity").[8] UW-Madison has no other programs in the CIP 11.04 series. Related programs in Computer Science (CIP 11.0101) and Data Science (30.7001) have a related but distinct and more technical focus.

Other Programs in the University of Wisconsin System

The B.A./B.S. in iSci is slated to carry CIP Code 11.0401 iSci/Studies. Only UW-Green Bay and UW-Milwaukee carry undergraduate programs within this same CIP sub-area.

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[7] https://strategicframework.wisc.edu/

[8] National Center for Education Statistics Classification of Instructional Programs (CIP) 2020, https://nces.ed.gov/ipeds/cipcode/

UW-Milwaukee's iSci & Technology program is successful, with 229 graduates reported in 2018-19. UW-Green Bay's iSci major had 8 graduates that same year. Many other UW System institutions offer programs in the general CIP area of 11 Computer/iSci. Most of these are computer science programs and programs in the applied computing-collaborative.

Having multiple undergraduate majors in applied computing and information science in the UW System is desirable given the growing demand for computing-related degrees, and the expected employment growth in information technology-related areas in the state and region. Additional opportunities for Wisconsin undergraduates to pursue technology degrees meet the UW System objective of meeting Wisconsin workforce needs and increasing the percent of degrees conferred in STEM areas.

Need as Suggested by Current Student Demand

Nationally, iSci majors are popular. The Taulbee survey, which tracks enrollment in computing-related programs in North America, shows an increase of 6.6% per year in U.S. declarations of computing-related majors, including information science majors. Looking at U.S. programs in 2019, information science majors had an average of 143.2 declared students.[9] A review of undergraduate majors offered by U.S. peer programs shows that national programs have an average of 300 students in a major. For example, for 2018, the University of Michigan's peer program reported 248 majors, the University of Maryland's program reported 357, and Florida State's program reported 348. Within the state, UW-Milwaukee's peer program in iSci & Technology had 441 reported majors and 229 graduates in 2018-19.[10]

At the UW-Madison campus, demand for related majors in Computer Science and Data Science has been strong, suggesting demand for the proposed B.A./B.S. in iSci. As described earlier, one of the motivations for the creation of the major is to expand access to coursework in high- demand areas including information science, applied computing, and data analytics. The program will create new courses that appeal to and are accessible to a broad array of students. Advisors from Computer and Data Science suggest that the proposed major will be an attractive option for students interested in computing and data who do not find a good fit in Computer or Data Science majors. Moreover, the new applied technology courses of the B.A./B.S. in iSci will have fewer prerequisites than many courses in Computer Science, allowing non-CS majors access to technology- related coursework.

The popularity of the related curriculum in the UW-Madison Digital Studies certificate also suggests the proposed major would see strong growth. The Digital Studies certificate has 600 declared students and 200 graduates a year. The academic coordinator

[9] Taulbee Report 2019 pp. 21; (https://cra.org/resources/taulbee-survey/).
[10] Association of Library and Information Science Education (ALISE) Statistical Report 2018. (https://www.alise.org/statistical-report)

for the certificate attests that she is often asked by undergraduate students why there is no related major and if there is one in the works. The proposed iSci major would fill this gap for students. Building from the success of the Digital Studies certificate, the program is expected to attract students that might not otherwise have considered majoring in STEM. Furthermore, many students are anticipated to use the iSci major to add to and enrich study in an existing major.

Need as Suggested by Market Demand

Information science majors find employment in growing fields that make use of their information and data expertise. A survey of 2019 iSci graduates from the University of Michigan found that 85% of graduates found employment within six months of graduating.[11] Similarly 81% of University of Washington iSci graduates were employed soon after graduation.[12] Graduates found jobs in the technology industries, consulting, financial services, health services, government, consumer services, marketing/design, and manufacturing. These examples show that demand for graduates with iSci related degrees is high.

Information science majors go into a variety of job types that focus on information or data across a wide variety of fields and types of organizations. There is no one job category or set of industries. The following job titles are listed as exemplars on the career services pages of peer undergraduate majors at the University of Michigan, University of Washington, and University of Illinois Urbana-Champaign:

- User Experience/Interaction designer, content strategist, information architect
- Analyst or consultant (data, product, program, business)
- Database manager, data manager
- Information governance analyst
- Product manager, project manager
- IT analyst, technology support specialist

While the Bureau of Labor Statistics Occupational Handbook does not report on the above specific titles, similar jobs that require a mix of technology, human behavior, and design skills, have above average projected job growth (e.g., Web Designer 27% growth, Systems Analysts 21%).[13] Educational industry sources report similar above average growth in jobs related to managing and analyzing data (e.g., Database Administrator 10% growth, management analyst 11% growth) and jobs that require information technology as well as

[11] Bachelors of Science in Information Employment Report 2020 University of Michigan School of Information (https://www.si.umich.edu/sites/default/files/umsi_bsi_employment_report_2020.pdf)
[12] Bachelors of Science in Informatics "Where are they Now?" University of Washington 2020. (https://ischool.uw.edu/sites/default/files/PDFs/Informatics%20career%20infographic.pdf) University of Illinois Urbana-Champaign, BS in Information Sciences (https://ischool.illinois.edu/degrees-programs/bs-information-sciences)
[13] Bureau of Labor Statistics Occupational Outlook Handbook https://www.bls.gov/ooh/

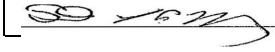
liberal arts knowledge.[14] Further, Division of Continuing Studies interviews with employers for the related MS in Information degree emphasized the need for employees with applied research skills such as “using statistics in a business setting” and “understanding if data are credible” and data communications skills such as information visualization and how to “persuade and influence” using data.

[14] Educational Advisory Board “The 10 highest-paid jobs for liberal arts majors—and how to get them” 2018

University of Wisconsin - Madison
Cost and Revenue Projections For BA/BS in Information Science

	Items	Projections				
		2022-23	2023-24	2024-25	2025-26	2026-27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	0	0	0	0	0
	Enrollment (Continuing Student) Headcount	30	65	125	225	320
	Enrollment (New Student) FTE	0	0	0	0	0
	Enrollment (Continuing Student) FTE	30	65	125	225	320
II	**Total New Credit Hours**	300	650	1250	2250	3200
	Existing Credit Hours					
III	**FTE of New Faculty**	1	2	2	2	2
	FTE of New Instructional Academic Staff	0	0	0	0	1
	FTE of Current Faculty	0.75	0.75	1	1	1.5
	FTE of New Academic Advisor	1	1	1	1	1
	FTE of New Academic Support Staff	0.5	0.5	0.5	0.5	
	FTE Teaching Assistants	0.0	0.5	1.5	3.0	4.0
IV	**Revenues**					
	From Tuition	$115,917	$251,154	$482,988	$869,378	$1,236,448
	From Fees	$0	$0	$0	$0	$0
	GPR (re)allocation	$192,879	$147,349	$40,033	-$231,144	-$259,093
	Total New Revenue	$308,796	$398,503	$523,021	$638,234	$977,355
V	**Expenses**					
	Salaries plus Fringes					
	New Faculty	$ 140,000	$ 285,600	$ 291,312	$ 297,138	$ 303,081
	New Instructional Staff	$0	$0	$0	$0	$108,243
	Current Faculty	$105,000	$107,100	$145,656	$148,569	$227,311
	New Academic Advisor	$60,000	$61,200	$62,424	$63,672	$64,946
	New Academic Support Staff	$21,500	$21,930	$22,369	$22,816	$0
	Fringe for Faculty/Academic Staff (34.7%)	$113,296	$165,113	$181,051	$184,672	$244,143
	Teaching Assistants	$0	$20,050	$62,730	$127,969	$174,038
	Teaching Assistant Fringe (18%)	$0	$3,609	$11,291	$23,034	$31,327
	Other Expenses					
	Academic and Instructional Expenses	$9,000	$19,500	$37,500	$67,500	$96,000
	Total Expenses	$308,796	$398,502	$523,021	$638,233	$946,007
VI	**Net Revenue**	$1	$0	$0	$0	$31,348

Submit budget narrative in MS Word Format

Provost's Signature: 	**Date:** 11/19/2021
Chief Business Officer's Signature: 	**Date:** **11/3/2021**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MADISON
BACHELOR OF ARTS/BACHELOR OF SCIENCE
IN INFORMATION SCIENCE
UNIVERSITY OF WISCONSIN-MADISON

Introduction

The proposed B.A./B.S. Information Science will be comprised of 120 credits, with 30 credits specifically in the major. All the courses are currently offered at UW-Madison. This major is part of the School of Computer, Data & Information Sciences (CDIS) expansion project and is fully supported by the College of Letters & Sciences and the University of Wisconsin-Madison. By 2026-27, the fifth year of the program, enrollment is expected to be approximately 320 full-time students. The costs and revenues of the proposed program will be managed as part of the UW-Madison instructional/tuition pool (Fund 101). All tuition revenues collected from students enrolled in this program will be pooled at the institution level. Tuition revenues will be allocated from the fund to the College of Letters & Science to support the faculty and staff for instructional, advising, and administration within the regular budget allocation process. As the program grows, the College will allocate funding from these revenues to the departments as appropriate to support this program.

Section I – Enrollment

All anticipated enrollments are classified as continuing student headcount and FTE because student enrollments in the major will draw from currently enrolled UW-Madison undergraduates; the program is not expected to specifically draw new and additional students. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed major in Information Science as a choice among UW-Madison's more than 100 undergraduate programs. For planning purposes, assumptions include the expectation that all students begin taking courses as sophomores and that the 30 credits of the major are taken in the second (sophomore), third and fourth year. Projections assume a 95% persistence rate from year to year, corresponding to the overall persistence rate at UW-Madison and a graduation rate of 88%, like the graduation rate from sophomore status. Plans are for the number of students newly enrolled in the program will be 30 in Year 1, 36 in Year 2, 64 in Year 3, 132 in Year 4, and 137 in Year 5. The total number of continuing students will be higher after Year 1 because of students continuing from prior years. With this projection, 399 students will have entered the major and 115 students will have graduated over the first five years. This is a conservative estimate to support planning, and enrollments may be higher.

Section II – Credit Hours

The major curriculum consists of core and elective credits offered by the Information School, and collaborating departments, totaling 30 credits out of the total 120

credits needed for the degree/major. For the purposes of the credit hour estimate, students are assumed to begin taking courses for the major in their second year and complete the required credits in the third and fourth years. Projections make a simplifying assumption that students will enroll in and distribute these credits evenly over their 2nd, 3rd, and 4th years of study. Therefore, the total number of credits attributed specifically to the major, annually, is estimated to be the number of enrolled students by 10 credits per year. By the fifth year of the program, as enrollment grows, the total number of credits attributed specifically to the major is projected at 3,200 student credit hours.

All courses for this major are currently offered at UW-Madison because they are already included in a range of related programs including the undergraduate certificate in Digital Studies and offerings in computer science, statistics, data science, and information studies. Additional sections of the courses will be added to accommodate growing enrollments. This is reflected in the increase in faculty/instructional staff and teaching assistants, and the increase in administrative staff to provide advising and enrollment support.

Section III – Faculty and Staff Appointments

There is currently capacity to begin the program because the College of Letters & Science increased the number of faculty in the iSchool in 2019-20 and 2020-21 in anticipation of the new major and to support the growing graduate programs. To support program growth, current expectations are that the Information School will hire one additional faculty member to start in 2022-23, and one to start in 2023-24.

Existing faculty teaching in the program will contribute proportions of FTEs over the first five years, starting at 0.75 FTE in Year 1, growing to 1 FTE in Y3, and 1.5 FTE by Year 5. The program budget proposes an anticipated increase in instructional staff by one FTE in Year 5.

Additional teaching assistants will be hired to support growing course enrollments and added sections. In Year 2, one TA (standard appointment of 0.5 FTE) will be added, and by Year 5 a total of eight additional TA's, or 4.0 FTE total will be added.

The program will add academic administrative staff by 1.5 FTE to accommodate the need for undergraduate advising, course scheduling, and enrollment support work.

Section IV – Program Revenues

The major in Information Science will draw on the existing pool of UW-Madison undergraduates and will not directly generate new program revenues for the institution. The College of Letters and Science has already allocated funds for faculty hires in Y1 and Y2. No new additional funding specifically for this program will be provided to the Information School by the College of Letters and Science; the program will be supported by reallocation and enrollment growth in existing programs. As program enrollment and

student credit hours grow, additional funding will become available through the funding formula followed by UW-Madison's academic year budget model.

Tuition Revenues

The revenue projections include a simple estimate of revenues based on estimated student major credit hours taken annually at $386.39 per credit tuition (excluding segregated fees). The per-credit tuition estimate was based on the 2021-22 Wisconsin resident undergraduate rate. The estimate does not account for tuition collected for credits taken above the credit plateau, credits taken outside of the major requirements, or tuition based on non-resident tuition rates. Assuming the same tuition rate over the first five years, estimated tuition revenue for credit in the major would be approximately $116K in Year 1 and $1.2M by Year 5.

General Program Revenue (GPR)

The GPR reallocation line illustrates that by Year 4, the tuition revenues from enrolled students will be sufficient to cover estimated costs, and as enrollment grows, the program will contribute to GPR. The negative GPR values indicate an estimated time at which the program tuition will contribute to more general academic costs that are funded from the GPR pool such as general education instruction, advising, and so on.

Section V – Program Expenses

The program budget includes funds for 2 new FTE faculty and 1 FTE new instructional staff to handle increasing course enrollment demands. The budget includes funds for contributions by current faculty starting at .75 FTE and growing to 1.5 FTE. The budget includes funds for 1 undergraduate program advisor and 0.5 FTE timetable support personnel (cost-shared with other iSchool programs). Promotion and marketing will be incorporated into the general promotional materials (i.e., website; brochures) prepared for all majors. Because the program uses existing courses, there are no course development costs.

Salary and Fringe Expenses

The program budget includes funds for two new FTE faculty to handle increasing course demand on time—one added in Year 1, one added in Year 2. Estimated salary, based on current rates, is $140,000. The budget includes funds for 1 FTE new instructional staff added in Year 5. The estimated starting salary (2022-23) is $100,000.

The reallocation of current faculty is estimated at 0.75 FTE in Year 1, increasing to 1 FTE in Year 3, and 1.5 in Year 5 and beyond. The estimated salary, based on current rates, is $140,000.

Additional teaching assistants will be hired to support growing course enrollments and added sections. In Year 2, one TA (standard appointment of 0.5 FTE) will be added, and

by Year 5 a total of eight additional TAs, or 4.0 FTE total will be added. The FY2022 rate for 0.5FTE TA is $20,500.

A new academic advisor (1 FTE) will support the program (starting at $60,000). A new academic support person, at the level of 0.5 FTE, will perform duties including entry of courses in the timetable and assistance with course enrollments. They will be shared with other programs, at an annual rate of $43,000. Fringe rates are set at the FY2022 UW-Madison rates of 34.7% for faculty and academic staff, and 18% for Teaching Assistants. Salary estimates anticipate a 2% increase each fiscal year.

Other Expenses

To support marketing, renewal, and growth, an estimated $30 per year per student credit hour in academic and instructional expenses is budgeted.

Section VI – Net Revenue

The major in Information Science will be revenue-neutral. Actual tuition revenues collected from students enrolled in this program will be pooled at the institution level. Student instruction and support will be funded from the 101 instructional/tuition pool. Students enrolled in the major will partake of a range of courses and student services across campus, beyond the 30 credits of instruction and direct advising allocated in this budget. In the early years of the program reallocation from Information Studies will support the students, and then in later years the program tuition will support the range of other services students benefit from beyond direct instruction.

WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

Date: 19 November 2021

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

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

Subject: Authorization Proposal: Bachelor of Arts/Science (BA/BS)-Information Science

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BA/BS-Information Science at the University of Wisconsin–Madison.

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

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Information School), the dean and academic planning council of the program's academic home (i.e., the College of Letters & Science), 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 Letters and 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 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 2022 with first enrollments in Fall 2022. We are requesting that this proposal be scheduled for consideration at the February 2022 Board of Regents meeting. Please contact Jocelyn Milner (jocelyn.milner@wisc.edu) with any questions about these materials.

Attachments: Authorization Narrative, Cost and Revenue Projections, Cost and Revenue Projections Narrative

Office of the Provost and Vice Chancellor for Academic Affairs
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Elaine Klein, Associate Dean for Academic Planning
Carleen Vande Zande, Associate Vice President of Academic Programs & Faculty Advancement, UW System

Education Committee
February 10, 2022

Item C.5.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN DATA ANALYTICS
UW-MILWAUKEE

REQUESTED ACTION

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

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

SUMMARY

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Data Analytics, jointly offered by the College of Letters and Science and the School of Information Studies. The program supports the mission of UW-Milwaukee to offer academic programs that meet the future social, cultural, and technological challenges of the state. The program responds to the need to prepare students for careers requiring data analytics skills in multiple fields. The program will provide students with a strong understanding of the foundations of data analytics including linear algebra, calculus, statistics, and computer programming while focusing on applications within a chosen discipline. Graduates of this program will possess the foundations, knowledge, and training to successfully pursue careers involving data analysis across a variety of employment settings. The program is designed to meet the growing demand for professionals with data analysis skills in fields such as natural sciences, social sciences, geography, information science and technology, and business. The program will consist of 120 credits comprised of UW-Milwaukee general education requirements, foundation courses, core courses, elective courses in a specialization of the student's choice, and general electives. Students will be required to complete a capstone experience through a project, internship, or thesis. Standard tuition rates will apply.

Presenter

- Johannes Britz, Provost and Vice Chancellor, UW-Milwaukee

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 June 23, 2021, 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 SCIENCE IN DATA ANALYTICS AT UNIVERSITY OF WISCONSIN -MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Science (B.S.) in Data Analytics, jointly offered by the College of Letters and Science and the School of Information Studies. The program supports the mission of UW-Milwaukee to offer academic programs that meet the future social, cultural, and technological challenges of the state. The program will provide students with a strong understanding of the foundations of data analytics including linear algebra, calculus, statistics, and computer programming while focusing on applications within a chosen discipline. Graduates of this program will possess the foundations, knowledge, and training to successfully pursue careers involving data analysis across a variety of employment settings. The program is designed to meet the growing demand for professionals with data analytics skills in multiple fields such as natural sciences, social sciences, geography, information science and technology, and business. The program will consist of 120 credits comprised of UW-Milwaukee general education requirements, foundation courses, core courses, elective courses in a specialization of the student's choice, and general electives. Students will be required to complete a capstone experience through a project, internship, or thesis. Standard tuition rates will apply.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program
Data Analytics

Degree Designation
Bachelor of Science

Mode of Delivery
Single university; face to face, with some online courses

Department or Functional Equivalent
This is an interdisciplinary program with multiple participating departments

College, School, or Functional Equivalent
Jointly offered by the College of Letters and Science and the School of Information Studies

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Projected enrollments and graduations for the program over the next five years are presented in Table 1. These projections are conservative and are based on enrollment trends in data analysis courses taught in different departments and colleges at UW-Milwaukee from Fall 2015 to Summer 2021. By the end of Year 5, it is expected that about 240 students will have enrolled in the program over its five years and 35 students will have graduated. These projections are based on an average retention rate of 75% each year, a four-year graduation rate of 28%, and a five-year graduation rate of 38% (based on data for UW-Milwaukee). Given the increasing demand for data analysts, these numbers also assume that students enrolling in this program are net additions to the campus' current total matriculants.

Table 1: Five-Year Degree Program Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	50	60	72	86	104
Continuing students	0	37	72	108	135
Total Enrollment	50	97	144	194	239
Graduating students	0	0	0	14	21

Tuition Structure

The standard tuition and fee applicable for all UW-Milwaukee students also apply for students enrolled in the B.S. in Data Analytics program. For the current academic year, residential tuition and segregated fees total $4,804.86 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $4,045.56 is attributable to tuition and $759.30 to segregated fees. Nonresident tuition and segregated fees total $10,737.30 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, $9,978.00 is attributable to tuition and $759.30 to segregated fees.

Additionally, students enrolled in courses offered by the College of Engineering and Applied Science will be assessed differential tuition of $21.63 per credit. Students enrolled in courses offered by the Lubar School of Business will be assessed differential tuition of $21.22 per credit.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.S. in Data Analytics degree consists of 120 credits composed of the following areas: (a) 33 credits of required UW-Milwaukee General Education Requirements; (b) 16 credits of foundations; (c) 33 credits of core courses; (d) 24 credits of Analytics Specialization; and (e) 14 credits of general electives. Students are required to complete a capstone requirement that may be met through an internship, practicum, project, or a thesis in their discipline of interest. The program will be overseen by a faculty oversight committee (FOC) led by a program director. Faculty from participating schools/colleges will make up the oversight committee.

Student Learning Outcomes and Program Objectives

The core objective of the B.S. in Data Analytics is to prepare students for careers in data analytics in a variety of disciplines and employment settings. The program is designed to allow students to progress through key areas involving distinct learning outcomes. Specifically, graduates of the program will be able to:

1. Demonstrate a strong understanding of the foundations of data analytics including linear algebra, calculus, statistics, and computer programming.
2. Acquire knowledge and concepts that represent the fundamentals of data analytics, including programming languages, databases, analytics, big data, data mining and visualization, statistics, communication, and ethics.
3. Apply data analytics concepts inter-disciplinarily to real-world problems in a variety of fields and settings.
4. Effectively communicate with users and management during problem formulation, analysis, and investigation, and while presenting the results of the analysis.
5. Appreciate and abide by ethical uses of data and insights from the analysis.

The core knowledge in these key areas will be reinforced through a capstone course, either through an internship, fieldwork, or a thesis. Furthermore, a unique feature of this degree, students will have the opportunity to pursue analytics electives related to their primary discipline of interest via courses offered in a variety of disciplines including business, biological sciences, computer science, geography, sociology, among others. Finally, students will round out their degree through general electives, which can extend their area of focus, supplement it with electives from complementary areas including nursing, health sciences, and public health, or apply the credits towards a complementary discipline-specific certificate. Additionally, the general education outcomes which are based on the UW System Shared Learning Goals will apply to all students in the program.

Program Requirements and Curriculum

For admission to the B.S. in Data Analytics program, students must meet the general requirements of admission to UW-Milwaukee, including high school graduation with four

units in English, three units in Mathematics, three units in Natural Science, three units in Social Science, and four units in academic electives. Performance on the ACT/SAT may also be considered if desired by the applicant, as is an application essay.

Table 2 illustrates the curriculum for the proposed program. The program requirements are comprised of 120 credits, of which there are 16 credits of foundations, 33 credits of core courses, 24 credits of analytics specialization courses, and 14 credits of general electives, and UW-Milwaukee general education requirements.

Table 2: Bachelor of Science in Data Analytics Program Curriculum

General education and breadth courses	**33 credits**
Oral and Written Communication Part A	3 credits
Oral and Written Communication Part B: ENGLISH 205 Business Writing	3 credits
Quantitative Literacy Part A Algebra Requirement	3 credits
Quantitative Literacy Part B Calculus Requirement: MATH 208 or one of 211 or 213, 221, 231	3 credits
Arts	3 credits
Humanities	6 credits
Natural Sciences including one lab or field experience	6 credits
Social Sciences	6 credits
Foreign Language	
Foundations	**16 credits**
Mathematics	
MATH 240 Matrices and Applications	3 credits
MATH 212 Survey in Calculus and Analytic Geometry II	4 credits
BUS ADM 210 Statistical Modeling in Business Analytics or BUS ADM 211 Business Scholars: Statistical Modeling in Business Analytics or Econ 210 Economic Statistics or MTHSTAT 215 Elementary Statistical Analysis	3 credits
Computer Literacy 1	
BUS ADM 230 Introduction to Information Technology Management, HS 224 Computational Tools for Healthcare Professionals, COMPSCI 150 Survey of Computer Science	3 credits
Computer Literacy 2	
COMPSCI 202 Introductory Programming Using Python, 240 Introduction to Engineering Programming, 250 Introductory Computer Programming, or INFO ST 350 Introduction to Application Development	3 credits
a computer literacy 1 and 2 can be satisfied by COMPSCI 250 and 251	
Core courses	**33 credits**
Programming Languages *(2 of the following 10 courses)*	6 credits
BUS ADM 335 Introduction to Business Application Development	3 credits
BUS ADM 432 Object-Oriented Systems Development	3 credits
INFO ST 350 Introduction to Application Development [b]	3 credits
INFO ST 440 Web Application Development	3 credits
BIO SCI 502 Introduction to Programming and Modeling in Ecology and Evolution	3 credits
COMPSCI 351 Data Structures and Algorithms	3 credits

MTHSTAT 216 Introduction to Statistical Computing and Data Science or MTHSTAT 566 Computational Statistics	3 credits
GOEG 325 Introduction to Data Science with R, Python, and GIS	3 credits
GOEG 215 Introduction to Geographic Information Science	3 credits
GOEG 525 Geographic Information Science	3 credits

[b] *INFO ST 350 cannot be used in this category if it was used to satisfy the Computer Literacy 2' requirement*

Databases *(1 of the following 4 courses)*	3 credits
BUS ADM 434 Data Base Management Systems	3 credits
INFO ST 410 Database Information Retrieval Systems	3 credits
HCA 537 Health Information Technology and Management	3 credits
Comp Sci 557 Introduction to Database Systems	3 credits
Analytics and Big Data/Data Mining *(2 of the following 8 courses)*	6 credits
BUS ADM 336 Enterprise Systems and Data Analytics	3 credits
BUS ADM 536 Business Intelligence	3 credits
INFO ST 582 Introduction to Data Science	3 credits
INFO ST 687 Data Analysis for Data Science	3 credits
AtmSci 600 Data Analytics	3 credits
COMPSCI 411 Machine Learning and Applications	3 credits
COMPSCI 422 Introduction to Artificial Intelligence	3 credits
COMPSCI 425 Introduction to Data Mining	3 credits
Econ 411 Economic Forecasting Methods	3 credits
INFO ST 691 Special Topics – Computer Forensics	

[c] *Other topics offered in a specific offering of this course must be approved for the degree by the Prog. Dir.*

Visualization *(1 of the following 3 courses)*	3 credits
BUS ADM 438 Information Technology Management Topics: Social Network Analytics	3 credits
INFO ST 370 Data Analysis and Visualization for the Information Professional	3 credits
GOEG 405 Cartography	3 credits
Statistics *(2 of the following 5 courses)*	6 credits
MTHSTAT 361 Introduction to Mathematical Statistics I	3 credits
MTHSTAT 362 Introduction to Mathematical Statistics II	3 credits
ATM SCI 500 Statistical Methods in Atmospheric Sciences	3 credits
ECON 413 Statistics for Economists	3 credits
ECON 513 Introduction to Econometrics	3 credits
Communication	3 credits
ENGLISH 310 Writing, Speaking, and Technoscience in the 21st Century	3 credits
Ethics *(1 of the following 6 courses)*	3 credits
BUS ADM 530 Introduction to eBusiness	3 credits
HS 311 Law and Ethics for Healthcare Professionals	3 credits
PHILOS 237 Technology, Values, and Society	3 credits
COMPSCI 395 Social, Professional, and Ethical Issues	3 credits
SOCIOL 327 Data, Technology, and Society	3 credits
INFO ST 661 Information Ethics	3 credits
Capstone/Fieldwork/Thesis *(1 of the following 21 courses)*	3 credits
BUS ADM 389 Real Estate Internship	3 credits

BUS ADM 394 Human Resources Management Internship	3 credits
BUS ADM 396 Finance Internship	3 credits
BUS ADM 397 Marketing Internship	3 credits
BUS ADM 398 Supply Chain & Operations Management Internship	3 credits
BUS ADM 400 Accounting Professional Internship	3 credits
BUS ADM 439 Information Technology Management Professional Internship	3 credits
BUS ADM 459 Finance Professional Internship	3 credits
BUS ADM 469 Marketing Professional Internship	3 credits
BUS ADM 479 Supply Chain & Operations Management Professional Internship	3 credits
BUS ADM 494 International Business Internship	3 credits
BUS ADM 534 Information Technology Practicum	3 credits
BUS ADM 600 Management Analysis	3 credits
Econ 489: Internship in Economics, Upper Division	3 credits
INFO ST 408 Nonprofit Information Technology	3 credits
INFO ST 490 Senior Capstone	3 credits
INFO ST 495 Information Internship	3 credits
Comp Sci 595 Capstone Project	3 credits
MTHSTAT 489 Internship in Mathematical Statistics, Upper Division	3 credits
MATH 599 Capstone	3 credits
GOEG 600 Perspectives on Geography	3 credits
GOEG 698 GIS/Cartography Internship	3 credits
Electives in an area of specialization *(choose 24 credits in an area)*	**24 credits**
Specialization: Business	
BUS ADM 536 Business Intelligence	3 credits
BUS ADM 532 Web Development for Open Business Systems	3 credits
BUS ADM 533 Introduction to Connected Systems for Business	3 credits
BUS ADM 537 Enterprise Systems Concepts and Issues	3 credits
BUS ADM 539 Web Application Server Development	3 credits
BUS ADM 540 ERP Certification	3 credits
Supply Chain:	
BUS ADM 370 Introduction to Supply Chain Management	3 credits
BUS ADM 478 Supply Chain Analytics	3 credits
BUS ADM 571 Quality and Six Sigma Tools	3 credits
BUS ADM 436 Systems Analysis and Design	3 credits
Marketing:	
BUS ADM 360 Principles of Marketing	3 credits
BUS ADM 462 Marketing Research	3 credits
Finance:	
BUS ADM 350 Principles of Finance and	3 credits
BUS ADM 450 Intermediate Finance	3 credits
BUS ADM 451 Investment Finance	3 credits
BUS ADM 457 Financial Modeling	3 credits
BUS ADM 458 Venture Finance	3 credits
Recommend: BUS ADM 300 Career and Professional Development	3 credits

Specialization: Information Science and Technology	
INFO ST 240 Web Design I	3 credits
INFO ST 350 Introduction to Application Development	3 credits
INFO ST 315 Knowledge Organization for Information Science and Technology	3 credits
INFO ST 340 Introduction to Systems Analysis	3 credits
INFO ST 320 Web Design II	3 credits
INFO ST 325 Information Security I	3 credits
INFO ST 375 Multimedia Web Design	3 credits
INFO ST 383 Native Mobile Applications	3 credits
INFO ST 430 Multimedia Application Development	3 credits
INFO ST 465 Legal Aspects of Information Products and Services	3 credits
INFO ST 583 Survey of Information Security	3 credits
INFO ST 584 Survey of Web and Mobile Content Development	3 credits
INFO ST 695 Ethical Hacking I	3 credits
INFO ST 491[d] Advanced Topics in Information Science & Technology;	
INFO ST 691[d] Special Topics in Information Science	

[d] *Topics must be approved by the Prog. Dir. A topic cannot be used here if it was applied to a prior degree requirement category.*

Specialization: Health	
This specialization will require 3-6 credits from a different specialization as approved by the Prog. Dir.	
HCA 444 Introduction to Text Retrieval and Its Applications in Biomedicine	3 credits
HCA 307 Epidemiology for the Health Sciences	3 credits
HCA 541 Healthcare Information Systems Analysis and Design	3 credits
HCA 542 Healthcare Database Design and Management	3 credits
PH 355 Public Health Research Methods I	3 credits
PH 410 True Lies: Consuming and Communicating Quantitative Information	3 credits
PH 455 Public Health Research Methods II	3 credits
Recommend: HS 222 Language of Medicine	3 credits
or BMS 205 Introduction to Diagnostic Medicine	3 credits
or NURS 352 Health and Illness Concepts 1: Introduction	3 credits

Specialization: Natural Sciences	
BIO SCI 469 Genomic Data Analysis	3 credits
FRSHWTR 640 Sequence Analysis	3 credits
FRSHWTR 504 Quantitative Freshwater Analysis	3 credits
FRSHWTR 514 Analytical Techniques in Freshwater Sciences	3 credits
MTHSTAT 563 Regression Analysis	3 credits
MTHSTAT 564 Time Series Analysis	3 credits
MTHSTAT 568 Multivariate Statistical Analysis	3 credits
MATH 571 Introduction to Probability Models	3 credits
ACTSCI 391 Investment Mathematics I	3 credits
ACTSCI 591 Investment Mathematics II	3 credits
ACTSCI 593 Actuarial Models I	3 credits
ACTSCI 594 Actuarial Models II	3 credits
ACTSCI 596 Actuarial Statistics I	3 credits
ACTSCI 597 Actuarial Statistics II	3 credits

Specialization: Social Sciences	
Choose at most one of the following methods courses:	
CRM JST 662 Methods of Social Welfare Research	3 credits
POL SCI203 Introduction to Political Science Research	3 credits
PSYCH 325 Research Methods in Psychology	3 credits
AFRIC 301 Research Methods in African & African Diaspora Studies	3 credits
SOCIOL 361 Research Methods in Sociology	3 credits
Choose at most one of the following multiple regression courses:	
ECON 310 Research Methods for Economics	3 credits
PSYCH 610 Experimental Design	3 credits
SOCIOL 461 Social Data Analysis Using Regression	3 credits
And, take courses from the list below to complete 24 cr:	
CRM JST 510 Introduction to Crime Analysis	3 credits
CRM JST 520 Analysis Oriented Technology: Spatial Data Analysis; Crime Mapping; ArcGIS	3 credits
GOEG 215 Introduction to Geographic Information Science	3 credits
GOEG 525 Geographic Information Science	3 credits
GOEG 547 Spatial Analysis	3 credits
POL SCI390 Political Data Analysis	3 credits
POL SCI392 Survey Research	3 credits
PSYCH 510 Advanced Psychological Statistics	3 credits
SOCIOL 352 Social Networks	3 credits
Specialization: Geography	
GEOG 403 Remote Sensing: Environmental and Land Use Analysis	3 credits
GEOG 437 Qualitative Methods in Geography qualitative data is data	3 credits
GEOG 547 Spatial Analysis	3 credits
GEOG 515 Watershed Analysis and Modeling	3 credits
GEOG 625 Intermediate Geographic Information Science	3 credits
GEOG 647 ArcGIS Programming with Python	3 credits
URBPLAN 591 Introduction to Urban Geographic Information Systems GIS in Planning	3 credits
CRM JST 520 Analysis Oriented Technology: Spatial Data Analysis	3 credits
General Electives	**14 credits**
Total Credits	**120 credits**

Assessment of Outcomes and Objectives

The capstone course/project/internship will serve as a major program component and educational activity in which student learning outcomes will be assessed. Assessment of student learning outcomes will also be conducted in selected courses in the curriculum. Assessment methods will be developed and applied in accordance with the UW-Milwaukee assessment guide.[1] Assessment data will be reviewed annually by the FOC and actions for improvement will be identified. A survey of graduates will be employed to provide feedback as well as to serve as an indirect measure of program outcomes.

[1] Please see https://uwm.edu/academicaffairs/facultystaff/assessment-of-student-learning/

Diversity

The B.S. in Data Analytics program seeks to prepare students from diverse backgrounds by providing them the expertise to gain employment in the rapidly growing job markets for data analytics. The unique design of this program—the ability to assimilate and integrate data analytics concepts within the context of traditional applied disciplines—will contribute to the broad participation of women and minorities in the field of data analytics. Additionally, 35% of undergraduate students at UW-Milwaukee are first-generation students and 32% are students of color. The proposed program will thus serve these diverse student populations. The program's curriculum also includes several courses that will provide students multiple opportunities to learn about and practice, the importance of diversity of people, points of view, and theoretical perspectives through the required GER courses as well as the required Ethics component of the core of its curriculum.

UW-Milwaukee, the UW-System's most diverse campus, has a robust array of academic and student support services that students will be encouraged to access through the program website, blogs, and social media channels. The UW-Milwaukee Student Success Center, Office of Equity and Diversity, Cultures and Community program, and the Multicultural Student Centers offer students ways of connecting to these services and opportunities. These pursuits are active campaigns within the program to expand equity in student recruitment, access, retention, and degree completion.

In the strongest terms, the proposed program supports and advocates for equity in the recruitment and hiring of staff. UW-Milwaukee's Guiding Values highlight the worth of diversity in all its definitions. Required coursework will be delivered across a range of disciplines and will enable students to engage with faculty who embrace UW-Milwaukee values of innovation, creativity, and diverse perspectives within an inclusive and equitable environment. Furthermore, UW-Milwaukee is an Affirmative Action / Equal Opportunity Employer and integrates these principles into recruitment and hiring practices.

Collaborative Nature of the Program

There are no current plans for partnerships or collaborations with other institutions.

Projected Time to Degree

The B.S. in Data Analytics can be completed in eight semesters by a full-time student completing an average of 15 credits per semester.

Program Review

According to established policy, the major will undergo the standard UW-Milwaukee undergraduate program review process. The initial review will be conducted in Year 5 based on a self-study document following established guidelines. After the initial review, the normal program review cycle will be 10 years. The Academic Planning and Curriculum Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee

in accordance with the undergraduate program review process.[2] The assessment includes a review of several program elements, including enrollment, curriculum, assessment of learning outcomes, faculty resources, accreditation requirements, student support resources, and financial stability.

Accreditation

The B.S. in Data Analytics does not have specialized accreditation. It will be included in the Higher Learning Commission's overall accreditation of UW-Milwaukee.

JUSTIFICATION

Rationale and Relation to Mission

The UW-Milwaukee mission is to provide a wide array of degree programs to meet the diverse needs of Wisconsin's largest metropolitan area. The ubiquitous and sustained collection of data in all organizations and settings has fueled the need to manage, analyze, and utilize the data for more effective decision-making, addressing operational as well as strategic needs of organizations. This need is more pronounced in industries and settings that are not traditionally oriented towards data analytics. The unique design of the B.S. in Data Analytics program ensures that graduates will be equipped with a competent core of data analytics skills as well as that they are firmly grounded within their reference discipline. This approach affords greater opportunities for under-represented segments of the UW-Milwaukee student population to acquire relevant knowledge and training in this growing field while removing the psychological barriers associated with perceived quantitatively oriented degree programs. In addition, it fills a growing need in industries and sectors that are now interested in data analytics by equipping graduates with discipline-specific knowledge as well as data analytics competencies so that they can take advantage of emerging employment opportunities in their chosen disciplines.

As such, the program supports these specific goals in the select mission of UW-Milwaukee: (1) "To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; (2) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels; (3) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas; and (4) To provide educational leadership in meeting future social, cultural, and technological challenges."

[2] Please see https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf

University Program Array

UW-Milwaukee offers a B.S. in Data Science offered jointly by the Departments of Mathematics and Computer Science. That program is based on concepts of statistics and computer science to train graduates who are technically oriented. As noted in the curriculum section of this document, the proposed B.S. in Data Analytics program leverages the courses offered in multiple schools/colleges to present a coherent program that prepares students to be professionals in their discipline of choice who have data analytics skills. In this way, the program complements multiple programs across the university and provides opportunities for students to stay within their chosen discipline and enhance their career options through data analytics.

UW-Milwaukee also offers a few certificates in data analysis. These programs however focus on specific disciplines or broad areas (e.g., the certificate in Quantitative Social Data Analysis). A workshop convened by the National Research Council's Committee on Applied and Theoretical Statistics; Board on Mathematical Sciences and Their Applications; Division on Engineering and Physical Sciences recommends that academic data science and data analytics programs should be designed to be inter-disciplinary all through and also foster collaborative skills.[3] This proposed program is thus designed to be consistent with employer needs and recommendations by national scholars and does not create unnecessary duplication.

Other Programs in the University of Wisconsin System

Within the UW System, only UW-Stevens Point offers a B.S. in Data Analytics. UW-Whitewater offers a B.B.A. in Business Analytics. These degree programs, however, focus extensively on business applications of data analytics but do not consider other fields or interdisciplinary training of the graduates. Four universities in the system, UW-Madison, UW-Platteville, UW-River Falls, and UW-Milwaukee also offer undergraduate degrees in Data Science. The Data Science degree programs, however, focus on skills in mathematics, statistics, and computer science. The Burning Glass report estimated a total of 61,799 jobs for Data Scientists with such training in 2020. [4] On the other hand, the estimated jobs for data analysts and decision-makers (requiring inter-disciplinary and application-oriented training) who need to analyze and use data was 1,066,354. It is this market that the proposed degree is aimed to serve.

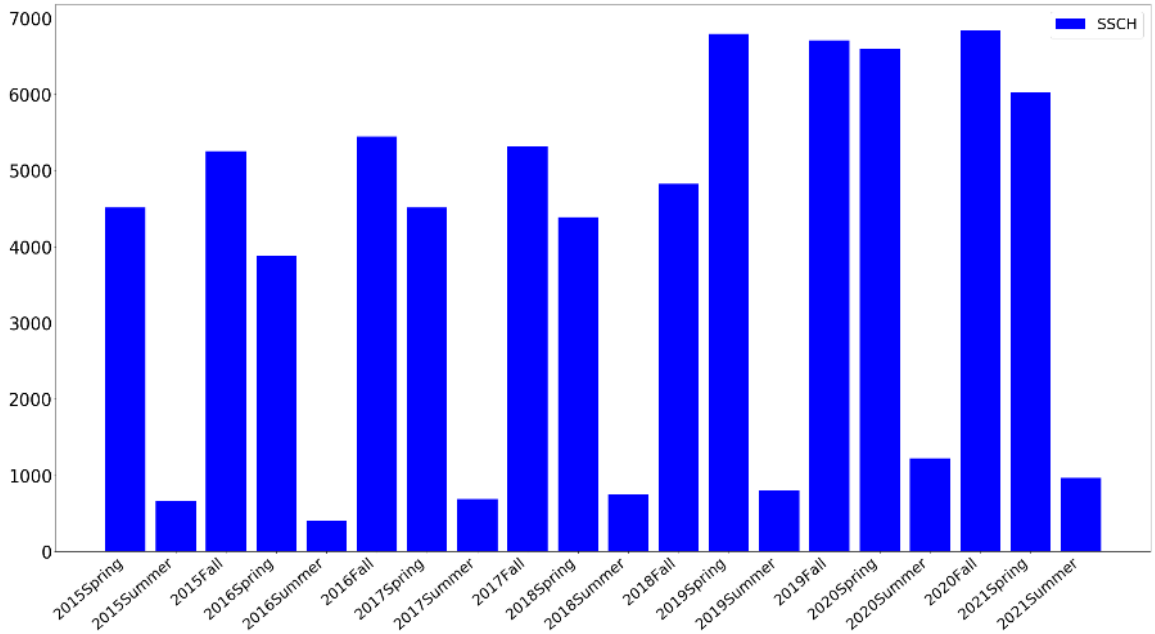
Need as Suggested by Current Student Demand

Student enrollment in 140 courses at UW-Milwaukee identified as imparting skills related to data analytics have been tracked. The following chart shows the average enrollments in these classes, in terms of total student credit hours in the courses,

[3] See https://www.ncbi.nlm.nih.gov/books/NBK299101/

[4] https://www.burning-glass.com/research-project/quant-crunch-data-science-job-market/

during each semester since 2015. As demonstrated by the chart, there has been a significant increase since 2019 in student interest in these classes.



Need as Suggested by Market Demand

The Bureau of Labor Statistics and the Job Center of Wisconsin do not track the demand for data analysts as a category. Instead, these jobs are classified under statisticians and management analysts. Further, the nature of the program which trains students to apply data analysis skills in their field of choice does not lend itself to be categorized in a Standard Occupational Code (SOC) to conduct specific analysis of occupational projections. However, inferences can be made by projections in related areas. A report from the employment outlook firm Burning Glass produced jointly with IBM and the Business Higher Education Forum identified several job categories in the data analytics field, including data-driven decision-makers ("leverage data to inform strategic and operational decisions") and functional analysts ("utilize data and analytical models to inform specific functions and business decisions"). They estimated a national demand of 1.8 million job postings nationwide for 2020, with a 5-year growth rate of approximately 15%. Estimates for statisticians' median salaries for 2020 are $93,000 and the field is expected to grow 33% from 2019-2029. Estimates for management analyst salaries for 2020 are $87,660 and the field is expected to grow 11% from 2019-2029. Both categories have salaries far above the national median, and growth rates that are much faster than average. Additionally, some demand will be manifest in other categories like programmers and industry-specific analysts.

Additional evidence of demand is also seen in investments made by employers like Northwestern Mutual that have invested significant resources of $15 million in the establishment of the Northwestern Mutual Data Science Institute to support the launch and growth of undergraduate and graduate programs related to data including data science and data analytics.

University of Wisconsin - Milwaukee
Cost and Revenue Projections For Bachelor of Science in Data Analytics

	Items	Projections				
	BSDA	FY23	FY24	FY25	FY26	FY27
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	50	60	72	86	104
	Enrollment (Continuing Student) Headcount	0	37	72	108	135
	Enrollment (New Student) FTE	45	54	64.8	77.4	93.6
	Enrollment (Continuing Student) FTE	0	33.3	64.8	97.2	121.5
II	**Total New Credit Hours**	810	972	1166	1393	1685
	Existing Credit Hours	0	599	1166	1750	2187
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Faculty/Instructional Staff	0.50	1.00	1.50	2.00	2.50
	FTE of New Admin Staff	0	0	0.5	1	1.5
	FTE Current Admin Staff	0.5625	1	1	1	1
IV	**Revenues**					
	From Tuition	$218,460	$423,813	$629,165	$847,626	$1,044,240
	From Fees Tuition Differential	$0	$0	$0	$0	$0
	From Fees Distance Education	$0	$0	$0	$0	$0
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue	$218,460	$423,813	$629,165	$847,626	$1,044,240
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$37,500	$73,500	$108,750	$146,250	$187,500
	Other Staff	$47,695	$85,170	$127,755	$175,451	$223,146
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Other Marketing	$25,000	$25,000	$25,000	$25,000	$25,000
	Other (please list)	$0	$0	$0	$0	$0
	Total Expenses	$110,195	$183,670	$261,505	$346,701	$435,646
VI	**Net Revenue**	$108,265	$240,143	$367,660	$500,925	$608,594

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:** **1/4/2022**
Chief Business Officer's Signature:	**Date:** **1/6/2022**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
BACHELOR OF SCIENCE IN DATA ANALYTICS

Introduction

The University of Wisconsin–Milwaukee proposes to establish a Bachelor of Science (B.S.) in Data Analytics, jointly offered by the College of Letters and Science and the School of Information Studies. This program responds to the need to prepare students for careers in data analytics in multiple fields. The program will provide students with a strong understanding of the foundations of data analytics including linear algebra, calculus, statistics, and computer programming. Graduates of this program will possess the foundations, knowledge, and training to successfully pursue careers involving data analysis across a variety of employment settings. Standard tuition and fee rates will apply, with the addition of differential tuition for courses taken from the Lubar School of Business and the College of Engineering and Applied Science.

Section I – Enrollment

The program is anticipated to attract 50 new students in year one with a gradual increase over five years to 104 by the start of year five. It is anticipated that the FTE of students will be 90% of the headcount which accounts for the anticipated mix of part-time and full-time students.

Section II Credit Hours

The program consists of 120 credits of which 47 credits are for general education and open electives. Thus, 73 credits or approximately 60% of the credits, taken by the student are in the program. Assuming full-time students enroll for 15 credit hours per semester, credit hours in the program are calculated using an average of nine credit hours (60% of 15 credit hours) per student FTE per semester in the program. The remaining credits will be in the general education and open elective categories.

Section III – Faculty and Staff Appointments

The courses for this major are courses that exist as part of other majors. Therefore, instruction in the Data Analytics major will be delivered by existing faculty and instructional academic staff as part of their normal course load. No additional hires of faculty or staff are anticipated at the start of the program. At present, there is enough existing capacity in classes or classes where the enrollment cap can be raised to accommodate the projected new students in the Data Analytics major without needing new sections or faculty. As the major grows, there may be a need to offer additional sections. That increase will only be done when enrollment numbers support such increases. The instructional FTE is projected to increase as enrollment increases. The staff FTE account for release time for the faculty

member functioning as the program director, and for advising and recruitment staff who will perform the functions for this program and the M.S. in Data Science program. As the enrollment grows, it is anticipated that an additional 1.5 FTE advising staff will be hired by year 5.

Section IV – Program Revenues

Tuition Revenues

Tuition revenues were calculated based on the current undergraduate tuition rates. The amount shown in the worksheet is calculated by multiplying the student FTE by 60% of the full-time resident tuition per year ($8091.12 = $4,045.56 per semester times two). As noted in Section II, 60% of the credits are in the program with the remaining in general education and open electives.

Program/Course Fees

While some courses (in the Lubar School of Business and the College of Engineering and Applied Science) have differential tuition as noted in the authorization narrative, it is difficult to estimate how many credit hours will be taken in such courses. For a conservative estimate of the revenues, the revenues from differential tuition are not included in the worksheet. There are no grants/extramural funding or non-tuition revenue for this program.

Section V – Program Expenses

Salary and Fringe Expenses

Instruction in the Data Analytics major will be delivered by existing faculty as part of their normal course load. No additional salary expenses are anticipated. Salary and Fringe are based on existing course section instruction. The instructional FTE committed to the program will increase in line with enrollment.

Advising and recruitment in the Data Analytics major will be delivered by a new student services staff member who will be hired for recruiting and advising of both the B.S. in Data Analytics and the M.S. in Data Science programs. A current faculty member will serve as the Program Director and will be compensated by course release. This includes both salary and fringes and as the program grows so will our FTE time commitment.

Other Expenses

Marketing expenses of $25,000 per year are included consistent with normal promotional activities for degree programs.

Section VI – Net Revenue

Net revenues will be distributed according to the UWM budget model. Any portion of net revenues above expenses would be invested in strategic priorities for the program.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

Chapman 215
PO Box 413
Milwaukee, WI
53201-0413
414 229-4501 *phone*
414 229-2481 *fax*
https://uwm.edu/academicaffairs/

TO: Tommy Thompson, Interim President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: January 3, 2022

RE: Authorization to Implement a Bachelor of Science in Data Analytics

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

The program will be offered jointly by the College of Letters and Science and the School of Information Studies. The program responds to the need to prepare students for careers requiring data analytics skills in multiple fields. The interdisciplinary curriculum of the program will provide students with a strong understanding of the foundations of data analytics including linear algebra, calculus, statistics, and computer programming while focusing on applications within a chosen discipline. Graduates of this program will possess the foundations, knowledge, and training to successfully pursue careers involving data analysis across a variety of employment settings. The program is designed to meet the growing demand for professionals with data analysis skills in fields such as natural sciences, social sciences, geography, information science and technology, and business. The program supports the mission of UW-Milwaukee to offer academic programs that meet the future social, cultural, and technological challenges of the state.

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

The program does not require any additional budget allocations. The courses are already in existence at UW-Milwaukee. The necessary financial and personnel resources to launch the program are already in place. Further, the budgetary issues due to the COVID-19 pandemic do not have any impact on the ability of UW-Milwauee to deliver this program.

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

c: Anny Morrobel-Sosa, Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Education Committee
February 10, 2022

Item C.6.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN DATA SCIENCE
UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution C.6., authorizing the implementation of the Master of Science in Data Science program at the University of Wisconsin-Milwaukee.

Resolution C.6.: That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Data Science program at the University of Wisconsin-Milwaukee.

SUMMARY

The University of Wisconsin-Milwaukee proposes to establish a Master of Science (M.S.) in Data Science housed in the Graduate School. The development of this program responds to the need to prepare students for careers in data science in several fields in the state. The program supports the mission of UW-Milwaukee to provide educational leadership to meet the future social, economic, technological, and cultural needs of the state and its metropolitan areas by offering a program that prepares students in diverse disciplines and backgrounds to apply data science methods in their fields of employment. Additionally, the development of the program is supported by the Northwestern Mutual Data Science Institute, which identified the need for undergraduate and graduate programs in data science and data analytics. The curriculum includes 30 credits of graduate course work of which 18 credits are in six of the core areas of data science. In a unique feature of this degree, students will have the opportunity to pursue analytics electives related to their primary discipline of interest via courses offered in multiple disciplines including atmospheric sciences, business, biological sciences, computer science, criminal justice, geography, healthcare, information science, political science, and sociology, among others. Students will be required to complete either a capstone/thesis/internship project or an exam testing their ability to apply data science techniques to real-world data. The program prepares students for employment in the data science and analytics field as data-driven decision makers and functional analysts in a variety of industries.

Presenter

- Johannes Britz, Provost and Vice Chancellor, UW-Milwaukee

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 June 23, 2021, 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 DATA SCIENCE AT UNIVERSITY OF WISCONSIN-MILWAUKEE, PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a Master of Science (M.S.) in Data Science housed in the Graduate School. The development of this program responds to the need to prepare students for careers in data science in several fields in the state. The program supports the mission of UW-Milwaukee to provide educational leadership to meet the future social, economic, technological, and cultural needs of the state and its metropolitan areas by offering a program that prepares students in diverse disciplines and backgrounds to apply data science methods in their fields of employment. Additionally, the development of the program is supported by the Northwestern Mutual Data Science Institute which identified the need for undergraduate and graduate programs in data science and data analytics. The curriculum includes 30 credits of graduate course work of which 18 credits are in six of the core areas of data science. A unique feature of this degree is that students will have the opportunity to pursue analytics electives related to their primary discipline of interest via courses offered in multiple disciplines including atmospheric sciences, business, biological sciences, computer science, criminal justice, geography, healthcare, information science, political science, and sociology, among others. Students will be required to complete either a capstone/thesis/internship project or an exam testing their ability to apply data science techniques to real-world data. The program prepares students for employment in the data science and analytics field as data-driven decision makers and functional analysts in a variety of industries.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Milwaukee

Title of Proposed Academic Degree Program
Data Science

Degree Designation
Master of Science

Mode of Delivery
Single university; Face-to-face Delivery

Department or Functional Equivalent
This is an interdisciplinary program housed in the Graduate School

College, School, or Functional Equivalent
Graduate School

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Projected enrollments and graduations for the program over the next five years are presented in Table 1. These projections are conservative based on enrollment trends in data analysis courses taught in different departments and colleges at UW-Milwaukee from Fall 2015 to Spring Summer 2021. By the end of Year 5, it is expected about 89 students will be enrolled in the program and a total of 90 students will have graduated. These projections are based on an average annual retention rate of 80% and a graduation rate of 85% of the students enrolled in the second year of the program. These assumptions are consistent with data for master's level programs at UW-Milwaukee. Given the increasing demand for data analysts, these numbers also assume that students enrolling in this program are net additions to the institution's current total matriculants.

Table 1: Five-Year Academic Degree Program Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	25	30	26	43	52
Continuing students	0	20	26	24	37
Total Enrollment	25	50	52	67	89
Graduating students	0	17	22	20	31

Tuition Structure

The standard tuition and fee at UW-Milwaukee students will apply for students enrolled in the M.S. in Data Science program. For the current academic year (2021-22), tuition and segregated fees total $6,109.62 per semester for a full-time resident student enrolled in 8+ credits per semester. Of this amount, $5,350.32 is attributable to tuition and $759.30 is attributed to segregated fees. Nonresident tuition and segregated fees total $12,825.14 per semester for a full-time student enrolled in 8+ credits per semester. Of this amount, $12,065.84 is attributable to tuition and $759.30 is attributed to segregated fees.

Additionally, each student enrolled om Lubar School of Business courses will be assessed 'Business Master's Surcharge Fees' of $167.71 per credit. Students enrolled in College of Engineering and Applied Science courses will be assessed a differential tuition of $21.63 per credit. Students enrolled in courses offered by the Peck School of the Arts will be assessed a differential tuition of $21.80 per credit. Students enrolled in courses taught by the School of Architecture will be assessed a differential tuition of $43.00 per credit.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Data Science program will be overseen by a faculty oversight committee (FOC) led by a program director. Faculty from participating schools/colleges will make up the oversight committee. The program will consist of 30 credits, including 18 credits in six core areas and 12 credits of coursework in specialized skills in data science for specific applications in the field. The core areas include:

1. Developing insights from data, for applications.
2. Organizing and maintaining large data sets.
3. Applying methods like AI, and Machine Learning to extract insight from Data.
4. Developing knowledge and skills for using probabilistic methods to analyze uncertainty in data and develop insights.
5. Developing knowledge of Advanced Programming for Data Collection and Data Science.
6. Understanding the importance of, and skills for, the ethical use of data.

Twelve credits of coursework in specialized skills in data science for specific applications and fields will provide students with the opportunity to choose and pursue electives related to their primary discipline of interest via courses offered in multiple disciplines including anthropology, business, biological sciences, computer science, geography and sociology among others.

An optional capstone course/thesis/internship experience (3 credits) can be substituted for 3 of the 12 credits of electives. Students who do not pursue the capstone course/thesis/internship experience option will be required to successfully pass an exam that tests their ability to develop a solution for a problem using data and data science techniques learned in the program. The specialization category allows for future implementations of dual degree programs, transcript designated concentrations, etc.

Student Learning Outcomes and Program Objectives

The core objective of the M.S. in Data Science is to prepare students to pursue a data science oriented career path in the discipline that they are passionate about. The program is designed to allow students to progress through the areas mentioned above. Graduates of the M.S. in Data Science will be prepared to apply the concepts of data science inter-disciplinarily to problems in a variety of fields and industries and appreciate and abide by ethical uses of data and insights from the use of data science. Students will:

1. Develop insights from data, for applications.
2. Learn how to work with large data sets.
3. Gain experience in advanced computer programming for data science.
4. Become skilled in specific areas of data science such as artificial intelligence and machine learning.

5. Understand how to deal with uncertainty which is an inherent characteristic of data science.
6. Recognize and internalize the importance of ethical use of data and data science.

Program Requirements and Curriculum

For admission to the M.S. in Data Science program, students must meet the general requirements of admission to a graduate program at UW-Milwaukee. As stated by the Graduate School, these requirements include: (1) a baccalaureate degree, or its equivalent as determined by the UW-Milwaukee Center for International Education, from a regionally accredited institution, completed before the first term of enrollment in the Graduate School, (2) proficiency in the English language, and (3) a minimum cumulative undergraduate grade point average (GPA) of 2.75 on a 4.0 scale, or an equivalent measure on a grading system that does not use a 4.0 scale. Students applying to the program are expected to have proficiency, demonstrated through coursework, exams or a portfolio, in the following areas: Linear Algebra (three credits), Multivariable Calculus (four credits), Statistics (three credits), and Computer Literacy (six credits). Those without these proficiencies may be admitted if they have six credits or fewer of the proficiency requirements remaining to be completed. Coursework taken to meet the proficiency requirements does not count towards the degree requirements.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 30 credits, of which there are 18 credits across the six core areas, 12 credits of general electives in the seventh area for Specialized Skills in Data Science for Specific Applications and Fields of which 3 credits may be fulfilled with a capstone course. Enrollment in an internship or thesis is subject to the approval of the Program Director and the signature of a faculty member willing to guide the thesis or internship. Every student's program of electives must be approved by the program director. Subject to approval, students may be able to count as electives some courses in the "core" categories not applied to the core requirements. Students wishing to apply other courses not listed above towards the electives requirements must have each course approved by the program director

Table 2: Master of Science in Data Science Program Curriculum

Core Coursework		**18 credits**
Developing insights from data for application (choose one of the following)		3 credits
ATM SCI 600	Data Analytics	
INFOST 687	Data Analysis for Data Science	
COMPSCI 425(G)	Introduction to Data Mining	
Organizing and maintaining large data sets (choose one of the following)		3 credits
INFOST 785	Database Management systems for information professionals	
INFOST 714	Metadata	
INFOST 780	XML for Libraries	
INFOST 783	Information Storage and Retrieval	
INFOST 691	Data Management and Curation	
COMPSCI 557	Database Systems	

PH 718	Data Management and Visualization in R	
BUS ADM 749	Data and Information Management	
AI, and Machine Learning to extract insight from Data (choose one of the following)		3 credits
INFOST 582	Introduction to Data Science	
BUS ADM 795	Seminar-in-Management: Ideas & Applications of Data Science In Different Fields	
COMPSCI 422G	Introduction to Artificial Intelligence	
COMPSCI 710	Artificial Intelligence	
COMPSCI 411G	Machine Learning and Applications	
COMPSCI 711	Introduction to Machine Learning	
MATH 702	Industrial MATH 2	
Probabilistic methods to analyze uncertainty in data (choose one of the following)		3 credits
ATM SCI 500	Statistical Methods in Atmospheric Sciences	
ATM SCI 700	Statistical Methods in Atmospheric Sciences II: Signal Detection	
BUS ADM 754	Statistical Analysis	
BUSMGMT 709	Predictive Analytics for Managers	
BUS ADM 713	Business Forecasting Methods	
BUS ADM 714	Multivariate Techniques in Mgmt Research	
IND ENG 575	Design of Experiments	
IND ENG 765	Operations Research Methods	
SOCIOL 461G	Social Data Analysis Using Regression	
SOCIOL 760	Advanced Statistical Methods in Sociology	
SOCIOL 982	Advanced Quantitative Analysis	
PSYCH 510G	Advanced Psychological Statistics	
PSYCH 610G	Experimental Design	
POL SCI 390G	Political Data Analysis	
POL SCI 701	Techniques of Political Science Research	
POL SCI 702	Advanced Techniques of Political Science Research	
ECON 411G	Economic Forecasting Methods	
ECON 413G	Statistics for Economists	
ECON 513G	Introduction to Econometrics	
GEOG 747	Spatial Analysis	
PH 711	Intermediate Biostatistics	
PH 818	"Statistical Computing (""This course will cover the theory and application of common algorithms used in statistical computing.)"	
GEOG 827	Qualitative Research	
COMPST 701	Mathematical & Computing Fundamentals for IT Professionals	
MTHSTAT 361G	Intro Prob/Stats I	
MTHSTAT 362G	Intro Prob/Stats II	
MTHSTAT 763	Regression	
MTHSTAT 764	Time Series Analysis	
MATH 571G	Probability Models	
COMPSCI 720	Computational models for decision making	
MTHSTAT 761	Mathematical Statistics I	
MTHSTAT 762	Mathematical Statistics II	
ED PSY 724	Educational Statistical Methods II	
ED PSY 820	Multiple Regression and Other General Linear Models	
Advanced Programming for Data Collection and Data Science		3 credits

(choose one of the following)

BUSMGMT 744	R Programming for Business Analytics
COMPST 702	Software Development in Python
GEOG 748	ArcGIS Programming with Python
URBPLAN 794	Internet Geographic Information Systems
COMPST 751	Data Structures and Algorithms
MTHSTAT 766	Computational Statistics

Ethics (choose one of the following)		3 credits
INFOST 660	Information Policy	
INFOST 661	Information Ethics	
INFOST 583	Survey of Information Security	
INFOST 784	Information Security Management	
INFOST 761	Information Privacy	
INFOST 465G	Legal aspects of info products & services (G)	
BUS ADM 743	Information Privacy, Security, and Continuity	

Specialized skills in data science for specific applications in the field		**12 credits**
(choose from the following)		
INFOST 691	Artificial Intelligence and Disruptive Technologies	
BUS ADM 741	Web Mining and Analytics	
BUS ADM 812	Machine Learning for Business.	
BUS ADM 813	Social Media Analytics for Business	
BUS ADM 817	Connected Systems for Business	
BUS ADM 742	Big Data in Business	
BUS ADM 745	Artificial Intelligence for Business	
BUS ADM 763	Marketing Analytics	
BUS ADM 769	Database Marketing	
BUS ADM 816	Business Intelligence Technologies & Solutions	
COMPSCI 712	Image Processing	
COMPSCI 423G	Natural Language Processing	
COMPSCI 723	Natural Language Processing	
COMPSCI 744	Text Retrieval	
COMPSCI 469G	Security	
COMPSCI 535G	Analysis of Algorithms	
COMPSCI 704	Analysis of Algorithms	
COMPSCI 759	Data Security	
Comp Sci 725	Robot Motion Planning	
Comp Sci 755	Information and Coding Theory	
SOCIOL. 750	Research Methods in Sociology	
SOCIOL. 752	Fundamentals of Survey Methodology	
SOCIOL 952	Social Network Analysis	
POL SCI392G	Survey Research	
GEOG 704	Remote Sensing: Environmental and Land Use Analysis	
GEOG 705	Cartography	
GEOG 716	Watershed Analysis and Modeling	
GEOG 726	Geographic Information Science	
GEOG 804	Advanced Remote Sensing	
GEOG 826	Intermediate Geographic Information Science	
GEOG 834	GIS and Society	

GEOG 904	Remote Sensing and Urban Analysis
GEOG 926	Advanced Geographic Information Science: Geographic Modeling
GEOG 960	Seminar: Geographic Techniques
GEOG 999	Independent Work (with appropriate topic)
URBPLAN 692	Special Topics in Urban Planning: Transportation Planning and GIS
PH 812	Statistical Learning and Data Mining
URBPLAN 791	Introduction to Urban Geographic Information Systems for Planning
URBPLAN 792	Using Urban Geographic Information Systems for Planning
URBPLAN 999	Independent Study
ANTHRO 380	Anthropological Applications of GIS
ANTHRO 562	Techniques and Problems in Archaeology
ANTHO 768	Topics in Advanced Research Design in Anthropology
CRM JST 520G	Analysis Oriented Technology: Spatial Data Analysis; Crime Mapping; ArcGIS
CRM JST 713	Measuring Crime & Analyzing Crime Data
CRM JST 716	Advanced Analytic Techniques for Crime Analysts
CRM JST 910	Methods and Practice Capstone for Crime Analysts
ART 526G	Research in Universal Design and Fabrication
ART 316 G	Interactive and Multimedia Art
ART 317 G	3D Imaging I
ART 427 U/G	Special Topics Course
ART 313 U/G	Interactive and Multimedia Art and Programming for Artists
ED PSY 720	Techniques of Educational and Psychological Measurement
MATH 701	Industrial MATH 1
ED PSY 821	Psychometric Theory and Practice
ED PSY 822	Modern Test Theory
ED PSY 823	Structural Equation Modeling
ED PSY 824	Advanced Experimental Design and Analysis
ED PSY 825	Multivariate Methods
ED PSY 826	Analysis of Cross-Classified Categorical Data
ED PSY 827	Survey Research Methods in Education
ED PSY 832	Theory of Hierarchical Linear Modeling
BIO SCI 469	Genomic Data Analysis
BIO SCI 502	Introduction to Programming and Modeling in Ecology and Evolution
BIO SCI 572	Functional Genomics
Total Credits	**30 credits**

Optional: Internship/Thesis/Capstone

Of the required 12 elective credits, up to three credits may be awarded for a thesis or internship. Students who choose this option must complete a relevant thesis or internship that is approved by the program director. Students who choose to complete a thesis must work with a thesis advisor and have the thesis approved by the advisor and the program director. Students who choose to pursue an internship must also obtain approval from the program director.

Students may select from courses such as those listed below or enroll for thesis/internship credits with their thesis advisor (in the advisor's department).

- INFOST 790 Project Design, Implementation, and Evaluation
- GEOG 798 GIS/Cartography Internship
- URBPLAN 793 Applied Projects in Urban Geographic Information Systems
- URBPLAN 991 Legislative/Administrative Agency Internship
- MATH 790 Master's Thesis
- COMPSCI 990 Master's Thesis
- COMPSCI 995 Master's Capstone Project

Qualifying Exam

Students who do not choose to pursue the optional capstone course/thesis/internship option are required to pass a qualifying exam. During this exam, students are given a data set and a research problem to be addressed with the data, using data science techniques. Students must submit a final report in which they use the provided data set to address the research question and demonstrate that they have developed a sufficient level of expertise to work as a data scientist. This is a take-home exam and students will have seven days to complete it.

Assessment of Outcomes and Objectives

Assessment data will be reviewed annually by the faculty council and actions for improvement will be identified. A survey of graduates will be employed to provide feedback as well as to serve as an indirect measure of program outcomes. All students will need to either pursue the optional capstone course/thesis/internship option or take a qualifying exam to complete the requirements of the degree. Performance in the capstone course/thesis/internship or the qualifying exam will serve as the primary vehicle for the assessment of outcomes and objectives. Assessment of student learning outcomes will also be conducted in courses in several of the participating colleges and departments with specialized accreditation. Assessment methods will be developed and applied in accordance with the UW-Milwaukee assessment guide.[1]

Diversity

The M.S. in Data Science program seeks to prepare students from diverse backgrounds by providing them the expertise to gain employment in the rapidly growing job markets for data science. These efforts will result in an increase in the participation of women and minorities in the programs. Additionally, 35% of undergraduate students at UW-Milwaukee are first-generation students and 32% are students of color. By providing these students the opportunity to continue after completing their undergraduate studies at the university, the proposed program will support equity in access to and attainment of advanced degrees across diverse student populations. The program's curriculum also includes several courses that will provide students opportunities to learn about, and practice, the importance of diversity of people, points of view, and theoretical perspectives

[1] Located at https://uwm.edu/academicaffairs/facultystaff/assessment-of-student-learning/

through the required ethics components of curriculum. The structure of the program subsumes content from multiple disciplines from art to business and thus supports a diversity of perspectives and approaches.

UW-Milwaukee's Guiding Values highlight the worth of diversity in all its definitions and the university aims to support and value students, faculty and staff who are the heart of the University. Students will engage with a diverse faculty who embrace UW-Milwaukee values of innovation, creativity and diverse perspectives within an inclusive and equitable environment. Furthermore, UW-Milwaukee is an Affirmative Action/Equal Opportunity Employer and integrates these principles into recruitment and hiring practices.

Collaborative Nature of the Program

There are currently no plans for partnerships or collaborations with other institutions.

Projected Time to Degree

The program requires completion of 30 credits. A full-time student would typically complete the requirements in two years or four semesters. A part-time student enrolling in one course per semester would require 10 semesters to complete the program.

Program Review

According to established policy, the major will undergo the standard UW-Milwaukee undergraduate program review process. The initial review will be conducted in year five based on a self-study document following established guidelines. After the initial review, the normal program review cycle will be 10 years. Graduate Program Review Committee reviews all graduate programs at the University of Wisconsin-Milwaukee in accordance with the graduate program review process.[2] The review is conducted by a committee comprising of two external reviewers and two internal reviewers drawn from the Graduate Program Review Committee. The assessment includes a review of several program elements, including enrollment, curriculum, assessment of learning outcomes, faculty resources, accreditation requirements, student support resources, and financial stability. Provost, Dean and Associate Dean of the relevant School or College, and the Dean of the Graduate School then meet to discuss implementation and prioritization of the recommendations from the review.

Accreditation

The program will not have specialized accreditation. UW-Milwaukee does not need approvals from the Higher Learning Commission to implement this program.

[2] Details regarding the graduate program review process are available at https://uwm.edu/academicaffairs/wp-content/uploads/sites/32/2014/12/951-Procedures-for-Qualitative-Reviews-of-Graduate-Programs.pdf

JUSTIFICATION

Rationale and Relation to Mission

The UW-Milwaukee Select Mission Statement states: "To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals."[3] Among the several goals listed in this statement, the MSDS program especially contributes to the following: (1) "To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; (2) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels; (3) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas; and (4) To provide educational leadership in meeting future social, cultural, and technological challenges."

Given the rapid and continuing growth in the use of data science across all sectors of public and private activities, the proposed degree with increase professional opportunities for all students that enroll in the program and especially disadvantaged students by providing them with highly sought skills and training. This, in turn, will expand and strengthen UW-Milwaukee's relationships with both public and private organizations that need of talent with these skills. Additionally, graduates of the program will be well-trained to support research using data science where needed and help their employers meet the technological challenges and opportunities presented by the growing use of vast amounts of data in every sector of society.

University Program Array

UW-Milwaukee has elements of data science and data analytics within a multitude of its programs. As noted in the curriculum section of this document, the M.S. in Data Science program leverages the courses offered in multiple schools/colleges to present a coherent program that prepares students to be data science professionals in their discipline of choice. In this way, the program complements multiple programs across the university and provides opportunities for students to stay within their chosen discipline and enhance their career options through data science and analytics.

Other Programs in the University of Wisconsin System

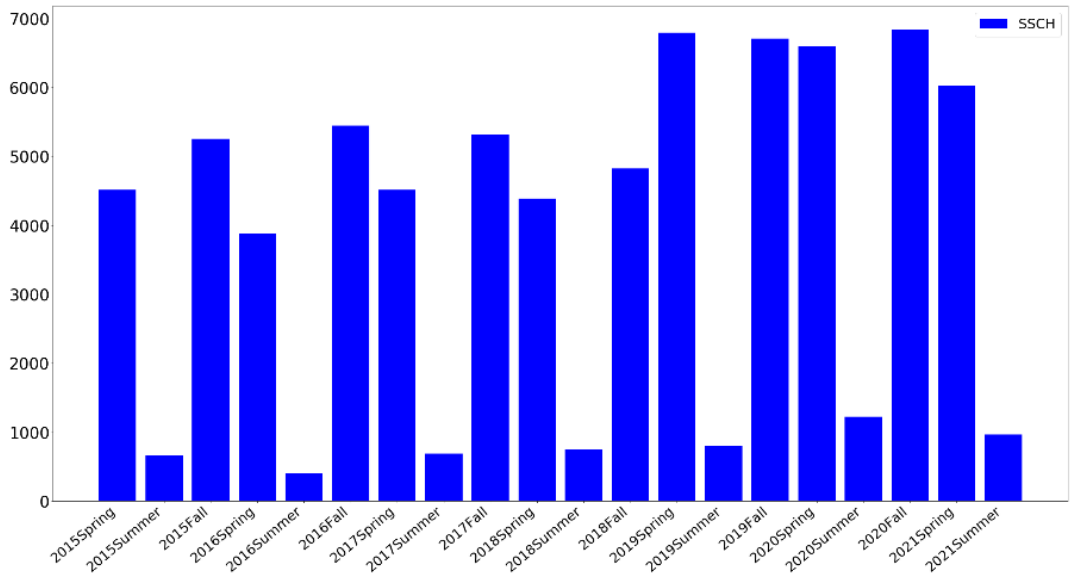
There is a master's degree in Data Science currently being offered through the UW Data Science Collaborative program at UW-Eau Claire, UW-Green Bay, and UW-La Crosse. That degree, however, focuses on different areas of data science like data mining and visualization and does not include applications to specific disciplines. The proposed

[3] Please see https://uwm.edu/mission/

program is distinct from others in that it aims to provide multi and inter-disciplinary training. Such training is increasingly sought by employers and advocated by scholars. A workshop convened by the National Research Council's Committee on Applied and Theoretical Statistics; Board on Mathematical Sciences and Their Applications; Division on Engineering and Physical Sciences recommends that academic data science and data analytics programs should be designed to be interdisciplinary and foster collaborative skills.[4] This proposed program is designed to be consistent with employer needs and recommendations by national scholars. The program does not create unnecessary duplication.

Need as Suggested by Current Student Demand

Student enrollments in 140 courses at UW-Milwaukee identified as imparting skills related to data analytics have been tracked. The chart below shows the average enrollments in these classes, in terms of average total student credit hours per class in each semester since 2015. As demonstrated by the chart, there has been a significant increase since 2019 in student interest in these classes. Student interest in data science related courses is expected to translate into interest in the proposed program.



[4] Committee on Applied and Theoretical Statistics; Board on Mathematical Sciences and Their Applications; Division on Engineering and Physical Sciences; National Research Council. Washington (DC): National Academies Press (US); 2015 Jan 16. Retrieved at https://www.ncbi.nlm.nih.gov/books/NBK299101/

Need as Suggested by Market Demand

A report from the employment outlook firm Burning Glass produced jointly with IBM and the Business Higher Education Forum identified several job categories in the data science and analytics field, including data driven decision makers ("leverage data to inform strategic and operational decisions") and functional analysts ("utilize data and analytical models to inform specific functions and business decisions"). They estimated a national demand of 1.8 million job postings nationwide for 2020, with a 5-year growth rate of approximately 15%. Importantly, the report also states: "39% of Data Scientists and Advanced Analysts require a master's or Ph.D. These degrees take additional years of schooling to complete, so it will take a significant time investment to train a larger pool of workers. Therefore, because these roles are already undersupplied and projected to grow rapidly, the skills shortage is in danger of worsening."

The Bureau of Labor Statistics also projects that Computer and Information Research Scientists category of jobs will grow 15% over from 2019-2029 and describes this as: "...much faster than average for all occupations.[5] Job prospects are expected to be excellent" and states that the "median annual wage for computer and information research scientists was $126,830 in May 2020." BLS also classifies this as a category in which most jobs require a master's degree.

Additional evidence of demand is also seen in investments made by employers like Northwestern Mutual that have invested significant resources of $15 million in the establishment of the Northwestern Mutual Data Science Institute to support the launch and growth of undergraduate and graduate programs related to data including data science and data analytics.

[5] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Computer and Information Research Scientists, at https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm (visited January 04, 2022)

University of Wisconsin - Milwaukee
Cost and Revenue Projections For Master of Science in Data Science

	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	25	30	36	43	52
	Enrollment (Continuing Student) Headcount	0	20	26	24	37
	Enrollment (New Student) FTE	20	24	28	34	41
	Enrollment (Continuing Student) FTE	0	16	20	19	29
II	**Total New Credit Hours**	300	360	420	510	615
	Existing Credit Hours	0	240	300	285	435
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Faculty/Instructional Staff	0.625	1.375	2	2.625	3.5
	FTE of New Admin Staff	0	0	0.5	1	1.5
	FTE Current Admin Staff	0.5625	1	1	1	1
IV	**Revenues**					
	From Tuition	$200,637	$401,274	$481,529	$531,688	$702,230
	From Fees	$0	$0	$0	$0	$0
	From Fees Distance Education	$0	$0	$0	$0	$0
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue	$200,637	$401,274	$481,529	$531,688	$702,230
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$60,000	$116,000	$173,000	$229,000	$296,000
	Other Staff	$47,695	$85,170	$127,755	$175,451	$223,146
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Other Marketing	$20,000	$20,000	$20,000	$20,000	$20,000
	Other (please list)	$0	$0	$0	$0	$0
	Total Expenses	$127,695	$221,170	$320,755	$424,451	$539,146
VI	**Net Revenue**	$72,942	$180,104	$160,774	$107,237	$163,084

Submit budget narrative in MS Word Format

Provost's Signature: 	**Date:** **1/4/2022**
Chief Business Officer's Signature: 	**Date:** **1/6/2022**

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-MILWAUKEE
MASTER OF SCIENCE IN DATA SCIENCE

Introduction

The University of Wisconsin–Milwaukee proposes to establish a Master of Science (M.S.) in Data Science to be housed in the Graduate School. The 30-credit program includes 18 credits in core areas of data science and 12 credits in analytics electives related to their primary discipline of interest via courses offered in multiple disciplines including atmospheric sciences, business, biological sciences, computer science, criminal justice, geography, healthcare, information science, political science, and sociology, among others.

Section I – Enrollment

The program is anticipated to attract 25 new students in year one with an escalation of enrollment over five years up to 52 new students by the start of year five. A first-year retention rate of 80% and a graduation rate of 85% for students in their second year are assumed to be consistent with averages at UW-Milwaukee. A mix of part-time and full-time students are expected to enroll in the program. It is assumed that student FTE will be 80% of the headcount in the program.

Section II Credit Hours

The program requires 30 credits. It is assumed that the average full-time student will complete the program in four semesters. The average number of credit hours per student FTE is assumed to be 15 per year.

Section III – Faculty and Staff Appointments

The courses for this major are courses that exist as part of other majors. Therefore, instruction in the program will be delivered by existing faculty and instructional academic staff as part of their normal course load. No additional hires of faculty or staff are anticipated. At present, there is sufficient instructional capacity in the courses that make up the curriculum. Students will be distributed among the courses that relate to their academic discipline of interest. Given the large number of available courses, no new sections are anticipated at the start of the program. As the enrollment grows, there may be a need to increase course offerings. The cost-revenue worksheet includes additional faculty/instructional staff FTE in the future years for projected additional sections. Included in this section is faculty FTE for the program director who will have release time to attend to the administrative aspects of the program.

The program plans to hire advising and recruitment staff who will share responsibilities for this program as well as the Bachelor of Science in Data Analytics. The staff FTE is modeled to increase with enrollment growth in the two programs.

Section IV – Program Revenues

Tuition Revenues

Tuition revenues were calculated based on the current graduate tuition rates. The full-time resident graduate tuition of $5,350.32 per semester translates to an average of $668.69 per credit for full-time enrollment at eight credits per semester. To be conservative with revenue calculations, this amount per credit is used to compute the revenues generated by the program. While it is recognized (as stated in the authorization request) that many of the courses in the program have differential tuition associated with them, these are not included in the worksheet as there is no predictable way to calculate revenues from this source. Thus, the revenue projections in the worksheet are conservative and may be higher than projected. No GPR allocations are anticipated for the program.

Program/Course Fees

Although many of the courses in the program have additional fees associated with them, they are not included in the calculations.

Section V – Program Expenses

As the proposed degree primarily utilizes existing courses the cost to the university will be minimal at the start. Expenses included account for time release for the program director, advising and recruitment staff, additional instructional FTE as enrollment grows in the program, and marketing expenses.

Salary and Fringe Expenses

Instruction in the proposed program will be delivered by existing faculty as part of their normal course load. No additional salary expenses are anticipated. As enrollment grows, there will be a need for additional faculty/instructional staff FTE. Salary and fringe calculations are based on existing course section instruction. The instructional FTE commitment will increase in line with enrollment.

Advising and recruitment functions will be delivered by a new student services staff member who will share responsibilities between this program and the Bachelor of Science in Data Analytics program. A current faculty member will serve as the Program Director and will be compensated by course release. This includes both salary and fringes and as the program grows so will our FTE time commitment.

Other Expenses

The degree will be marketed similarly to the promotion of other master's degrees and the expenses included are consistent with such expenses for other programs at UW-Milwaukee.

Section VI – Net Revenue

Net revenues will be distributed according to the UW-Milwaukee budget model. Any portion of net revenues above expenses allocated to the program would be invested to support strategic program priorities.

UNIVERSITY of WISCONSIN
UWMILWAUKEE

Academic Affairs
Provost and Vice Chancellor

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53201-0413
414 229-4501 *phone*
414 229-2481 *fax*
https://uwm.edu/academicaffairs/

TO: Tommy Thompson, Interim President
University of Wisconsin System

FROM: Johannes Britz, Provost and Vice Chancellor

DATE: January 3, 2022

RE: Authorization to Implement a Master of Science in Data Sceince

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin-Milwaukee (UWM) for the proposed Master of Science in Data Sceince degree.

Faculty from several schools/colleges (Letters and Science, Information Studies, Lubar School of Business, Zilber School of Public Health, Engineering and Applied Science, Helen Bader School of Social Welfare, Education, Architecture and Urban Planning, Peck School of the Arts, and Freshwater Sciences) at UWM participated in creating this novel degree. A unique feature of the degree allows students to pursue analytics electives related to their primary discipline of interest via courses offered in multiple disciplines including atmospheric sciences, business, biological sciences, computer science, criminal justice, geography, healthcare, information science, political science, and sociology, among others. The program responds to the need to prepare students for careers requiring data science skills in multiple fields. The program supports the mission of UW-Milwaukee to provide educational leadership to meet the future social, economic, technological, and cultural needs of the state and its metropolitan areas. Because of the nature of the program, it will be housed in the Graduate School.

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

The program does not require any additional budget allocations. The courses are already in existence at UW-Milwaukee. The necessary financial and personnel resources to launch the program are already in place. Further, the budgetary issues due to the COVID-19 pandemic do not have any impact on the ability of UW-Milwauee to deliver this program.

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

c: Anny Morrobel-Sosa, Vice President, Academic and Student Affairs
Carleen Vande Zande, Associate Vice President, Academic and Student Affairs
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Education Committee
February 10, 2022

Item C.7.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF PROFESSIONAL STUDIES IN LEADERSHIP & ORGANIZATIONAL DEVELOPMENT, UW OSHKOSH

REQUESTED ACTION

Adoption of Resolution C.7, authorizing the implementation of the Bachelor of Professional Studies in Leadership & Organizational Development program at the University of Wisconsin Oshkosh.

Resolution C.7.: That, upon the recommendation of the Chancellor of UW Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Professional Studies in Leadership & Organizational Development program at the University of Wisconsin Oshkosh.

SUMMARY

The University of Wisconsin Oshkosh (UWO) proposes to establish a Bachelor of Professional Studies (BPS) in Leadership & Organizational Development (L&OD). The proposed program upholds the UW Oshkosh mission of preparing students to "become successful leaders in an increasingly diverse and global society," as well as UWO strategic priority A to "prepare students for today's careers, future employment and high quality of life." This proposal is in response to the continued success of the Organizational Administration (OA) emphasis currently offered by UWO. The proposed program primarily reflects the elevation of elements of two existing emphases, and the curriculum combines courses from the current OA emphasis, and the Leadership Development (LD) emphasis, and includes the development of new courses. Specifically, the program requires 120 total credits, which includes 45 credits in the major, 38 credits in the UW Oshkosh University Studies Program (general education), and 37 additional credits of electives. Students may include internship, independent study, and/or related readings courses as electives, but they are not required. The program will utilize a service-based pricing model as it is targeted toward working adults. The proposed program will prepare students to rise the career ladder into positions such as general managers, manufacturing leaders,

administrative services managers, facilities managers, and business unit managers. These types of positions are expected to grow steadily both nationwide and within Wisconsin. For example, employment growth is projected nationwide in general and operations managers (7% rise), management analysts (14% rise), and administrative services management (7% rise), adding nearly 294,000 total positions by 2028.

Presenters

- John Koker, Provost and Vice Chancellor for Academic Affairs, UW Oshkosh
- Michael Bartlett, Assistant Vice Chancellor, Online and Continuing Education, UW Oshkosh

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 PROFESSIONAL STUDIES IN LEADERSHIP & ORGANIZATIONAL DEVELOPMENT AT THE UNIVERSITY OF WISCONSIN OSHKOSH PREPARED BY UW OSHKOSH

ABSTRACT

The University of Wisconsin Oshkosh (UWO) proposes to establish a Bachelor of Professional Studies (BPS) in Leadership & Organizational Development (L&OD). The proposed program upholds the UWO mission of preparing students to "become successful leaders in an increasingly diverse and global society," as well as UWO strategic priority A to "prepare students for today's careers, future employment and high quality of life." This proposal is in response to the continued success of the Organizational Administration (OA) emphasis currently offered by UWO. The proposed program primarily reflects the elevation of elements of two existing emphases, and the curriculum combines courses from the current OA emphasis, and the Leadership Development (LD) emphasis, and includes the development of new courses. Specifically, the program requires 120 total credits, which includes 45 credits in the major, 38 credits in the UWO University Studies Program (general education), and 37 additional credits of electives. Students may include internship, independent study, and/or related readings courses as electives, but they are not required. The program will utilize a service-based pricing model as it is targeted toward working adults. The proposed program will prepare students to rise the career ladder into positions such as general managers, manufacturing leaders, administrative services managers, facilities managers, and business unit managers. These types of positions are expected to grow steadily both nationwide and within Wisconsin. For example, employment growth is projected nationwide in general and operations managers (7% rise), management analysts (14% rise), and administrative services management (7% rise), adding nearly 294,000 total positions by 2028.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin Oshkosh

Title of Proposed Academic Degree Program
Leadership & Organizational Development

Degree Designation
Bachelor of Professional Studies

Mode of Delivery
Single university, 100% online.

Department or Functional Equivalent
Online Degree and Certificate Programs

College, School, or Functional Equivalent
Division of Online and Continuing Education

Proposed Date of Implementation
September 2022.

Projected Enrollments and Graduates by Year Five
Enrollment in the currently existing Leadership Development (LD) and Organizational Administration (OA) emphases has been holding steady for several years, and anticipated enrollment in the new major will increase due to a more descriptive degree title, an updated and redesigned curriculum, and the increased visibility that stems from being a major rather than an emphasis.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The average student retention rate is projected to be 91% based on the actual retention rate of students currently enrolled in programs in the Division of Online and Continuing Education (OCE).

Currently, 58 students are enrolled in the existing Leadership Development and Organizational Administration emphases. UWO anticipates that many of these students will transition into the new major when it is available. In each year of the projection, 58 of the students enrolled in the major will be students who would have otherwise enrolled in one of the two current emphases. In addition, annual enrollments will include new students who will be attracted by the higher visibility and more transparent credential offered by the new major. A total of 59 projected new students will have enrolled in the program in the first five years, in addition to the students transitioning from existing emphases, and that 70 students will have graduated from the program after five years.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Students Transitioning from Existing Emphases	58	58	58	58	58
Continuing Students	0	6	12	17	23
New Students	8	10	12	14	15
Total Enrollment	66	74	82	89	96
Graduating Students	12	13	14	15	16

Tuition Structure

The current cost for tuition and fees for all programs in the Division of Online and Continuing Education is $360 per credit. The tuition plateau does not apply to these cost-recovery programs, so the per-credit cost does not vary based on the number of credits that a student takes. Of this amount, $341.35 is attributable to tuition, $13.27 is attributable to segregated fees, $5.16 is attributable to differential tuition, and $0.22 to municipal fees. There are no additional fees beyond the costs of purchasing or renting textbooks. Tuition is the same for in-state and out-of-state students. The pricing structure for the program is identical to that of all current OCE programs and falls under the guidelines of UW System policy for service-based pricing for nontraditional degree programs (SYS 130 Appendix B: Service-Based Pricing Guidelines and Procedures).

DESCRIPTION OF PROGRAM

Overview of the Program

The Bachelor of Professional Studies in Leadership and Organizational Development program will require 120 total credits, consisting of 45 credits in the major, 38 credits in the UWO University Studies Program, and 37 additional credits of electives. Students may include internship, independent study, and/or related readings courses as electives, but they are not required. Internships are not required, but self-selected internships can be taken for elective credit for students who would benefit from the additional work experience. There will be no clinical, or other required program components.

The program will be delivered 100% online to serve working adults. Graduates of this program will be prepared to enter a wide variety of leadership and administrative positions. As with all other OCE programs, the student body in the proposed new program is expected to be composed primarily of working professionals returning to college to complete a baccalaureate degree for professional development and career enhancement.

Student Learning Outcomes: General Education and Program Objectives

As with all other undergraduate students at UWO, students in the BPS L&OD program will be subject to the Essential Learning Outcomes achieved via our University Studies Program, which are based on best practices as outlined by the Association of American Colleges and Universities (AACU).

Student Learning Outcomes: Leadership and Organizational Development Program

The listed learning outcomes for the proposed L&OD program outcomes align with professional needs as expressed by alumni and employers. Students graduating from the Leadership and Organizational Development program will be able to:

1) Communicate clearly and effectively to a variety of audiences in a professional environment.
2) Explain the impact of diversity in the workplace and the ability to appreciate diverse perspectives in organizational settings.
3) Demonstrate ethical standards in all leadership practices.
4) Apply theories of leadership and management to create an effective workplace environment.
5) Demonstrate creative and critical thinking skills required of successful leaders to understand change and obstacles to change.
6) Utilize research skills and data-based reasoning to make well-informed decisions.

The program outcomes focus on enhancing skills necessary to advance as a leader in any organization. Topics covered in the curriculum will include ethics and decision making, contemporary technology and trends, data informed decision making, inclusivity, professional writing, organizational communication, collaborative leadership, conflict resolution, and project planning.

Program Requirements and Curriculum

While this program will be offered entirely online and marketed as a degree completion program for adult nontraditional learners, there are no special admission requirements.

Students who graduate with a BPS L&OD will complete the following coursework:

- 38 credits in the University Studies Program (general education)
- 45 credits in the major, consisting of 30 core credits, including courses in leadership, decision making, communication, professional writing, ethnic and cultural diversity, and critical thinking. Students will also complete 15 credits of program electives, allowing each student to tailor his or her program based on professional needs and personal interests. Elective courses regularly offered by the division include Conflict Resolution, Mentoring and Development, Project Planning, Creating Virtual Presentations, Applied Data Analysis, and Budgeting.

- 37 additional elective credits. Because this is primarily a degree completion program, most students will partially or completely fulfill this requirement by transferring previous coursework taken at UWO and/or other universities. This is the case with all current OCE online programs.
- A minimum total of 120 credits.

Table 2 illustrates the curriculum for the proposed program in more detail.

Table 2: Bachelor of Professional Studies in Leadership and Organizational Development Program Curriculum

General education courses required for graduation (38 credits):

WBIS 188	Writing-Based Inquiry Seminar	3 credits
COMM 111	Introduction to Public Speaking	3 credits
MATH	Math 104 or higher	3 credits
LAB SCI	Laboratory Science	8 credits
Culture	3 courses from 2 different departments	9 credits
Society	3 courses from 2 different departments	9 credits
ENG 300	Connect: Advanced Writing	3 credits

UWO students are also required to complete three credits in Ethnic Studies and three credits in Global Citizenship, as well as three Quest courses. However, these requirements can be satisfied by taking courses that count in more than one area. A minimum of 38 credits in general education is required.)

Major core requirements (30 credits):

LIB STDS 209	Critical Thinking and Writing	3 credits
ENG 207	Introduction to Professional Writing	3 credits
LIB STDS 230	Introduction to Leadership	3 credits
LIB STDS 318	Ethics and Decision Making in Organizations	3 credits
LIB STDS 303	Ethic and Cultural Diversity in the U.S.	3 credits
LIB STDS 325	Foundations of Organizational Development	3 credits
LIB STDS 336	Collaborative Leadership Dynamics	3 credits
LIB STDS 335	Transformative Leadership	3 credits
LIB STDS 425	Professional Studies Capstone Experience	3 credits
COMM 380	Organizational Communication OR	
PSY 363	Industrial Organizational Psychology	3 credits

Major course electives: Choose 5 courses (15 credits)

LIB STDS 302	Contemporary Technology and Trends	3 credits
LIB STDS 318	Managing People at Work	3 credits
LIB STDS 319	Creating Presentations in the Virtual Workplace	3 credits
LIB STDS 337	Conflict Resolution	3 credits

LIB STDS 338	Mentoring and Development	3 credits
LIB STDS 380	Learning Systems in the Workplace	3 credits
LIB STDS 405	Project Planning and Implementation	3 credits
LIB STDS 463	Budgeting for Managers	3 credits
LIB STDS 466	Applied Data Analysis	3 credits

Other elective courses pursued by student (37 credits)	37 credits
Total Credits (minimum 120 credits required for graduation)	120 credits

Assessment of Program-Level Learning Outcomes

Each of the six learning outcomes for the program will be matched with assignments and outcomes from individual courses in the curriculum to develop a curriculum map. At the end of each semester, individual instructors will be given rubrics for the program-level learning outcomes that have been aligned to their courses. For example, in Liberal Studies 336, Collaborative Leadership Dynamics, a Team Project will require students to communicate clearly and effectively with each other, the instructor, and their workplace cohorts (Learning Outcome #1). And in Liberal Studies 335, Transformative Leadership, students will create a Personal Leadership Development Plan, applying theories of leadership and management to develop a plan to create an effective workplace environment (Learning Outcome #4). In Communication Studies 380, Organizational Communication, students will create a Consultation Project which demonstrates their ability to conceptualize problems, provide specific evidence to support analysis and utilize organizational communication knowledge to develop actionable recommendations for the challenge presented to them (Learning Outcome #5).

Following student assessment, the instructors will report each student's progress on the aligned program outcome(s) by choosing one of four categories: *Goal Unmet, Developing, Competent,* and *Accomplished*. These assessments will be aggregated to give an overall picture of students' progress toward each outcome.

The methodology, analysis, and results of these assessments will be reported every three years to the Faculty Senate Committee on Assessment of Student Learning, as required by university policy. The report will include, as required, a discussion of efforts to improve students' performance toward the learning outcomes, an analysis of the results of those efforts, and plans for future efforts in the spirit of continual improvement.

The program will also be assessed regularly through the UWO Student Opinion Survey (SOS), which surveys current students. Online and Continuing Education will also send a separate survey to students graduating from the L&OD program with questions specific to the program, and OCE will survey employers of graduates.

Additionally, an advisory board will meet regularly to ensure that the program remains relevant to current market demands.

All the information gathered through these assessments will be shared with the faculty and instructional staff, the OCE Academic Council, and the advisory board. Assessment data will be regularly used to make improvements and updates to the program.

Diversity

In 2016, UWO completed a year-long strategic planning process that resulted in several strategic goals. One of these goals is to “increase equity, diversity and inclusion across every level of the University.” UWO strives to recruit ethnically diverse faculty and instructional staff through inclusive position descriptions, diverse search and screen committees, targeted recruitment strategies, and trainings in screening and unconscious bias.

The Division of Online and Continuing Education recruits students for its degree programs in geographic areas with diverse student bodies. Specifically, OCE staff attend transfer events and recruit students at Madison College, Milwaukee Area Technical College, and Waukesha County Technical College. Additionally, OCE has done targeted recruitment in the Northern Illinois and Chicago area, including visits and recruitment campaigns at institutions such as Harpers College, College of DuPage, and Elgin Community College. Online and Continuing Education recruiters have also attended conferences with diverse memberships, such as the National Latino Law Enforcement Association and the Experimental Aircraft Association annual fly-in, which attracts many international participants.

The proposed major contains many components and requirements that will offer students the opportunity to engage in diversity. First, all students will complete UWO's signature University Studies Program, which provides students with a solid grounding in diversity via the requirement of "knowledge of human cultures," and required courses in global cultures and ethnic studies. Within the major, students will learn about the importance of diversity from many different angles in many of the required core courses. For example, in Liberal Studies 318, Ethics and Decision Making in Organizations, students will learn about and discuss international supplier working conditions and the impact of those conditions on underdeveloped nations. In Liberal Studies 325, Foundations of Organizational Development, students will create an Organizational Health Report, for which they will analyze diverse groups within and without the organization and the importance of these groups to the overall organizational well-being.

The proposed L&OD program learning outcome #2, “Explain the impact of diversity in the workplace and the ability to appreciate diverse perspectives in organizational

settings," is well aligned with the advancement of inclusive excellence. A core course in the curriculum, Ethnic and Cultural Diversity in the U.S., will expose students to the current biases and inequalities that exist in the U.S., and this background will empower them to make professional decisions that will enhance inclusiveness. Among other experiences in that course, an assignment to participate in a Cultural Ritual Experience and Presentation will ensure that students are exposed to a variety of beliefs, practices, and traditions within the U.S.

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

Collaborative Nature of the Program

The curriculum for the proposed major includes courses from the English, Psychology, and Communication Studies departments. The Division of Online and Continuing Education works collaboratively with departments from around the university to provide access to their relevant courses for nontraditional adults in online degree programs, and this program is a further example of that. This practice also avoids duplication of course content and makes for more efficient use of university resources.

Responding to input from the UW Provosts' responses to the UWO Notice of Intent for this program, UWO is currently in discussions with UW-Stout and exploring the feasibility of offering one of their minors to students in the proposed BPS program. If this collaboration is successful, it will result in new educational opportunities for students and more efficient and impactful use of existing university resources at both universities.

Projected Time to Degree

A student entering the program as a first-semester, first-year student can complete the degree in four years by completing an average of 15 credits per semester. However, most students in degree-completion programs transfer an average of 60 credits into the program and enroll part-time, averaging seven credits per semester. Most students complete these programs in four years, though some take six years or longer, working at their own pace.

Program Review

Each program is required to conduct a self-study every seven years as part of a program review, according to established policy in the UWO Faculty and Academic Staff Handbook. The review includes curriculum, assessment, resources, enrollment, and other measures of capacity and productivity. One or more external consultants then write a review of the program based on the self-study and other information, including interviews

conducted during a campus or virtual visit. The self-study and program review are then reviewed by the OCE Academic Council, the Associate Vice Chancellor in charge of OCE, the Faculty Senate, and the provost. Each level of review provides its own comments and suggestions. The results of these program reviews typically result in curricular changes and often in changes to the content of individual courses.

Accreditation

There are no plans to pursue discipline specific accreditation for this program. The Higher Learning Commission has confirmed that no additional approvals are required to implement the proposed program.

JUSTIFICATION

Rationale and Relation to Mission

Based on several listening sessions with community leaders, industry professionals, advisory groups, graduates of the existing OA and LD emphases, and feedback from students, the proposed new program is a direct response to the professional needs expressed by these groups, and the curriculum for the program has been shaped based on their input.

The UWO mission is to prepare students to "become successful leaders in an increasingly diverse and global society" (https://uwosh.edu/about-uw-oshkosh/mission-vision-core-values/). The proposed BPS L&OD program supports the university mission of UWO by developing successful leaders who wish to advance along their career path. The L&OD major will also contribute directly to the mission of the UW System by disseminating knowledge beyond the boundaries of the UWO campus and serving the surrounding communities by developing in students heightened intellectual, cultural, and humane sensitivities as well as professional expertise.

The proposed program at UWO supports major themes in the university's Strategic Plan, specifically Strategic Priority A, Goal #3 of the UWO Strategic Plan: "Prepare students for today's careers, future employment and high quality of life." Working professionals will enroll in this program to be promoted within their existing organizations and to qualify for leadership positions.

University Program Array

By offering this program in a fully online delivery format, students who cannot attend classes on campus will have an opportunity to complete their degrees. This program also fills a need as a degree completion program for students who are returning to the university after several years.

The proposed program will join two successful emphases into a new degree program and continue the commitment of UWO to adult, non-traditional students. Currently, students have an option of three emphases within the Bachelor of Liberal Studies degree program:

- Liberal Studies—no emphasis (offering a broad background in liberal arts and sciences)
- Liberal Studies—Leadership Development emphasis
- Liberal Studies—Organizational Administration emphasis

Under the proposed plan, the Liberal Studies degree will continue to exist and continue to offer the Liberal Studies—no emphasis program. The Leadership Development and Organizational Administration emphases will be replaced by a new major L&OD) offered under a new BPS degree. The benefits of this approach include:

1. A clearer distinction between the Liberal Studies program offered by OCE and its professional programs.
2. More accurate naming of the professional programs, which are not in reality "liberal studies" programs.
3. A more efficient program array that combines the strengths of the two existing emphases into one coherent program.

The Division of Online and Continuing Education will continue to offer its two additional majors:

- Fire & Emergency Response Management.
- Leadership and Organizational Studies.

These programs are offered under the Bachelor of Applied Studies degree, which requires an AAS degree from a Wisconsin Technical College and awards up to 60 credits in transfer from an approved technical college program. The new L&OD major will be like the Leadership and Organizational Studies program, and they will share many courses, but the new program will not require a technical college AAS degree for admission. The new BPS degree may house additional online degree programs in the future as appropriate.

Other Programs in the University of Wisconsin System

The Organizational Leadership program at UW-Green Bay (UW-GB) is fully online as either a Bachelor of Arts or a Bachelor of Applied Studies and overlaps this proposal largely in name only, as students in the UW-GB program must choose an area of emphasis. The UW-GB emphasis areas do not compete with this proposal as those emphases are in the areas of Applied Communication, Early Childhood Education, Business Administration, Environmental Policy and Planning, Management in Health Systems, and Public and Nonprofit Management. The Bachelor of Applied Studies in Organizational Leadership at UW-Stevens Point overlaps more than any other as it also focuses primarily on developing leadership skills.

Need as Suggested by Current Student Demand

Enrollments in the currently existing Leadership Development (LD) and Organizational Administration (OA) emphases have been holding steady for several years but have dropped over the past two years. Currently, 58 students are enrolled in these programs (23 in LD and 35 in OA). UWO anticipates enrollment in the new major will increase due to a more descriptive degree title, an updated and redesigned curriculum, and the increased visibility that stems from being a major rather than an emphasis. Feedback from graduates and advisory groups indicates that the current emphases' names, and the fact that both are subsumed under the Bachelor of Liberal Studies degree and the Liberal Studies major, have sometimes made it difficult for graduates to leverage their degree in an organizational setting. A degree titled Bachelor of Professional Studies is more accurate, given the nature of the program, and a program titled "Leadership and Organizational Development" is more contemporary and immediately recognizable to Human Resource professionals and Talent Management Directors than "Liberal Studies." The proposed program has been shaped by input from community leaders, advisory groups, and alumni of the OA and LD programs, along with feedback from current students.

Need as Suggested by Market Demand

Employment growth is projected nationwide in general and operations managers (7% rise), management analysts (14% rise), and administrative services management (7% rise), adding nearly 294,000 total positions by 2028.[1] Job titles counted in in these categories include general managers, manufacturing operations, administrative services managers, facilities managers, and business unit managers.

At the state level, these same categories are projected for similar growth. Growth in positions such as general and operations managers (5.9% rise), management analysts (14.1% rise), and administrative services management (6.4% rise) will add nearly 4,600 positions over the next several years.[2]

UW Oshkosh contracts with Gray Associates, a data analytics and consulting firm focused on higher education, to provide up-to-date market data on student and employer demand. According to their data, a program in "Organizational Leadership" is in the 95th percentile in demand of all potential programs in Wisconsin. The program is rated in the 74th percentile in terms of relevant job postings (135 in Wisconsin when the database was consulted on September 20, 2021) but in the 98th percentile for student demand. The high score is driven most primarily by student demand.

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[1] Bureau of Labor Statistics. 2016. National Employment Matrix Industry and Occupation Databases. Retrieved August 30, 2021. https://data.bls.gov/projections/nationalMatrix?queryParams=11-3010-8&ioType=o

[2] Job Center of Wisconsin. Wisconsin Long Term Occupation Employment Projections, 2018-2028. Retrieved August 30, 2021. https://jobcenterofwisconsin.com/wisconomy/pub/occupation.htm

It is logical to weigh student demand more than specific job postings, especially for a degree completion program for adult students. This is because those students are pursuing a degree largely to improve their performance in their current positions or to move upward in the company hierarchy, sometimes into positions that are not advertised.

While the term “manager” here is one used by agencies at both the state and federal level, in practice students and graduates of the LD and OA programs are employed under a wide range of job titles, including the following:

- Centralized Account Manager
- Buyer
- Loan Originator
- Senior Communication Specialist
- Director
- Manager
- Sales Manager
- Operations Support Specialist
- Mechanical Supervisor
- Materials Department Lead
- Plant Manager
- Quality Director

University of Wisconsin -Oshkosh						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Students Transitioning from Existing Emphases (HC)**	58	58	58	58	58
	Enrollment (New Student) Headcount	8	10	12	14	15
	Enrollment (Continuing Student) Headcount	0	6	12	17	23
	Students Transitioning from Existing Emphases (FTE)	33.8	33.8	33.8	33.8	33.8
	Enrollment (New Student) FTE	4.7	5.8	7.0	8.2	8.7
	Enrollment (Continuing Student) FTE	0.0	3.5	7.0	9.9	13.4
II	**Credits Hours from Students Transitioning from Existing Emphases**	812	812	812	812	812
	Total New Credit Hours	112	140	168	196	210
	Existing Credit Hours	0	84	168	238	322
III	**FTE of New Faculty/Instructional Staff**	0	0	0.25	0.75	0.75
	FTE of Current Fac/IAS	0	0	0	0	0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.1	0.1	0.15	0.15	0.15
IV	**Revenues**					
	From Tuition	$38,231	$76,462	$114,694	$148,146	$181,598
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	$38,231	$76,462	$114,694	$148,146	$181,598
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$0	$0	$14,389	$43,167	$43,167
	Other Staff					
	Other Expenses					
	Facilities	$1,529	$3,058	$4,588	$5,926	$7,264
	Equipment	$382	$765	$1,147	$1,481	$1,816
	Other (please list) Maintenance and Repair	$306	$612	$918	$1,185	$1,453
	Other (marketing)	$5,000	$5,000	$5,000	$3,000	$3,000
	Other (revenue sharing with COLS Departments)	$350	$700	$1,050	$1,356	$1,663
	Total Expenses	$ 7,567	$ 10,135	$ 27,091	$56,116	$ 58,363
VI	**Net Revenue**	$30,664	$66,328	$87,602	$92,030	$123,236
	Submit budget narrative in MS Word Format					
Provost's Signature:			**Date:**			
	John Koker		11/22/2021			
Chief Business Officer's Signature:	DocuSigned by: James Fletcher 6616C156AF5D451...		**Date:**			
			11/4/2021 | 2:57 PM CDT			

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN OSHKOSH
BACHELOR OF PROFESSIONAL STUDIES
IN LEADERSHIP & ORGANIZATIONAL DEVELOPMENT

Introduction

The University of Wisconsin Oshkosh (UWO) is proposing a new major, Leadership & Organizational Development (L&OD), to be built upon existing emphases, and to create to a new degree type not currently offered at UW Oshkosh, a Bachelor of Professional Studies (BPS). This new major will combine and replace two existing emphases, Organizational Administration (OA) and Leadership Development (LD). Like the emphases it will replace, the L&OD program will be offered in a 100% online format, designed as a degree completion program for adult students, and will be funded on a cost recovery model. The program will be housed in the division of Online and Continuing Education (OCE), whose mission is to provide educational opportunities for working adults.

Section I – Enrollment

Beginning in Year 1 and in all subsequent years, anticipated enrollments will be a combination of new students, continuing students who started in the program, and continuing students transitioning from the current emphases or who would enroll in the emphases if they were still offered. The number of students in the current emphases is 58, so UWO uses that number as the number of students each year who would enroll in the emphases if they were still offered.

Student FTE projections are lower than headcount projections because the majority of OCE students attend part time; overall, students in OCE programs enroll in an average of 14 credits per academic year, or .583 FTE. The .583 FTE generates the FTE figures on the Cost and Revenue Projections spreadsheet. UWO projects total enrollment to grow steadily as the new Bachelor of Professional Studies program reinvigorates the program array offered by OCE. The number of Continuing Students each year is based on a projection that 20% of the students will graduate each year, and 91% of the remaining students will continue into the next year; these numbers are based on data from our existing online degree programs.

Section II – Credit Hours

Credit hours were calculated by multiplying projected headcount enrollment for each category of students by 14, which is the average number of credits taken by OCE students per academic year. All the credits taken by the students are included in these calculations, including general education credits, because all credits taken by students enrolled in the online degree completion programs, including general education credits, are assigned to the OCE division, which also captures all the revenue for these credits. The

following sections explain that revenue from the general education credits is then shared with the colleges and departments that offer the general education courses.

Section III – Faculty and Staff Appointments

Revenue and expenses are calculated only for new students, and continuing students who initially enrolled in the new degree program. Revenue from the 58 students who would be enrolled in the existing emphases if the new program is not offered are not included in the calculations; the FTE and associated instructional costs of existing instructors are also not included, since these expenses would be incurred even if the existing emphases continued to exist and were not replaced by the new program.

For the first two years, no new faculty and staff FTE appointments will be needed to implement and sustain this program. Since the curriculum of the program overlaps with those of the existing emphases, any additional students will fill available slots in existing classes. Starting in Year 3, UWO expects that an additional 0.25 FTE of instructional staff will be required to serve a growing number of students; starting Year 4, an additional 0.5 FTE of instructional staff is expected to be assigned to the program. All classes will be covered by existing instructional academic staff, whose course loads will be increased or shifted from other programs, depending on enrollment patterns.

Administrative duties for the program will be covered by gradually shifting administrative support from the current two emphases to the new program. If enrollments grow as predicted and new sections need to be scheduled starting in Year 3, then the additional administrative workload can be covered by redirecting an additional .10 FTE from current administrative staff in the first year, increasing to .15 FTE beginning in Year 3. This can be accomplished without hiring additional staff.

Section IV – Program Revenues

<u>Tuition Revenues</u>

This new program will be funded through a cost-recovery model, supported by tuition revenue. Tuition revenue is calculated by multiplying the credit hours in Section II by the amount of tuition revenue charged per credit. The current tuition for programs delivered by the OCE division is $341.35 per credit (not including segregated fees). The tuition plateau does not apply to these credits, and there is no difference between in-state and out-of-state tuition. No program or courses fees are charged beyond tuition for OCE programs. The program does not include grants/extramural funding or GPR.

Section V – Program Expenses

<u>Salary and Fringe Expenses for Faculty/Instructional Staff</u>

Each year of the projection, we anticipate that instruction will be primarily delivered by instructional academic staff. The standard annual salary for instructional staff in the

OCE division is $41,500 for a 30-credit teaching load. The amount of FTE listed in Section III for Faculty and Instructional Staff was multiplied by this salary, and then multiplied by 1.3869 to capture the fringe benefit rate of 38.69%.

Salary and Fringe Expenses for Other Staff

There are no projected additional costs for administrative or support staff for the new program since the plan is to redirect staff FTE from the two emphases which it will replace.

Other Expenses

As a division funded by program revenue, OCE charges a percentage of the revenue from each of its academic programs toward the division's central expenses. These additional expenses are calculated at 5.8% of the total new revenue (4% for facilities, 1% for equipment, and .8% for maintenance and repair). Facility expenses include the Lincoln Hall debt service (the building that houses OCE offices and staff). Equipment expenses include maintenance and replacement, as needed, of existing computer equipment.

OCE will dedicate $5,000 to market the program in each of its first three years. Once the program is established, beginning in Year 4, the marketing budget will be reduced to $3,000 per year for the program.

The "Other (revenue sharing)" line consists of funds transferred to participating College of Letters and Science (COLS) departments to cover administrative costs associated with the online general education courses that those departments provide for students in OCE degree programs. The agreed-upon rate for sharing revenue with these departments is $5 per student credit hour. The proportion of credits offered each year that are from COLS courses varies somewhat per year, but on average, 62.5% of the courses that OCE students take at UW Oshkosh are in COLS courses. Therefore, the revenue sharing for each year in the projection is calculated by multiplying the total number of credits (the sum of lines 15 and 16) times 0.625, and then multiplying that number by $5.

Section VI – Net Revenue

The net revenue is calculated by subtracting the total projected expenses from the projected tuition revenue each year. In all years of the projection, a positive net revenue is projected.

At the end of each fiscal year, the net revenue for all OCE programs is shared among OCE, the general university fund, and the other colleges at the university, in proportion to the level of their participation in the program.

UNIVERSITY OF WISCONSIN
OSHKOSH

January 5, 2022

Tommy G. Thompson, Interim President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Thompson,

UW Oshkosh proposes a new Bachelor of Professional Studies in Leadership and Organizational Development. This will be both a new degree type and a new undergraduate major for UW Oshkosh. I am writing to confirm the full commitment of the Office of the Provost and Vice Chancellor to this new addition to our program array.

The proposed program will align well with the strategic plan and mission of the University by expanding our programming for nontraditional students through online delivery. The program will also efficiently utilize the expertise of our current faculty and staff. The proposed program will serve our community and region by providing opportunities for working professionals to rise into leadership opportunities, thereby allowing organizations to promote individuals with proven abilities into leadership positions. This program has been developed based on input from community leaders, industry professionals, advisory groups, and graduates of our existing nontraditional programs.

The Academic Council of the Division of Online and Continuing Education (OCE), the university-wide Academic Policies Committee, and the Faculty Senate have all approved the development and implementation of the new program. The OCE Division has the resources, faculty, and courses in place to implement this program. We have considered the cost and resource implications of the new program in the context of our plans for responding to the COVID pandemic, and these plans do not affect the viability of the new program; if anything, it will strengthen our response since it will be a fully online program.

Finally, the new major will benefit from assessment processes and program review procedures that apply to all UW Oshkosh academic programs, thereby ensuring its academic quality and continuous improvement.

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

John Koker

John Koker
Provost and Vice Chancellor

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

OFFICE OF THE PROVOST AND VICE CHANCELLOR
800 Algoma Blvd. I Oshkosh, WI 54901
PHONE (920) 424-0300 I FAX (920) 424-0247 I WEB uwosh .edu/provost

Education Committee
February 10, 2022

Item C.8.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION
UW OSHKOSH

REQUESTED ACTION

Adoption of Resolution C.8, authorizing the implementation of the Executive Master of Business Administration program at the University of Wisconsin Oshkosh.

Resolution C.8.: That, upon the recommendation of the Chancellor of UW Oshkosh and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Executive Master of Business Administration at the University of Wisconsin Oshkosh.

SUMMARY

The University of Wisconsin Oshkosh (UWO) proposes to establish an Executive Master of Business Administration (EMBA) program based on a program of the same name that is currently embedded in the existing MBA program. UWO proposes to elevate the EMBA to a separate degree program so that students' credentials will accurately reflect their student experience and the program's learning outcomes. The Executive version of the MBA is designed for individuals with significant experience in professional careers, often already working at leadership levels. Demand for the program is evidenced both by the growth in specialty MBAs nationally and over 100 graduates of this type of program from UWO over the last seven years. The content, pedagogy, and objectives of the proposed program directly support the UWO mission "to prepare [students] to become successful leaders in an increasingly diverse and global society." The program also supports several elements of the university's strategic plan, most specifically the Strategic Priority to "expand community engagement and economic development." Rather than being delivered in a traditional cost-per-credit model, the cost-recovery program will have a fixed cost of $59,500 for the entire program. This is a common tuition model (but at a lower price point) found in similar programs. The EMBA will be a cohort-based, 33-credit master's degree program that is offered on Saturdays, completed in 16 months, and includes an international trip. Upon completion of the program, graduates will be prepared to assume executive leadership roles in organizations. The Wisconsin Department of Workforce Development (DWD) projects strong growth among a wide range of managerial positions. For example, the DWD

projects that between 2018 and 2028, there will be growth in the number of general and operational managers of 5.7%, with 205 annual openings, in the Fox Valley area.

Presenters

- John Koker, Provost and Vice Chancellor for Academic Affairs, UW Oshkosh
- Barbara Rau, Dean, College of Business, UW Oshkosh
- Dale Feinauer, Assistant Dean, College of Business, UW Oshkosh

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 AN EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA) AT UNIVERSITY OF WISCONSIN OSHKOSH PREPARED BY UW OSHKOSH

ABSTRACT

The University of Wisconsin Oshkosh (UWO) proposes to establish an Executive Master of Business Administration (EMBA) program based on a program of the same name that is currently embedded in the existing MBA program. UWO proposes to elevate the EMBA to a separate degree program so that students' credentials will accurately reflect their student experience and the program's learning outcomes. The Executive version of the MBA is designed for individuals with significant experience in professional careers, often already working at leadership levels. Demand for the program is evidenced both by the growth in specialty MBAs nationally and over 100 graduates of this type of program from UWO over the last seven years. The content, pedagogy, and objectives of the proposed program directly support the UWO mission "to prepare [students] to become successful leaders in an increasingly diverse and global society." The program also supports several elements of the university's strategic plan, most specifically the Strategic Priority to "expand community engagement and economic development." Rather than being delivered in a traditional cost-per-credit model, the cost-recovery program will have a fixed cost of $59,500 for the entire program. This is a common tuition model (but at a lower price point) found in similar programs. The EMBA will be a cohort-based, 33-credit master's degree program that is offered on Saturdays, completed in 16 months, and includes an international trip. Upon completion of the program, graduates will be prepared to assume executive leadership roles in organizations. The Wisconsin Department of Workforce Development (DWD) projects strong growth among a wide range of managerial positions. For example, the DWD projects that between 2018 and 2028, there will be growth in the number of general and operational managers of 5.7%, with 205 annual openings, in the Fox Valley area.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin Oshkosh

Title of Proposed Program
Executive Master of Business Administration

Degree Designation
Master of Business Administration

Mode of Delivery
Single institution (face-to-face)

Department or Functional Equivalent
None

College, School, or Functional Equivalent
College of Business

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years, anticipating two cohorts per year with 12 students per cohort. This assumption is based on the historical cohort size for the MBA taught in this format, which has varied from a small of eight to a large of 22. The projections assume that two students will be lost to attrition in the second year of each cohort. This is a conservative estimate, given past experience with the MBA taught in this format.

Students /Year	AY 1	AY 2	AY 3	AY 4	AY 5
New Students	24	24	24	24	24
Continuing	0	22	22	22	22
Total Enrollment	42	46	46	46	46
Graduating	0	22	22	22	22

At the end of the 5th academic year, 120 students will have been enrolled in the EMBA program; of these, 88 will have graduated.

Tuition Structure

Tuition will be set at $59,500 for the entire program. This tuition rate has been used for the Executive version of the current MBA program for several years and has been approved under policy SYS 130, Appendix B. In addition, students will be charged segregated fees of $17.69 per credit and a College of Business (COB) special course fee of $240 per credit. The program is not offered on a part-time basis. Non-resident tuition is the same as resident tuition. There are no additional fees. The tuition of $59,500 covers all student costs: books, meals, and an international trip. Students do cover the cost of their own transportation to class and purchase some of their own meals on the international trip.

DESCRIPTION OF THE PROGRAM

Overview of the Program

The program will require completion of 33 credits. There are several high impact practices associated with the program, including a required 10-day international trip and a culminating project in which students perform research on a business-specific strategy issue. Both during the program and after graduation, there are multiple opportunities for participants to have one-to-one interactions with faculty.

Student Learning and Program Outcomes

Students graduating from the EMBA program will:

1. Articulate organizational expectations for each of the functional areas of business (accounting, finance, human resource management, information systems, marketing, strategy, and supply chain) in the management of an organization.
2. Implement the roles of economics (micro, macro and international), ethics, change management, leadership, legal, project management and quantitative decision analysis/forecasting, necessary to the management of an organization.
3. Apply the knowledge, interpersonal skills and wisdom necessary to lead organizations.

The learning outcomes are aligned with the expectations of the American Association of Collegiate Schools of Business. COB's Graduate Programs Committee and the EMBA faculty are currently collecting data on the learning outcomes of peer and aspirant schools and are likely to be proposing revised learning objectives for the EMBA as part of their preparation for the next AACSB accreditation cycle.

Program Requirements and Curriculum

Courses (credits) in the program include:

- Accounting (3)
- Finance (3)
- Human Resource Management (2)
- Information Systems (2)
- Marketing (3)
- Strategy (2)
- Supply Chain (2)
- Microeconomics (2)
- Macroeconomics (2)
- International Economics (2)
- Ethics (1)
- Change Management (2)

- Leadership (2)
- Legal (1)
- Project Management (2)
- Quantitative Decision Analysis/Forecasting (2)

All 16 of these courses will be new courses that will need to be created and approved by the department faculty, the College of Business Graduate Programs Committee, and the college dean. The content of these courses already exists in currently approved MBA courses. The content is being reorganized to fit the 12-month cohort format of the EMBA.

Assessment of Outcomes and Objectives

All academic programs at UWO are required to develop and implement program-level assessment plans that include both direct and indirect measures. The Faculty Senate Assessment of Student Learning Committee approves and reviews academic program assessment plans. Each year, department faculty and staff implement the assessment plan and analyze assessment data, and academic departments report their assessment findings to the Assessment Committee every two years. As part of the assessment process, each department must demonstrate continuous improvement of the program based on assessment results.

Three assessment tools will be utilized for this program. First, students complete a survey for each course. The survey includes questions which ask students to self-assess their own learning in the course. Second, the Dean of the College of Business will meet with each graduating cohort, without the assistant dean or other program faculty or staff present, to solicit feedback on program quality and areas for improvement.

Finally, each student will work in a team to complete a culminating project that requires students to apply what they have learned to a strategic issue facing an organization. Students will complete a written report and will conduct a verbal presentation on their culminating project. The verbal report will be presented to a panel of business executives. Both the written and verbal reports will be evaluated by a team of EMBA faculty to determine the degree to which students demonstrate progress on the stated learning objectives and the desired outcomes. Student team members will evaluate the contribution of each of the team members and their team members' mastery of the learning objectives and achievement of the program objectives

Results of the assessments of outcomes and objectives will be shared with the COB administration. All non-instructor specific evaluations will be shared with all EMBA faculty. Evaluations of the culminating projects will also be shared with COB administration and EMBA faculty, and the feedback received by the Dean will be shared with relevant individuals at the Dean's discretion.

The college administrator responsible for the EMBA programs, currently the Assistant Dean, will develop process improvement recommendations on an ongoing basis and either implement them directly or share with the EMBA Executive Committee and or the Dean as appropriate. Finally, the EMBA Executive Committee will develop process improvement recommendations each semester and share with the EMBA faculty, Assistant Dean or Dean as appropriate.

Diversity

The program curriculum and learning outcomes will advance inclusive excellence by providing students an opportunity to practice working with diverse individuals and teams, including discussion of the ethical and practical benefits of diversity in the curriculum, and increasing students' exposure to cultural diversity. The cohort nature of the program results in students working with and learning from each other. Each cohort has some diversity within the cohort. This diversity has historically been on a wide variety of criteria: race, sex, color religion, national origin, sexual orientation, profession, size of employers, military service, economic sectors employed in, age, years of experience, industry, for-profit versus not-for-profit experience. The level of diversity within the 10 cohorts has varied over time. Of the 157 students/alumni, 63 are females and 94 are males. By race/color/national origin, the aggregate cohort make up is two American Indian or Alaskan Native, five Asian or Pacific Islander, seven Black NH, 7 Hispanic, seven Other Asian and 129 non-Hispanic White.) Students are assigned to working teams of three or four students. Team assignment is designed to create as much heterogeneity in the teams as is possible. Much of the homework that is required in the program is completed at the team level; teams typically meet weekly to work on EMBA projects.

One of the most basic learning objectives of the program is to prepare students for senior management positions in organizations. To achieve this objective, students learn how to collaborate with co-workers from across an organization's functional areas. The culminating project is an activity focused across functional areas. Students experience that diverse teams of individuals can accomplish what no one individual could possibly accomplish. Finally, the international trip exposes students to two cultures. The countries/cities are selected to provide two different experiences (for example, Accra Capitol of Ghana) and Amsterdam).

The program will actively pursue equity in student recruitment, access, retention and degree completion. For example, UWO is currently developing a program to recruit students of color by utilizing our alumni of color and professional associations geared to individuals of color to build relationships with perspective students. Access to the program is enhanced via a series of scholarships that are available to individuals with greater financial need (e.g., single parents and those living further from the site of the program). Finally, UWO has found through experience that the cohort model greatly enhances

retention and degree completion. As the program has been taught for several years as a version of the current MBA, 100% of students from underrepresented groups have graduated from the program, and zero have left the program without completion.

In 2016, UWO completed a year-long strategic planning process that resulted in several strategic goals. One of these goals is to "increase equity, diversity and inclusion across every level of the University." UWO strives to recruit ethnically diverse faculty and instructional staff through inclusive position descriptions, diverse search and screen committees, targeted recruitment strategies, and trainings in screening and unconscious bias. Campus resources through Academic Support for Inclusive Excellence includes the Women's Center, LGBTQ+ Resource Center, and other support services. These units are available for consultation and for classroom trainings and presentations. Students are required to complete all required campus-wide training related to diversity and inclusion.

Collaborative Nature of the Program

There is considerable collaboration internal to the UW Oshkosh College of Business across the various functional areas as faculty work to prepare students for the culminating experience. In addition, faculty collaborate on what is covered in individual courses so that subsequent courses can build on previous material. External collaboration occurs between the program and the business community in a variety of ways, such as guest speakers and participation in student projects.

Projected Time to Degree

Students complete the program in 16 months, moving through the program in a cohort.

Program Review

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

Accreditation

This program will be part of the UW Oshkosh College of Business's accreditation by AACSB. As such, the program will have in place a process for assurance of learning, curriculum review, continuous quality improvement, and assurance that instructor qualifications meet AACSB standards. Implementation of this program will not require HLC approval.

JUSTIFICATION

Rationale and Relation to Mission

The EMBA program described throughout this document has been offered since 2013 as a version of the MBA. UWO proposes to officially make the EMBA a separate degree program so that students' credentials will accurately reflect their student experience and their learning outcomes. The differences between the traditional MBA and the EMBA include some content differences, but also differences in delivery, pedagogy, and admission requirements. In short, the Executive version of the MBA is designed for individuals with significant experience in professional careers, often already working at leadership levels.

The proposed program aligns with the university's strategic goal of increasing enrollment—specialty MBAs are the fastest growing segment of the MBA market—and of serving the area business community by providing students with the expertise needed to lead and innovate within their organizations.

The program also directly supports the university's strategic goal of supporting economic development. Specifically, the proposed program will directly support Strategic Priority C, Goal 1, of the current UWO strategic plan:

- Strategic Priority C: "Expand community engagement and economic development."
- Goal 1: "Drive economic development and entrepreneurship."

For example, one sub-goal under Priority C, as expressed in the Strategic Plan, is to "provide academic programming that anticipates changing skill sets needed in the region and state." The EMBA program provides professional development in areas such as innovation, sustainability, emotional intelligence, and ethics, all of which are in increasing demand in the business community. Another sub-goal is to "create a talent pool that is responsive to industry needs." As the businesses in the fox cities continue to grow, there will be increased demand for senior executives, and the EMBA program helps to fill this need.

The proposed program directly supports the UW Oshkosh mission. Following are three examples of how the program directly supports specific parts of the UW Oshkosh mission statement:

1. ” The University of Wisconsin Oshkosh provides a high-quality liberal education to all of its students to prepare them to become successful leaders in an increasingly diverse and global society.” The EMBA focus is on preparing graduates to be leaders in our society. In addition to the focus on leading for-profit organization there is discussion focused on leadership via not-for-profit boards and government entities. The international trip and discussions around diversity address the importance of understanding the increasing diversity and internationally connect aspects of our society. The academic disciplines of economics and psychology underpin much of the applied business focus of the program. The course in ethics specifically and the ethical discussions that occur throughout the program are indicative of a liberal education.
2. “Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond.” The cohort-based, highly interactive nature of the pedagogy utilized in this program is indicative of dedicated faculty and staff commitment to innovative teaching. Providing highly skilled and entrepreneurial business leaders enhances economic development. Both the supply chain and the ethics courses provide support for the importance of, and approaches to, increasing sustainability.
3. “High quality academic programs…all delivered in an innovative and inclusive learning environment—lead to degrees at the associate, baccalaureate, master’s and professional doctorate levels.” This business program that leads to a master’s degree is taught in a cohort interactive format that is innovative and highly inclusive. The students are formed into teams and much of the out-of-class work is done in the team environment.

University Program Array

This program complements the other master’s degree programs offered by the UWO College of Business in terms of both program pedagogy and faculty experience. The faculty team that developed the EMBA program utilized their years of experience teaching in the MBA program as they developed the proposed EMBA program and delivery format. In the development of the program, faculty attempted to expand on what worked best (highly applicable material with high student engagement) and overcome what was frustrating (students forgetting what was taught in prerequisite courses when subsequent courses attempted to build on that foundational material). The proposed EMBA program was designed with no prerequisite courses and instead focuses on a just-in-time approach that provides foundational material at the beginning of each course. This approach has now been adopted back into the traditional MBA program. The cohort, and within each

cohort, the student teams, have increased student participation and this participation has driven even more of a focus on applicability. This focus on applicability in the EMBA program enhances faculty ability to have an applied focus in their other graduate and undergraduate teaching.

This program also complements several existing MBA programs offered solely by UWO or in collaboration with UW-Lacrosse and UW-Eau Claire. These include the traditional MBA, the Online MBA, and the Consortium MBA. Faculty teach in multiple of the various MBA programs; this results in cross-pollination between the programs in terms of both teaching pedagogy and content. The EMBA faculty, who are each specialists in various functional disciplines, work collaboratively on program content and on the cross-disciplinary culminating project.

Other Programs in the University of Wisconsin System

The appropriate CIP code for the proposed program is 52.0201. The UW System CDR lists MBA programs using this CIP code at nine campuses, including the current traditional MBA program at UWO and the Collaborative MBA. The only Executive MBA listed in the CDR is at UW-Milwaukee. The UW-Madison website includes information for an Executive MBA (https://wsb.wisc.edu/programs-degrees/mba/executive), but it is not listed on the CDR.

The Executive MBA programs at UW-Milwaukee and UW-Madison are similar in length to the proposed EMBA at UWO. The cost for the Milwaukee program is a slightly higher, at $69,500. The cost for students in the UW-Madison EMBA is substantially higher, at $102,000. Classes in both the Madison and Milwaukee programs meet on alternate Fridays and Saturdays; the UWO EMBA meets only on Saturdays. An Executive MBA at UWO will serve working professionals in the Fox Cities and Green Bay area.

Need as Suggested by Current Student Demand

Student demand for the Executive MBA has been significant and steady. There are currently 34 students in the program, and since the inception of the program in fall of 2013 the program has graduated 105 students.

Need as Suggested by Market Demand

The UWO service delivery area remains an area of economic growth; this results in increased demand for senior level executives. The Wisconsin Department of Workforce Development projects that between 2018 and 2028, there will be growth in the number of general and operational managers of 5.7%, with 205 annual openings, in the Fox Valley area. Across several manager positions (marketing, sales, public relations & fundraising, computer & information systems, industrial, purchasing, transportation & storage & distribution), there will be growth averaging 7.3%.[1]

[1] https://www.jobcenterofwisconsin.com/wisconomy/query

The U.S. Bureau of Labor Statistics (BLS) projects a growth in top executive positions nationwide of 8% from 2020 to 2030.[2] The BLS projects a nationwide growth of 5% in Industrial Production Managers for the same period.[3]

UWO subscribes to a market data service offered by Gray Associates, a consulting firm that provides data market data and data analytics to higher education institutions, specifically to help colleges and universities design a program array optimized to meet student and employer demand in the institution's market region.[4] Market data analysis from Gray Associates ranks "graduate programs in business and management" in the 98th percentile of all academic degree programs in terms of marketability and potential for success. This high ranking is based on data that indicates a high level of student interest as well as large numbers of job postings, annual job openings, and job postings per graduate.

[2] https://www.bls.gov/ooh/management/top-executives.htm
[3] https://www.bls.gov/ooh/management/industrial-production-managers.htm
[4] https://www.grayassociates.com/gray-associates-higher-education-consulting-firm-program-evaluation

University of Wisconsin Oshkosh
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	24	24	24	24	24
	Enrollment (Continuing Student) Headcount	22	22	22	22	22
	Enrollment (New Student) FTE	24	24	24	24	24
	Enrollment (Continuing Student) FTE	22	22	22	22	22
II	**Total New Credit Hours**	3	396	396	396	396
	Existing Credit Hours	9	363	363	363	363
III	**FTE of New Faculty/Instructional Staff**	0.0	0.0	0.	0.0	0.
	FTE of Current Fac/IAS	3.667	3.667	0	3.6	0
	FTE of New Admin Staff	0.0	0.0	3.	67	3.
	FTE Current Admin Staff	0.0	0.0	66	0.0	66
IV	**Revenues**					
	From Tuition From Fees***	$0	$0	$0	$0	$0
	Program Revenue - sub rent GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue Expenses	$0	$0	$0	$0	$0
	Salaries plus Fringes *Faculty/Instructional Staff Other Staff*	$0	$0	$0	$0	$0
	Other Expenses	$0	$0	$0	$0	$0
V	*Facilities (lease payments) Program promotion Supplies and trip - $11,729.75 per student Faculty compensation & expenses for trip*					
	****Scholarships/Awards*	$0	$0	$0	$0	$0
	Total Expenses	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0
VI	**Net Revenue**	$0	$0	$0	$0	$0

Submit budget narrative in MS Word Format

Provost's Signature: John Koker	**Date: 1/12/2022**
Chief Business Officer's Signature: DocuSigned by: James Fletcher 6616C156AF5D451...	**Date:** 1/12/2022 | 10:26 AM CST

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN OSHKOSH
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

Introduction

The proposed EMBA program described in this document and in the Request for Authorization has been offered since 2013 as a version of the current MBA at UW Oshkosh (UWO). Making the EMBA a separate degree program is proposed so that students' credentials will accurately reflect their student experience and the program's distinct learning outcomes. The differences between the traditional MBA and the EMBA include some content differences, but also differences in delivery, pedagogy, and admission requirements. In short, the Executive version of the MBA is designed for individuals with significant experience in professional careers, often already working at leadership levels.

The EMBA is a cohort-based, 33-credit master's degree program that is offered on Saturdays, completed in 16 months, and includes an international trip. Upon completion of the program, graduates will be prepared to assume executive leadership roles in organizations. The cost-recovery program will have a fixed cost of $59,500 for the entire program. Each student pays in installments, with one half of each student's tuition collected each fiscal year. The program is currently operated from leased space in Appleton, but there are plans to move it to one of the UWO campuses for the 2022-23 academic year.

The Wisconsin Department of Workforce Development (DWD) projects strong growth among a wide range of managerial positions. For example, the DWD projects that between 2018 and 2028, there will be growth in the number of general and operational managers of 5.7%, with 205 annual openings, in the Fox Valley area. Across several manager positions (marketing, sales, public relations & fundraising, computer & information systems, industrial, purchasing, transportation & storage & distribution), the DWD projects growth averaging 7.3%.[1]

Section I – Enrollment

Based on past and current enrollment patterns, 2 cohorts are planned to start per year, and a total of 12 students are projected in each cohort (the average number of students in the previous 10 cohorts is 12.9). One cohort will start during the fall semester and one during the spring semester. UWO projects enrollments based on an attrition rate of two students in each cohort leaving the program after the first year. This is a conservative estimate, given experience with the program.

[1] https://www.jobcenterofwisconsin.com/wisconomy/query

Section II – Credit Hours

The total number of credit hours for each academic year was calculated by determining the number of students enrolled that year and multiplying by 16.5, which is exactly half of the credits required for the program. Because this is a year-round program, students complete half of their credits in each academic year.

The 22 "Continuing" students in Year 1 are second-year students from the 2022 cohort, in which the program will be officially offered as a version of the existing MBA. These students will receive the existing credential, but they are included to make clear that UWO expects enrollments to remain unchanged from the current state in which the program is being offered as a version of the existing MBA. These enrollments are also expected to remain at a steady state throughout the first five years.

Section III – Faculty and Staff Appointments

With 33 credits in the EMBA and the equivalent of two cohorts per year, the program will require that 66 credits of courses be offered each year. With a typical faculty teaching load of 18 credits per year, the 66 credits will require three and two-thirds FTE. The College of Business has been staffing the equivalent credit offerings for the last seven years. Since there is no projected increase or decrease in enrollments from the current state, in which the EMBA is being delivered as a version of the existing MBA, UWO projects that no new or additional faculty or staff FTE will be required.

Section IV – Program Revenues

Because the number of students projected for the program each year is equivalent to the average number that have been enrolled in the program over the past seven years, no additional revenue is projected beyond the average amount that has been earned in past years. Therefore, while the program certainly will earn revenue and garner expenses, these amounts are zeroed out to reflect no change in either revenue or expenses expected over those of previous years.

Section V – Program Expenses

Again, because UWO projects a steady state in enrollment equivalent to the average number that have been enrolled in the program over the past seven years, no additional program expenses are projected beyond the average amounts from the past several years.

Section VI – Net Revenue

The program anticipates that enrollments will remain at a steady state relative to those enrollments for this program as it has existed as an element of the current MBA program. The program also expects to be supported utilizing existing faculty and staff lines. Hence, there are no anticipated changes in revenues, expenses, or in net revenue currently.

UNIVERSITY OF WISCONSIN
OSHKOSH

January 6, 2022

Tommy G. Thompson, Interim President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Thompson,

UW Oshkosh proposes a new degree program, Executive Master of Business Administration. I am writing to confirm the full commitment of the Office of the Provost and Vice Chancellor to this new addition to our program array.

The current UW Oshkosh MBA has been offered in an "executive" version since 2013. This proposal would formalize the executive version of the MBA and allow the university to offer its graduates a credential that aligns more accurately with the content and the instructional methods inherent in the program. It will also make the program more marketable to potential students who are looking for a "next-level" graduate degree.

This proposal aligns well with the strategic plan and mission of the University by expanding our programming while utilizing our current faculty and academic staff expertise. The proposed program will serve the workforce needs of the UW Oshkosh market region by providing working adults, already successful in their current leadership roles, with a higher level of expertise that will allow them to successfully lead their divisions and organizations. The program's format allows for the flexibility to ensure that students are receiving the most up-to-date information in a rapidly changing business environment.

The program has been approved at all levels of governance within UW Oshkosh. The College of Business will operate this program through a cost-recovery model. The College has the resources, faculty, and courses in place to implement this program. We have considered the cost and resource implications of the new program in the context of our plans for responding to the COVID pandemic, and these plans do not affect the viability of the new program.

Finally, the new program will benefit from rigorous assessment processes and program review procedures that already exist at the college and university levels, thereby ensuring its academic quality and continuous improvement.

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

John Koker

John Koker
Provost and Vice Chancellor

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

OFFICE OF THE PROVOST AND VICE CHANCELLOR
800 Algoma Blvd. I Oshkosh, WI 54901
PHONE (920) 424-0300 I FAX (920) 424-0247 I WEB uwosh .edu/provost

Education Committee
February 10, 2022

Item C.9.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) BACHELOR OF ARTS AND BACHELOR OF SCIENCE IN PROFESSIONAL WRITING AND PUBLISHING, UW-WHITEWATER

REQUESTED ACTION

Adoption of Resolution C.9., authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Professional Writing and Publishing program at the University of Wisconsin-Whitewater

Resolution C.9.: 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 Bachelor of Science in Professional Writing and Publishing program at the University of Wisconsin-Whitewater.

SUMMARY

The University of Wisconsin (UW)-Whitewater proposes to establish a Bachelor of Arts (B.A) and Bachelor of Science (B.S.) in Professional Writing and Publishing. The proposed program elevates an in-demand emphasis that is currently offered under the B.A./B.S. in English. The major aligns with UW-Whitewater's Academic Plan to "develop programs to meet the growing needs and changing demographics of the region," preparing students for a breadth of careers in the evolving information economy and will advance goals within the UW-Whitewater Strategic Plan. Students will learn principles of writing and editing, apply their skills in varied media and contexts, and focus on critical thinking and ethical problem solving. Students will have access to multiple active and applied learning opportunities, including internships, thereby developing community partnerships and relationships with program alumni. These experiences will broaden students' abilities to access careers where they can positively impact society and connect their studies to their work in the world. The B.A./B.S. in Professional Writing and Publishing will consist of 120 credits, including 36 credits in the major combined with general education and degree requirements. The major blends theoretical and technical training with an emphasis on transferable skills and project-based application studies. Graduates will be prepared to enter a broad range of information-based positions, including in technical and scientific writing; editing and

publication development; document design; marketing, fundraising, and social media writing; web content development and usability testing; training; and information project management.

Presenter

- John Chenoweth, 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 June 23, 2021) 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 AND BACHELOR OF SCIENCE IN PROFESSIONAL WRITING AND PUBLISHING AT UNIVERSITY OF WISCONSIN-WHITEWATER PREPARED BY UW-WHITEWATER

ABSTRACT

The University of Wisconsin (UW)-Whitewater proposes to establish a Bachelor of Arts (B.A) and Bachelor of Science (B.S.) in Professional Writing and Publishing (PWP). The proposed program elevates an in-demand emphasis that is currently offered under the B.A./B.S. in English. The major aligns with UW-Whitewater's Academic Plan to "develop programs to meet the growing needs and changing demographics of the region," preparing students for a breadth of careers in the evolving information economy and will advance goals within the UW-Whitewater Strategic Plan. Students will learn principles of writing and editing, apply their skills in varied media and contexts, and focus on critical thinking and ethical problem solving. Students will have access to multiple active and applied learning opportunities, including internships, thereby developing community partnerships and relationships with program alumni. These experiences will broaden students' abilities to access careers where they can positively impact society and connect their studies to their work in the world. The B.A./B.S. in PWP will consist of 120 credits, including 36 credits in the major combined with general education and degree requirements. The major blends theoretical and technical training with an emphasis on transferable skills and project-based application studies. Graduates will be prepared to enter a broad range of information-based positions, including in technical and scientific writing; editing and publication development; document design; marketing, fundraising, and social media writing; web content development and usability testing; training; and information project management.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Whitewater

Title of Proposed Academic Degree Program
Professional Writing and Publishing

Degree Designation(s)
Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)

Mode of Delivery
Single university; face-to-face delivery

Department or Functional Equivalent
Department of Languages and Literatures

College, School, or Functional Equivalent
College of Letters and Sciences

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 displays enrollment and completion projections for new students—not those currently enrolled in the English emphasis. By the end of Year 5, it is expected that 150 new students will have enrolled in the major. Over the past several years, 45 to 55 students enrolled in the B.A./B.S. in English–PWP emphasis each year. The curriculum for the B.A./B.S. in PWP mirrors that of the current emphasis but with a portfolio course requirement that was previously an elective. It is anticipated that 20 students currently enrolled in the emphasis will switch to the new major. Thus, the enrollment projections in Table 1 underestimate the total number of students who will likely enroll in the new major.

Based on institutional retention data, the first to second year retention rate for new students is expected to be at least 80%. Beyond the first year of the program, it is expected that the average retention and completion rate of all students will exceed 90%. By the end of the fifth year of the program, it is anticipated that 57 students will have completed the program. Students will begin to graduate from the program in year two 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.

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 PWP. Based on Fall 2021 tuition rates, full-time resident tuition and fees for students enrolled in 12-18 credits per semester is $3,864.83, of which $3,249.43 is tuition.[1]

[1] See https://www.uww.edu/documents/adminaffairs/finance/sfs/Undergraduate%20Fall.pdf.

Full-time non-resident student tuition and fees are $8,300.75, of which $7,695.35 is tuition. Fees for both full-time residents and non-residents include $518.64 for segregated fees and $86.76 for textbook rental. For students enrolled in less than 12 credits, tuition is $322.07 per credit for Wisconsin residents and $691.73 for non-residents. Part-time and non-residents students pay an additional $43.22 for segregated fees and $7.23 for textbook rental. Although less than 50% of the required coursework will be available via distance delivery, it is assumed that students will take an average of one course per year online. Students who enroll in online courses will also pay $50.00 per credit hour for an online course in the College of Letters and Sciences. The existing PWP emphasis periodically runs four of its courses online, each of which serves multiple programs on campus.

DESCRIPTION OF PROGRAM

Overview of the Program

The curriculum will prepare students to assume the complex communication roles that are in rising demand in an information-based economy. The PWP program trains students in the technical, analytical, and linguistic skills demanded in traditional writer/editor careers, but also in broader information coordination and management skills, including market research, data analysis, visual literacy and communication, user experience design, and project management.

The B.A./B.S. in PWP will consist of 120 credits, including 36 credits in the major, 45 credits in general education and degree requirements, and 21-24 credits in a required minor. The courses making up the curriculum already exist and are regularly taught by current faculty and instructional staff. The 12-course, 36-credit major blends theoretical and technical training with an emphasis on transferable skills and project-based application studies. Internships are encouraged and may count for three credits of major electives.

Student Learning Outcomes and Program Objectives

Upon completion of the B.A./B.S. in PWP, 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. Analyze diverse rhetorical, cultural, and conventional dimensions of discourse.
2. Research and shape content effectively and ethically.
3. Write clearly, concisely, and coherently.
4. Adapt grammatical rules and conventions to audience and purpose.
5. Edit texts to professional standards set forth in authoritative language references and style guides.
6. Design and test usable and accessible information.

7. Experiment with technology to develop a current knowledge base and skillset for professional writing and editing.
8. Collaborate effectively, from team participation to project management.

These program outcomes intersect with multiple UW-Whitewater Baccalaureate Learning Outcomes, including intellectual and practical skills (inquiry and analysis, creative and critical thinking, written and oral communication, information literacy, teamwork and problem solving); personal and social responsibility (civic knowledge and engagement, ethical reasoning and action, and foundations and skills for lifelong learning); and integrative learning.

As evidenced by graduates of the existing emphasis, students completing the B.A./B.S. in PWP will be prepared to work in information-based positions including technical and scientific writing; editing and publication development; document design; marketing, fundraising, and social media; web content development; training; and information project management. Graduates are also prepared for advanced study in professional communication as well as in law, library science, education, and business.

Program Requirements and Curriculum

There are no additional requirements for admission to the major beyond the admission requirements for students to the university. The only G.P.A. requirements are the university minimum 2.0 for graduation and 2.0 within the major.

Table 2 displays the curriculum for the proposed program. A total of 120 credits are required to complete the B.A./B.S. in PWP. In addition to 36 major credits, students must 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.[2] The 36 credits in the major include 18 credits of core courses, 6 credits in critical and technical or scientific writing, 6 credits in PWP electives, and 6 credits in English electives. Core courses develop rhetorical principles and skills in navigating language rules and conventions and culminate in integrative capstones in publication planning and portfolio development. The courses in critical and technical or scientific writing develop methods of analysis and exposition that are practicable in broad subsets of fields. PWP electives offer focused study in particular genres and areas of rhetoric, including a revolving topics course that makes space for timely areas of interest. English course electives contribute breadth in analytical skills and awareness of cultural rhetorics that shape audiences and audience behaviors. Project-based courses are infused throughout the program, as is training in visual rhetoric and

[2] Additional information regarding the UW-Whitewater General Education Requirements may be found at https://www.uww.edu/gened

design principles relevant to communication accessibility and usability. Multiple courses also introduce and develop fluency in industry-standard software.

Table 2. B.A./B.S. in PWP

General Education Requirements	**45 credits**
Bachelor of Arts or Bachelor of Science Degree Requirements	**10–14 credits**
Minor Credits	**21–24 credits**
Program Requirements (36 credits)	
Core courses:	**18 credits**
PWP 230: Foundations of Professional Writing and Editing	3 credits
PWP 310: Grammar of Standard Written English	3 credits
PWP 320: Style: Principles and Practices	3 credits
PWP 330: Copyediting	3 credits
PWP 430: Publication Development	3 credits
PWP 440: Portfolio Development	3 credits
Expository writing:	**6 credits**
English 271: Critical Writing in the Field of English *or* PWP/FILM 272: Critical Writing in Multimedia Contexts	3 credits
PWP 371: Writing in the Sciences *or* PWP 372: Technical Writing	3 credits
PWP electives (choose two courses from list below):	**6 credits**
Film 356: Text and Image	3 credits
PWP 332: Writing for the Web	3 credits
PWP 366: Topics in Professional Writing	3 credits
PWP 435: Grant/Proposal Writing	3 credits
PWP 493: Internship	3 credits
English electives - Two courses from English literature and film (200-level or above)	**6 credits**
Elective Credits	**1–8 credits**
Total Credits	**120 credits**

Assessment of Outcomes and Objectives

The B.A. and B.S. in PWP will be assessed regularly by program faculty with oversight from the Department of Languages and Literatures Assessment Committee. No standard external accreditation exists for undergraduate PWP programs. Student learning outcomes (SLOs) were developed through a detailed program assessment funded by a UW-Whitewater Assessment Grant. This study included tracking of outcomes in related programs nationally and an extensive alumni survey of job responsibilities. Direct measures of student learning outcomes will include review of e-portfolios that integrate artifacts from throughout the program. Student interns will be evaluated by their supervisors in internship placements (PWP 493). Students will also be required to complete an exit survey before graduation, asking questions about the curriculum and advising as well as open-ended questions about ideas for improving the program. Assessment results will be reviewed each year. The program will form an advisory board and share the results

of assessment yearly for feedback. Assessment findings and feedback will be used to guide pedagogical and curricular changes to the program. A comprehensive major self-study will be completed every five years as required by the UW-Whitewater audit and review process.[3]

Diversity

The UW-Whitewater College of Letters and Sciences emphasizes that "none of our students can be prepared for a twenty-first century world without multicultural competencies." The B.A./B.S. in PWP program is built on this principle. As a study of how words work in the world, the program decenters notions of rule-based mastery in favor of practices through which students can ethically and effectively negotiate diverse and complex rhetorical contexts. Responsible audience analysis and attention to accessibility and usability are cornerstones of all instruction in the planning, research, writing, editing, design, and dissemination of information. This is supported by course content in rhetorical, cultural, and visual practices and theories that allow students to interrogate institutional and linguistic ideologies, building a foundation for lifelong critical thinking and learning.

PWP courses serve multiple campus programs, and regularly draw non-traditional students with their practice-based focus. As a result, students are frequently matched or outnumbered by diverse groups of students in any given class, and so are regularly exposed to the different perspectives and practices other disciplines and life experiences bring to course material. Students are encouraged to engage actively with this opportunity as a means of expanding their audience awareness, including through teamwork where viable. It is anticipated that the increased visibility of PWP as a B.A./B.S. program would draw an increasingly diverse student body, as the program could better articulate the distinct opportunities it offers. A distinct and more prominent website will highlight these opportunities, and ongoing development of interdisciplinary connections will raise awareness of the broad applicability of program skills. The Languages and Literatures Department will actively recruit and welcome students across race, ethnicity, gender, religious beliefs, class, and ability. The program design demonstrates the department's commitment to closing equity gaps in our courses and in our programs.

Retention in the existing PWP emphasis is a program strength, and successful practices will continue with the addition of the major. Smaller class sizes support responsive instruction, and professors often see each student through more than one class, allowing continuous, individualized attention to a student's academic development and professional strength and interest areas. That attention is reinforced with comprehensive academic and career advising. Students also progress through much of their coursework as a cohort, developing strong support networks. The program deepens these connections through regular mentorship opportunities—e.g., its faculty-guided

[3] UW-Whitewater Audit & Review Process. https://www.uww.edu/assessment/program-review/audit-and-review

student organization (the Professional Writing Core); internships and independent studies in which students and faculty team to analyze and address current practical challenges; and the student mentors, who are selected and coached by faculty to support other program students. The program has also nurtured a strong alumni network, with a dedicated pool of working graduates regularly offering information and mentoring to current students. High Impact Practices (HIPs) are embedded throughout the curriculum. Course projects make the curriculum both practical and personalizable, encouraging students to deepen their civic knowledge and engagement while developing their skills. PWP 435: Grant/Proposal Writing is an officially designated Community-Based Learning course, but multiple courses integrate client-based projects, engaging students in the ethical dimensions of writing that affects diverse stakeholders.

The Department of Languages and Literatures is committed to inclusive excellence in its faculty and staff recruitment and retention efforts. The department upholds the UW-Whitewater Value of Diversity, which affirms that "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."

Collaborative Nature of the Program

The major will be a single institution program. Articulation agreements with institutions in the Wisconsin Technical College System will be discussed as transfer opportunities arise. Currently, transfer courses often fulfill program prerequisites in the first-year English and technical writing courses. The PWP program coordinator reviews each declared transfer student's transcript for additional coursework that can be personalized to program electives. In addition, the program also participates in the UW-Whitewater process for earning credit for prior learning by evaluating portfolios developed in that process; usually, this results in credit for the technical writing course (PWP 372), which fulfills a requirement for multiple non-PWP campus majors.[4]

Collaborations between academic units at UW-Whitewater will occur, as a majority of program courses are designed to fulfill upper-division writing requirements for multiple STEM, social science/service, and creative disciplines. In this way, coursework contributes continuity and efficiency to the writing across the curriculum instruction that begins in First-Year English, allowing students to develop and apply writing skills that are directly applicable in their fields. Such cross-field collaborations also fulfill the SLOs of PWP, increasing student contact with diverse audiences, genres and modes of writing, and career pathways. PWP currently cross-lists two courses with Film Studies, where the course content is designed to support both programs' SLOs.

[4] See the UW-Whitewater Continuing Education Program at https://www.uww.edu/ce/priorlearning.

Projected Time to Degree

It is anticipated that full-time undergraduate students can complete the B.A./B.S. in PWP in four years. Course scheduling also supports steady progress for part-time students, as well as accelerated completion in 3–4 semesters for students who return for a second bachelors or to specialize after completing most of their General Education and minor or second major coursework.

Program Review

Program review of the B.A./B.S. in PWP will be conducted according to the UW-Whitewater audit and review process.[5] 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 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 will coordinate the review process and disseminate the results to stakeholders. Feedback from the review process is reviewed by the program and will be used for further improvements.

Accreditation

UW-Whitewater is accredited by the Higher Learning Commission (HLC). HLC approval to offer a program in the curricular area of PWP will be required. No discipline-specific accreditation exists for undergraduate PWP majors.

JUSTIFICATION

Rationale and Relation to Mission

The proposal to elevate the English-PWP emphasis to a stand-alone B.A./B.S. degree is supported by a multifaceted program array assessment undertaken throughout 2018–2019. This assessment included analysis of curriculum and student learning outcomes (SLOs), a survey of national trends in related programs, and an extensive survey of program alumni. As the evolving information economy continues to demand innovation and adaptability, the PWP emphasis has responded by developing curricular objectives and opportunities that are complementary to—but pervasively distinct from—the department's

[5] See https://www.uww.edu/assessment/program-review/audit-and-review

other English emphases in literature, education, and creative writing. While these emphases are traditionally connected by their focus on literary language, the B.A./B.S. in PWP is more closely aligned in its materials and methods with the expanding field of technical and professional communication programs. A study of regional and national developments in that field verified that the existing curriculum is comparable and coherent.

Finally, the proposed program was developed based on input provided by UW-Whitewater PWP emphasis alumni about their job tasks and responsibilities demonstrates widespread application of specific skills taught in the curriculum. Elevating the emphasis to a stand-alone degree would allow the program to better disambiguate its unique objectives and methods from those of its English relatives. This would increase the program's visibility, allow its inclusion in prospective-student searches that identify programs based on distinct CIP-code data, and help current students and alumni articulate their learning and accomplishments with greater specificity, fostering both curricular and post-graduation success. To aid in this articulation and to demonstrate integrative learning, the curriculum will include one new course requirement: a capstone course in professional portfolio development. This is the single substantive change to the existing English-PWP emphasis curriculum.

The B.A./B.S. in PWP will contribute directly to the UW-Whitewater mission of being "driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives." PWP provides deep training in authoritative principles of writing and editing, as well as broad practice applying their learned skills in varied media and complex social situations. These combined opportunities hone students' critical thinking and ethical problem-solving skills and infuse this practical program with the Essential Learning Outcomes of LEAP.

The proposed program supports the mission of UW-Whitewater and the UW-Whitewater Strategic Plan 2017–2022's Goal 2, Objective 1: to transform lives and impact society. Students in the major will have active and applied learning experiences and impact, through course projects that develop transferable skills while serving multiple stakeholders. This broadens students' access to diverse careers and opportunities to positively impact society through the work that they do. The program will also continue to develop the community partnerships and productive relationships with program alumni that help students connect their coursework to their work in the world. These endeavors support Goal 5: to deepen partnerships and relationships.

University Program Array

The B.A./B.S. in PWP aligns with English programs in the Department of Languages and Literatures by maintaining a core focus on the uses and effects of language, but is distinct in its treatment of primarily informational texts, using a primarily rhetorical critical lens. It complements the UW-Whitewater Communication and Journalism programs,

focusing more exclusively on an audience-centered approach, editorial sensibility, and the transferability of principles and practices across genres and modes of written communication. The program's design content differs from that developed in the university's Journalism and Art programs in its focus on professional writing applications of visual rhetoric and narrative and on design for usability and accessibility. PWP students are encouraged to supplement their program learning with additional training in these other fields according to their areas of focus.

Other Programs in the University of Wisconsin System

While most UW system institutions offer a major in English, only three offer programs in the curricular area of rhetoric, composition, and writing. UW-Stout offers a B.S. in Professional Communication/Emerging Media, UW-Green Bay offers a B.F.A. in Writing and Applied Arts, and UW-Superior offers a B.A. in Writing. Other universities offer emphases or concentrations under other majors. UW-Whitewater's B.A./B.S. in PWP would be distinguished by its depth in core language and editing courses and its specific attention to publishing-related careers. A significant portion of enrolled students have reported being drawn to the program for this aspect, and this group is expected to grow with the greater visibility of the program.

Need as Suggested by Current Student Demand

The existing English-PWP emphasis steadily enrolled 50–55 majors per year from 2013–2020. This number has been sustained without marketing efforts separate from the English program, and without inclusion in CIP-code based program search tools. National demand for programs like PWP is rising: one study tracked a 131% growth in stand-alone technical and professional communication programs identified by CIP code between 2005 and 2013,[6] but this number obscures the additional spread of programs like UW-Whitewater's that have been included in English or Communication codes. PWP trains students for a broad range of information production and management careers, which appeals to students who like working with language but don't plan to pursue a creative field, and its specific emphasis on training for publishing-related careers is its greatest draw, including for students from outside Wisconsin. The number of these students is expected to rise with the greater visibility of the major.

Need as Suggested by Market Demand

The B.A./B.S. in PWP curriculum will prepare students to assume the complex writing and editing roles that are in rising demand in an information-based economy. The program trains students in the technical, analytical, and linguistic skills demanded in traditional writer/editor careers, but also in broader information coordination and management skills, including market research, data analysis, visual literacy and communication, user experience design, and project management. Furthermore, its

[6] Melonçon, L., and Henschel, S. (2013). Current state of U.S. undergraduate degree programs in technical and professional communication. *Technical Communication*, (*60*)1, 45–64.

compatibility with other majors and minors increases the transferability of the skills and practices it covers and the range of careers its students can pursue. Alumni of the emphasis have also evidenced preparation to pursue a range of options for graduate education, including a J.D. and master's degrees in Professional Writing, Publishing and Writing, Publishing and Print Culture, Library and Information Science, Journalism, HR Management and Socioeconomic Development, Business Administration, and Professional Development.

Labor statistics based on the Office of Management and Budget's Standard Occupational Classification (SOC) system do not clearly capture this range. According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, job categories based on discrete primary duties like "writers and authors" and "editors" show average growth in long-term projections (9% and 5%, respectively), while the separate category "technical writer" is projected to grow at the above-average rate of 12% by 2030.[7] One possible explanation for this discrepancy is that the term "technical writer" is the best existing approximation for more fully-rounded information-based jobs like "content specialist" and "user experience designer," neither of which are currently set apart from computer-based sectors but which represent the kinds of titles our students are increasingly seeing in job ads. Further, editorial roles nationally have become increasingly merged with marketing and project management responsibilities, and a portion of titles like "marketing manager" or "social media manager" are accessible to PWP graduates, though those positions may not be counted among "writer" or "editor" categories. Occupational Outlook Handbook projections for "advertising, marketing, promotions" positions are +10% by 2030. For these reasons, the picture of market demand for PWP graduates combines known quantities in traditional job categories and an estimated portion of information management positions in other fields.

Occupational projections for this proposal reflect actual job titles that UW-Whitewater program alumni reported holding, as shown in Table 3. Several alumni spoke about how the PWP curriculum prepared them for evolving information-based careers. One, a Water Resources Management Specialist, described her job this way: "I specialize in scientific technical writing and editing of any and all documentation and presentations my team produces. My courses allowed me to practice and polish my technical writing and editing skills to meet my ultimate goal of working with scientists to better explain their findings, so that the general public may understand what is going on in their community and how to be involved."

[7] BLS Occupational Outlook Handbook, https://www.bls.gov/ooh/media-and-communication/writers-and-authors.html; https://www.bls.gov/ooh/media-and-communication/editors.htm, https://www.bls.gov/ooh/media-and-communication/technical-writers.html. Accessed 11 October 2021. https://www.bls.gov/ooh/media-and-communication/technical-writers.html

Table 3. Selected PWP alumni job titles

Traditional writing/editing job titles	Other job titles reported by UW-W Alumni	
Technical writer	Communications specialist	Web writer
Scientific writer	Communications team lead	Marketer
Proposal writer	Engineering team lead	Market specialist
Grant writer	Employee communications coordinator	Marketing coordinator
Copy writer	Report coordinator	UX designer
SEO copy writer	Project and marketing coordinator	UX content writer
Business writer	Documentation coordinator	Web and forms manager
Lead professional writer	Water resources mgmt specialist	Literary agent
Copy editor	Content specialist	Creative director
English editor	Content writer	Freelancer
Website editor		
Production editor		
Editorial coordinator		
Proofreader		

Within the Information sector alone, the BLS estimates 138,000 additional jobs in "Advertising, Marketing, Promotion, Public Relations, and Sales Managers;" "Fundraisers"; "Training and Development Specialists"; "Market Research Analysis and Marketing Specialists"; and "Project Management and Business Operations Specialists." Many of these positions rely on information and communication skills but may not be classified primarily according to discrete writing or editing functions. If PWP graduates can enter or advance into even a portion of these positions within and beyond the Information sector—as UW-Whitewater placement data shows, they do—this represents significant additional opportunity for program graduates.

In Wisconsin, projections for traditional, discrete-function PWP jobs remain steady to 2028, with an overall 1% growth among "editors," "technical writers," "writers and authors," and "proofreaders and copy markers" (5,295 total WI jobs projected by 2028).[8] State projections of growth for "technical writers" nearly matches national projections (10.1%). Again, however, a true picture of demand for PWP graduates must include a portion of jobs that are and would be available to them based on their broad information management skills. For instance, capturing just 5% of Wisconsin jobs among "fundraisers," "training and development specialists," "market research analysts and marketing specialists," and "project management and business operations specialists" categories would add nearly 2,000 more jobs to a PWP graduate's prospects.

[8] Wisconomy LMI data, https://jobcenterofwisconsin.com/wisconomy/. Accessed 11 October 2021.

University of Wisconsin - Whitewater

Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New) Headcount**	20	25	30	35	40
	Enrollment (Continuing) 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**	169.2	211.5	253.8	296.1	338.4
	Existing Credit Hours	0.0	135.4	287.6	448.4	592.2
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0.25
	FTE of Current Fac/IAS	0.42	0.85	1.33	1.83	2.29
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff					
IV	**Revenues**					
	From Tuition	$45,274	$92,811	$144,876	$199,205	$249,006
	From Fees	$3,000	$3,750	$4,500	$5,250	$6,000
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue	$48,274	$96,561	$149,376	$204,455	$255,006
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$ 36,882	$ 75,609	$ 118,023	$ 166,046	$ 229,783
	Other Staff					
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$2,500	$2,500	$2,500
	Marketing	$2,000	$2,000	$2,000	$2,000	$2,000
	Supplies	$500	$500	$500	$500	$500
	Total Expenses	$39,382	$78,109	$123,023	$171,046	$234,783
VI	**Net Revenue**	$8,892	$18,453	$26,353	$33,409	$20,223

Provost's Signature: John D. Chenoweth **Date:** 12/2/2021

Chief Business Officer's Signature: **Date:** 12/3/2021

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-WHITEWATER
BACHELOR OF ARTS OR BACHELOR OF SCIENCE IN PROFESSIONAL WRITING AND PUBLISHING

Introduction

The proposed B.A./B.S. in Professional Writing and Publishing (PWP) at UW-Whitewater elevates an existing emphasis of the English major, thereby making the program more visible to students and attracting even more enrollments. The program will rely primarily on resources that are currently in place. The courses making up the curriculum already 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.

This budget model reflects only those student resources and faculty costs associated with new students who first enroll in the proposed PWP degree program in Year 1. Enrollment projections for new and continuing students exclude students who are enrolled in the existing English-Professional Writing and Publishing emphasis; however, it is estimated 15 of these students will change to the proposed major and will contribute to program revenue.

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 and Fall 2020 data showing that an average of 88% of students in the College of Letters and Sciences enroll full-time and 12% of students enroll part-time, which is considered half-time at UW-Whitewater and in these calculations. Therefore, FTE enrollments are calculated assuming 1.0 FTE for eighty-eight percent of student headcount, and .5 FTE for twelve percent of headcount.

In this model, continuing students are considered those students who first enroll in the proposed PWP degree program in Year 1 and then continue into Years 2, 3, etc. Continuing student enrollment projections exclude students who will convert from the existing English emphasis to the new program; however, those conversions will contribute to program revenue until the emphasis is phased out.

Section II – Credit Hours

Credit hours are calculated using 120 total credit hours to degree and 36 credit hours in the major. Credit hours attributable to the major represent 30 percent of total credit hours. The PWP major is designed so that each student can graduate within four

years at an average of 30 credits per year. The calculation, therefore, was student FTE x 30 credits x .3.

Section III – FTE of Faculty and Staff Appointments

The proposed PWP major will be housed in the Department of Languages and Literatures. Three faculty members in the department currently teach the courses that would be included in the new major, and no additional staff are needed to begin the proposed major program. Instructional FTE is calculated according to instructional time dedicated specifically to PWP program majors. That is, PWP program courses currently serve students from multiple other programs across campus: core courses fill approximately 35% from outside the program, while our two primary writing service courses fill approximately 97% from outside the program (e.g., in academic year 2020-21, 302 non-PWP students took our courses). The projected increase in instructional FTE over years 2-5 reflects a corresponding increase in concentration of PWP students in program courses. For example, based on a 24-credit load with course caps of 24 students, one instructional FTE covers 192 seats per year. If each new and continuing PWP major takes four major courses per year, 20 new students would fill 80 seats in Year 1, or approximately .42 FTE; 41 new and continuing students would fill 164 seats in Year 2, or approximately .85 FTE; etc. Should the proposed major meet these projections for enrollment and revenue, and if the university budget permits, sections of core courses may be added to accommodate demand and staff may be added in Year 5.

The Department of Languages and Literatures and College of Letters and Sciences currently support one course of administrative release time each semester for the English-PWP emphasis coordinator. No additional administrative time will be required to begin the new PWP degree program.

Section IV – Program Revenues

<u>Tuition Revenues</u>

Tuition estimates are based on the percentages of resident and non-resident 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% non-resident students (at $641.28 per credit hour). This yields an average tuition of $334.47 per credit hour across all students (please note calculations include new and continuing). 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.

<u>Program/Course Fees</u>

Students who enroll in online courses will pay $50.00 per credit hour for an online course in the College of Letters and Sciences. Revenues from fees are calculated at $150 for a 3-credit course multiplied by the number of new enrollments (headcount) each year.

It is assumed that approximately three 3-credit courses will be offered per year online, while PWP majors may take an average of 1 of these per year. Therefore, the calculation for fees one for each year is $150x the number of new enrollment headcount. Note that using only new enrollment in this estimate is conservative, as continuing students who take online courses will contribute additional revenue from online course fees.

Other Program Revenue

In Years 1 and 2, additional revenues will be generated through tuition revenues attributable to course enrollments by current UW-Whitewater students who will declare or change their major to the B.A./B.S. in PWP. For example, it is anticipated that 20 current UW-Whitewater students will change from the English-Professional Writing and Publishing emphasis 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. New FTE attributable to the program are included in the salary and fringe estimates. As detailed in Section III, instructional staff is calculated at .42 FTE in Year 1, rising proportionately to PWP major enrollment demands through Years 2 through 4, and reaching 2.29 in Year 5, with an additional .25 FTE projected there for new staff to support this increase and maintain PWP commitments to instruction for other programs. Salary expenses are calculated using actual salaries for staff already in place and teaching courses in the existing emphasis (total of $26,344 for .42 FTE, plus 40% fringe). In Year 4, it is anticipated that one faculty member will earn tenure, so the raise for that promotion is added to the salary calculation from that point forward. The .25 additional FTE for new staff in Year 5 is estimated at $15,875 plus 40% fringe, based on a projected starting salary of $63,500. Thus, total instructional salary is $36,882 in Year 1 and is estimated to increase to $229,783 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.

VI – Net Revenue

Net revenues will be invested in support of general education, faculty development, and the general support of the College of Letters and Sciences and the University of Wisconsin-Whitewater. This support includes course delivery, instructional design, program marketing, and other items captured in the budget.

UNIVERSITY OF WISCONSIN WHITEWATER

Office of the Provost

December 2, 2021

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 (B.A./B.S.) program in Professional Writing and Publishing. This program will replace an emphasis that already exists in our English major, thereby making the program more visible to students and attracting even more enrollment. The Professional Writing and Publishing curriculum at UW-Whitewater prepares students to assume the complex writing and editing roles that are in rising demand in an information-based economy. The program trains students in the technical, analytical, and linguistic skills demanded in traditional writer/editor careers, but also in broader information coordination and management skills, including market research, data analysis, visual literacy and communication, user experience design, and project management. 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 B.A./B.S. in Professional Writing and Publishing has been designed to meet UW–Whitewater's definition and standards of quality and to make a meaningful contributionto 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.

2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Languages and Literatures, the 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 planned 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 B.A./B.S. in Professional Writing and Publishing 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,

John D. Chenoweth

John Chenoweth, Ed.D.
Provost and Vice Chancellor for Academic Affairs

Encl.

cc: Jim Henderson, Interim Chancellor
Kristin Plessel, Interim Associate Vice Chancellor for Academic Affairs
Frank Goza, Dean, College of Letters and Sciences
Carleen Vande Zande, Associate Vice President of APEI, UW System

Education Committee
February 10, 2022

Item C.10.

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) MASTER OF SCIENCE IN APPLIED KINESIOLOGY UW-WHITEWATER

REQUESTED ACTION

Adoption of Resolution C.10., authorizing the implementation of the Master of Science in Applied Kinesiology program at the University of Wisconsin-Whitewater.

Resolution C.10.: That, upon the recommendation of the Chancellor of UW- Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Applied Kinesiology program at the University of Wisconsin-Whitewater.

SUMMARY

The proposed M.S. in Applied Kinesiology program embodies the UW-Whitewater mission to help students thrive in dynamic and diverse work and life environments with a curriculum that draws across multiple kinesiology-related disciplines. The curriculum also reflects the 2017-2022 Strategic Plan's focus to deepen partnerships and relationships as students have multiple opportunities to engage with a variety of practitioners. The proposed program elevates two current emphases in the Master of Science in Education—Professional Studies program: Health, Human Performance and Recreation as well as the Health, Physical Education and Coaching. Moreover, the proposed graduate program builds on the recently authorized B.S. in Human Performance, which has a robust enrollment. The fully online, 30-credit, M.S. in Applied Kinesiology program will include 18 credits from content across the kinesiology sub-disciplines, two to three electives (6-9 credits), and either a practicum or a thesis (3-6 credits). Students may tailor coursework to their specific career interests. The trending workforce preference for candidates with a master's degree suggests graduates will be well prepared for careers as exercise physiologists, cardiac rehabilitation coordinators, collegiate or professional strength and sport coaches, and community health program educators as well as corporate and entrepreneurial careers related to health, fitness, and sport performance.

Presenter

- John Chenoweth, Provost and 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 MASTER OF SCIENCE IN APPLIED KINESIOLOGY AT UNIVERSITY OF WISCONSIN-WHITEWATER PREPARED BY UW-WHITEWATER

ABSTRACT

The University of Wisconsin (UW)-Whitewater proposes to establish a Master of Science (M.S.) in Applied Kinesiology. Development of the M.S. in Applied Kinesiology aligns with both the UW-Whitewater's mission and strategic plan in that graduates will be more competitive for leadership positions in careers that advance the policy changes that promote a healthier society. Course offerings for the M.S. in Applied Kinesiology already exist across two current emphases within the existing Master of Science in Education-Professional Studies (M.S.E.-P.S.) program: M.S.E.-P.S. Health, Human Performance and Recreation and M.S.E.-P.S. Health, Physical Education and Coaching. The M.S. in Applied Kinesiology will require 18 content-specific credits (6 courses) across the field's primary domains. Students will also select and complete 6-9 credits of electives from a predefined array of courses and either engage in a practicum experience or write a master's thesis to complete their degree. The proposed M.S. in Applied Kinesiology program will prepare students for careers as exercise physiologists, cardiac rehabilitation coordinators, collegiate or professional strength and sport coaches, community health program educators and administrators, as well as corporate and entrepreneurial careers related to health, fitness, and sport performance. While some entry-level positions are accessible to candidates with bachelor's degrees, most collegiate or professional-level positions require or prefer candidates with master's degrees. Moreover, the M.S.in Applied Kinesiology better positions graduates for career advancement and promotion.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Whitewater

Title of Proposed Academic Degree Program
Applied Kinesiology

Degree Designation(s)
Master of Science (M.S.)

Mode of Delivery
Single university; 100% distance delivery (50% or more distance delivery).

Department or Functional Equivalent
Department of Kinesiology

College, School, or Functional Equivalent
College of Education and Professional Studies

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

The M.S. in Applied Kinesiology elevates two current emphases within the existing Master of Science in Education-Professional Studies (M.S.E.-P.S.) program: M.S.E.-P.S. Health, Human Performance and Recreation and M.S.E.-P.S. Health, Physical Education and Coaching. The current undergraduate B.S. in Human Performance program, which was authorized in 2020, has a robust enrollment (176) and many of these students will seek a master's degree due to the preferred qualifications for careers they seek. Students currently enrolled in either of these emphases will have the option to complete their emphasis or to transition to the proposed program. Both emphases will be phased out and replaced by the new major as currently enrolled students graduate.

Table 1 shows enrollment and graduation projections for students entering the program over the next five years. Enrollment projections are based on several factors. The first is the ability to retain undergraduate students who plan to go to graduate school from UW-Whitewater's B.S. Human Performance program. The projected numbers also account for four additional factors: (1) the need as suggested by market demand for exercise physiologists, community health workers, and fitness trainers; (2) the program's accessible online format and lack of other programs within the state and region; (3) prospective students that complete undergraduate programs across the region in the exercise sciences (e.g., human performance, kinesiology, etc.); and (4) future career growth projections based on the prevalence of high obesity and an aging population.

By the end of Year 5, it is expected 77 students will have enrolled in the program and 52 students will have graduated from the program. Based on UW-Whitewater School of Graduate Studies trends, the first to second year retention rate for new students is expected to be at least 90%. Most enrollees are expected to be recent graduates of the B.S. in Human Performance, who will proceed through the new program full-time since many of the careers in human performance/kinesiology prefer or require a master's degree. The program will also accommodate part-time students, currently in performance/kinesiology careers, who want to pursue a master's degree in their field.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	8	11	14	19	25
Continuing Students	5	7	10	13	17
Total Enrollment	13	18	24	32	42
Graduating Students	5	7	10	13	17

Tuition Structure

Standard tuition and fee rates will apply to students enrolled in the M.S. in Applied Kinesiology. Based on Fall 2021 tuition rates, residential tuition and segregated fees total $4,653.87 per semester for a full-time student enrolled in 9-15 credits per semester or $517.10 per credit.[1] Of this amount, $459.47 is attributable to tuition and $57.63 is attributable to segregated fees. Nonresident tuition and segregated fees total $9,594.96 per semester for a full-time student enrolled in 9-15 credits per semester or $1,066.11 per credit. Of this amount, $1,008.48 is attributable to tuition and $57.63 is attributable to segregated fees. Part time students would pay per-credit tuition and fees as listed above. Distance education fees of $50 per credit will be added to tuition and fee charges. For tuition calculation purposes, 2% increase in tuition is anticipated per academic year.

DESCRIPTION OF PROGRAM

Overview of the Program

The 30 credit M.S. in Applied Kinesiology program will include six core courses (18 credits), two to three electives (6-9 credits), and either a practicum or a thesis (3-6 credits). The six core courses draw from content across the kinesiology sub-disciplines including exercise physiology, exercise psychology, and athletic coaching, as well as research methodology. Students can tailor the program to their specific career interests with selection of the appropriate electives. Lastly, students may choose to complete either a thesis or a practicum to apply their coursework in a culminating educational experience.

Student Learning Outcomes and Program Objectives

Learning outcomes for students in the M.S. in Applied Kinesiology program are:

1. Integrate and evaluate human anatomy and physiology concepts in the design of programs that optimize health and performance.
2. Exhibit cultural competency with a respect for complexity as they address current issues regarding diversity, ability/disability, and disease across the lifespan within the domain of human performance in a global society.

[1] See UW-Whitewater Graduate Schedule, https://www.uww.edu/documents/adminaffairs/finance/sfs/Graduate%20Spring.pdf

3. Inquire, analyze, and evaluate data both individually and collaboratively, and demonstrate information and quantitative literacy by contributing to the human performance research community.
4. Demonstrate the ability to analyze and apply current psychological theories to sport and exercise performance.
5. Manage human and fiscal resources in accordance with leadership, organization, and management techniques within the human performances.

Graduates will be prepared for careers as exercise physiologists, cardiac rehabilitation coordinators, collegiate or professional strength and sport coaches, community health program educators and administrators, as well as corporate and entrepreneurial careers related to health, fitness, and sport performance. The learning outcomes also prepare students, who choose to sit for the American College of Sports Medicine's Exercise Physiologist Certification (ACSM-EP) Exam[2].

Program Requirements and Curriculum

There are no additional requirements for admission to the M.S. in Applied Kinesiology program beyond those to the UW-Whitewater School of Graduate Studies. As such, students will be required to have completed a bachelor's degree from an accredited institution with a minimum undergraduate GPA of 2.75[3].

Table 2 illustrates the program curriculum for the proposed program. The 30-credit program includes 18 credits across six required courses, six to nine credits of electives in the major areas of kinesiology, and their choice of a practicum or a thesis.

Table 2. M.S. in Applied Kinesiology

Program Requirements (30 credits)		
Core Courses:		**18 credits**
COACHING 705	Sport and Exercise Psychology	3 credits
COACHING 710	Current Trends and Issues in Kinesiology	3 credits
PEPROF 672	Advanced Physiology of Exercise	3 credits
COACHING 702	Administration and Organization of Sport and Recreation	3 credits
EDFOUND 708	Reading, Analyzing, and Evaluating Educational Research	3 credits
PEPROF 781	Capstone Portfolio and Career Application	3 credits
Applied Kinesiology Electives (choose two-three):		**6-9 credits**
HEALTHED 591	Nutrition for Health	3 credits
COACHING 661	Prevention and Care of Athletic Injuries	3 credits
COACHING 663	Children and Sport	3 credits

[2] See ACSM Exercise Physiologist Certification, https://www.acsm.org/certification/get-certified/exercise-physiologist

[3] See UWW Graduate Studies Admissions, https://www.uww.edu/gradstudies/admissions/admission-info/#requirements

COACHING 680	Legal Aspects of Sport and Recreation Activities	3 credits
COACHING 706	Sport and Society	3 credits
PEPROF 794	Seminar: Special Topics	3 credits
Required Thesis or Practicum (choose one):		**3-6 credits**
PEPROF 793	Practicum	3 credits
PEPROF 799	Thesis Research	3-6 credits
Total Credits		**30 credits**

Assessment of Outcomes and Objectives

The proposed M.S. in Applied Kinesiology will be assessed regularly by program faculty with oversight from the College of Education and Professional Studies Strategic Planning and Budget Committee as well as the School of Graduate Studies. Direct measures to assess the program-specific student learning outcomes will include the results from course-embedded assessments, including project reports, presentations, and exams. A student portfolio, completed in PEPROF 781 Capstone Portfolio and Career Application, will serve as a signature assessment covering all five student learning outcomes. The portfolio will integrate artifacts that align with student learning outcomes from each of the required courses. In addition, practicum supervisors will complete online surveys to evaluate the students' learning and performance. Thesis committees will do the same for thesis students. These data will be reviewed in aggregate annually by program faculty, who will identify student performance areas in need of improvement and discuss curriculum changes that would provide those improvements. Pass rates for students who choose to write the American College of Sports Medicine's Exercise Physiologist Certification (ACSM-EP) exam will also inform any needed curricular changes. Students will also complete an exit survey before graduation, which will include questions about the curriculum and advising, as well as open-ended items soliciting ideas for improving the program.

An alumni survey will be conducted one-year post-graduation to collect feedback regarding job skills, the degree to which alumni feel the program prepared them for their current position, and satisfaction with the program. An advisory board will also be formed, including exercise physiologist practitioners, collegiate coaches, and exercise science program administrators. Assessment results will be shared with the advisory board annually. Assessment findings will also be discussed with graduate faculty members of the Department of Kinesiology at the end of the spring semester every year and used to guide curricular changes to the program. A comprehensive major self-study will be completed every five years as required by the UW-Whitewater audit and review process.[4]

Diversity

The UW-Whitewater College of Education and Professional Studies emphasizes the importance of preparing "professionals to actively engage in an open democratic society

[4] See UW-Whitewater Audit & Review Process, https://www.uww.edu/assessment/program-review/audit-and-review

inclusive of diverse populations," [5] to respond to the changing needs within our global society. The M.S. in Applied Kinesiology is developed on this principle. For example, COACHING 706 (Sport and Society) students will complete several practical exercises including a sociological research project, and engage in an extensive peer review process, which allows them to practice critical thinking and perspective-taking. In COACHING 710, students engage in debates and discussions regarding current topics within the field of kinesiology, such as transgender athlete inclusion, disability and sport, and sport as a social justice platform. For the practicum, PEPROF 793, students interact with individuals from varied backgrounds based upon age, health status, and socioeconomic statuses. Practicum sites will include those serving diverse populations in both urban and rural settings (e.g., tribal communities, ethnically and racially diverse, economically challenged).

The Department of Kinesiology supports the Inclusive Excellence Goals and Diversity Objectives within the University's Strategic Plan.[6] For instance, High-Impact Educational Practices (HIPs), like collaborative projects and experiential learning with community partners, are integrated within the curriculum. Inclusive excellence is also integrated within the selection of the program-specific student learning outcomes. This alignment is seen within the program's second student learning outcome, "Exhibit cultural competency with a respect for complexity as they address current issues regarding diversity, ability/disability, and disease across the lifespan within the domain of human performance in the global society."

Within recruitment and retention efforts of faculty, staff and students, the Kinesiology Department is guided by the Chancellor's Statement on Equal Opportunity[7] and strives to consider, discuss, and achieve Inclusive Excellence. For student recruitment, faculty advisors within the B.S. in Human Performance (the proposed program's primary recruiting area) will intentionally discuss career preparation and graduate school preparation with all students, with a focus on underrepresented students. In terms of student retention, all programs and support services provided or recommended by the department will be available to all students regardless of race, ethnicity, gender, gender identity, gender expression, sexual orientation, religious beliefs, socioeconomic status, disability, or any other demographic characteristic. Students will regularly study with professors more than once, allowing personalized attention to develop, which is expected to strengthen retention. Faculty will reach out to students who are historically underrepresented in the field of kinesiology to encourage them to partner in thesis projects. Students will also progress through much of their coursework as a cohort, developing strong support networks.

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[5] See UW-Whitewater College of Education and Professional Studies, https://www.uww.edu/coeps
[6] See UW-Whitewater's Strategic Plan, https://www.uww.edu/strategic-plan
[7] See University of Wisconsin-Whitewater (2015). Chancellor's Statement on Equal Opportunity. Retrieved 2/12/2018 from: file:///Users/edniea/Downloads/2015%20AAD%20statement_final%20(2).pdf

Also, the College of Education and Professional Studies led the university in the addition of a Diversity Coordinator (followed by all the colleges on campus). The Diversity Coordinator develops programming for faculty, staff and students. One example is staff development on microaggressions in which faculty and staff became more aware of unconscious bias as related to microaggressions. Faculty of the proposed program will continue to consult with the Diversity Coordinator regarding initiatives to better recruit and retain diverse students.

Projected Time to Degree

It is anticipated that most of the M.S. in Applied Kinesiology students will enroll on a full-time basis, completing the program in 1.5 years. Course scheduling, however, also supports steady progress for part-time students.

Program Review

Program review of the M.S. in Applied Kinesiology will be conducted according to the UW-Whitewater audit and review process for graduate programs[8]. 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, including all learning outcome data, 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 Graduate 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 will coordinate the review process and disseminate the results to stakeholders with annual checks on recommended actions.

Accreditation

The program will participate in UW-Whitewater's Higher Learning Commission (HLC) accreditation process. HLC approval has already been obtained to offer a program in the curricular area of kinesiology (for the B.S. in Human Performance). The proposed M.S. in Applied Kinesiology will be listed within the same curricular area. No discipline-specific accreditation exists for master's programs in Kinesiology. The B.S. in Human Performance is developed to meet Commission on Accreditation of Allied Health Education Programs-

[8] See UW-Whitewater Audit & Review Process, https://www.uww.edu/assessment/program-review/audit-and-review

Exercise Science accreditation requirements,[9] and although accreditation for master's programs is not yet available, the curriculum meets requirements being discussed at the national level.

JUSTIFICATION

Rationale and Relation to Mission

The proposed program elevates two current emphases within the College of Education and Professional Studies' existing Master of Science in Education - Professional Studies (M.S.E.-P.S.) program: M.S.E.-P.S. Health, Human Performance and Recreation emphasis and M.S.E.-P.S. Health, Physical Education and Coaching emphasis. The Kinesiology Department faculty group has been planning to propose this M.S. in Applied Kinesiology for quite some time; however, the group prioritized initiating a B.S. in Human Performance first to build curriculum offerings from the bottom-up. The B.S. in Human Performance was implemented during Fall 2020 and currently serves 176 students. A fully online version of the major was rolled out during the Fall 2021 semester. Since 2015, three new faculty members with expertise in the exercise sciences have joined the Kinesiology Department and the human performance laboratories have been upgraded, providing the Kinesiology Department with both the instructional and facility capacity to support a high-quality M.S. in Applied Kinesiology.

Creating a graduate program that will complement the undergraduate Human Performance program, and actively marketing the graduate program, will likely increase the number of students retained from the undergraduate program. Specifically, a recent alumni survey of the undergraduate program indicated that 21% of students are interested in pursuing a graduate degree of some kind within the field of kinesiology. In addition, data gathered by the UW-Whitewater Alumni Association between 2010 and 2021 shows 8% of the 720 Kinesiology Department survey respondents continued at UW-Whitewater for a master's degree (either M.S.E.-P.S. or M.S.E. Higher Education Leadership-Athletic Administration).

The UW-Whitewater mission states, "Grounded in a rigorous core curriculum, students receive a well-rounded education, and every academic program prepares students to be creative, innovative and adaptable in dynamic and diverse work and life environments[10]." The proposed M.S. in Applied Kinesiology program embodies this concept and creates well-rounded professionals through a curriculum that includes core courses from across disciplines within kinesiology, including exercise physiology, exercise

[9] see CAAHEP Exercise Science Program Accreditation, https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/ExerciseScience_3192021approved.pdf

[10] see UW-Whitewater Mission, https://www.uww.edu/strategic-plan/mission-vision-value

psychology, and athletic coaching. The curriculum also allows students to engage with a variety of practitioners during coursework and their practicum experiences, aligning the program with Goal 5 of the 2017-2022 Strategic Plan[11] which refers to deepening partnerships and relationships.

With a deeper understanding of the function and adaptation of the human body, graduates will be able to design programs that optimize health and performance which is critical given the obesity epidemic[12] and increasing aging population.[13] Completion of the proposed master's degree will make graduates more competitive for impactful careers and eligible for leadership positions that can aid in the policy changes that lead to a healthier society. As such, the proposed program supports the mission of the institution[14] and Goal 2, Objective 1 of the 2017-2022 Strategic Plan about transforming lives and impacting society, in that it will "make positive contributions to the State of Wisconsin, to our nation and to the world."[15]

University Program Array

The proposed program provides a natural progression for students within the new B.S. in Human Performance (both in-person and online pathways) who hold career aspirations that require graduate studies in the field of Kinesiology. UW-Whitewater has several other undergraduate programs which could feed into the M.S. in Applied Kinesiology such as General Management - Sport Management Emphasis, Psychology, Physics, and Biological Sciences. For example, B.S.E. Physical Education graduates wishing to advance within salary schedules once they are hired as physical education and health education teachers may feed into this program. The M.S. in Applied Kinesiology is not designed to take students from other existing graduate programs, but instead will offer undergraduate students another high-quality option to continue their work at the graduate level at UW-Whitewater.

Other Programs in the University of Wisconsin System

Within the UW System, there are currently four campuses offering master's degrees in Kinesiology (CIP 31.0505): UW-La Crosse, UW-River Falls, UW-Milwaukee, and UW-Madison. The proposed M.S. in Applied Kinesiology program would be the only Kinesiology master's program to be offered fully online within the UW System. UW-Parkside and UW-Platteville also offer related master's programs in Sport Management and Sport Administration respectively; however, the proposed program is different from these

[11] see UW-Whitewater Strategic Plan Goal 5, https://www.uww.edu/strategic-plan/goal-5
[12] See Centers for Disease Control and Prevention information about the obesity epidemic, https://www.cdc.gov/obesity/about-obesity/index.html
[13] See U.S. Census Bureau, The Graying of America: More Older Adults Than Kids by 2035, https://www.census.gov/library/stories/2018/03/graying-america.html
[14] See UW-Whitewater Mission, https://www.uww.edu/strategic-plan/mission-vision-value
[15] See UW-Whitewater Strategic Plan Goal 2, https://www.uww.edu/strategic-plan/goal-2

programs in that it more broadly prepares students within the areas of kinesiology and the exercise sciences.

Need as Suggested by Current Student Demand

The primary source of students for the proposed program is expected to be UW-Whitewater graduates from the B.S. in Human Performance (which is offered in-person and fully online). Robust enrollment in the B.S. in Human Performance, combined with workforce requirements for a master's degree suggest a master's degree in this area would be viable for UW-Whitewater. Current enrollment within the B.S. in Human Performance is 176, and the majority of students within UWW's B.S. in Human Performance seek careers for which a master's degree is either required or preferred such as exercise physiologists, cardiac rehabilitation coordinators, collegiate or professional strength and sport coaches, and community health program educators and administrators. The proposed M.S. in Applied Kinesiology will be particularly attractive to UW-Whitewater students who are involved in Athletics and seek to continue their studies while gaining experience as assistant coaches and benefiting from UWW's graduate assistantship opportunities. Currently, nearly a third of the instructional academic staff within UWW's Kinesiology Department have completed UW-Whitewater's M.S.E.-P.S. Health, Human Performance and Recreation or M.S.E.-P.S. Health, Physical Education and Coaching emphases. The proposed program may also be attractive to assistant sport and performance coaches at other UW comprehensive universities and across the region who seek to complete their master's degrees while coaching for their campus' athletic programs. The asynchronous online curriculum and scheduling flexibility of the program will be conducive to the needs of assistant coaches.

Need as Suggested by Market Demand

The proposed M.S. in Applied Kinesiology program will help individuals who currently hold bachelor's degrees in kinesiology-related fields (exercise science, human performance, sport/recreation management, health promotion) be more competitive for jobs where the minimum requirement is a bachelor's degree, and specifically prepare students for positions that require or strongly prefer a master's degree. For example, clinical cardiac rehabilitation and exercise physiologist positions are increasingly requiring master's degrees, and strength and conditioning positions within Intercollegiate Athletics require master's degrees. Kinesiology programs at universities that utilize the Burning Glass[16] jobs and labor database indicate that nearly 33% of all management-level positions within the field of kinesiology require a master's degree[17]. Graduates with a master's degree in the field of Kinesiology also increases the earning potential of those in positions,

[16] See Burning Glass Technologies, https://www.burning-glass.com/solutions/

[17] See University of Florida Master's in Kinesiology page, https://apkmastersonline.hhp.ufl.edu/articles/what-can-you-do-with-a-masters-in-kinesiology/

where a master's degree is preferred. For example, exercise physiologists with a master's degree have been found to make 14.7% more overall than those with a bachelor's alone.[18]

A Bureau of Labor Statistics Occupational Outlook Data search showed faster, or faster than average job growth projections for 2020-2031, with positions related to kinesiology requiring at least a bachelor's degree, often with master's preferred Table 3).

Table 3. Bureau of Labor Statistics Occupational Outlook Data[19] for Positions related to Applied Kinesiology

Career Path	Job outlook 2020-30	# Jobs 2020	Median pay	Entry-level education
Exercise physiologists	13% (faster than average growth)	18,000	$50,280	Bachelor's required; Master's preferred
Community health workers	17% (much faster than average growth)	125,200	$48,140	Bachelor's required; Master's preferred
Fitness Trainers	39% (much faster than average growth)	309,800	$40,510	Varies by position
Coaches and scouts	26% (much faster than average growth)	249,900	$36,330	Bachelor's required

Projections within the state of Wisconsin suggest that many career opportunities exist for graduates with an M.S. in Applied Kinesiology (see Table 4). The job category of coaches and scouts is particularly promising with a 10% projected increase in positions by 2028.

Table 4. Professional Positions Projections within Wisconsin[20]

Career path	# Employees	Projected increases: Wisconsin
Coaches and scouts	8,210 in 2018	10% by 2028
Fitness Trainers	11,180 in 2018	8% by 2028
Community health workers	690 in 2018	7% by 2028
Health education specialists	1,850 in 2018	7% by 2028
Cardiovascular technologists and technicians	1,210 in 2018	6% by 2028
Healthcare Support Workers	2,170 in 2018	6% by 2028
Exercise physiologists	450 in 2018	4.4% by 2028

[18] See The Best Schools: What can I do with a Kinesiology degree, https://thebestschools.org/degrees/kinesiology-exercise-degree/

[19] See Bureau of Labor Statistics Occupational Outlook, retrieved 10/21/2021, https://www.bls.gov/emp/

[20] See Positions Projections on Projections Central, retrieved 10/21/2021, https://projectionscentral.org/Projections/LongTerm

A national online Indeed.com search for kinesiology-related positions yielded 1,000+ jobs across seven job categories, with cardiac rehabilitation positions as the most popular, followed by sports managers, and strength & conditioning collegiate or professional coaches (see Table 5). Each of these job categories either require or prefer a master's degree related to kinesiology.

Table 5. Indeed.com Job Search Results for Kinesiology-related Positions[21].

Position search (typically requiring master's degree)	**Indeed.com Results**
Cardiac rehabilitation	6,015 jobs
Exercise physiologist	1,128 jobs
Strength & conditioning coach (collegiate or professional)	2,391 jobs
College sport coach	1,401 jobs
Sports manager	5,083 jobs
Athletic director	1,019 jobs
Corporate wellness program coordinator	1,922 jobs

[21] See Indeed.com search for Exercise Physiologist positions, retrieved 10/21/2021, https://www.indeed.com/jobs?q=exercise%20physiologist&l&vjk=5b7fa76647ac8082

University of Wisconsin - Whitewater
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	8	11	14	19	25
	Enrollment (Continuing Student) Headcount	5	7	10	13	17
	Enrollment (New Student) FTE	8	11	14	19	25
	Enrollment (Continuing Student) FTE	5	7	10	13	17
II	**Total New Credit Hours**	168.00	223.44	297.18	395.24	525.67
	Existing Credit Hours	45.00	64.80	86.18	114.62	152.45
III	**FTE of New Faculty/Instructional Staff**	0.00	0.25	0.50	0.75	1.00
	FTE of Current Fac/IAS	1.00	1.00	1.00	1.00	1.00
	FTE of New Admin Staff	0.00	0.00	0.00	0.00	0.00
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
IV	**Revenues**					
	From Tuition	$121,255	$167,368	$227,052	$308,018	$417,857
	From Fees (Distance Ed)	$10,650	$14,412	$19,168	$25,493	$33,906
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	COEPS Distance Ed reallocation	$15,725	$16,197	$16,683	$17,183	$17,699
	GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue	$147,630	$197,977	$262,902	$350,695	$469,462
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$96,600	$124,373	$153,724	$184,725	$217,448
	Other Staff-Summer Stipend	$6,875	$7,081	$7,294	$7,512	$7,738
	Other Staff-Program Coordination	$15,725	$16,197	$16,683	$17,183	$17,699
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Marketing	$10,000	$10,000	$10,000	$10,000	$10,000
	Supplies	$1,000	$1,000	$1,000	$1,000	$1,000
	Total Expenses	$130,200	$158,651	$188,701	$220,421	$253,885
VI	**Net Revenue**	$17,430	$39,326	$74,201	$130,274	$215,577

Provost's Signature: John D. Chenoweth	**Date:** 1/5/2022
Chief Business Officer's Signature: Dean J. Arnold	**Date:** 1/5/2022

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-WHITEWATER
MASTER OF SCIENCE IN APPLIED KINESIOLOGY

Introduction

The proposed M.S. in Applied Kinesiology elevates two existing emphases within the M.S.E. Professional Studies program, thereby making the program more visible to students and attracting more enrollments. The program will prepare students for careers as exercise physiologists, cardiac rehabilitation coordinators, collegiate or professional strength and sport coaches, community health program educators and administrators, and for corporate and entrepreneurial careers related to health, fitness, and sport performance. Using existing courses, the program consists of 30 graduate credits and most students are expected to progress as full-time students, completing the program in 1.5 years.

Demand for the M.S. in Applied Kinesiology program is demonstrated by the interest from current B.S. in Human Performance students at UW-Whitewater, where an undergraduate survey indicated 21% students intend to seek a graduate program. It is anticipated that opportunities for careers related to this degree will increase due to high prevalence of obesity and an aging population. Further, this program would be unique to the UW-System as both a M.S. in Applied Kinesiology and it being completely online. The proposed M.S. in Applied Kinesiology leverages cross-campus collaboration with UW-Whitewater's top-flight Athletics Department, and because it is online it will be accessible to students across the state and country.

Section I – Enrollment

New student (headcount) enrollment projections are based on: 1) the need as suggested by market demand for exercise physiologists, community health workers, and fitness trainers; 2) the program's accessible online format and lack of other programs within the state and region; and 3) prospective students that complete undergraduate programs in the exercise sciences (e.g., Human Performance, Kinesiology, etc.); and 4) future career growth projections based on the prevalence of high obesity and an aging population. UW-Whitewater anticipates 13 new and continuing students enrolled in the first year, and 33% growth in each of the next four years. By the end of Year 5, it is expected that 77 students will have enrolled in the program and 52 will have graduated.

Student FTE calculations are based on the expectation that the majority of students will progress through the program on a full-time basis and complete this 30-credit program in 1.5 years, by taking nine credits fall and spring semesters, a three-credit course during summer, and their final nine credits during fall semester of their second year. This

expectation is based on current trends within the related B.S. Human Performance, where the majority of students are traditional, full-time students and where many of the careers Human Performance/Kinesiology students seek require a master's degree. Therefore, FTE enrollments are calculated assuming 1.0 FTE for both new and continuing student enrollment, since continuing students are expected to be full-time during fall semester of their second year, completing the program in December.

Continuing students are those students who first enroll in the proposed M.S. in Applied Kinesiology program in Year 1 and continue into Year 2. The student retention rate is projected to be 90% based on the retention rates within the School of Graduate Studies at UW-Whitewater. The enrollment projections include five students who are currently enrolled in M.S.E. Professional Studies or the related M.S.E. Higher Education Leadership—Athletic Administration Emphasis programs who would elect to change to the proposed major.

Section II – Credit Hours

The M.S. in Applied Kinesiology is designed so that most students will be full-time and take 21 credit hours of coursework during their first year and will complete their remaining nine credits (their capstone and either practicum or thesis credits) during the fall semester of their second year.

Although the program is designed using existing courses, these courses are not currently taught on a regular basis and would be offered primarily to serve the students within the proposed program, although some of the students from the M.S.E. Higher Education Leadership- Athletic Administration emphasis may elect to enroll in a few of the courses. Therefore, all 30 credits are considered new credit hours.

Section III – Faculty and Staff Appointments

The department's Human Performance faculty team can accommodate the instructional needs of the program. This assignment is possible due to the department's association with UW-Whitewater's Athletics department and the flexibility to assign split-appointment Athletics/Kinesiology staff to a variety of undergraduate courses. However, as the online B.S. in Human Performance program grows in combination with growth of this proposed program, it is anticipated that additional instructional appointments will be necessary leading to the addition of one new faculty appointment (FTE) by Year 5.

The College of Education and Professional Studies can support three credits of administrative release time each semester for the M.S. in Applied Kinesiology coordinator.

Section IV – Program Revenues

Tuition Revenues

UW-Whitewater's IRP Dashboards show that out-of-state students represented 15.99% of the student body during Fall 2020. The Kinesiology Department anticipates a slightly higher representation of non-resident students because the program is online and very few similar online programs exist within neighboring states. Tuition estimates for the proposed program were calculated assuming 80% resident students (at $459.47 per credit hour) and 20% non-resident students (at $1008.48 per credit hour). This yields an average tuition of $569.27 per credit hour across all students (please note calculations include new and continuing). We do not expect students to take more than 9 credits per semester (the tuition plateau is not a factor). For calculation purposes, we expect a 2% increase in tuition rates per year.

Program/Course Fees

Students who enroll in online courses within the College of Education and Professional Studies pay a $50.00 per credit distance education fee. Since this is a fully online program, fees include $50 for every credit hour. In addition, graduate students pay an extra $57.63 in segregated fees per credit hour.

Section V – Program Expenses

Salary and Fringe Expenses

Faculty are in place to teach the courses in the proposed program. New FTE attributable to the program are included in the salary and fringe estimates. Faculty within the Department of Kinesiology teach 12 credits per semester (24 credits per academic year). Considering the program requires 27 credits during the academic year, Section III indicates 1.0 FTE for current faculty/instructional staff, and the need for new faculty/instructional staff starts in Year 2 at .25 FTE and increases in line with student enrollment to 1 FTE in Year 5. Salary expenses are calculated using average salaries for staff already in place, with 40% fringe added and a 3% salary increase per year to reflect faculty promotions and other salary increases.

Other Expenses

No new facilities or equipment are required for the program, and the Department of Kinesiology receives sufficient library resources from the College of Education and Professional Studies to support the program. Additional expenses will include $10,000 per year to market this proposed program, and acquisition of software or other instructional materials.

Section VI – Net Revenue

Net revenues will be invested in support of program and faculty development, and the general support of the College of Education and Professional studies and the University of Wisconsin-Whitewater. The support includes course delivery, instructional design, program marketing, and other items captured in the budget. Additionally, net revenues may be used to invest in other new programs, to offer more graduate assistantships and for additional marketing of the program.

UNIVERSITY OF WISCONSIN WHITEWATER
Office of the Provost

December 13, 2021

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

Dear President Thompson,

Please accept UW-Whitewater's Letter of Commitment for our new Master of Science (M.S.) program in Applied Kinesiology. This program will elevate two existing emphases in our M.S.E. Professional Studies (M.S.E. - P.S.) program, thereby becoming more visible to students and attracting even more enrollment. The program will prepare students for careers as exercise physiologists, cardiac rehabilitation coordinators, collegiate or professional strength and sport coaches, community health program administrators, and for corporate and entrepreneurial careers related to health, fitness, and sport performance. While some entry-level positions are accessible to candidates with bachelor's degrees, most collegiate or professional-level positions require or strongly prefer candidates with master's degrees. Demand for the 30-credit is based on: 1) the need as suggested by market demand for exercise physiologists, community health workers, and fitness trainers; 2) the program's accessible online format and lack of other programs within the state and region; 3) prospective students across the region that complete undergraduate programs in the exercise sciences (e.g., human performance, kinesiology, etc.); and 4) future career growth projections based on the prevalence of high obesity and an aging population. With this new program, the College of Education and Professional Studies 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 M.S.in Applied Kinesiology 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.

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 Kinesiology, the College of Education and Professional Studies Curriculum Committee, the Dean of the College of Education and Professional Studies, UW-Whitewater's Graduate Council, 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 master's program. Department and college staff have thoroughly considered and planned 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 M.S. in Kinesiology 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 positive 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,

John D. Chenoweth

John Chenoweth, Ed.D.
Provost and Vice Chancellor for Academic Affairs

Encl.

cc: Jim Henderson, Interim Chancellor
Kristin Plessel, Interim Associate Vice Chancellor for Academic Affairs
Frank Goza, Dean, College of Letters and Sciences
Carleen Vande Zande, Associate Vice President of APEI, UW System

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION) MASTER OF SCIENCE IN EDUCATION IN EARLY CHILDHOOD EDUCATION POLICY, UW-WHITEWATER

REQUESTED ACTION

Adoption of Resolution C.11., authorizing the implementation of the Master of Science in Education in Early Childhood Education Policy program at the University of Wisconsin-Whitewater

Resolution C.11.: That, upon the recommendation of the Chancellor of UW-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Education in Early Childhood Education Policy program at the University of Wisconsin-Whitewater.

SUMMARY

The University of Wisconsin (UW)-Whitewater proposes to establish a Master of Science in Education (M.S.E.) in Early Childhood Education Policy. This request represents an elevation of the Early Childhood Emphasis currently offered under the UW-Whitewater M.S.E. in Professional Studies. Due to recent workforce shifts during the global pandemic, early childhood educators have emerged as an essential resource, and there exists a dire need for early childhood education advocacy in the larger legislative and education policy arena. This program provides essential interdisciplinary policy insights needed in the field of early childhood. UW-Whitewater's mission statement focuses on inclusion, access, support, and high-quality programming. This proposed program will develop early childhood education policy leaders who will work with non-profit organizations, governmental agencies, advocacy groups, and institutes of higher education to focus on inclusion and support for all children and families. The 30-credit M.S.E. in Early Childhood Education Policy program is designed for both professionals and recent college graduates who aspire to advance their careers through a focus on policy studies. Additionally, this program has a sequence of classes that have been approved through the Department of Public Instruction to endorse an add-on Early Childhood Education license for students licensed in Elementary Education.

Graduates from this program will be prepared for analyst, research associate, counselor, director, and other positions within national and state agencies, as well as non-governmental organizations and associations.

Presenter

- John Chenoweth, 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 June 23, 2021) 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 EDUCATION IN EARLY CHILDHOOD EDUCATION POLICY AT UNIVERSITY OF WISCONSIN-WHITEWATER PREPARED BY UW-WHITEWATER

ABSTRACT

The University of Wisconsin (UW)-Whitewater proposes to establish a Master of Science in Education (M.S.E.) in Early Childhood Education Policy. This request represents an elevation of the Early Childhood Emphasis currently offered under the UW-Whitewater M.S.E. in Professional Studies. Due to recent workforce shifts during the global pandemic, early childhood educators have emerged as an essential resource, and there exists a dire need for early childhood education advocacy in the larger legislative and education policy arena. This program provides essential interdisciplinary policy insights needed in the field of early childhood. UW-Whitewater's mission statement focuses on inclusion, access, support, and high-quality programming. This proposed program will develop early childhood education policy leaders who will work with non-profit organizations, governmental agencies, advocacy groups, and institutes of higher education to focus on inclusion and support for all children and families. The 30-credit M.S.E. in Early Childhood Education Policy program is designed for both professionals and recent college graduates who aspire to advance their careers through a focus on policy studies. Additionally, this program has a sequence of classes that have been approved through the Department of Public Instruction to endorse an add-on Early Childhood Education license for students licensed in Elementary Education. Graduates from this program will be prepared for analyst, research associate, counselor, director, and other positions within national and state agencies, as well as non-governmental organizations and associations.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Whitewater

Title of Proposed Academic Degree Program
Early Childhood Education Policy

Degree Designation(s)
Master of Science in Education (M.S.E.)

Mode of Delivery
Single university, 100% distance delivery (50% or more distance delivery).

Department or Functional Equivalent
Department of Curriculum and Instruction

College, School, or Functional Equivalent
College of Education and Professional Studies

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 92 students will have enrolled in the program and 61 students will have graduated from the program. Continuing student counts in Year 1 reflect individuals who are enrolled in the emphasis and are expected to transfer to this program, once authorized and implemented. The average student retention rate is projected to be at least 90%, based on similar graduate programs in the College of Education and Professional Studies at UW-Whitewater and the established trend in the Early Childhood Education undergraduate programs.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	13	16	20	24
Continuing Students	9	9	11	14	18
Total Enrollment	19	22	27	34	42
Graduating Students	9	9	11	14	18

Tuition Structure

For students enrolled in the M.S.E. in Early Childhood Education Policy program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total $4,653.87 per semester for a full-time student enrolled in 9-15 credits per semester or $517.10 per credit.[1] Of this amount, $459.47 is attributable to tuition and $57.63 is attributable to segregated fees. Nonresident tuition and segregated fees total $9,594.96 per semester for a full-time student enrolled in 9-15 credits per semester, or $1,066.11 per credit. Of this amount, $1,008.48 is attributable to tuition and $57.63 is attributable to segregated fees. Part-time students would pay per-credit tuition and fees as listed above. Distance education fees of $50 per credit will be added to tuition and fee charges.

[1] See https://www.uww.edu/documents/adminaffairs/finance/sfs/Graduate%20Spring.pdf

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S.E. in Early Childhood Education Policy is a 30-credit master's program consisting of six required courses and nine credits of electives. Program learning outcomes span constructivist, ecological, behaviorist, and critical understandings of learning. Building on this foundation, the M.S.E. in Early Childhood Education Policy centers interdisciplinary knowledge and acknowledges historical, theoretical, political, and cultural influences in early childhood education. The M.S.E. in Early Childhood Education Policy provides an array of choices that focus on policy and leadership in the field of early education.

Graduates of the program will impact the policy context in early childhood education through the application of the ten learning outcomes. Application culminates in an in-depth study of a policy issue through an action research project explored during the required three-credit practicum. Students will be placed in state-level advocacy and policy groups, professional organizations which focus on early childhood, national organizations focusing on early childhood policy, and in offices of elected officials. Graduates may pursue work related to legislation and lobbying, district and community policy implementation, coordination and/or administration of programs for children and families including birth to three, preschool, and early elementary education. Future work will support programming within and across local, state, national, and international settings.

Student Learning Outcomes and Program Objectives

By the end of this program, students completing the degree will:

1. Discuss the influence of social, political, historical, and economic conditions on early childhood educational practice and policy.
2. Work as a change agent and advocate for children, families, and early childhood education professionals by leading and supporting policy efforts to move towards a targeted improvement or goal.
3. Explore, analyze, and synthesize an understanding of the context of early childhood education in relation to identity politics and access to education for all children, families, and community members.
4. Demonstrate an ability and commitment to engage in professional, collaborative relationships with children, families, administrators, policy leaders, legislators, and community members.
5. Demonstrate an understanding of, and commitment to, the legal and ethical norms of early childhood education.
6. Present evidence and communicate effectively in written, visual, oral, and online formats to achieve desired outcomes in the field of early childhood education and policy.
7. Articulate a personal philosophy of early childhood education as it relates to policy systems and practice.

8. Demonstrate the ability to design investigations that yield useful information related to early childhood education and policy.
9. Identify a salient issue/problem, analyze current research, and apply it to practice in early childhood education and policy.
10. Create and implement relevant plans for early childhood curriculum and pedagogy.

Program Requirements and Curriculum

The admission requirements for the M.S.E. in Early Childhood Education Policy are the same as other graduate programs in the College of Education and Professional Studies. Students must have a baccalaureate or higher degree from a regionally accredited institution with a GPA of at least 2.75 GPA in undergraduate work. There are no test scores required for admission to the program.

Table 2 illustrates the curriculum for the proposed program. The program requires 30 credits, of which 21 credits are core courses and 9 credits are electives. Special topics courses may include: 1) Early Childhood Education and Care Today: History, Child Development, and Equity; 2) Early Childhood Education and Care Today: Policy, Leadership and Policy Advocacy; 3) Early Childhood Education and Care Today: Examining Practices, Policies, and Key Issues; and 4) Early Childhood Education and Care Policy: Theory, Analysis, and Research.[2]

Table 2: M.S.E. in Early Childhood Education Policy

Program Requirements		**21 credits**
CIGNRL/ EDFOUND 723	Issues, Perspectives and Directions: A Professional Seminar in Education	3 credits
EDFOUND 780	Reading, Analyzing, and Evaluating Educational Research	3 credits
EDUINDP 789	Capstone Seminar	3 credits
EARLYCHD 711	Early Childhood Education: From Theory to Practice	3 credits
EARLYCHD 713	Trends in Curriculum for the Pre-School/Primary Child	3 credits
EARLYCHD 714	Current Issues in Early Childhood Education	3 credits
CIFLD 793	Practicum	3 credits
Electives (Select 3 courses from list below)		**9 credits**
CIGENRL 710	Current Topics in Curriculum and Instruction	3 credits
CIGENRL 696	Special Studies	3 credits
CIGENRL 715	Applied Theory to Practice for Curriculum and Instruction	3 credits
CIGENRL 796	Special Studies	3 credits
EDFOUND 710	Education in a Pluralistic Society	3 credits
SPECED 703	Promoting Reform Through Collaborative Leadership	3 credits
SPECED 766	Professional Collaborations: Families and Community Agencies	3 credits
Total Credits		**30 credits**

[2] Please see the National Center for Children and Families, Early Childhood Policy in Institutions of Higher Education report located at http://policyforchildren.org/ecpihe/

Assessment of Outcomes and Objectives

Program faculty will engage in assessment of the M.S.E. in Early Childhood Education Policy regularly, with oversight from the College of Education and Professional Studies Strategic Planning and Budget Committee, as well as UW-Whitewater's School of Graduate Studies. Assessment processes and findings will also be discussed with graduate faculty members of the Department of Curriculum and Instruction at the end of the spring semester every year.

Embedded assignments, including research papers, policy reports, reaction papers, and comparative framework policy analyses will be used as direct measures of student learning outcomes. Also, students will be asked to complete an exit survey prior to graduation. This survey will inquire about program curriculum and advising, and suggestions for how the program may be improved. Assessment findings and feedback will be used to consider pedagogical and curricular changes to the program.

An advisory board, including early childhood education policy professionals and academics at the state and national level, will be created to share program updates and assessments, and to seek feedback. The board will meet annually and review the M.S.E. in Early Childhood Education Policy curriculum, assessment findings, and achievements as these relate to supporting the field of early childhood education. Also, a comprehensive self-study will be completed every five years as required by the University of Wisconsin-Whitewater graduate audit and review process.[3]

Diversity

The M.S.E in Early Childhood Education Policy will expose students to perspectives, theories, practices, and populations that are diverse and may vary from their own experiences. Program courses and the practicum experience are taught from an equity-minded, inclusive, social justice lens to produce policymakers who can address the most pressing needs of the children and families who are most vulnerable. Practicum sites will include those serving diverse populations in both urban and rural settings and led by individuals representing the populations UW-Whitewater wish to serve (e.g., tribal communities, ethnically and racially diverse, economically challenged).

UW-Whitewater's Early Childhood Education undergraduate coursework centers an understanding of the self within the broader context including courses on identity, culture, and social justice. Similarly, the graduate coursework will interrogate the reciprocal impact of identity self-awareness within systems of privilege and oppression including course topics such as unequal childhoods, racial equity, and the history of equity in early childhood policy. Providing a range of topics and perspectives in the coursework allows each student to recognize where they are situated within the policy context.

[3] UW-Whitewater Audit & Review Process is located at https://www.uww.edu/assessment/audit-and-review

Program recruitment will start with graduates of UW-Whitewater's undergraduate Early Childhood Education programs (of which Early Childhood Education 4U, and Early Childhood Care and Education are two of the most diverse undergraduate programs in the College of Education and Professional Studies) and extend to other programs within UW-Whitewater. The program will also partner with the Wisconsin Early Childhood Association and the National Association for the Education of Young Children to recruit students. Through existing partnerships and marketing materials, which will emphasize an equity-minded, inclusive, social justice lens, the program will attract learners from diverse backgrounds.

There are support services on campus for students to assist in their success within an academic program, including tutoring and counseling services, which are offered online and through telehealth. There will be a coordinator of the program dedicated to advising students and mentoring them individually. It is anticipated that many students who enroll in the proposed program will be working full time. The College of Education and Professional Studies has a long history of delivering programming that is accessible to returning adult learners. Course scheduling supports full-time summer enrollment and part-time engagement throughout the academic year to accommodate the schedules of working professionals/teachers. In addition, credit for prior learning will be considered as many graduate students will be working in ECE-related positions. Supporting students in this manner also supports the goal to enhance the application of early childhood education experience as it relates to policy development and leadership.

UW-Whitewater's Early Childhood Education 4U, and Early Childhood Care and Education undergraduate programs have a history of recruiting and hiring a diversity of instructional staff, and the M.S.E. in Early Childhood Education Policy will do the same. The College of Education and Professional Studies' Higher Education Leadership graduate program offers this model and reflects the diverse demographics of intended future students. Following their model, practitioners in the field will be hired as adjunct instructors to teach some of the program's summer courses, allowing the program leadership team to recruit and hire additional experts who can teach from multiple perspectives through varied lived experiences.

UW-Whitewater recently submitted a grant to increase resources to support students who are bilingual (Spanish and English). If funded, M.S.E. in Early Childhood Education Policy students who are bilingual could benefit from these expanded services.

Collaborative Nature of the Program

UW-Whitewater's undergraduate Early Childhood Education program has articulation agreements with the University of Wisconsin Technical College System, the Lac Courte Oreilles Ojibwe College and is completing an articulation agreement with a community college in Illinois. These partner schools will be places for recruitment along

with possible placements for the practicum experience. Additional practicum opportunities will be made available through existing partnerships with the Wisconsin Early Childhood Association, the National Association for the Education of Young Children, and the Wisconsin Registry. Other partnerships will be forged with local, state, and national organizations to offer diverse practicum experiences.

Projected Time to Degree

It is anticipated that most of the individuals who apply to and are admitted to the program, will be working full time. Course scheduling supports full-time summer enrollment and part-time engagement throughout the academic year to accommodate the schedules of working professionals/teachers. The majority of students are expected to complete the program in 15 months as part-time students during one academic year and full-time students during the summers before and after. However, the program offerings will also be adjusted so students can attend on a part-time basis. The program coordinator will review transcripts and credits will be transferred into the program as applicable.

Program Review

The M.S.E. in Early Childhood Education Policy program will be reviewed according to the UW-Whitewater audit and review process. The audit and review process is intended to facilitate continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program's faculty members engage in a self-study review of the program (led by the program coordinator). A significant focus of the audit and review self-study is assessment, including data collection, analysis, documenting course or program changes that are made based on assessment, and sharing assessment results with relevant constituencies. Other elements addressed in the self-study include program alignment with the institution's mission and goals; enrollment, retention, and graduation data; demand for graduates; student, faculty/staff, and program resources; and departmental recommendations. The audit and review self-study will also identify how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines. The review will include the process used in the program to consider, discuss, and work toward achieving Inclusive Excellence goals, including methods used to recruit and retain diverse students and faculty involved in the program. The review is then forwarded to the Graduate Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the faculty, dean, and provost.

There is a sequence of classes within the M.S.E. in Early Childhood Education Policy that have been approved through the Department of Public Instruction to endorse an add-on Early Childhood Education license for students licensed in elementary education. The add-on license will be reviewed following the current review process that is completed through the DPI.

Accreditation

The program will participate in UW-Whitewater's Higher Learning Commission (HLC) accreditation process, and no additional HLC approvals will be required. The add-on license has already been approved by the Wisconsin Department of Public Instruction. The undergraduate Early Childhood Education program is currently working on accreditation through the National Association for the Education of Young Children (recognized through the Council for Higher Education Accreditation). Once that accreditation is achieved and once the M.S.E. in Early Childhood Education Policy has graduated at least one student (application requirements for NAEYC), the process of the self-study will begin.

JUSTIFICATION

Rationale and Relation to Mission

UW-Whitewater's new mission statement, approved October 8th, 2021, focuses on inclusion, access, support, and high-quality programming. The proposed program emphasizes the same foci as UW-Whitewater's mission statement in that it prepares early childhood education policy leaders who will work with non-profit organizations, governmental agencies, and advocacy groups on access to quality programs that are inclusive and supportive of all children and families. The graduates of this program will be change-makers who will "be creative, innovate and adaptable in dynamic and diverse work and life environments" (UW-Whitewater Mission Statement)[4].

In addition to its commitment to equity, diversity, and inclusion, the M.S.E in Early Childhood Education Policy will also contribute directly to the missions of UW-Whitewater and of the UW-System by transforming lives and promoting the economic development of the state. Graduates of the proposed program will transform the lives of young children and their families in the state, region, and nation through policy and leadership work. Early childhood education is a sound investment with some estimates noting that for every dollar invested in early childhood education, there is a future savings of thirteen dollars.[5] Savings come in the form of reduced need for funding for incarceration and social service support for individuals, and higher graduation rates from high school.

The proposed program at UW-Whitewater supports additional themes in the University's Strategic Plan, including a commitment to serve non-traditional students and students who work full time or live a distance from a university. The proposed M.S.E in Early Childhood Education Policy will contribute to efforts to increase access by being accessible online and asynchronously while offering individualized support.

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[4] See https://www.uww.edu/strategic-plan/mission-vision-value

[5] See https://heckmanequation.org/resource/13-roi-toolbox/

Support has been expressed by the leaders of the UW-Whitewater, the Wisconsin Early Childhood Association, and the Wisconsin Registry (professional development agency). Additionally, there is pending federal legislation that would add unprecedented funding to early childhood education which would necessitate an influx of early childhood education policymakers at all levels of the state and federal government. The UW-Whitewater College of Education and Professional Studies maintains a strong relationship with the Department of Public Instruction; it is anticipated that collaboration will expand as the need for responsive early childhood education policy increases along with the funding.

This program will build on UW-Whitewater's reputation in early childhood education. The impetus includes a dearth of programs at the graduate level in the UW System, the national need for programs to train policy leaders in early childhood education now that there is an infusion of federal dollars, and this program is fully online thus being accessible to current practitioners and those who are not geographically close to Whitewater.

University Program Array

The College of Education and Professional Studies has several undergraduate programs which could feed into the M.S.E. in Early Childhood Education Policy such as Early Childhood Education, Elementary/Middle Education, Special Education, and Communication Sciences and Disorders. Outside of the college, there are other undergraduate programs that could also feed into the M.S.E. in Early Childhood Education Policy such as Social Work, Psychology, or Political Science. The M.S.E. in Early Childhood Education Policy is not designed to take students from other existing graduate programs but instead will offer undergraduate students another high-quality option to continue their work at the graduate level at UW-Whitewater.

Other Programs in the University of Wisconsin System

The proposed M.S.E. in Early Childhood Education Policy would be assigned CIP code 13.1210 Early Childhood Education and Teaching. The UWS Dashboard of Academic Majors does not show any existing masters programs and lists five undergraduate programs, including UW-Parkside, UW-River Falls, UW-Stevens Point, UW Stout, and UW-Whitewater for this CIP code. Although they are listed under slightly different CIP codes, UW-River Falls offers master's degree programs in Elementary Education and Montessori Education, however, neither of those programs are fully offered via distance delivery.

Need as Suggested by Current Student Demand

UW-Whitewater has a long history of offering high quality and rigorous programs in education and the Early Childhood Education bachelor's program has received accolades for its innovation (first dual licensure program in the state), strong record of placement for graduates, and the success of graduates in their positions in the field (many of them have now become cooperating teachers who mentor students from the undergraduate program). However, one of the shortcomings has been limited graduate-level offerings that

provide the opportunity for early childhood graduates to return to UW-Whitewater for continued development into early childhood education leaders. Often, another master's degree at UW-Whitewater or another university is chosen. Graduates from early childhood education programs, and other programs, will be attracted to this master's degree focusing on early childhood education, policy, and social justice. The proposed program will attract students who seek the add-on license, students who already hold the early childhood license, and also students who have a related undergraduate degree (e.g., Communication Sciences and Disorders).

Current and former students from Early Childhood Education and Early Childhood Care and Education who have an interest in continuing their education will be recruited into the new master's degree program. Tables 3 and 4 illustrate student demand from those undergraduate programs, as well as other areas for recruitment, especially those with Elementary licenses. Furthermore, between 2011and 2020, an average of 12 students enrolled each year in the online graduate add on licensure in Early Childhood Education. Students who already have an early childhood background would gain focused insight into advocacy, policy, and leadership through the program. Elementary Education majors are included as those students who currently receive a license for grades first through eighth and have historically enrolled in the Add-on Early Childhood License summer program (see Table 3) which will be embedded in the proposed master's degree program. Special Education students are also included as a possible group of students to recruit as they may find that they want to specialize in Early Childhood Education for their graduate work. Finally, Communication Sciences and Disorders undergraduate students serve as another potential source for enrollment. To receive licensure in speech pathology, students must earn a master's degree in Communication Sciences and Disorders. There are not enough programs for students seeking this master's degree, and it is common for Communication Sciences and Disorders students to work in early childhood settings during their undergraduate student experiences and to decide to pursue careers in early childhood. Having the M.S.E. in Early Childhood Education Policy program affords them an opportunity to work towards a master's degree in a field related to Communication Sciences and Disorders.

Table 3: Undergraduate programs in (or related to) Early Childhood Education offered at UW-Whitewater and enrollment.

Program	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Early Childhood Education	248	231	258	250	268
Early Childhood Care and Education	-	-	1	14	16
Elementary Education	525	552	583	526	535
Special Education	241	247	243	263	247
Communication Sciences and Disorders	197	173	149	149	148

Table 4: Number of initial licenses in possible recruitment areas across the state (Department of Public Instruction data).

Licensure Area	2013-14	2014-15	2015-16	2016-17	2017-18
Early Childhood Education	394	376	227	211	217
Elementary Education	1,468	1,378	1,350	1,203	1,036
Special Education	1,065	964	1,734	1,564	2,045

Data suggest that T.E.A.C.H. (Teacher Education Assistance for College and Higher Education) scholarship recipients provide a population of students to recruit as they exhibit a high interest in continuing education and offer administrative experience in the field. T.E.A.C.H. scholarships are available for associate's and bachelor's degree candidates who are currently working in regulated childcare settings or school-age programs. Approximately 18% of T.E.A.C.H. graduates are employed as directors.[6] This broadens the scope of recruitment to administrators in the field who may benefit from focused coursework to support and enhance their roles as early childhood education policy experts and advocates. Center directors are at the nexus for policy matters. By intentionally recruiting from the T.E.A.C.H. pool of graduates and collaborating with state and national networks, students will access master's degrees supporting higher pay within the field. Creating a pathway for access to higher credentials, specifically serving a diverse pool of early childhood educators, shifts the model to a more equitable system.

Need as Suggested by Market Demand

Equity, access, and the societal value of early childhood education are central in policy discussions as legislators and leaders consider the next steps to meeting workforce needs.[7,8,9] In Wisconsin, 25-30% of the pre-COVID-19 childcare slots are now in temporarily or permanently closed programs, translating to a loss of approximately 50,000 regulated slots.[10] The most recent workforce study conducted by the Wisconsin Early Childhood Association (WECA) in 2016 estimated 22,100 center-based teachers, assistant teachers,

[6] Konrad, T.R. & Russell, S. (2020). Life beyond graduation: Three-year follow-up study of T.E.A.C.H. early childhood scholarship recipients—year two report. Chapel Hill, N.C.
[7] Bouffard, S. M. (2017). The most important year: Pre-kindergarten and the future of our children. New York: Avery.
[8] Interlandi, J. (2018). Why are our most important teachers paid the least? The New York Times Magazine, p30. Retrieved from https://www.nytimes.com/2018/01/09/magazine/why-are-our-most-important-teachers-paid-the-least.html
[9] Goffin, S. (2018). Evaluating early childhood policy as a discipline of inquiry and practice: Preparing the next generation of early childhood policy leaders. Retrieved from http://policyforchildren.org/wp-content/uploads/2020/08/Goffin-Report.pdf
[10] Wisconsin Early Childhood Association. Retrieved from https://wisconsinearlychildhood.org/witpp/child-care-data/

and in-home providers in Wisconsin.[11] While early educators are deemed 'essential' in the workforce there is a disconnection between the workforce and support through legislation, thus posing a need for policy leaders within the field. Approximately 31% of early childhood teachers have some college (i.e., one or more credit-bearing credential), 22.5% of teachers hold an Associate of Applied Science (A.A.S.), 27% of teachers hold a B.A., and only 2.2% have master's level education beyond the bachelor's degree.[12] Given low wages and limited benefits, turnover remains high among early care and education teachers in Wisconsin. The annual turnover rate is 30% and directors reported that approximately 30% of teachers who left their positions, went to jobs outside of the field. These statistical shifts signal urgency to create academic and practical experiences to cultivate a cadre of early childhood education policy professionals equipped to address policy creation and reformation.[13]

The Bureau of Labor Statistics (BLS) shows a job outlook of 11% growth (faster than average) for preschool and childcare center directors. Graduates of this program will be sought as instructors in postsecondary settings and the BLS data predict a 12% job growth outlook between 2020-2030 which is faster than average, with an anticipated 156,700 positions nationally to be added or open because of retirements.[14] Also, an online search for Early Childhood Policy Analyst positions yielded 481 jobs and a search for Early Childhood Director jobs yielded 3,481 positions on Indeed on September 30, 2021. As this program will be offered online, it is appropriate to consider positions throughout the U.S.

The National Association for the Education of Young Children (NAEYC) made the following statement, anticipating the call, "...for a historic $425 billion in simultaneous investments for child care and PreK, which—along with funding in the American Jobs Plan—are designed to build equity, quality, and supply of child care by advancing a supported and compensated early childhood education workforce in centers, schools,

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[11] Dresser, L., Rodriguez A., and Meder, M. (2016). Wisconsin's child care workforce: Wages, benefits, education and turnover of the professional working with Wisconsin's youngest children. Wisconsin Early Childhood Association. Retrieved from https://wisconsinearlychildhood.org/wp-content/uploads/2018/11/2016-Workforce-study.pdf

[12] Whitebook, M., McLean, C., Austin, L.J.E. (2016). Early childhood workforce index 2016. Center for the Study of Child Care Employment. Retrieved from https://files.eric.ed.gov/fulltext/ED568873.pdf

[13] National Association for the Education of Young Children, (2020). Holding on until help Comes: A Survey reveals child care's fight to survive. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/holding_on_until_help_comes.survey_analysis_july_2020.pdf

[14] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Preschool and Childcare Center Directors, at https://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm (visited December 14, 2021)

Head Starts, and homes."[15] With this type of investment in early childhood at the national level, there will be an increased need for leaders in the field at the programmatic, policy, and advocacy level. Graduates from this proposed M.S.E. in Early Childhood Education Policy program would be well-positioned for those roles.

Graduates from this program will be prepared for analyst, research associate, counselor, director, and other positions within agencies such as Wisconsin Early Childhood Association (WECA); Department of Children and Families; The Registry; National Institute for Early Education Research (NIEER); and National Association for the Education of Young Children (NAEYC).

[15] National Association for the Education of Young Children (2020). Retrieved from https://www.naeyc.org/resources/blog/statement-american-families-plan

University of Wisconsin - Whitewater
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2022	2023	2024	2025	2026
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	10	13	16	20	24
	Enrollment (Continuing Student) Headcount	9	9	11	14	18
	Enrollment (New Student) FTE	6.70	8.38	10.47	13.09	16.36
	Enrollment (Continuing Student) FTE	6.03	6.03	7.54	9.42	11.78
II	**Total New Credit Hours**	210.0	262.5	328.1	410.2	512.7
	Existing Credit Hours	81.0	81.0	101.3	126.6	158.2
III	**FTE of New Faculty/Instructional Staff**	0	0	0	0	0
	FTE of Current Fac/IAS	0.5	0.5	0.5	0.5	0.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
IV	**Revenues**					
	From Tuition (Fall & Spring)	$71,728	$89,660	$112,075	$140,094	$175,117
	From Tuition (Summer)	$54,081	$61,197	$76,496	$95,620	$119,524
	From Fees (Dist Ed Fees)	$14,550	$17,175	$21,469	$26,836	$33,545
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$0	$0	$0	$0	$0
	Total New Revenue	$140,359	$168,032	$210,039	$262,549	$328,187
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$68,250	$70,298	$72,406	$74,579	$76,816
	Summer Instructional Staff	$48,125	$49,569	$51,056	$52,587	$54,165
	Summer Other Staff-Program Coordination	$6,250	$6,438	$6,631	$6,830	$7,034
	Other Expenses					
	Facilities	$0	$0	$0	$0	$0
	Equipment	$0	$0	$0	$0	$0
	Marketing	$10,000	$10,000	$10,000	$10,000	$10,000
	Other (please list)					
	Total Expenses	$132,625	$136,304	$140,093	$143,996	$148,016
VI	**Net Revenue**	$7,734	$31,728	$69,947	$118,554	$180,171

Provost's Signature: John D. Chenoweth	**Date:** 1/5/2022
Chief Business Officer's Signature: Dean J. Arnold	**Date:** 1/5/2022

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-WHITEWATER
MASTER OF SCIENCE IN EDUCATION -
EARLY CHILDHOOD EDUCATION POLICY

Introduction

The proposed M.S.E. in Early Childhood Education Policy at UW-Whitewater elevates an existing emphasis within the M.S.E. Professional Studies program, thereby making the program more visible to students and attracting more enrollments than the current emphasis. The program will be offered fully online and will rely primarily on resources that are currently in place. The courses making up the curriculum exist and are regularly taught by 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 throughout anticipated increases in enrollment.

Section I – Enrollment

Student headcount reflects anticipated new student enrollment based on current enrollment trends in the B.S.E. Early Childhood program, shortness in existing graduate programs within the state and region, national trends, and the accessibility created by offering the program fully online.

We anticipate 19 students enrolled in the first year and 25% growth in each of the next four years. By the end of Year 5, it is expected that 92 students will have enrolled in the program and 61 will have graduated. Continuing students are those students who first enroll in the proposed M.S.E. in Early Childhood Education Policy program in Year 1 and continue into Year 2, 3, etc. The enrollment projections include nine students who have already completed the Add-on Early Childhood license or are currently enrolled in the M.S.E. Professional Studies—Early Childhood Emphasis who elect to change to the proposed program. The student retention rate is projected to be 90% based on the retention rates within the School of Graduate Studies at UW-Whitewater.

Considering the program targets working professionals in the field of education, most students are expected to proceed through the degree on a part-time basis during the academic year, and full-time during a summer session. It is expected that each student (headcount) will take 9 credits during the summer of their first year,12 credits during their first academic year (6 credits each fall and spring semester), and the remaining 9 credits during the second summer. Therefore, it is projected 0.67 FTE during the academic year, since most students will take 12 credits, whereas a full-time student would take 18 credits per year (12/18=.67).

Section II – Credit Hours

The M.S.E. in Early Childhood Education Policy program requires 30 credits, all attributed to major/program requirements. Credit hours are multiplied by 21 during Year 1, and nine during Year 2, to represent the expected coursework schedule.

Section III – Faculty and Staff Appointments

The proposed M.S.E. in Early Childhood Education Policy program will be housed in the Department of Curriculum and Instruction. Faculty who are currently teaching courses in the M.S.E. Professional Studies—Early Childhood Education emphasis will continue to teach in the new program. UW-Whitewater will offer four course sections per academic year, and seven courses per summer session which are offered on a self-supporting basis at UW-Whitewater. All courses within the program are three credits. Current full-time faculty will teach all of the fall/spring sections (0.50 FTE); no new faculty will be needed. Faculty in UW-Whitewater's College of Education and Professional Studies typically teach four courses per semester. Beyond Year 5 as demand grows, additional courses may be taught by department-approved adjuncts who meet HLC qualification requirements.

A faculty coordinator is required to administer the program (hire a graduate assistant, recruit and admit students, advise students, etc.). The faculty coordinator would receive a one-course reassignment per semester (.25 FTE) and a summer stipend of $5,000 to meet all academic obligations.

Section IV – Program Revenues

<u>Tuition Revenues</u>

UW-Whitewater's IRP Dashboards show that out-of-state students represented 15.99% of the student body during Fall 2020. The Curriculum and Instruction Department anticipates a slightly higher representation of non-resident students because the program is online, there are few other online options available, and national trends indicate a growing need for Early Childhood Education Policy professionals. Tuition estimates for the proposed program were calculated assuming 80% resident students (at $459.47 per credit hour) and 20% non-resident students (at $1008.48 per credit hour). This yields an average tuition of $569.27 per credit hour across all students (please note calculations include new and continuing). During the summer sessions, students are expected to take credits beyond the tuition plateau. Students are expected to take nine credits during the summer sessions before and after the first year, whereas the UW-Whitewater summer tuition plateau is five credits. Therefore, summer tuition is calculated by multiplying Headcount X 5, rather than the nine credits students are expected to take. For calculation purposes a 2% increase in tuition rates is excepted per year.

Program/Course Fees

Students who enroll in online courses within the College of Education and Professional Studies pay a $50.00 per credit distance education fee. Since this is a fully online program, fees include $50 for every credit hour. In addition, graduate students pay an extra $57.63 in segregated fees per credit hour.

Section V – Program Expenses

Salary and Fringe Expenses

Faculty are in place to teach the courses in the proposed program. New FTE attributable to the program is included in the salary and fringe estimates. As detailed in Section III, current faculty/instructional staff is calculated at 0.75 FTE, considering 0.5 for course instruction and 0.25 for administrative staff/program coordination. Salary expenses are calculated using average salaries for staff already in place, with 40% fringe added and a 3% salary increase per year to reflect faculty promotions and other salary increases. Compensation for summer instruction occurs on a course-by-course basis, where instructors receive $5,500 for each 3-credit course. A fringe estimate of 25% has been added for summer instruction, along with a 3% salary increase per year.

Other Expenses

No new facilities or equipment are required for the program, and the Department of Curriculum and Instruction receives sufficient library resources from the College of Education and Professional Studies to support the program. Program marketing will be an additional expense, UW-Whitewater intends to commit $10,000 per year to market this proposed program.

Section VI – Net Revenue

Net revenues will be invested in support of program and faculty development, and the general support of the College of Education and Professional Studies and the University of Wisconsin-Whitewater. The support includes course delivery, instructional design, program marketing, and other items captured in the budget. Additionally, net revenues may be used to invest in other new programs, to offer more graduate assistantships, and for additional marketing of the program.

UNIVERSITY OF WISCONSIN WHITEWATER
Office of the Provost

December 10, 2021

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

Dear President Thompson,

Please accept UW-Whitewater's Letter of Commitment for our new Master of Science in Education (M.S.E.) program in Early Childhood Education Policy. This program will elevate an emphasis that already exists in our M.S.E. Professional Studies program, thereby making the program more visible to students and attracting even more enrollment. The program will prepare students for work related to legislation and lobbying, district and community policy implementation, and coordination and/or administration of programs for children and families including birth to three, preschool, and early elementary education. The 30-credit M.S.E. in Early Childhood Education Policy program is designed for both professionals and recent college graduates who aspire to advance their careers through a focus on policy studies. With this new program, the College of Education and Professional Studies 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 M.S.E. in Early Childhood Education Policy 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.

2. We have institution-wide support and approval for this new program through every phase of our campus governance process. The proposal was approved by the Department of Curriculum and Instruction, the College of Education and Professional Studies Curriculum Committee, the Dean of the College of Education and Professional Studies, UW-

Whitewater's Graduate Council, 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 master's program. Department and college staff have thoroughly considered and planned 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 M.S.E. in Early Childhood Education Policy 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 positive 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,

John Chenoweth, Ed.D.
Provost and Vice Chancellor for Academic Affairs

Encl.

cc: Jim Henderson, Interim Chancellor
Kristin Plessel, Interim Associate Vice Chancellor for Academic Affairs
Frank Goza, Dean, College of Letters and Sciences
Carleen Vande Zande, Associate Vice President of APEI, UW System

Education Committee **Item D.**
February 10, 2022

ACADEMIC UNIT REALIGNMENT PROPOSAL, UW-MILWAUKEE

REQUESTED ACTION

Adoption of Resolution D, approving establishment of the College of Architecture and Arts, the College of Applied Social Sciences, Joseph J. Zilber College of Public Health, and the College of Health Professions and Sciences, and Schools of Nursing, Rehabilitation Sciences and Technology, and Biomedical Sciences at UW-Milwaukee.

Resolution D: That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Board of Regents authorizes the University of Wisconsin-Milwaukee to establish the College of Architecture and Arts, the College of Applied Social Sciences, Joseph J. Zilber College of Public Health, and the College of Health Professions and Sciences, and Schools of Nursing, Rehabilitation Sciences and Technology, and Biomedical Sciences.

SUMMARY

The University of Wisconsin–Milwaukee (UWM) seeks approval to realign eight existing schools, colleges, and their programs into four new colleges. Existing School of Architecture and Urban Planning, Peck School of the Arts, School of Education, School of Information Studies, Helen Bader School of Social Welfare, College of Nursing, College of Health Sciences, and Joseph J. Zilber School of Public Health will be reorganized into the following four colleges:

1. College of Architecture and the Arts;
2. College of Applied Social Sciences;
3. Joseph J. Zilber College of Public Health; and,
4. College of Health Professions and Sciences.

The College of Health Professions and Sciences will include three new schools: School of Nursing, School of Rehabilitation Sciences and Technology, and School of Biomedical Sciences.

The realignment does not affect the program array offered by UW-Milwaukee nor does it impact the accreditation status of programs involved in the realignment. The proposed realignment does not affect the College of Letters and Science, College of Engineering and

Applied Science, College of General Studies, the Lubar School of Business, and the School of Freshwater Sciences.

UWM's Chancellor established the 2030+ Think Tank in Fall 2019 as a supplement to UWM's strategic direction efforts examining how UWM can position itself for success in the year 2030 and beyond. The Think Tank included cross-campus representatives and examined UWM's challenges and opportunities for the future. The group issued its recommendations in Spring 2020. In Fall 2020, the 2030 Implementation Team was charged with addressing the four priority actions outlined in the 2030+ Think Tank's final report:

1. Revise the undergraduate student experience and develop core competencies that make a UWM education distinctive;
2. Make UWM radically welcoming and engaging for all;
3. Review our school/college organizational structure and program array; and
4. Advance research excellence.

The 2030 Implementation Team's final report, issued in Spring 2021, identified eight action plan priorities to advance the 2030 efforts. One of the recommended priorities was to evaluate and propose a realignment of UWM's colleges and schools to better serve students and the university in the coming decades. The Report articulates the rationale behind school and college realignment, including continuing demographic shifts and declining enrollments, decreased state support, and changing social and political expectations regarding higher education. The Report also mentions the large number of UWM academic units compared to similar universities, and that realignment could facilitate increased interactions between schools and colleges.

Following chancellor and provost approvals of the 2030 Implementation Team Report, UWM Academic Affairs moved forward on several recommendations, including assessing school, college, and program realignment. In late spring 2021, UWM Provost charged several workgroups that included faculty, staff and administrators to investigate unit realignments. The realignment groupings for eight existing schools and colleges included:

1. School of Architecture and Urban Planning and Peck School of the Arts;
2. Helen Bader School of Social Welfare and School of Education and School of Information Studies; and,
3. College of Health Sciences and College of Nursing and Zilber School of Public Health.

From these three groupings, four realignments and new unit names were proposed by the workgroups:

1. College of Architecture and the Arts;
2. College of Community Learning and Innovation;
3. Joseph J. Zilber College of Public Health; and,
4. College of Health Professions and Sciences.

The official effective date for all proposed realignment actions is July 1, 2023.

Many of UWM's schools and colleges have interim deans in place. The proposed realignments present the opportunity to integrate and realign several units without having to recruit and hire a new set of deans. The plan is to utilize existing dean talent for the realignments: Dean of the current College of Health Sciences will become the Dean of the Zilber College of Public Health; the Dean of the current College of Nursing will become the dean of the College of Health Professions and Sciences; and the Dean of the current Helen Bader School of Social Work will become the dean of the College of Community Learning and Innovation. For the College of Architecture and the Arts, a national search will be conducted as we get closer to the official implementation date in July 2023.

Presenter(s)

- Johannes Britz, Provost and Vice Chancellor, UW-Milwaukee

BACKGROUND

UWM has identified the following stated objectives and benefits from the realignment as proposed.

i. **Fewer administrative structures/units**: The proposals reduce the number of Academic Affairs' administrative structures from 16 to 11. Fewer administrative structures are beneficial in that fewer units will result in increased coordination and integration of services and programs within each unit and amongst the various units. This coordination and integration will allow for more consistency of services to employees and students.

ii. **Efficiencies and Cost Savings**: With fewer units comes fewer administrative positions and duplicated services for each unit. Many of the units being realigned are relatively small (in comparison to the College of Letters & Science) and there are efficiencies to be gained from non-duplicated coordination within the realigned units.

iii. **Coordination of Student Services**: One of the recognized challenges in the 2030 Report is making UWM more student centric. And one of the barriers to making UWM more student centric is the lack of coordinated student services, like advising, recruiting, and other student support services. Currently, there may be a dozen or more approaches within UWM for how it supports student success. Proposed realignments will afford the opportunity to coordinate and integrate these students support services, including more centralized advising guidance and support.

iv. **Updating Budget Model**: One of the 2030 recommendations is to update the existing budget model, especially related to the student contact hour allocation model. These realignments, in conjunction with general education reform, provide the opportunity to restructure unit budget models in a consistent and beneficial manner. While this work is in progress, the realignments make updating the budget model more achievable.

v. **Accreditation**: One of the key components of the provost's charge to the various units in their investigations of unit realignment was to guarantee that unit/program accreditation be maintained. The proposed realignments maintain unit/program accreditation with their various accrediting agencies. Additionally, the proposed realignments offer future collaborations and opportunities that may arise from the realignment and increased opportunities for faculty and staff to communicate across the respective schools within the unit. Higher Learning Commission approvals for the proposed realignments are not required.

Related Policies

- SYS 102 Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, Section 8.2

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

ATTACHMENTS

A) Final UW-Milwaukee Unit Realignment Proposal with Timeline, Program Array, and Organization Chart
B) Provost's Letter

UW-MILWAUKEE UNIT REALIGNMENT PROPOSAL WITH TIMELINE, PROGRAM ARRAY, AND ORGANIZATION CHART

Leadership Plans
Many of UW-Milwaukee's (UWM)'s schools and colleges have interim deans in place. The proposed realignments present the opportunity to integrate and realign several units without having to recruit and hire a new set of deans. The plan is to utilize existing dean talent for the realignments: Dean of the current College of Health Sciences will become the dean of the Zilber College of Public Health; the Dean of the current College of Nursing will become the dean of the College of Nursing, Health Professions and Sciences; and the Dean of the current Helen Bader School of Social Work will become the dean of the College of Applied Social Sciences. For the College of Architecture and the Arts, a national search will be conducted as we get closer to the official implementation date in July 2023.

UWM Policy and Procedure Changes
The Provost's Office and deans have started discussing with Secretary of the University about the needed changes to UWM's Policy & Procedures (P&P). Three of the realignments propose having schools within a college. While this is a new model for UWM, it is not unknown within UW System institutions. UWM is confident that the necessary changes to P&P can be accomplished upon approval by the Board. P&P changes will be presented to shared governance for all required approvals as the implementation process advances following approvals.

Timeline
A timeline for the realignment process exists in Appendix A. Upon receipt of the Board approval, UWM will officially start the many concurrent realignment efforts. It is anticipated that all academic, student support, research support, finance, human resources, information technology, faculty and staff support systems will be fully aligned with the new structure by the start of the fiscal year 2023-24.

UNIT IDENTITY & PROPOSED REALIGNMENT ACTIONS

College of Architecture and the Arts: The proposed new college will be comprised of the School of Architecture and the Peck School of the Arts (PSOA). The department of Urban Planning currently housed within the School of Architecture and Urban Planning (SARUP) will join the College of Community Learning and Innovation (as detailed below). Both schools within the College of Architecture and the Arts will remain departmentalized units. The School of Architecture will launch with one department, anticipating adding more departments in the future.

The current interim deans of SARUP and PSOA signed an MOU on September 23, 2021, agreeing to the following basic parameters of this consolidation within a new college:

a. Schools maintain their own identities within the new college.
b. No change to graduate or undergraduate program arrays offered by the departments.
c. Each current school will be managed by a "Vice Dean" reporting to a college dean.
d. Budgets for the Schools remain separate, overseen by its Vice Dean in consultation with the Dean.
e. No position cuts are intended, but opportunities will be explored.
f. Both schools need grant-writing support.

The principal purpose of the creation of the new college is to increase collaboration—programmatically and in relation to faculty, staff, and student academic and administrative services, and to reveal opportunities for efficiencies over time. Table 1 in Appendix B details the program array within this new college.

College of Applied Social Sciences: The proposed new college will be comprised of three schools and one department:

1. School of Education (SOE);
2. Helen Bader School of Social Welfare (HBSSW);
3. School of Information Studies (SOIS); and,
4. Department of Urban Planning.

Under the proposed structure, there will be one dean for the college. Each school will retain a leadership person (e.g., vice/associate dean, or director). The three schools will retain their current names and current structures, with SOE and HBSSW remaining departmentalized and SOIS remaining non-departmentalized. Shared governance structures in the schools will remain the same. In addition to housing schools, the college will house one department directly under the college: the Department of Urban Planning (currently a department in SARUP). Table 2 in Appendix B details the academic programs within each school or department.

Overview — Health Programs Realignments: The proposed health programs realignments result from the collaborative efforts of leaders and faculty of the current College of Health Sciences (CHS), the College of Nursing (CON), and the Zilber School of Public Health (ZSPH). The health programs realignment team looked at both similar program arrangements at comparable institutions and considered natural fit between programs as seen in clinical settings (i.e., patient-facing/direct patient contact settings) and public health, population health, and community-based settings (where prevention and community interaction/empowerment is common). Furthermore, the realignment team considered the Zilber School of Public Health and College of Nursing's unit-level

accreditation requirements, as well as program-level accreditation requirements in the College of Health Sciences. Accreditation requirements drove the need to have two health-focused colleges rather than one. Therefore, units/programs were aligned based on their health emphasis with one of two new colleges: one with a *population-health* focus (Zilber College of Public Health) and one with a *health-care* emphasis (College of Health Professions and Sciences), an important distinction within the larger health field.

With one exception, all programs in each CHS, CON and ZSPH will be realigned with either the Zilber College of Public Health or the College of Nursing, Health Professions and Sciences. Currently, discussions are underway to house the Health Care Administration (HCA) program in the Lubar School of Business, pending AACSB accreditation requirements. Alternate options include HCA joining either of the two health colleges. A separate request to UWM shared governance will be submitted once the HCA decision is finalized.

Joseph J. Zilber College of Public Health: The proposed college will consist of:

1. the Zilber School of Public Health (ZSPH);
2. the Kinesiology Department and Nutrition program from CHS; and,
3. the Health Informatics faculty and associated programs from CHS.

The Council on Education for Public Health (CEPH) accreditation requirements are very proscriptive and limit how accredited public health programs are structured. The Zilber College of Public Health will not be organized into schools within a college because a School of Public Health located within a college is not a CEPH–accreditable structure. Accreditable structures being considered are: 1) fully non-departmentalized unit; 2) fully departmentalized unit; 3) hybrid model with public health remaining non-departmentalized and possibly 1-2 departments. The Zilber College of Public Health will be led by a dean and appropriate leadership for each of the program areas, as determined by the structure.

The program array included in the proposed Zilber College of Public Health is presented in Appendix B, Table 3. There will likely be some shared programming across the Zilber College of Public Health and the College of Health Professions and Sciences.

College of Nursing, Health Professions and Sciences: The proposed college will consist of three schools:

1. School of Nursing;
2. School of Rehabilitation Sciences and Technology; and,
3. School of Biomedical Sciences.

The College of Health Professions and Sciences will be led by a dean, and each individual school will be led by an associate/vice dean who will act as the executive director of the school. Table 4 in Appendix B details the program array in the proposed College of Health Professions and Sciences structure. The School of Rehabilitation Sciences and Technology

will be comprised of the CHS departments of Communication Sciences and Disorders and Rehabilitation Sciences and Technologies.

The proposed restructuring of the College of Nursing, Health Professions and Sciences is centered on bringing complementary academic units into a single college, with a focus on health, healthcare delivery and patient/client care services in our communities. The restructuring offers the potential for increased and novel collaboration in research, teaching and community service through our diverse programming, students, faculty, academic and university staff.

TIMETABLE FOR PROPOSED REALIGNMENT ACTIONS

The official effective date for all proposed realignment actions is July 1, 2023.

In the transition period, essential functions including business and financial, human resources, student support, information systems, academic and research support, marketing, and school/college governance will be aligned to meet the needs of the new college and its constituent schools. Transition period work will require up to 15 months for the relevant units to complete their tasks while serving the needs of students, faculty, and staff during the transition period. More details on the work planned during the transition period is presented in Appendix A, which is common to the entire restructuring project. Budget authorities remain with the currently existing units until the start of fiscal year 2024. Starting in Fall 2022, new students admitted to Fall 2023 will be admitted into the new, realigned programs/schools/colleges.

Core services such as human resources, procurement, business, and financial services will be coordinated through the shared services unit supporting the respective unit. Although the shared service model is in place for each unit, some reorganization of shared services personnel may be required. Some of these conversations are already taking place.

Faculty, academic staff, and graduate assistant appointments in current academic units will be moved to the new schools created. Program specialists and certain clinical placement supports will likely need to be held within existing schools, while other administrative supports would obviously benefit from a more centralized model across schools as appropriate for optimal efficiency.

After receiving all approvals for the establishment of the realigned colleges and schools, each unit will establish working groups of faculty, staff, and administrators to develop governance documents for the operation of the units in accordance with UWM policies and procedures. Additionally, workgroups will be developed to work through transition details related to shared services, student success, and program collaborations.

Due to CEPH accreditation, the Zilber College of Public Health's timeline is more complex and is included in Table 1 of Attachment A.

IMPACT OF PROPOSED REALIGNMENT ACTIONS ON ACADEMIC PROGRAMS, RESOURCE UTILIZATION, PERSONNEL AND STUDENTS

Academic programs: The proposed realignment actions do not affect UWM's academic program array. The programs and associated faculty and academic staff will be relocated together in a new organizational structure. As such, the instructional programs will continue to be delivered and overseen by the same faculty and staff as in the current structure. Programs in each college and school are provided in the respective tables of Appendix B. There is no anticipated impact on program support within the realigned units. The academic programs moving from CHS to the Zilber College of Public Health are planning to review and make the necessary curricular changes to meet the CEPH accreditation requirements.

Scholarship and Research: The proposed unit realignments are expected to positively impact scholarship, research, and creative activity within and across colleges and schools. For example, programs in PSOA and SARUP have strong missions of community engagement and improving the artistic, aesthetic, and social environment of Milwaukee and the State of Wisconsin through creative activity. The combination of these schools within a new college is expected to increase the awareness of the activities across the college in ways that spark new collaborations in scholarship and creative work. Similarly, faculty in all areas of the proposed College of Applied Social Sciences have a strong mission of community engagement, social justice, and experiential learning. Several faculty members in the units also focus on urban populations and communities. It is expected that joining these units under one college structure will lead to increased collaborations and innovations. CON, CHS, and ZSPH currently share an Associate Dean for Research. Grant administration including pre- and post-award functions in these schools is provided by the Shared Office for Administration of Research (SOAR). These arrangements will continue to support research and scholarship efforts of the faculty in both health colleges. Research collaborations among faculty from the different departments will continue after the restructuring.

Community Engagement: As an urban research institution, UWM has a responsibility to meet the needs of the community. The issues are complex and require an interdisciplinary and holistic response. With the rational realignment of the programs within their respective proposed units, UWM will be better positioned to serve the needs of the region through its various academic and outreach programs.

For other realigned units, the proposed realignment actions will not negatively impact accredited programs within the new units. Accreditation is at the program level and, since

the programs (including curricula, learning outcomes/competencies, assessment methods, clinical placements, preparation for professional practice, etc.) are not changed by the proposed action, there is no anticipated impact on accreditation. Also, many accrediting bodies are identifying interprofessional education as a program criteria, and UWM's proposed unit realignments will help support these efforts. Change notifications will be sent to accrediting bodies as required.

Resource utilization: Resource utilization will be minimally impacted by the proposed realignments. No new resources are needed to implement the realignment proposal. The resources available to the current eight schools/colleges will be redistributed to the new colleges. Upon approval of the realignment proposal, Business and Financial Services (BFS) office will build the budgets for the restructured units for FY24. This process is planned to begin in spring 2022 and to be completed prior to the implementation.

Student Services: Realignment of the schools will allow for the sharing of services to enhance student, faculty and staff support. Due to years of budget reductions, many services in schools have been reduced or eliminated. This has led to inefficiencies as individuals are performing functions that are outside of their job descriptions. By combining resources and sharing services, new opportunities are created to restore many of these functions without adding additional costs. For example, when the director of student services in HBSSW retired, the school was able to maintain the same level of student support without hiring a replacement by extending the efforts of the assistant deans in SOIS and SOE. Currently, the assistant dean of SOE is also working on an evidence-based, data-informed retention and recruitment plan to be implemented in all three schools. The schools have also shared staff to assist with event planning and student–centric activities.

Space: No changes in the use or assignment of spaces or facilities are anticipated. Programs will continue to utilize existing spaces and facilities. Programs and staff will review opportunities and needs systematically as these arise in the future. This can be coordinated with the five-year space optimization program being implemented.

Administration: Combining the multiple schools/colleges/programs into fewer administrative structures leads to a reduction of dean-level positions. Additionally, it is anticipated that coordination of services among the units in the future will lead to cost savings. The exact cost savings for each of the realignments is not yet determined. BFS will work with each new academic unit to develop the budgets based on the model proposed. Additionally, gap analyses will be conducted to identify opportunities for additional efficiencies, cost savings, and coordination of services across each school/college.

Faculty, staff, and students: There is no anticipated impact on the number of faculty, academic, and university staff associated with the proposed realignments. Existing workload models will continue to be applied after the restructuring. Plans for integrated

staffing models within each new realigned unit will be pursued as part of the restructuring process and gap analyses.

There are no anticipated impacts on students under the proposed realignments. Students will be served by current faculty and staff. Program and course offerings will remain the same in units under the new structures, thus there will be no impact on student matriculation, progress or graduation. The only observable feature for students will be a college or school name change.

PLAN FOR ASSESSING PROPOSED OUTCOMES

In addition to UWM metrics, many programs have metrics that are regularly tracked as part of program review or accreditation. Additionally, UWM's annual budget meetings provide ongoing opportunity to assess outcomes, such as retention and graduation of students, faculty scholarly activities, extramural support for research, and outreach activities. Regular restructuring updates will be provided to UWM shared governance.

Appendix A
REALIGNMENT TIMELINE

NOVEMBER 2021

1. Proposal of Restructuring Plan completed and ready for submission:
    a. Submit to APBC, week of 11/1/21.
    b. Concurrently distribute to academic units/faculty for two-week notice
    c. After APBC Review, send to both Senate Codification (12/1 meeting) & Senate Rules (12/2 meeting).

2. Start preparing/deciding …
    a. New Academic Unit Name – Due Dec 1, 2021.
    b. Mission Statement/Value Proposition
    c. Organization Chart
    d. Bylaws and governance

DECEMBER 2021

1. Proposals reviewed by Faculty Senate, Dec. 16

JANUARY 2022

1. Bundle Approved/Pending Proposals for submission to UWSA and BOR

2. Realigned Units finalize plans for how they will market themselves to prospective students

FEBRUARY – AUGUST 2022

1. BOR review of UWM Realignments

2. Realignment Units finalize structures for coding. Impacts: RO, Finance, OAIR

3. Begin discussions with UR regarding marketing plans and website restructuring

4. Realignment Units work with UWM Foundation to determine alumni communication plans

5. Realigned units identify any curricular changes/details requiring unit or Institutional shared governance review. Prepare those documents for review.

6. Identify and prepare any documentation for accrediting bodies.

7. Realignment Units determine internal communication plans to current students: changes and impacts.

8. Zilber College of Public Health has additional timeline guidance due to CEPH accreditation requirements.

SEPTEMBER 2022

1. Begin implementation of new academic units.

2. Budget authorities and structures remain in place until July 1, 2023.

OCTOBER 2022

1. Zilber reaccreditation final review.

JULY 2023

1. Formal implementation start date, July 1.

Table 1: ZILBER COLLEGE OF PUBLIC HEALTH OVERLAPPING TIMELINES

	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
ZSPH CEPH Reaccreditation	NOV: Comments back from Initial Self-Study	JAN: Final self-study due FEB: Site visit	JUL/AUG: Council mtg	SEPT/OCT: Council decision			
MPH-RD ACEND/CEPH Accreditation			EARLY JULY: ACEND self-study due	OCT: ACEND site visit	APRIL: ACEND Council mtg POST-APRIL: CEPH notification of substantive change for MPH-RD		Launch MPH-RD with first cohort
Re-Org Campus Approvals	Faculty Senate & Regents Approval						
Campus-based Re-Org Curriculum Change Approvals		Program Change Forms at Unit and Campus Level to allow for the CEPH Learning Objectives					
College A CEPH Approval					Submit the Admin & Curriculum Sub Change Forms to CEPH for ZCPH		Launch re-branded/re-configured ZCPH

Appendix B

Table 1: College of Architecture and the Arts Academic Program Array

College of Architecture and the Arts	Bachelor's Degrees	Master's Degrees	Doctoral Degrees
School of Architecture			
Architectural Studies	BS		
Architecture	BArch†	MArch, MS	PhD
Urban Design		MUD*	
Peck School of the Arts			
Animation	BA		
Art	BA, BFA	MA, MFA	
Art Education	BFA		
Dance	BA, BFA	MFA*	
Design and Visual Communication	BFA		
Film	BFA		
Music	BA, BFA	MM	
Music Education	BFA		
Cinematic Arts		MFA	
Theatre Arts	BA, BFA		

* Online degree † In progress

Table 2: College of Community Learning and Innovation Academic Program Array

College of Applied Social Sciences	Bachelor's Degrees	Master's Degrees	Doctoral Degrees
School of Education			
Administrative Leadership & Supervision in Education		MS*	
American Sign Language/English Interpreting	BS†		
Community Engagement and Education	BS*		
Cultural Foundations of Community Engagement & Education		MS*	
Curriculum and Instruction		MS	
Education	BS		
Educational Psychology		MS	PhD
Exceptional Education	BS	MS	
School Psychology		EdS	
Urban Education			PhD
School of Information Studies			
Information Science & Technology	BS*	MS*	
Information Studies			PhD
Library & Information Science		MLIS*	
Helen Bader School of Social Welfare			
Criminal Justice and Criminology	BS	MS	
Social Work	BS	MSW*	
Social Welfare			PhD
Department of Urban Planning			
Urban Design		MUD*	
Urban Planning		MUP	

* Online degree † In progress

Table 3: Zilber College of Public Health Academic Program Array

Current Unit	Degree Program				
	Bachelor's	**Accelerated Master's**	**Master's**	**Combined Master's**	**Doctoral**
Health Informatics		MS Healthcare Informatics		MS Healthcare Informatics/MLIS	
Kinesiology	BS, Kinesiology		MS, Kinesiology		PhD, Kinesiology
Nutrition	BS, Nutritional Sciences		MPH/RD (coming soon)		
Public Health	BS, Public Health	BSPH/MPH-CBHP	MPH-CBHP	MPH/MSW	PhD, Public Health-CBHP
		BSPH/MPH-Epi	MPH-Epi		PhD-Epi
		BSPH/MPH-EHS	MPH-EHS		PhD-EHS
		BSPH/MPH-PHPA	MPH-PHPA		
			MPH-Biostat		PhD, Public Health-Biostat
			MS, Biostat		
			MPH/RD (coming soon)		
Shared with College B		BS Kines/MS Athletic Training			

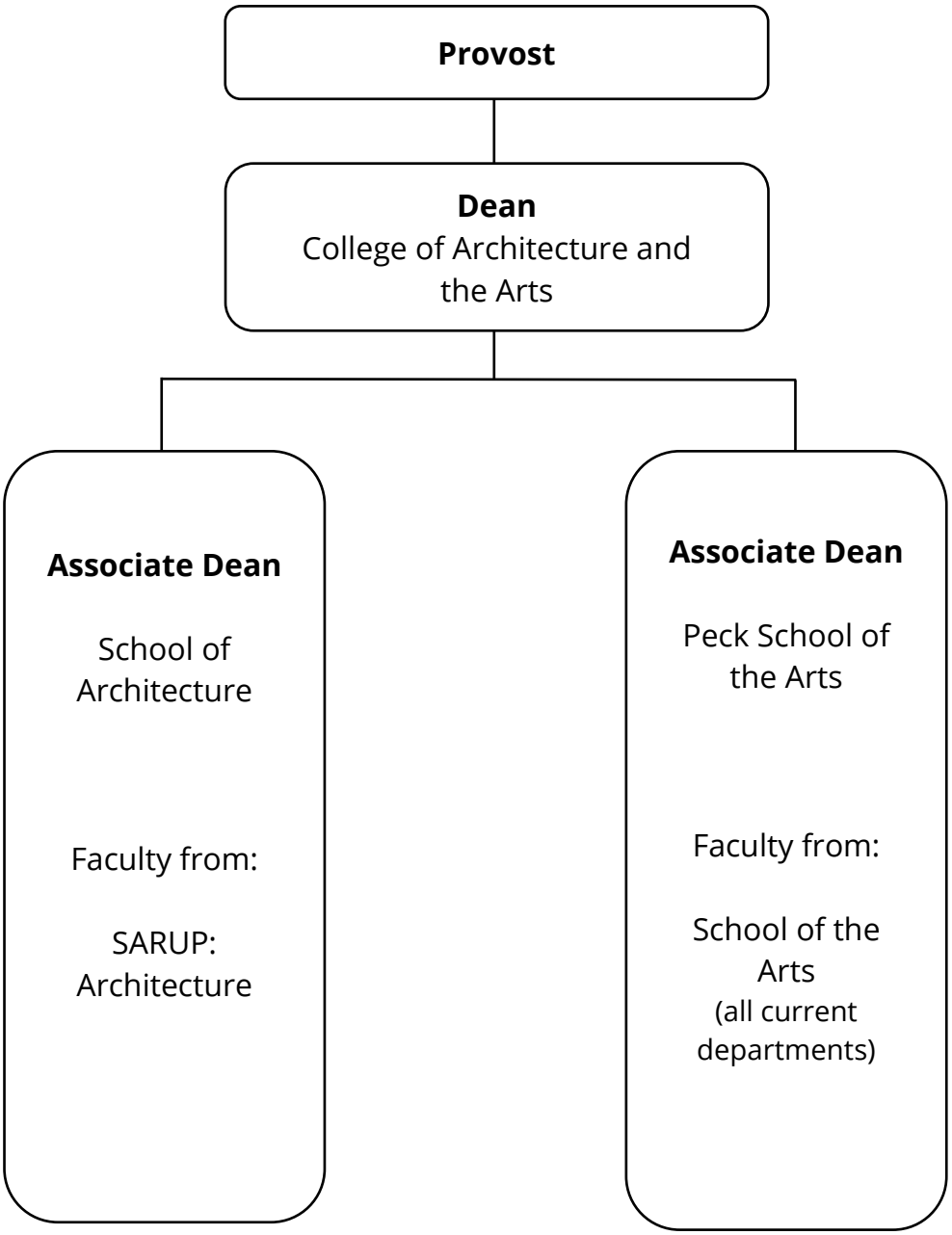
Table 4: College of Health Professions and Sciences

Current Unit	Current Department	Academic degree program	Proposed Academic Home in CHPS
College of Nursing	Non-Departmentalized (College of Nursing)	BS in Nursing	School of Nursing
		RN to BSN	
		Master of Nursing	
		Doctor of Nursing Practice	
		PhD in Nursing	
		Master of Sustainable Peacebuilding	
College of Health Sciences	Communication Sciences and Disorders	BS in Communication Sciences and Disorders	School of Rehabilitation Sciences and Technology
		MS in Communication Sciences and Disorders	
	Rehabilitation Sciences and Technology	BS in Occupational Science and Technology	
		MS in Athletic Training	
		MS in Occupational Therapy	
		Doctor of Occupational Therapy	
		Doctor of Physical Therapy	
	Biomedical Sciences	BS in Biomedical Sciences (including all submajors such as health sciences, medical laboratory sciences, diagnostic medical sonography, and radiologic technology, as well as degree completion programs	School of Biomedical Sciences
		MS in Biomedical Sciences	

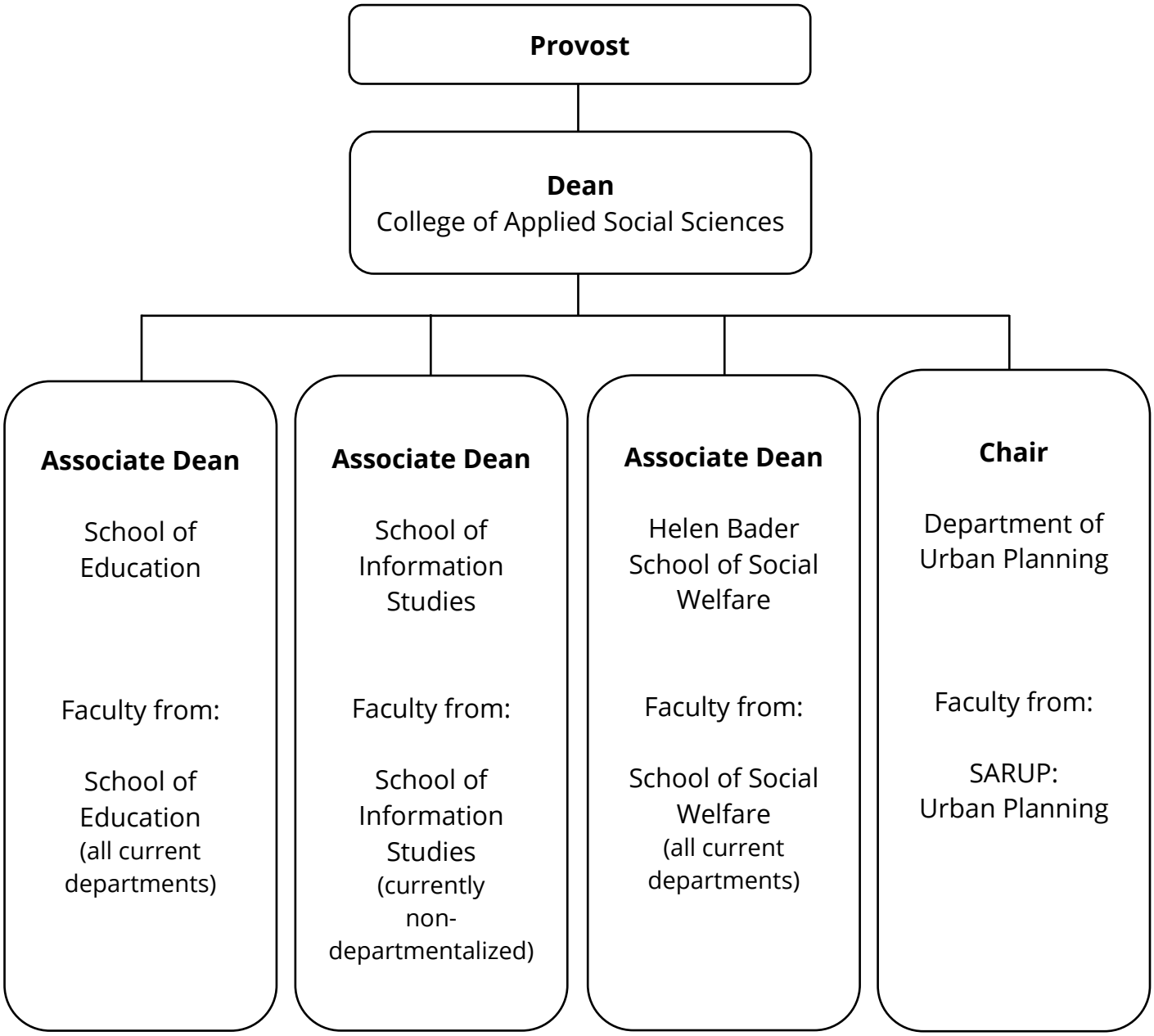
NOTE: Program arrays in this attachment include degree programs only and not certificates, minors, continuing education offerings, or sports and recreation programming. These types of non-degree programming operated by the associated units will continue with the respective unit upon realignment.

Appendix C

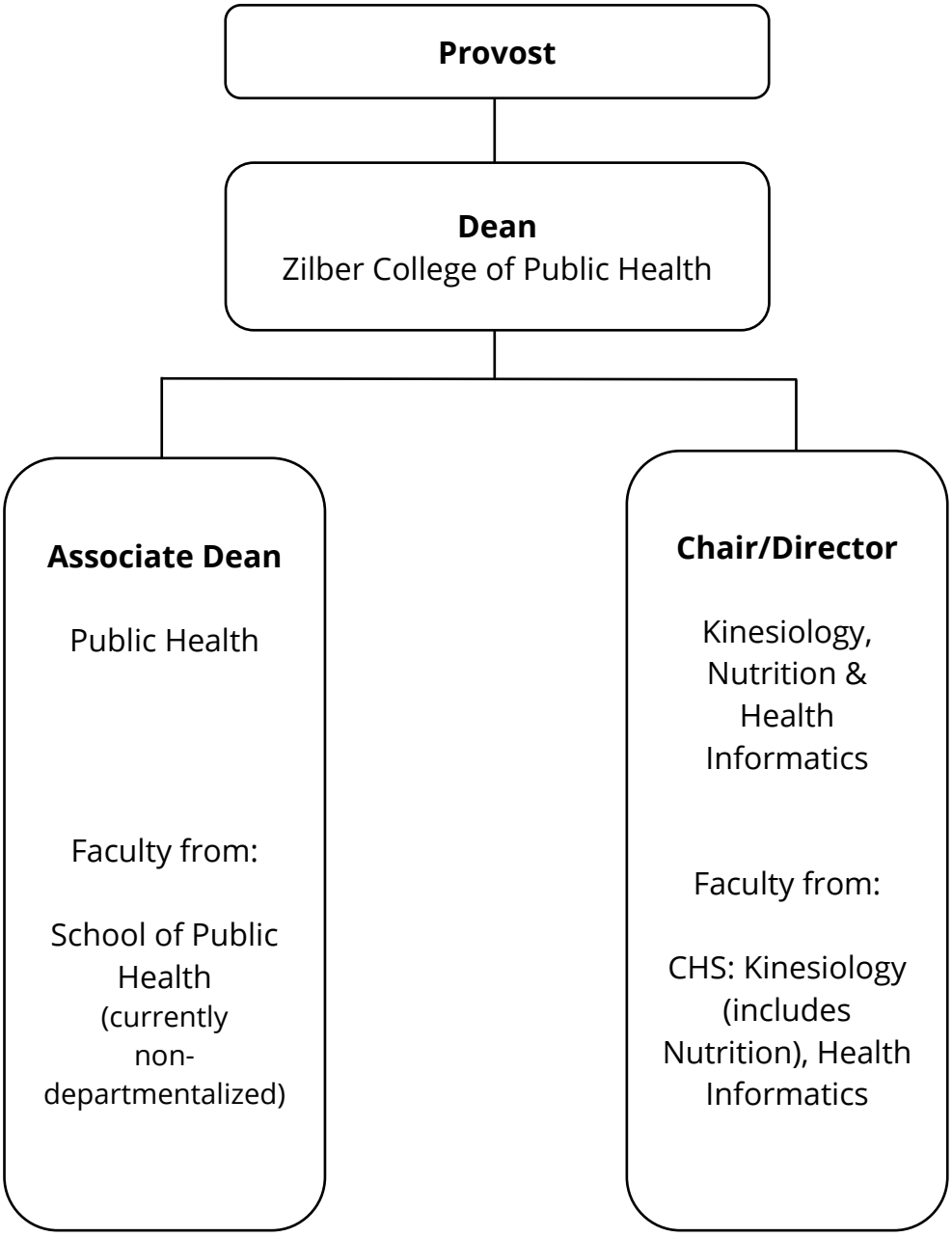
College of Architecture and the Arts: Proposed Organizational Structure



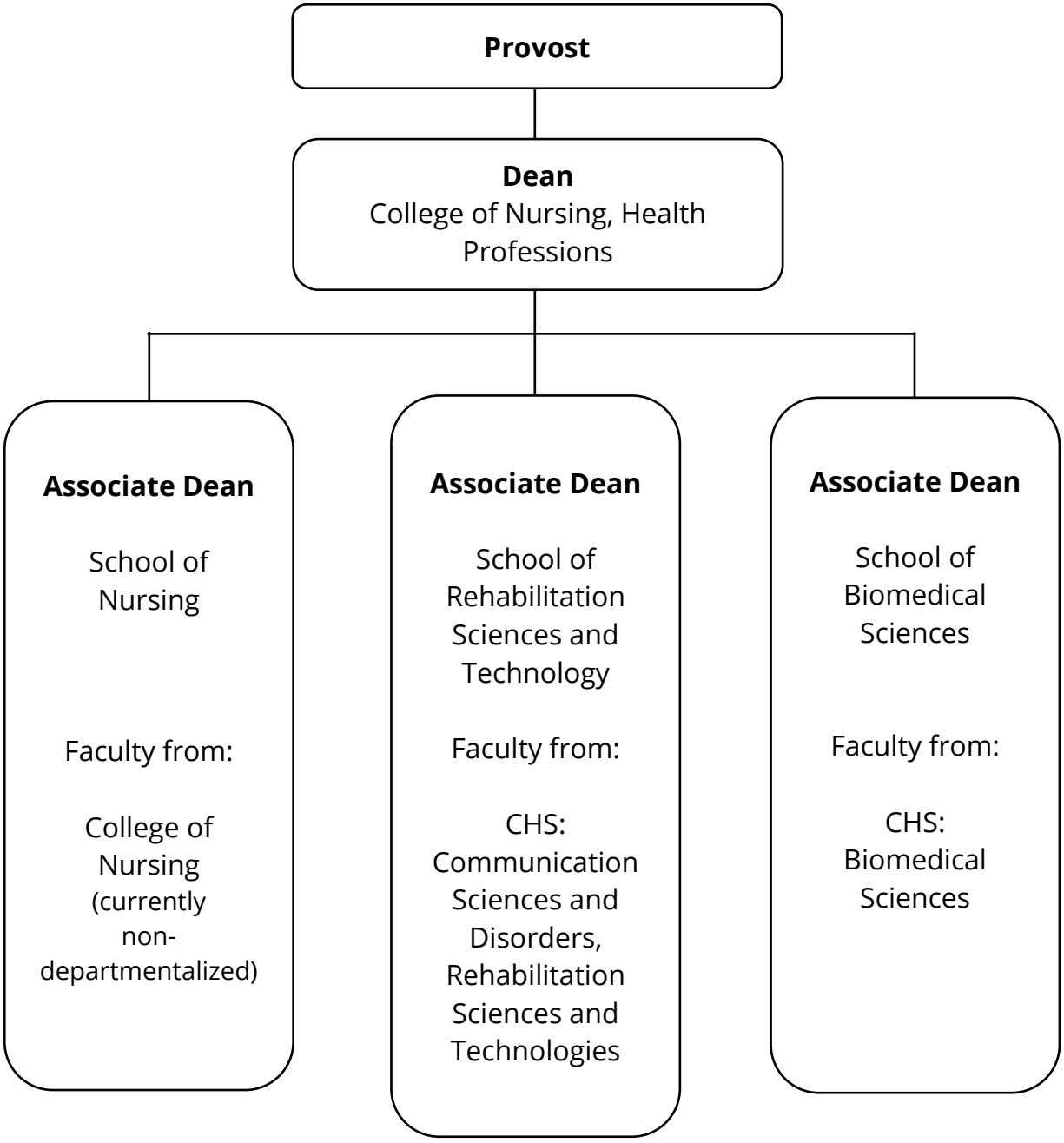
College of Applied Social Sciences: Proposed Organizational Structure



Zilber College of Public Health: Proposed Organizational Structure



College of Health Professions and Sciences: Proposed Organizational Structure



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January 11, 2022

Carleen Vande Zande
Associate Vice President for Academic Programs & Faculty Advancement
University of Wisconsin System

Dear Carleen,

I am forwarding UW-Milwaukee's proposal to realign academic units, to be presented at the February 2022 Board of Regents Education Committee.

Arising out of UWM's 2030 strategic planning process, this proposal will effectively reorganize several schools and colleges at the University. It was widely discussed at the school and college level, then approved by UWM's Faculty Senate in December 2021, and it is supported by me and Chancellor Mone.

Sincerely,

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

NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION ASSOCIATE OF ARTS IN LIBERAL ARTS, UW-STEVENS POINT AND NORTHCENTRAL TECHNICAL COLLEGE

REQUESTED ACTION

Adoption of Resolution E.1., authorizing the implementation of the Associate of Arts in Liberal Studies transfer program at Northcentral Technical College.

Resolution E.1. That, upon the recommendation of the President of the University of Wisconsin System, the Chancellor of UW-Stevens Point, and the President of Northcentral Technical College (NTC) is authorized to implement the transfer degree program for an Associate of Arts in Liberal Arts.

SUMMARY

Wisconsin lags the U.S. in adults with baccalaureate degrees; a greater level of education leads to higher living wages and job opportunity which positively impacts economic stability within communities.[1] This program can increase transfer opportunities for technical college graduates to help grow a pool of baccalaureate degree holders who live and work in the state of Wisconsin: 93% of WTCS program graduates work in Wisconsin after graduation—7,924 of 8,491 graduates in 2018-19.[2] Wisconsin's statewide attainment goal through the Lumina Foundation's grant (a collaboration between WTCS, UW and WAICU) to ensure those between the ages of 25 and 64 have every opportunity to earn degrees and high-value education credentials, ensuring opportunities are equally accessible to all prospective students including first-generation college students, low-income students, people of color, and working adults. The statewide postsecondary credential attainment goal is 60% adults by 2027; in 2019, it was 53%.[3]

[1] National Science Foundation (2020). Percent of individuals 25-44 years old who are bachelor's degree holders

[2] Wisconsin Technical College System (2020). WTCS Program Performance Tableau Dashboard. 360Forward (2017).

[3] Wisconsin's statewide attainment goal.

Northcentral Technical College (NTC) needs flexible, multi-path options for students seeking to transfer to the UW System and other universities, especially under-represented, non-traditional, and under-resourced students. Traditional linear articulation agreements are cumbersome to manage and do not offer flexibility for the evolving education needs of many adult learners; although a Universal Undergraduate Credit Transfer Agreement is in place between the UW System and WTCS colleges, approved courses are subject to transfer rules at each UW institution. At times, courses may only transfer as electives rather than coursework, thus requiring lengthy alternative conversations and agreements between each WTCS college and any UW university partner on behalf of their students.[4]

With only one UW 2-year campus vs. six NTC locations, students within the NTC District will have increased local access to a liberal arts education. By offering this program within the NTC District, learners will be able to continue living and working in their local communities while taking classes at one of NTC's locations. A Liberal Arts Associate of Arts Associate Degree will also increase access through increased affordability for all learners, especially lower income individuals (2020-21 WTCS in-resident tuition for a 3-credit collegiate transfer course is $563.55 vs. 2020-21 UW in-resident tuition for a 3-credit course is $1,381.91, a savings of $818.36 in personal and/or financial aid loan repayment), seeking to obtain a Baccalaureate Degree.[5]

The program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in UW SYS 115 Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 39 to 41 credits of general education, and 19-21 credits of electives. The courses included in this array allow for students to experience several High Impact Practices (HIPs): writing intensive courses; undergraduate research; collaborative assignments/projects; diversity/global learning opportunities; and service learning/community-based learning. Upon matriculation with an Associate of Arts degree at NTC, students will be guaranteed admission to UW-Stevens Point or other four-year institution as a transfer student if students meet the requirements. Students would enter the transfer-receiving institution with junior standing. At the point of transfer, students will be able to enter a variety of majors to complete baccalaureate degrees in the Bachelor of Arts degree fields and have general education and some degree requirements already completed. This will save time toward earning the bachelor level degree thus eliminating unnecessary duplication of classes and increased student debt.

To fully realize the benefits of these improved pathways, UW-Stevens Point and NTC have signed an MOU that will help ensure NTC students who express an interest in a four-year

[4] University of Wisconsin System. (2020). Universal credit transfer agreement (UCTA).

[5] Wisconsin Technical College System. (2020). Tuition and material fees.

degree are advised into the appropriate pathways, and that there will be a staff presence by UW-Stevens Point to assist in these efforts. NTC and UW-Stevens Point seek to close the attainment gap by expanding and maximizing access to postsecondary education in the NTC District.

Presenters

- Dr. Thomas Gibson, Chancellor, UW-Stevens Point
- Dr. Jeannie Worden, President, Northcentral Technical College

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 (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/).

Previous Action or Discussion

The Board has previously approved seven WTCS institutions to offer the AS/AA associate degree programs.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.
- Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.
- UW System Administrative Policy 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 115: Associate Degree Standards

ATTACHMENTS

A) Form for approval of associate degree
B) Associate degree crosswalk for AA degree
C) Letter showing approval by WTCS Board
D) Provost's Letter, UW-Stevens Point

NEW ASSOCIATE OF ARTS

1. Name and Email Address of Person Submitting: Dr. Darren Ackley

2. Wisconsin Technical College (WTC) Name: Northcentral Technical College

3. Proposed Program: Associate of Arts (Liberal Arts Transfer)

4. Mode of Delivery: Face to face, Hybrid, Blended, Online

5. Provide a Brief Rational for Adding the Degree:

Wisconsin lags the U.S. in adults with baccalaureate degrees; a greater level of education leads to higher living wages and job opportunity which positively impacts economic stability within communities.[1] This program can increase transfer opportunities for technical college graduates to help grow a pool of Baccalaureate degree holders who live and work in the state of Wisconsin (93% of WTCS program graduates work within Wisconsin after graduation (7,924 of 8,491 graduates in 2018-19).[2] Wisconsin's statewide attainment goal through the Lumina Foundation's grant (collaboration between WTCS, UW and WAICU) to ensure those between the ages of 25 and 64 have every opportunity to earn degrees and high-value education credentials, ensuring opportunities are equally accessible to all prospective students including first-generation college students, low-income students, people of color, and working adults. The statewide postsecondary credential attainment goal is 60% adults by 2027; in 2019, it was 53%.[3]

NTC needs flexible, multi-path options for students seeking to transfer to the UW System and other universities, especially under-represented, non-traditional, and under-resourced students. Traditional linear articulation agreements are cumbersome to manage and do not offer flexibility for the evolving education needs of many adult learners; although a Universal Undergraduate Credit Transfer Agreement is in place between the UW System and WTCS colleges, approved courses are subject to transfer rules at each UW institution. At times, courses may only transfer as electives rather than coursework, thus requiring lengthy alternative conversations and agreements between each WTCS college and any UW university partner on behalf of their students.[4]

[1] National Science Foundation (2020). Bachelor's degree holders among individuals 25-44 years old (percent).
[2] Wisconsin Technical College System (2020). WTCS Program Performance Tableau Dashboard.
[3] 60Forward (2017). Wisconsin's statewide attainment goal.
[4] University of Wisconsin System (2020). Universal credit transfer agreement (UCTA).

With only one UW 2-year campus vs. six NTC locations students within the District will have increased local access to a liberal arts education. By offering this program within the NTC District learners will be able to remain living and working in their local communities while taking classes at one of NTC's locations. A Liberal Arts Associate of Arts Associate Degree will also increase access through increased affordability for all learners, especially lower income individuals (2020-21 WTCS in-resident tuition for a 3-credit collegiate transfer course is $563.55 vs. 2020-21 UW in-resident tuition for a 3-credit course is $1,381.91, a savings of $818.36 in personal and/or financial aid loan repayment), seeking to obtain a Baccalaureate Degree.[5]

6. Provide an Outline of the Curriculum. Include a List of Courses and Other Requirements such as Internships, Practica, etc.:

The curriculum outlined in the table below aligns with the UW System Shared Learning Goals, as required in UW System Admin Policy 115. The courses included in this array allow for students to experience several High Impact Practices (HIPs, indicated below with an *): writing-intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning. Courses on the same row are treated as direct equivalents between the two institutions.

Learning Goal	WTC Institution Course	Partner Institution Course
Knowledge of Human Cultures and the Natural World ***18-20 credits* = *A.A. - credits are focused toward the area of Human Cultures*** WTC: Northcentral Partner: UW – Stevens Point	20-803-258 World History to 1500	HIST 101 World History to 1500
	20-803-259 World History since 1500	HIST 102 World History since 1500
	10-809-122 Introduction to American Government	POLI 101 American Politics
	20-803-215 History of American People to 1877	HIST 176 United States to 1877
	20-803-219 History of American People from 1877	HIST 177 United States since 1877
	20-815-201 Art Appreciation	ART 100 Introduction to the Visual Arts
	20-805-201 Music Appreciation	MUS 100

[5] Wisconsin Technical College System (2020). Tuition and material fees.

		Appreciation and History of Music
	10-809-195 Economics	ECON 110 Principles of Macroeconomics
	20-809-287 Principles of Macroeconomics	ECON 110 Principles of Macroeconomics
	20-809-291 Principles of Microeconomics	ECON 111 Principles of Microeconomics
	10-809-198 Introduction to Psychology	PSYC 110 Introduction to Psychology
	20-809-237 Abnormal Psychology	PSYC 351 Abnormal Psychology
	10-804-189 Introductory Statistics	MATH 255 Elementary Statistical Methods
	10-804-196 Trigonometry with Applications	MATH 119 Precalculus Trigonometry
	10-804-195 College Algebra with Applications	MATH 118 Precalculus Algebra
	20-804-236 Calculus and Analytic Geometry I	MATH 225 Calculus I
	10-804-135 Quantitative Reasoning	MATH 105 Mathematical Applications, Appreciations, and Skills
	10-806-114 General Biology	BIOL 101 General Biology
	10-806-134 General Chemistry	CHEM 101 Basic Chemistry
	10-806-189 Basic Anatomy	CHEM 101 Basic Chemistry
	10-806-154 General Physics I	PHYS 201 Applied Principles of Physics I

Critical and Creative Thinking ***3 credits* = *A.A.***	10-809-103 Thinking Critically & Creatively	PHIL 121 Critical Thinking
	20-809-217 Intro to Philosophy	PHIL 100 Introduction to Philosophy
Effective Communication ***6 credits*** WTC: Northcentral Partner: UW – Stevens Point	20-801 -219 English Composition I*	ENGL 101 Freshman English
	20-801-223 English Composition II*	ENGL 202 Sophomore English
	20-801-227 Creative Writing*	ENGL 253 Introduction to Creative Writing
	10-801-198 Fundamentals of Speech	COMM 101 Fundamentals of Oral Comm.
	10-801-196 Oral/Interpersonal Communication	COMM 180 Foundations of Workplace Communication
Intercultural Knowledge and Competence ***6 credits* = *A.A.*** WTC: Northcentral Partner: UW – Stevens Point	10-809-196 Introduction to Sociology	SOC 101 Introduction to Sociology
	20-809-275 Marriage and Family	SOC 240 Marriage and the Family
	20-802-217 Spanish I	SPAN 101 First Semester Spanish
	20-809-272 Diversity Studies*	SSUS 1XX Elective (SS & USD Gen Ed)
	20-801-233 Children's Literature	ENGL 275 Children's Literature
	20-801-255 Intro to Literature	ENGL 200 Introduction to the Study of Literature
Individual, Social, and Environmental Responsibility ***6 credits*** WTC: Northcentral Partner: UW – Stevens Point	10-809-166 Introduction to Ethics: Theory and Application	PHIL 101 Introduction to Ethics in Society
	10-809-196 Developmental Psychology	HD265 Human Growth and Development: A Lifespan Approach

	20-809-254 Educational Psychology	EDUC 381 Educational Psychology
	20-806-215 Environmental Science	NRES 150 People, Resources, and the Biosphere
	10-001-198 Soil & Water Resources	NRES251 Introduction to Soil and Water Resources
Electives leading to an emphasis or coursework related to a desired baccalaureate degree ***19-21 credits* = *A.A.*** WTC: Northcentral Partner: UW – Stevens Point	20-801-247 Contemporary World Literature	HU1XX Elective (HU Gen Ed)
	20-805-280 Music in Film	ARTS1XX Elective (ART Gen Ed)
	20-815-215 Watercolor	ARTS1XX Elective (ART Gen Ed)
	20-804-227 Elementary Math Education I	MATH 228 Fundamental Mathematical Concepts for Elementary Teachers I
	20-804-237 Elementary Math Education II	MATH 338 Fundamental Mathematical Concepts for Elementary Teachers II
	10-806-177 General Anatomy & Physiology	NSC 1XX Elective (NSC Gen Ed)
	10-806-179 Advanced Anatomy & Physiology	NSC 1XX Elective (NSC Gen Ed)
	10-806-197 Microbiology	NSC 1XX Elective (NSC Gen Ed)
	10-806-143 College Physics I	NSC 1XX Elective (NSC Gen Ed)
	20-807-204 Physical Fitness for Life	WLN 1XX Elective (WLN Gen Ed)
	20-807-203 Stress Management: Fitness for Life	WLN 1XX Elective (WLN Gen Ed)
Total General Education Credits	***39-41 credits* = *A.A.***	

Electives Credits	***19-21 credits = A.A.***
Total Credits to Degree	**60 Credits**

7. Provide Information on the Program Assessment Process:
This program will be reviewed on an annual basis through the Instructional Vitality Process (IVP) which is an enhanced version of the Quality Review Process. Program staff and faculty will review the program through a facilitated process of analyzing program data such as FTEs, enrollment headcount, retention in the program and at the College, program and general education course completion, student satisfaction (Community College Survey of Student Engagement) data and graduate follow-up data. An essential piece of the IVP process is looking at student success through a variety of lenses. For example, faculty identify any equity gaps emerging in successful course completion between different student populations, specifically between students of color and white students. Additionally, faculty analyze data by part-time/full-time status, gender, and age group to identify success gaps. After analyzing strengths and opportunities of the program, staff and faculty develop their performance goals for the year, which must align with the College's strategic directions. Faculty monitor their progress towards their goals throughout the year using regularly updated data. Staff and faculty will also ensure the effectiveness of the program though discussion with the Advisory Committee on a semi-annual basis.

8. Provide Information on Transfer Possibilities to a bachelor's degree. Identify the bachelor's degree(s) for Possible Transfer:

- Professional Communication, B.A.
- English Literature, B.A.
- English Teaching, B.A.
- History, B.A.
- Philosophy, B.A.
- Sociology, B.A.
-

9. Provide Information on Opportunities for Collaboration with additional Universities:

Beyond agreement with UWSP, NTC has also secured a memorandum of understanding with Perdue Global University in which seven baccalaureate pathways were identified out of the Associate of Arts Associate Degree: Business Administration, Health and Wellness, Health Science, Communication, Criminal Justice, Psychology in Applied Behavior Analysis, and Professional Studies. In addition, Michigan Technological University has signed a commitment to explore similar agreements upon our approval to offer the degree.

10. Provide the Desired Implementation Term and Year: Fall 2022

11. State whether Higher Learning Commission Approval will be Needed:

Yes**,** Northcentral Technical College will be pursuing HLC approval for the ability to offer the Associate of Arts in Liberal Arts degree after receipt of UWS approval.

12. How will the program be staffed in terms of current faculty, new faculty, and staff members?

This program will be staffed with current and new faculty whose credentials meet that of the HLC qualification standards for each respective instructional area outlined in the Associate of Arts curriculum. Current staffing includes 19 general education faculty. An additional five full-time faculty will be added over the course of five years. It is anticipated that during the degree's first five years, faculty workload will involve both direct instruction and curriculum development. NTC's Vice President for Learning, Executive Dean, Dean, and Associate Dean, all of whom were instrumental in forwarding the Associate of Arts Associate Degree, will continue to lead the initiative throughout its launch to ensure a smooth implementation.

Associate of Arts (60 credits)*

General Education (39-41 credits)**

North Central Technical College Course Title			UW-Stevens Point Course Title		
Knowledge of Human Cultures and the Natural World (18-20)			**Knowledge of Human Cultures and the Natural World (18-20)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Science and Math			**Science and Math**		
Environmental Science	20-806-215	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
General Biology	10-806-114	4 credits	General Biology	BIOL 101	4 credits
General Chemistry	10-806-134	3 credits	Basic Chemistry	CHEM 101	3 credits
Basic Anatomy	10-806-189	3 credits	Human Anatomy	BIOL 387	3 credits
General Anatomy & Physiology	10-806-177	4 credits		Natural Science	4 credits
Advanced Anatomy & Physiology	10-806-179	4 credits		Natural Science	4 credits
Microbiology	10-806-197	4 credits		Natural Science	4 credits
General Physics I	10-806-154	4 credits	Applied Principles of Physics I	PHYS 201	4 credits
College Physics I	10-806-143	3 credits		Natural Science	3 credits
Soil & Water Resources	10-001-198	3 credits	Introduction to Soil and Water Resources	NRES251	3 credits
Intro to Physical Geography	20-806-206	3 credits	Human Impacts on the Physical Environment	GEOG 100	3 credits
Introductory Statistics	10-804-189	3 credits	Elementary Statistical Methods	MATH 255	3 credits
Trigonometry with Applications	10-804-196	4 credits	Precalculus Trigonometry	MATH 119	4 credits
College Algebra with Applications	10-804-195	3 credits	Precalculus Algebra	MATH 118	3 credits
Calculus and Analytic Geometry I	20-804-236	5 credits	Calculus I	MATH 225	5 credits
Quantitative Reasoning	10-804-135	4 credits	Mathematical Applications, Appreciations, and Skills	MATH 105	4 credits
Elementary Math Education I	20-804-227	3 credits	Fundamental Mathematical Concepts for Elementary Teachers I	MATH 228	3 credits
Elementary Math Education II	20-804-237	3 credits	Fundamental Mathematical Concepts for Elementary Teachers II	MATH 338	3 credits
Social Science, Humanities, and Fine Arts			**Social Science, Humanities, and Fine Arts**		
Economics	10-809-195	3 credits	Principles of Macroeconomics	ECON 110	3 credits
Principles of Macroeconomics	20-809-287	3 credits	Principles of Macroeconomics	ECON 110	3 credits
Principles of Microeconomics	20-809-291	3 credits	Principles of Microeconomics	ECON 111	3 credits
Thinking Critically & Creatively	10-809-103	3 credits	Critical Thinking	PHIL 121	3 credits
Introduction to Psychology	10-809-198	3 credits	Introduction to Psychology	PSYC 110	3 credits
Developmental Psychology	10-809-196	3 credits	Human Growth and Development: A Lifespan Approach	HD265	3 credits
Abnormal Psychology	20-809-237	3 credits	Abnormal Psychology	PSYC 351	3 credits
Marriage and Family	20-809-275	3 credits	Marriage and the Family	SOC 240	3 credits
Educational Psychology	20-809-254	3 credits	Educational Psychology	EDUC 381	3 credits
Introduction to Ethics: Theory and Application	10-809-166	3 credits	Introduction to Ethics in Society	PHIL 101	3 credits
Intro to Philosophy	20-809-217	3 credits	Introduction to Philosophy	PHIL 100	3 credits
Introduction to American Government	10-809-122	3 credits	American Politics	POLI 101	3 credits
History of American People to 1877	20-803-215	3 credits	United States to 1877	HIST 176	3 credits
History of American People from 1877	20-803-219	3 credits	United States since 1877	HIST 177	3 credits
World History to 1500	20-803-258	3 credits	World History to 1500	HIST 101	3 credits
World History since 1500	20-803-259	3 credits	World History since 1500	HIST 102	3 credits
Children's Literature	20-801-233	3 credits	Children's Literature	ENGL 275	3 credits
Intro to Literature	20-801-255	3 credits	Introduction to the Study of Literature	ENGL 200	3 credits
Contemporary World Literature	20-801-247	3 credits		Humanities Elective	3 credits
Art Appreciation	20-815-201	3 credits	Introduction to the Visual Arts	ART 100	3 credits
Music Appreciation	20-805-201	3 credits	Appreciation and History of Music	MUS 100	3 credits
Music in Film	20-805-280	3 credits		Arts Elective	3 credits
Critical and Creative Thinking Skills (3)* **			**Critical and Creative Thinking Skills (3)*** **		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Science and Math			**Science and Math**		
Environmental Science	20-806-215	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
General Biology	10-806-114	4 credits	General Biology	BIOL 101	4 credits
General Chemistry	10-806-134	3 credits	Basic Chemistry	CHEM 101	3 credits
Basic Anatomy	10-806-189	3 credits	Human Anatomy	BIOL 387	3 credits
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Effective Communication (6)			**Effective Communication (6)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
English Composition 1	**20-801 -219**	**3 credits**	**Freshman English**	**ENGL 101**	**3**
English Composition II	**20-801-223**	**3 credits**	**Sophomore English**	**ENGL 202**	**3**
Creative Writing	**20-801-227**	**3 credits**	**Introduction to Creative Writing**	**ENGL 253**	**3**
Fundamentals of Speech	10-801-198	3 credits	Fundamentals of Oral Communication	COMM 101	3
Oral/Interpersonal Communication	10-801-196	3 credits	Foundations of Workplace Communication	COMM 180	3
Intercultural Knowledge and Competence (6)			**Intercultural Knowledge and Competence (6)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Spanish I	20-802-217	4 credits	First Semester Spanish	SPAN 101	4 credits
Spanish II	20-802-212	4 credits	First Year Spanish	SPAN 102	4 credits
Introduction to Diversity Studies	**10-809-172**	**3 credits**		**Social Science Elective**	**3 credits**
Contemporary World Literature	20-801-247	3 credits		Humanities Elective	3 credits
Individual, Social, and Environmental Responsibility (6)			**Individual, Social, and Environmental Responsibility (6)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Principles of Sustainability	10-806-112	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
Environmental Science	20-806-215	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
Introduction to Ethics: Theory and Application	10-809-166	3 credits	Introduction to Ethics in Society	PHIL 101	3 credits
Introduction to Diversity Studies	**10-809-172**	**3 credits**		**Social Science Elective**	**3 credits**
Note: courses recorded in **bold** in this table incorporate high impact practices, and also fulfill this category.					
Electives (19-21 credits)****					
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Physical Fitness for Life	20-807-204	2 credits	The Healthy American	HPW 102	2 credits
Stress Management: Fitness for Life	20-807-203	2 credits	The Healthy American	HPW 102	2 credits
Nutrition for Life	20-807-202	1 credit		Elective	1 credit

Additional Considerations

*****The Associate of Arts degree is primarily intended to provide a broad liberal arts background and is designed to be the foundation for most bachelor degree programs and to satisfy general education requirements. Credits are focused toward the area of Human Cultures (this learning area typically includes coursework in social sciences, humanities, fine arts, and world languages).

******Each associate degree must contain a two-course sequence in which the first course provides the foundation for the second.

*******The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 3 additional credits from the Human Cultures and Knowledge of the Natural World category. Note that an individual course cannot be used to fulfill the requirements of two different learning goals.

********Any course in any category can be utilized to fulfill the electives category, as long as that course has not already been used to fulfill the requirement of another category.

WISCONSIN TECHNICAL COLLEGE SYSTEM

Morna K. Foy, President

4622 University Avenue
PO Box 7874
Madison, Wisconsin 53707-7874
608.266.1207 | Wisconsin Relay System: 711
info@wtcsystem.edu | www.wtcsystem.edu

November 10, 2021

Dr. Jeannie Worden
Northcentral Technical College
1000 Campus Drive
Wausau WI 54401

Dear Dr. Worden:

Program Approval Submission Approved by Board

Program Name:	Liberal Arts – Associate of Arts
Program Number:	20-800-1
CIP Code:	24.0101
SOC Code:	N/A
Education Director:	Valerie Crespin-Trujillo, 608-266-5517 valerie.crespintrujillo@wtcsystem.edu

The Program Approval submission for the above program was approved at the November 10, 2021 meeting of the Wisconsin Technical College System Board.

No questions or concerns were raised by members of the Board. Please contact the education director listed above if you have any questions concerning the development and approval process for this program.

Sincerely,

Dr. Colleen A. McCabe
Provost and Vice President

cc: Valerie Crespin-Trujillo, WTCS
Sara Mackey, WTCS
Dr. Darren Ackley, NTC
Angela Reimer, NTC
Bonnie Osness, NTC

University of Wisconsin-Stevens Point
Office of Provost and Vice Chancellor

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

To: Tommy Thompson, Interim President, University of Wisconsin System
From: Marty Loy, Interim Provost and Vice Chancellor for Academic Affairs
Re: Support for Northcentral Technical College Liberal Arts Degree Programs
Date: December 28, 2021

I write to express support by the University of Wisconsin-Stevens Point for Northcentral Technical College's (NTC) application to offer liberal arts (Associate of Arts and Associate of Science) degrees. Our support for NTC's application is a consequence of an engaged and collaborative planning process that included NTC representatives, UW-Stevens Point branch campus faculty, and members of the UW-Stevens Point Associate Degree Subcommittee and Academic Affairs Committee. Discussions took place over the fall (2021) semester and culminated in our governance body (Common Council) formally approving a Memorandum of Understanding (MOU) between our two institutions at the meeting on December 1, 2021. As provided in the MOU, UW-Stevens Point will provide enrollment opportunities for NTC students to fulfill some liberal arts degree requirements (particularly in the Knowledge of Human Cultures and Intercultural Knowledge and Competence learning categories). Additionally, NTC has agreed to provide space on the NTC campus for a UW-Stevens Point advisor to assist NTC students with transfer questions related to baccalaureate programs. Finally, the agreement provides for the formation of an advisory group to assess the ongoing operations and success of this agreement.

Fundamentally, we support this expansion of NTC's degree offerings because it provides students additional flexibility and expands degree program opportunities in Northcentral Wisconsin. It also will facilitate access to, and completion of, baccalaureate programs that some students will ultimately choose to pursue. Access to an on-site UW-Stevens Point advisor will ensure NTC students receive advising to help them get further faster toward their degree progress, either immediately or down the road. It will make the transition smoother to UW-Stevens Point campuses in Wausau, Marshfield, or Stevens Point to complete a bachelor's degree.

As a region, Northcentral Wisconsin will also benefit because the partnership creates additional avenues for residents to pursue careers without leaving the region. Students seeking to start or advance their careers now have more options close to home. This in turn supports the local economy and retains talent because many residents either want to stay in the community or feel they must stay because of work or family.

We are pleased to partner with Northcentral Technical College through this agreement which strengthens the relationships among all higher educational institutions in Northcentral Wisconsin. Each of our institutions has an important role in our communities, and as strong partners in our communities' success, we are committed to meeting the needs of our students and their families and enhancing opportunities for all residents.

Please let me know if you need further information. Thank you.

Education Committee
February 10, 2022

Item E.2.

NEW LIBERAL ARTS TRANSFER PROGRAM AUTHORIZATION ASSOCIATE OF SCIENCE IN LIBERAL ARTS, UW-STEVENS POINT AND NORTHCENTRAL TECHNICAL COLLEGE

REQUESTED ACTION

Adoption of Resolution E.2., authorizing the implementation of the Associate of Science in Liberal Studies transfer program at Northcentral Technical College.

Resolution E.2. That, upon the recommendation of the President of the University of Wisconsin System, the Chancellor of UW-Stevens Point, and the President of Northcentral Technical College (NTC) is authorized to implement the transfer degree program for an Associate of Science in Liberal Arts.

SUMMARY

Wisconsin lags the U.S. in adults with baccalaureate degrees; a greater level of education leads to higher living wages and job opportunity which positively impacts economic stability within communities.[1] This proposed program can increase transfer opportunities for technical college graduates to help grow a pool of baccalaureate degree holders who live and work in the state of Wisconsin (93% of WTCS program graduates work in Wisconsin after graduation—7,924 of 8,491 graduates in 2018-19).[2] Wisconsin's statewide attainment goal through the Lumina Foundation's grant (a collaboration between WTCS, UW and WAICU) to ensure those between the ages of 25 and 64 have every opportunity to earn degrees and high-value education credentials, ensuring opportunities are equally accessible to all prospective students including first-generation college students, low-income students, people of color, and working adults. The statewide postsecondary credential attainment goal is 60% adults by 2027; in 2019, it was 53%.[3]

[1] National Science Foundation (2020). Percentage of bachelor's degree holders among individuals 25-44 years old.
[2] Wisconsin Technical College System (2020). WTCS Program Performance Tableau Dashboard.
[3] 360Forward (2017). Wisconsin's statewide attainment goal.

NTC needs flexible, multi-path options for students seeking to transfer to the UW System and other universities, especially under-represented, non-traditional, and under-resourced students. Traditional linear articulation agreements are cumbersome to manage and do not offer flexibility for the evolving education needs of many adult learners; although a Universal Undergraduate Credit Transfer Agreement is in place between the UW System and WTCS colleges, approved courses are subject to transfer rules at each UW institution. At times, courses may only transfer as electives rather than coursework, thus requiring lengthy alternative conversations and agreements between each WTCS college and any UW university partner on behalf of their students.[4]

With only one UW 2-year campus vs. six NTC locations, students within the District will have increased local access to a liberal arts education. By offering this program within the NTC District learners will be able to remain living and working in their local communities while taking classes at one of NTC's locations. A Liberal Arts Associate of Science Associate Degree will also increase access through increased affordability for all learners, especially lower income individuals (2020-21 WTCS in-resident tuition for a 3-credit collegiate transfer course is $563.55 vs. 2020-21 UW in-resident tuition for a 3-credit course is $1,381.91, a savings of $818.36 in personal and/or financial aid loan repayment), seeking to obtain a Baccalaureate Degree.[5]

The program is comprised of 60 credits and has been constructed according to the standards for associate degrees as stipulated in UW SYS 115 Standards for Associate Degrees as well as the approval requirements found in SYS 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs. The degree consists of 39 to 41 credits of general education, and 19-21 credits of electives. The courses included in this array allow for students to experience several High Impact Practices (HIPs): writing intensive courses; undergraduate research; collaborative assignments/projects; diversity/global learning opportunities; and service learning/community-based learning. Upon matriculation with an Associate of Science degree at NTC, students will be guaranteed admission to UW-Stevens Point or other four-year institution as a transfer student, given that students meet the requirements. Students would enter the transfer receiving institution with junior standing. At the point of transfer, students will be able to enter a variety of majors to complete baccalaureate degrees in the Bachelor of Arts degree fields and have general education and some degree requirements already completed. This will save time toward earning the bachelor level degree thus eliminating unnecessary duplication of classes and increased student debt.

[4] University of Wisconsin System (2020). Universal credit transfer agreement (UCTA).
[5] Wisconsin Technical College System (2020). *Tuition and material fees.*

To fully realize the benefits of these improved pathways, UW-Stevens Point and NTC have signed an MOU that will help ensure NTC students who express an interest in a four-year degree are advised into the appropriate pathways and that there will be a staff presence by UW-Stevens Point to assist in these efforts. NTC and UW-Stevens Point seek to close the attainment gap by expanding and maximizing access to postsecondary education in the NTC District.

Presenter(s)

- Dr. Thomas Gibson, Chancellor, UW-Stevens Point
- Dr. Jeannie Worden, President, Northcentral Technical College

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 (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/). The Board has previously approved seven WTCS institutions to offer the AS/AA associate degree programs.

Related Policies

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.
- Regent Policy Document 4-16: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.
- UW System Administrative Policy 110: Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs.
- UW System Administrative Policy 115: Associate Degree Standards

ATTACHMENTS

A) Form for approval of AS associate degree
B) Associate degree crosswalk for AS degree
C) Letter showing approval by WTCS Board
D) Provost support letter, UW-Stevens Point (*See* item E.1., attachment D)

NEW ASSOCIATE OF SCIENCE(S)

1. Name and Email Address of Person Submitting: Dr. Darren Ackley

2. Wisconsin Technical College (WTC) Name: Northcentral Technical College

3. Proposed Program: Associate of Science (Liberal Arts Transfer)

4. Mode of Delivery: Face to face, Hybrid, Blended, Online

5. Provide a Brief Rational for Adding the Degree:

Wisconsin lags the U.S. in adults with baccalaureate degrees; a greater level of education leads to higher living wages and job opportunity which positively impacts economic stability within communities.[11] This program can increase transfer opportunities for technical college graduates to help grow a pool of Baccalaureate degree holders who live and work in the state of Wisconsin (93% of WTCS program graduates work within Wisconsin after graduation (7,924 of 8,491 graduates in 2018-19).[2] Wisconsin's statewide attainment goal through the Lumina Foundation's grant (collaboration between WTCS, UW and WAICU) to ensure those between the ages of 25 and 64 have every opportunity to earn degrees and high-value education credentials, ensuring opportunities are equally accessible to all prospective students including first-generation college students, low-income students, people of color, and working adults. The statewide postsecondary credential attainment goal is 60% adults by 2027; in 2019, it was 53%.[3]

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6. Provide an Outline of the Curriculum. Include a List of Courses and Other Requirements such as Internships, Practica, etc.:

The curriculum outlined in the table align with the UW System Shared Learning Goals, as required in UW System Admin Policy 115. The courses included in this array allow for students to experience a number of High Impact Practices (HIPs, , indicated below with an *): writing-intensive courses, undergraduate research, collaborative assignments/projects, diversity/global learning opportunities, and service learning/community-based learning. Courses on the same row are treated as direct equivalents between the two institutions.

Learning Goal	WTC Institution Course	Partner Institution Course
Knowledge of Human Cultures and the Natural World ***20-25 credits*** **= *A.S. -*** *credits are focused toward and include additional coursework in the area of the Natural World* WTC: Northcentral Partner: UW – Stevens Point	20-803-258 World History to 1500	HIST 101 World History to 1500
	20-803-259 World History since 1500	HIST 102 World History since 1500
	10-809-122 Introduction to American Government	POLI 101 American Politics
	20-803-215 History of American People to 1877	HIST 176 United States to 1877
	20-803-219 History of American People from 1877	HIST 177 United States since 1877
	20-815-201 Art Appreciation	ART 100 Introduction to the Visual Arts
	20-805-201 Music Appreciation	MUS 100 Appreciation and History of Music

[5] Wisconsin Technical College System (2020). Tuition and material fees.

	10-809-195 Economics	ECON 110 Principles of Macroeconomics
	20-809-287 Principles of Macroeconomics	ECON 110 Principles of Macroeconomics
	20-809-291 Principles of Microeconomics	ECON 111 Principles of Microeconomics
	10-809-198 Introduction to Psychology	PSYC 110 Introduction to Psychology
	20-809-237 Abnormal Psychology	PSYC 351 Abnormal Psychology
	10-804-196 Trigonometry with Applications	MATH 119 Precalculus Trigonometry
	10-804-195 College Algebra with Applications	MATH 118 Precalculus Algebra
	20-804-236 Calculus and Analytic Geometry I	MATH 225 Calculus I
	10-806-114 General Biology	BIOL 101 General Biology
	10-806-134 General Chemistry	CHEM 101 Basic Chemistry
	10-806-189 Basic Anatomy	CHEM 101 Basic Chemistry
	10-806-154 General Physics I	PHYS 201 Applied Principles of Physics I
Critical and Creative Thinking ***6 credits*** **= *A.S.***	10-809-103 Thinking Critically & Creatively	PHIL 121 Critical Thinking
	PHIL 100 Introduction to Philosophy	20-809-217 Intro to Philosophy
	10-804-189 Introductory Statistics	MATH 255 Elementary Statistical Methods
	10-804-135 Quantitative Reasoning	MATH 105 Mathematical Applications, Appreciations, and Skills

Effective Communication ***6 credits*** WTC: Northcentral Partner: UW – Stevens Point	20-801 -219 English Composition I*	ENGL 101 Freshman English
	20-801-223 English Composition II*	ENGL 202 Sophomore English
	20-801-227 Creative Writing*	ENGL 253 Introduction to Creative Writing
	10-801-198 Fundamentals of Speech	COMM 101 Fundamentals of Oral Comm.
	10-801-196 Oral/Interpersonal Communication	COMM 180 Foundations of Workplace Communication
Intercultural Knowledge and Competence ***3 credits*** **= *A.S.*** WTC: Northcentral Partner: UW – Stevens Point	10-809-196 Introduction to Sociology	SOC 101 Introduction to Sociology
	20-809-275 Marriage and Family	SOC 240 Marriage and the Family
	20-802-217 Spanish I	SPAN 101 First Semester Spanish
	20-809-272 Diversity Studies*	SSUS 1XX Elective (SS & USD Gen Ed)
	20-801-233 Children's Literature	ENGL 275 Children's Literature
	20-801-255 Intro to Literature	ENGL 200 Introduction to the Study of Literature
Individual, Social, and Environmental Responsibility ***6 credits*** WTC: Northcentral Partner: UW – Stevens Point	10-809-166 Introduction to Ethics: Theory and Application	PHIL 101 Introduction to Ethics in Society
	10-809-196 Developmental Psychology	HD265 Human Growth and Development: A Lifespan Approach
	20-809-254 Educational Psychology	EDUC 381 Educational Psychology
	20-806-215 Environmental Science	NRES 150 People, Resources, and the Biosphere

	10-001-198 Soil & Water Resources	NRES251 Introduction to Soil and Water Resources
Electives leading to an emphasis or coursework related to a desired baccalaureate degree ***14-19 credits* = *A.S.*** WTC: Northcentral Partner: UW – Stevens Point	20-801-247 Contemporary World Literature	HU1XX Elective (HU Gen Ed)
	20-805-280 Music in Film	ARTS1XX Elective (ART Gen Ed)
	20-815-215 Watercolor	ARTS1XX Elective (ART Gen Ed)
	20-804-227 Elementary Math Education I	MATH 228 Fundamental Mathematical Concepts for Elementary Teachers I
	20-804-237 Elementary Math Education II	MATH 338 Fundamental Mathematical Concepts for Elementary Teachers II
	10-806-177 General Anatomy & Physiology	NSC 1XX Elective (NSC Gen Ed)
	10-806-179 Advanced Anatomy & Physiology	NSC 1XX Elective (NSC Gen Ed)
	10-806-197 Microbiology	NSC 1XX Elective (NSC Gen Ed)
	10-806-143 College Physics I	NSC 1XX Elective (NSC Gen Ed)
	20-807-204 Physical Fitness for Life	WLN 1XX Elective (WLN Gen Ed)
	20-807-203 Stress Management: Fitness for Life	WLN 1XX Elective (WLN Gen Ed)
Total General Education Credits	***41-46 credits* = *A.S.***	
Electives Credits	***19-21 credits* = *A.S.***	
Total Credits to Degree	**60 Credits**	

7. Provide Information on the Program Assessment Process:

This program will be reviewed on an annual basis through the Instructional Vitality Process (IVP), which is an enhanced version of the Quality Review Process. Program staff and faculty will review the program through a facilitated process of analyzing program data such as FTEs, enrollment headcount, retention in the program and at the College, program and general education course completion, student satisfaction (Community College Survey of Student Engagement) data and graduate follow-up data. An essential piece of the IVP process is looking at student success through a variety of lenses. For example, faculty identify any equity gaps emerging in successful course completion between different student populations, specifically between students of color and white students. Additionally, faculty analyze data by part-time/full-time status, gender, and age group to identify success gaps. After analyzing strengths and opportunities of the program, staff and faculty develop their performance goals for the year, which must align with the College's strategic directions. Faculty monitor their progress towards their goals throughout the year using regularly-updated data. Staff and faculty will also ensure the effectiveness of the program though discussion with the Advisory Committee on a semi-annual basis.

8. Provide Information on Transfer Possibilities to a Bachelor's Degree. Identify the Bachelor's Degree(s) for Possible Transfer:

- Biology, B.S.
- Chemistry, B.S.
- Elementary Education, B.S.
- Mathematics: Teacher Certification, B.S.
- Science Education, B.S.
- Physics, B.S.
- Psychology, B.S.

9. Provide Information on Opportunities for Collaboration with additional Universities:

Beyond agreement with UWSP, NTC has also secured a memorandum of understanding with Perdue Global University in which seven baccalaureate pathways were identified out of the Associate of Science Associate Degree: Business Administration, Health and Wellness, Health Science, Communication, Criminal Justice, Psychology in Applied Behavior Analysis, and Professional Studies. In addition, Michigan Technological University has signed a commitment to explore similar agreements upon our approval to offer the degree.

10. Provide the Desired Implementation Term and Year: Fall 2022

11. State whether Higher Learning Commission Approval will be Needed:

Yes**,** Northcentral Technical College will be pursuing HLC approval for the ability to offer the Associate of Arts in Liberal Arts degree after receipt of UWS approval.

12. How will the program be staffed in terms of current faculty, new faculty, and staff members?

This program will be staffed with current and new faculty whose credentials meet that of the HLC qualification standards for each respective instructional area outlined in the Associate of Science curriculum. Current staffing includes 19 general education faculty. An additional five full-time faculty will be added over the course of five years. It is anticipated that during the degree's first five years, faculty workload will involve both direct instruction and curriculum development. NTC's Vice President for Learning, Executive Dean, Dean, and Associate Dean, all of whom were instrumental in forwarding the Associate of Science Associate Degree, will continue to lead the initiative throughout its launch to ensure a smooth implementation.

Associate of Science (60 credits)*					
General Education (41-46 credits)**					
North Central Technical College Course Title			**UW-Stevens Point Course Title**		
Knowledge of Human Cultures and the Natural World (20-25)			**Knowledge of Human Cultures and the Natural World (20-25)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Science and Math			**Science and Math**		
Environmental Science	20-806-215	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
General Biology	10-806-114	4 credits	General Biology	BIOL 101	4 credits
General Chemistry	10-806-134	3 credits	Basic Chemistry	CHEM 101	3 credits
Basic Anatomy	10-806-189	3 credits	Human Anatomy	BIOL 387	3 credits
General Anatomy & Physiology	10-806-177	4 credits		Natural Science Elective	4 credits
Advanced Anatomy & Physiology	10-806-179	4 credits		Natural Science Elective	4 credits
Microbiology	10-806-197	4 credits		Natural Science Elective	4 credits
General Physics I	10-806-154	4 credits	Applied Principles of Physics I	PHYS 201	4 credits
College Physics I	10-806-143	3 credits		Natural Science Elective	3 credits
Soil & Water Resources	10-001-198	3 credits	Introduction to Soil and Water Resources	NRES251	3 credits
Intro to Physical Geography	20-806-206	3 credits	Human Impacts on the Physical Environment	GEOG 100	3 credits
Introductory Statistics	10-804-189	3 credits	Elementary Statistical Methods	MATH 255	3 credits
Trigonometry with Applications	10-804-196	4 credits	Precalculus Trigonometry	MATH 119	4 credits
College Algebra with Applications	10-804-195	3 credits	Precalculus Algebra	MATH 118	3 credits
Calculus and Analytic Geometry I	20-804-236	5 credits	Calculus I	MATH 225	5 credits
Quantitative Reasoning	10-804-135	4 credits	Mathematical Applications, Appreciations, and Skills	MATH 105	4 credits
Elementary Math Education I	20-804-227	3 credits	Fundamental Mathematical Concepts for Elementary Teachers I	MATH 228	3 credits
Elementary Math Education II	20-804-237	3 credits	Fundamental Mathematical Concepts for Elementary Teachers II	MATH 338	3 credits
Social Science, Humanities, and Fine Arts			**Social Science, Humanities, and Fine Arts**		
Economics	10-809-195	3 credits	Principles of Macroeconomics	ECON 110	3 credits
Principles of Macroeconomics	20-809-287	3 credits	Principles of Macroeconomics	ECON 110	3 credits
Principles of Microeconomics	20-809-291	3 credits	Principles of Microeconomics	ECON 111	3 credits
Thinking Critically & Creatively	10-809-103	3 credits	Critical Thinking	PHIL 121	3 credits
Introduction to Psychology	10-809-198	3 credits	Introduction to Psychology	PSYC 110	3 credits
Developmental Psychology	10-809-196	3 credits	Human Growth and Development: A Lifespan Approach	HD265	3 credits
Abnormal Psychology	20-809-237	3 credits	Abnormal Psychology	PSYC 351	3 credits
Marriage and Family	20-809-275	3 credits	Marriage and the Family	SOC 240	3 credits
Educational Psychology	20-809-254	3 credits	Educational Psychology	EDUC 381	3 credits
Introduction to Ethics: Theory and Application	10-809-166	3 credits	Introduction to Ethics in Society	PHIL 101	3 credits
Intro to Philosophy	20-809-217	3 credits	Introduction to Philosophy	PHIL 100	3 credits
Introduction to American Government	10-809-122	3 credits	American Politics	POLI 101	3 credits
History of American People to 1877	20-803-215	3 credits	United States to 1877	HIST 176	3 credits
History of American People from 1877	20-803-219	3 credits	United States since 1877	HIST 177	3 credits
World History to 1500	20-803-258	3 credits	World History to 1500	HIST 101	3 credits
World History since 1500	20-803-259	3 credits	World History since 1500	HIST 102	3 credits
Children’s Literature	20-801-233	3 credits	Children’s Literature	ENGL 275	3 credits
Intro to Literature	20-801-255	3 credits	Introduction to the Study of Literature	ENGL 200	3 credits
Contemporary World Literature	20-801-247	3 credits		Humanities Elective	3 credits
Art Appreciation	20-815-201	3 credits	Introduction to the Visual Arts	ART 100	3 credits
Music Appreciation	20-805-201	3 credits	Appreciation and History of Music	MUS 100	3 credits
Music in Film	20-805-280	3 credits		Arts Elective	3 credits
Critical and Creative Thinking Skills (6)***			**Critical and Creative Thinking Skills (6)*****		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Science and Math			**Science and Math**		
Environmental Science	20-806-215	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
General Biology	10-806-114	4 credits	General Biology	BIOL 101	4 credits
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Effective Communication (6)			**Effective Communication (6)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
English Composition 1	**20-801 -219**	**3 credits**	**Freshman English**	**ENGL 101**	**3**
English Composition II	**20-801-223**	**3 credits**	**Sophomore English**	**ENGL 202**	**3**
Creative Writing	**20-801-227**	**3 credits**	**Introduction to Creative Writing**	**ENGL 253**	**3**
Fundamentals of Speech	10-801-198	3 credits	Fundamentals of Oral Communication	COMM 101	3
Oral/Interpersonal Communication	10-801-196	3 credits	Foundations of Workplace Communication	COMM 180	3
Intercultural Knowledge and Competence (3)			**Intercultural Knowledge and Competence (3)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Spanish I	20-802-217	4 credits	First Semester Spanish	SPAN 101	4 credits
Spanish II	20-802-212	4 credits	First Year Spanish	SPAN 102	4 credits
Introduction to Diversity Studies	**10-809-172**	**3 credits**		**Social Science Elective**	**3 credits**
Contemporary World Literature	20-801-247	3 credits		Humanities Elective	3 credits
Individual, Social, and Environmental Responsibility (6)			**Individual, Social, and Environmental Responsibility (6)**		
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Principles of Sustainability	10-806-112	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
Environmental Science	20-806-215	3 credits	People, Resources, and the Biosphere	NRES 150	3 credits
Introduction to Ethics: Theory and Application	10-809-166	3 credits	Introduction to Ethics in Society	PHIL 101	3 credits
Introduction to Diversity Studies	**10-809-172**	**3 credits**		**Social Science Elective**	**3 credits**
Note: courses recorded in **bold** in this table incorporate high impact practices, and also fulfill this category.					
Electives (14-19 credits)****					
Course Title	**Course Number**	**Credits**	**Course Title**	**Course Number**	**Credits**
Physical Fitness for Life	20-807-204	2 credits	The Healthy American	HPW 102	2 credits
Stress Management: Fitness for Life	20-807-203	2 credits	The Healthy American	HPW 102	2 credits
Nutrition for Life	20-807-202	1 credit		Elective	1 credit

Additional Considerations

*****The Associate of Science degree is primarily intended to provide a basic liberal arts background with an enhanced focus on knowledge of the physical and natural world and quantitative literacy. It is designed to provide the foundational courses in preparation for a bachelor's degree with highly structured major requirements (e.g., art, engineering, business, and the sciences including biology, chemistry, and pre-professional programs). Credits are focused toward and include additional coursework in the area of the Natural World (this learning area typically includes coursework in biology, chemistry, geology, physics, and mathematics).

******Each associate degree must contain a two-course sequence in which the first course provides the foundation for the second.

*******The Critical and Creative Thinking Skills learning goal includes inquiry, problem solving, and qualitative and quantitative reasoning proficiencies, and may be typically included as learning goals in different disciplines throughout the university curriculum. To meet this learning objective, students seeking the AA degree should select 3 additional credits from the Human Cultures and Knowledge of the Natural World category. Note that an individual course cannot be used to fulfill the requirements of two different learning goals.

********Any course in any category can be utilized to fulfill the electives category, as long as that course has not already been used to fulfill the requirement of another category.

WISCONSIN TECHNICAL COLLEGE SYSTEM

Morna K. Foy, President

4622 University Avenue
PO Box 7874
Madison, Wisconsin 53707-7874
608.266.1207 | Wisconsin Relay System: 711
info@wtcsystem.edu | www.wtcsystem.edu

November 10, 2021

Dr. Jeannie Worden
Northcentral Technical College
1000 Campus Drive
Wausau WI 54401

Dear Dr. Worden:

Program Approval Submission Approved by Board

Program Name:	Liberal Arts – Associate of Science
Program Number:	20-800-2
CIP Code:	24.0101
SOC Code:	N/A
Education Director:	Valerie Crespin-Trujillo, 608-266-5517 valerie.crespintrujillo@wtcsystem.edu

The Program Approval submission for the above program was approved at the November 10, 2021 meeting of the Wisconsin Technical College System Board.

No questions or concerns were raised by members of the Board. Please contact the education director listed above if you have any questions concerning the development and approval process for this program.

Sincerely,

Dr. Colleen A. McCabe
Provost and Vice President

cc: Valerie Crespin-Trujillo, WTCS
Sara Mackey, WTCS
Dr. Darren Ackley, NTC
Angela Reimer, NTC
Bonnie Osness, NTC

Education Committee **Item F.**
February 10, 2021

REGENT POLICY DOCUMENT REVIEW
RPD 4-10, "CLASS AUDIT POLICY"

REQUESTED ACTION

Adoption of Resolution F., which amends Regent Policy Document (RPD) 4-10, "Class Audit Policy," to meet the standards for a Regent Policy Document.

Resolution F. That, upon the recommendation of the President of the University of Wisconsin System, the UW System Board of Regents amends Regent Policy Document (RPD) 4-10, "Class Audit Policy," to update the policy and meet the standards of a Regent Policy Document.

SUMMARY

If approved, this proposal would amend RPD 4-10, "Class Audit Policy," to update the policy and reformat the policy to meet the standards of RPD 2-3, "Standards and Protocol for Regent Policy Documents."

Presenter

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

BACKGROUND

Class auditing provides participants with the opportunity to attend classes and access information and materials from a university course, typically without the commitment of completing assignments or exams. Students may choose to audit a course for a variety of personal and professional reasons. A degree-seeking student may audit a course to help them decide on a major. Older adults may choose to audit coursework to gain knowledge for professional development or to pursue personal, lifelong learning interests and goals. Class auditors do not receive degree credit for the courses they audit.

UW System Administration's Office of Policy Analysis and Research (OPAR) reports that, in the Fall of 2020, 1,318 students audited a UW course, representing only 0.8% of the 164,766 total Fall 2020 headcount. Of the 1,318 auditors in 2020, 950 or 72%, were either senior auditors or auditors who received disability benefits as described in RPD 4-10. Except for a significant decline in enrollment in audit courses in the mid-1990s, the number of senior auditors and auditors who receive disability benefits remained relatively stable over time, with 812 such students enrolling in 1980. However, the number of all other students who audit a course each year has steadily declined over time, with 2,953 such students enrolled in 1980 compared to 368 in the fall of 2020.

OPAR also found that senior auditors and auditors who qualify for disability benefits enrolled in an average of 4.9 audit credits in the fall of 2020, compared to an average of 3.0 credits for all other students in enrolled in audit courses. In general, the number of audit credits has remained steady for both groups over time and represents approximately one course per auditor each year.

RPD 4-10, "Class Audit Policy"

The UW System Board of Regents' class audit policy establishes a systemwide fee structure and conditions and criteria for allowing class auditing at UW institutions. Specifically, Regent Policy Document 4-10, "Class Audit Policy," establishes:

- Fees for participants who are not degree-seeking students and who enroll in classes only for the purpose of auditing a course or courses. The policy exempts fees for non-degree seeking Wisconsin residents aged 60 or older and disabled Wisconsin residents. The policy requires institutions to assess Wisconsin residents under the age of 60 and Minnesota reciprocity students 30% of each respective group's normal academic fees. It requires institutions to assess nonresident audit-only enrollees 50% of the normal nonresident tuition, although the policy allows the chancellor of an institution to waive the non-resident portion of the fee for non-residents.

- Conditions and criteria for people registering only for audit courses, requiring that enrollees may only be allowed to enroll in a course for audit if their enrollment does not increase instructional costs and if approved by the faculty in charge of the course. It also includes requirements around registration, special course fees, refunds, and the payment of segregated fees, as well as standards for students who later seek credit by examination for an audited course. The policy states that all university regulations apply to auditors and that institutions may determine which courses are open to auditors under the policy.

- Separate standards for degree-seeking students who wish to audit a course. Degree-seeking students are subject to the academic policies of the institution and are required

to pay the normal per-credit fees. Under the policy, when the combination of degree and audit credits exceed the full-time fee credit plateau, additional fees shall be assessed except that no academic fee shall be assessed Wisconsin residents aged 60 or older for audit-only credits.

Attachment B includes a copy of the current policy.

Proposed Revisions to RPD 4-10

The revision reformats the policy to meet the standards for a Regent Policy Document, as outlined in RPD 2-3, "Standards and Protocol for Regent Policy Documents." The proposal adds a scope and a purpose statement. The proposal revises the term, "audit-only enrollee," to "guest auditor," to refer to non-degree seeking students. This proposal retains the fee structure and conditions for auditing a course of the current policy for guest auditors. In some cases, the language was simplified for clarity.

This proposal simplifies the requirements related to degree-seeking students to state that degree-seeking students who enroll in a course as an auditor are subject to institutional academic and fee policies. UW System Administrative Policy (SYS) 805 incorporates the current provisions of RPD 4-10 related to conditions under which a degree-seeking student may audit a course, which may provide further clarification to institutions.

The revision includes a section describing the oversight, roles and responsibilities for implementing RPD 4-10. The policy recognizes that Chancellors are responsible for implementing RPD 4-10 and UW System Administration is responsible for developing policies and procedures to ensure systemwide consistency in the implementation of the policy, including methods for counting auditors when appropriate for enrollment purposes and for ensuring institutions use consistent methods for assessing fees.

The proposed policy is included as Attachment A.

History of the Class Audit Regent Policy Document

The UW System Board of Regents first adopted a class audit policy as a pilot program on December 8, 1972, with the intent to provide free audit privileges for people over 65 and a 50% charge of academic fees for auditors under the age of 65.[1] One month later, the Board rescinded Resolution 350 and adopted Resolution 381, which outlined provisions for senior auditors only, providing free audit privileges for people over the age of 65 subject to the

[1] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: December 8, 1972, Madison, Wisconsin: Board of Regents of the University of Wisconsin System, page 13 and Attachment D. See: https://search.library.wisc.edu/digital/ASEEMH22OCELNK8A, Download #24.

availability of space, approval of the faculty member in charge of the course, and that auditors pay any special course fees.[2]

On June 8, 1973, the Board approved Resolution 504, which again required a fee of 50% tuition for students under the age of 65 who register only for non-credit, audit courses. The policy also established requirements related to credit by examination for audited classes and allowed students to take an audited course later for credit. Resolution 504 related only to students under the age of 65. [3] The provisions of Resolutions 504 and 381, which related to senior auditors, remained in effect as separate policies until the Board created a single class audit policy in 1990.

Over the years, the Board revised the class audit policies several times, modifying the age at which older Wisconsin residents could audit courses without a fee, allowing disabled Wisconsin residents to audit courses without a fee and changing audit fees, along with other changes related to the conditions under which students could audit a course. A few significant examples include:

Fees. In 1990, the Board modified the then existing fee structure to require Wisconsin residents, including those over the age of 62 and disabled residents, to pay 30% of the normal per credit academic fee. Nonresident "audit-only enrollees" were required to pay 50% of the normal per credit academic fee, although the policy allowed the chancellor of an institution to waive the nonresident portion of the per credit charge. The policy delegated authority to institutions for determining conditions under which 'degree-seeking students' are allowed to audit a class and required degree-seeking auditors to pay the full fees for the course, within the framework of the credit plateau fee structure.[4] After reviewing a report showing that there were close to 70 needy disabled students auditing UW courses in 1989-90, the Board passed Resolution 5831 in June 1991 reinstating the previous policy exempting residents who receive certain disability benefits from paying class audit fees. [5,6]

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[2] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: January 12, 1973, pages 20-25. See: https://search.library.wisc.edu/digital/ASEEMH22OCELNK8A, Download #25.

[3] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: June 8, 1973, page 8 and Exhibit B. See: https://search.library.wisc.edu/digital/ASEEMH22OCELNK8A, Download #33.

[4] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: October 5, 1990, pages 24-27. https://search.library.wisc.edu/digital/ARLZNFYQEINFP68L, Download 55.

[5] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: May 10,1990. pages 22. https://search.library.wisc.edu/digital/ARLZNFYQEINFP68L, Download 61.

[6] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: June 7, 1990. page 22. https://search.library.wisc.edu/digital/ARLZNFYQEINFP68L, Download 62.

When the Board adopted Resolution 8218 in September 2000, it removed course fees for auditors over the age of 60 to conform with the requirements of 1999 Wisconsin Act 154. The Act created s. 36.27(1) (b), Wis. Stats., which requires the Board to permit a person who is 60 years of age or older to audit a course without paying an auditor's fee if the person is a resident of this state, space is available in the course, and the instructor approves. [7] Resolution 8218 also allowed Minnesota residents to audit classes at 30% of the normal per-credit Minnesota Reciprocity fee, rather than the 50% fee paid by other nonresidents. The Resolution delegated authority to each institution to determine the extent to which auditors pay or not pay segregated fees. The Resolution limits access of students enrolled in only audit courses to library and non-segregated fee funded activities of the student union if an institution does not charge auditors segregated fees.[8] Resolution 8218 was the last revision to RPD 4-10.

Senior Auditors. The Board adopted Resolution 774 on June 7, 1974, which modified Resolution 381 to lower the age at which a Wisconsin resident could audit a class without paying a fee from age 65 to 62 years old.[9] The Board lowered the age further to age 60 in September 2000 for senior auditors to implement 1999 Wisconsin Act 154. [10]

Disabled Auditors. The Board adopted Resolution 3006 in March 1984 to exempt disabled residents from paying class audit fees if they qualified for Federal Old Age and Survivors and Disability Insurance (OASDI) benefits or disability benefits. Resolution 7062, which was adopted at the Board's November 10, 1995 meeting, updated outdated references in the policy to the federal programs for disabled students from Federal Old Age Survivors and

[7] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: September 8, 2000. page 19-21. https://www.wisconsin.edu/regents/download/meeting_materials/2000/september/September-8,-2000-BOR-Minutes.pdf

[8] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: September 8, 2000. page 19-21. https://www.wisconsin.edu/regents/download/meeting_materials/2000/september/September-8,-2000-BOR-Minutes.pdf

[9] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: June 7, 1974, pages 9-10. See: https://search.library.wisc.edu/digital/ASEEMH22OCELNK8A, Download #44.

[10] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: September 8, 2000. page 19-21. https://www.wisconsin.edu/regents/download/meeting_materials/2000/september/September-8,-2000-BOR-Minutes.pdf

Disability Insurance Benefits to the Social Security Disability Insurance (SSDI) and Supplemental Income Program (SSI).[11]

Class Audit Policies in Other University Systems

A review of university systems in other states found that the most common audit policies related to fee exemptions for senior citizens who audit a class. Some states also exempt senior citizens from fees if they enroll in credit bearing classes. Many states, including Arkansas, Delaware, Florida, Connecticut, Georgia, Minnesota, and Utah among others, have adopted these exemptions in law.

Some university systems have adopted governing board or system level class audit policies either in support of or instead of a state class audit law. Some policies describe whether the system counts auditors in enrollment for funding purposes. Wisconsin counts auditors according to purpose and in accordance with federal reporting guidelines. In general, the UW System Administration includes auditors in data describing the number of students served by UW institutions, but does not include them when determining enrollment for funding purposes such as tuition modeling or expenditure reports.

Other common provisions of audit policies from other states include requirements that auditors be admitted to a course on a space available basis only, requirements that auditors provide proof of eligibility regarding age and residency, and provisions that restrict the type of courses that can be audited.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

- s. 36.27(1)(b), Wis. Stats., "Tuition"
- Regent Policy Document 32-1, "Delegation of Authority Regarding Residence Classification"
- Regent Policy Document 32-2, "Nonresident Tuition Remission Delegated to Chancellors"
- Regent Policy Document 32-4, "Tuition Structure: 12-18 Credit Plateau"
- Regent Policy Document 32-6, "Delegation of Authority to Establish Graduate Resident Tuition Remissions"
- Regent Policy Document 32-8, "Application Fees and Waiver"

[11] Minutes of the regular meeting of the Board of Regents of the University of Wisconsin System: November 10,1995. page 24. https://www.wisconsin.edu/regents/download/meeting_materials/1995/november/November-10,-1995-BOR-Minutes.pdf

See Also:

- SYS 805: Tuition and Fee Policies for Credit Instruction (formerly F44)

ATTACHMENTS

A) RPD 4-10, “Class Audit Policy” (Proposed)
B) RPD 4-10, “Class Audit Policy” (Current)

Regent Policy Document 4-10, Class Audit Policy (Formerly 90-9) (Proposed Policy)

SCOPE

The provisions of this policy apply to non-degree and degree-seeking students who enroll in UW courses for audit.

PURPOSE

This policy establishes the UW System's fee structure and systemwide standards for auditing UW courses. Class auditing provides participants with the opportunity to attend UW System classes in order to access the information and materials shared in those courses, often for professional development or lifelong learning goals.

POLICY STATEMENT

1. Guest Auditors
~~**Audit-Only Enrollees:**~~
Guest auditors are non-degree seeking students who enroll in all courses for audit.

1. The fees for guest auditors are as follows:

    a) Wisconsin Residents under age 60: 30% of the normal per credit academic fee.

    b) Wisconsin Residents age 60 or older: Normal per-credit academic fee waived (as of first day of classes).

    c) Minnesota Reciprocity: 30% of the normal per-credit Minnesota Reciprocity Fee.

    d) Nonresidents: 50% of the normal per credit academic fee.

    e) Audit fees shall be removed for all disabled Wisconsin residents receiving disability benefits under the Social Security Disability Insurance (SSDI) or Supplemental Security Income Program (SSI).

    f) Subject to the institution's nonresident tuition remission authorization, the chancellor may waive the non-resident portion of the per credit charge for nonresidents.

2. The ability of a person to register ~~only for non-credit~~ as a guest auditor~~, audit-type attendance~~ is subject to the understanding that:

   a) there be no additional classroom/laboratory space requirements or increased instructional costs resulting through implementation of this policy;

   ~~a)~~b) the auditor obtains approval of the faculty member in charge of the class ~~must be obtained by the auditor~~;

   ~~b)~~c) auditors receive only provisional permission to attend classes until course registration is completed at the end of the add/drop period;

   ~~c)~~d) institutions shall assess auditors any special costs for course instruction ~~other~~beyond ~~than~~ normal tuition charges ~~be assessed to the auditors who avail themselves of this opportunity~~;

   ~~d)~~e) a student who opts to enroll on an auditor basis under this policy may not change to a credit basis during the term of enrollment;

   ~~e)~~f) students who later seek credit by university examination for a course that they have audited must be enrolled in the university at the time the examination is taken and are subject to appropriate tuition charge and special course fees;

   ~~f)~~g) the University of Wisconsin System's general policy on the refund of academic fees will apply to audit fees;

   ~~g)~~h) each institution may determine whether to extend the option to auditors to pay, or not to pay, segregated fees (depending on whether the individual wants access to segregated fee funded services). If segregated fees are not paid, access for individuals who are auditors-only is limited to the library and non-segregated fee funded activities of the student union. No additional fee shall be charged for such access;

   ~~h)~~i) Regent, university and student government regulations applying to students apply equally to audit enrollees;

   ~~i)~~j) ~~the universities~~ each institution may determine which credit classes are open to auditors under the terms of this policy.~~;~~

2. **Degree-Seeking Students~~:~~**

~~The ability of d~~Degree-seeking students who wish to audit a ~~classes~~ course are ~~is~~ subject to the academic policies and fee structure of the institution~~.. Students shall pay the normal per-credit tuition for audit credits until the degree and audit credits equal the plateau where academic fees are level except that n~~No academic fee shall be assessed Wisconsin residents age 60 or older for audit-only credits. ~~When the combination of degree and audit credits exceeds the full-time fee credit plateau, additional fees shall be assessed except that no academic fee shall be assessed Wisconsin residents age 60 or older for audit-only credits;~~ Subject to the institution's nonresident tuition remission authorization, the chancellor may waive the nonresident portion of the per-credit charge for nonresidents.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

Each UW Chancellor is responsible for establishing policies and procedures, consistent with this policy and other UW System Administration policies and guidance, to facilitate participation in class audit opportunities at the institution.

UW System Administration shall establish additional policies and guidance, as needed, to ensure the consistent application of this policy within the UW System, including guidance related to assessing fees and methods for counting the number of class auditors for enrollment statistics and budgeting purposes.

RELATED REGENT POLICY DOCUMENTS AND APPLICABLE LAWS

s. 36.27(1)(b), Wis. Stats., "Tuition"
Regent Policy Document 32-1, "Delegation of Authority Regarding Residence Classification"
Regent Policy Document 32-2, "Nonresident Tuition Remission Delegated to Chancellors"
Regent Policy Document 32-4, "Tuition Structure: 12-18 Credit Plateau"
Regent Policy Document 32-6, "Delegation of Authority to Establish Graduate Resident Tuition Remissions"
Regent Policy Document 32-8, "Application Fees and Waiver"

See Also:

SYS 805: Tuition and Fee Policies for Credit Instruction (formerly F44)

Regent Policy Document 4-10, Class Audit Policy (Formerly 90-9) (Current Policy)

1. Audit-Only Enrollees:

   a) Wisconsin Residents under age 60: 30% of the normal per credit academic fee.

   b) Wisconsin Residents age 60 or older: Normal per-credit academic fee waived (as of first day of classes).

   c) Minnesota Reciprocity: 30% of the normal per-credit Minnesota Reciprocity Fee.

   d) Nonresidents: 50% of the normal per credit academic fee.

   e) Audit fees shall be removed for all disabled Wisconsin residents receiving disability benefits under the Social Security Disability Insurance (SSDI) or Supplemental Security Income Program (SSI).

   f) Subject to the institution's nonresident tuition remission authorization, the chancellor may waive the non-resident portion of the per credit charge for nonresidents.

2. The ability of a person to register only for non-credit, audit-type attendance is subject to the understanding that:

   a) there be no additional classroom/laboratory space requirements or increased instructional costs resulting through implementation of this policy;

   b) the approval of the faculty member in charge of the class must be obtained by the auditor;

   c) auditors receive only provisional permission to attend classes until course registration is completed at the end of the add/drop period;

   d) any special costs for course instruction other than normal tuition charges be assessed to the auditors who avail themselves of this opportunity;

   e) a student who opts to enroll on an auditor basis under this policy may not change to a credit basis during the term of enrollment;

f) students who later seek credit by university examination for a course that they have audited must be enrolled in the university at the time the examination is taken and are subject to appropriate tuition charge and special course fees;

g) the University of Wisconsin System's general policy on the refund of academic fees will apply to audit fees;

h) each institution may determine whether to extend the option to auditors to pay, or not to pay, segregated fees (depending on whether the individual wants access to segregated fee funded services). If segregated fees are not paid, access for individuals who are auditors-only is limited to the library and non-segregated fee funded activities of the student union. No additional fee shall be charged for such access;

i) Regent, university and student government regulations applying to students apply equally to audit enrollees;

j) the universities may determine which credit classes are open to auditors under the terms of this policy;

3. Degree-Seeking Students: The ability of degree-seeking students to audit classes is subject to the academic policies of the institution. Students shall pay the normal per-credit tuition for audit credits until the degree and audit credits equal the plateau where academic fees are level except that no academic fee shall be assessed Wisconsin residents age 60 or older for audit-only credits. When the combination of degree and audit credits exceeds the full-time fee credit plateau, additional fees shall be assessed except that no academic fee shall be assessed Wisconsin residents age 60 or older for audit-only credits; Subject to the institution’s nonresident tuition remission authorization, the chancellor may waive the nonresident portion of the per-credit charge for nonresidents.

History: Res. 5658 adopted 12/7/90; replaces 73-9, 74-8, 84-1 and 90-7; amended by Res. 5831 (6/91); amended by Res. 7062 11/95, amended by Res. 8218 (9/00).

Education Committee **Item G.**
February 10, 2022

REPORT ON APPLICATION FEES & APPLICATION FEE WAIVERS

REQUESTED ACTION

No action needed. This is an informative report on the total of application fees and application fee waivers for the period from August 1, 2020 through July 31, 2021.

SUMMARY

This is the first report on application fees and waivers as required by Regent Policy Document 32-8, "Application Fees and Waivers." The report covers the total revenue that application fees brought in at each campus for undergraduate, graduate and professional programs.

There are several types of fee waivers. Each is defined in the attached report, which also includes a breakdown by UW campus demonstrating both the number of application waivers, types of waivers, and the monetary value of those waivers.

Presenter

- Dr. John Achter, Interim Vice President for Student Success and Student Behavioral Health Coordinator, UW System Office of Student Success

BACKGROUND

This informative report is presented in accord with Regent Policy Document 32-8, "Application Fees and Waivers" (adopted August 20, 2020) available at: https://www.wisconsin.edu/regents/policies/application-fees-and-waiver/

The August 1, 2020 through July 31, 2021 period was an interesting timeframe for this report. From August through October many UW System Institutions held app fee waiving campaigns for undergraduate applications. In December 2020, the Board of Regents decided to waive application fees for all undergraduate applicants through December 2022 for all campuses, excepting UW-Madison, UW-La Crosse, and UW-Eau Claire.

The UW Systemwide Application Fee Waiving total value of all waivers was $2,314,905, including:

- 15,426 Needs Based Waivers.
- 67,555 Undergraduate $0 App Fees.
- 40 Graduate $0 App Fees.

During this same period, revenue for application fees across the UW System totaled:

- Undergraduate: $3,612,662
- Graduate: $2,315,938
- Professional: $568,091

Related Policies

- Regent Policy Document 32-8: Application Fees and Waivers
- UW System Administrative Policy 805.6.A.19, “Application Fees and Waiver”
- Resolution 11564: Authorizing Reduction of the E-Application Fee for New Undergraduate Admissions.

ATTACHMENTS

A) Application Fee and Waivers Report by Campus

APPLICATION FEE AND WAIVERS REPORT BY CAMPUS

Regent Policy Document 32-8 (Application Fees and Waivers) requires that the UW System annually report to the Board of Regents on application fee receipts and waiver amounts by institution. The report is for the period of August 1, 2020 through July 31, 2021. Application fee waivers take several different forms. The report breaks down by campus the number of waivers by type and the amount of revenue all waivers would equal by campus.

MONETARY VALUE OF APPLICATION FEES COLLECTED

The application fee totals listed in Table 1 are broken down first by campus and then by undergraduate, graduate, and professional level. Graduate and Professional Program applications charge a fee, which can vary by UW institution and program. Undergraduate application fees were waived for all campuses (other than UW-Madison, UW-Eau Claire, and UW-La Crosse) after December 11, 2020. Previously, all undergraduate application fees were $25, and UW-Madison is $60.

Table 1: Application Fees Collected by Campus

Campus	Undergraduate	Graduate	Professional
EAU	$213,737.50	$48,584.00	$ -
GBY	$100,300.00	$25,144.00	$ -
LAC	$173,260.00	$47,202.00	$ -
MSN	$2,747,717.58	$1,722,558.93	$568,091.00
MIL	$62,667.95	$207,875.00	$ -
OSH	$75,583.00	$35,982.00	$ -
PKS	$33,200.47	$28,784.00	$ -
PLT	$25,004.00	$13,679.00	$ -
RVF	$62,800.00	$22,624.00	$ -
STP	$30,616.68	$27,552.00	$ -
STO	$35,950.50	$37,851.00	$ -
SUP	$6,949.00	$19,936.00	$ -
WTW	$44,875.00	$78,166.00	$ -
TOTAL	$3,612,661.68	$2,315,937.93	$568,091.00

TYPES OF FEE WAIVERS

Application fee waivers take several forms. They include needs based, fall application campaign, Board-authorized waivers, internal transfer applicants, re-entry applicants, and graduate applicants. This report shows the number of waivers for each campus by type and the revenue value of all waivers.

Needs Based Waivers:

At the undergraduate level students can qualify for a waiver based on financial need. Needs based waiver status was still collected after the December 11, 2020 Board of Regents Resolution. Students in the application can elect this waiver if they can affirm any of the following statements:

- I qualify for Free and Reduced-Price school meals
- I qualify for an ACT and/or SAT fee waiver
- I am enrolled in a TRIO program, such as Upward Bound
- I have a high school counselor, teacher, principal, financial aid officer, or community leader who can attest to my financial circumstance
- My family receives public assistance
- I live in federally subsidized public housing or a foster home, or I am homeless
- My family's income falls within Income Eligibility Guidelines set by USDA Food and Nutrition Services
- I am a ward of the state or I am an orphan

Fall Application Fee Campaigns:

In the fall between August 2020 and October 2020 several institutions held application fee waiver campaigns for undergraduate applicants.

Resolution 11564: $0 App Fees:

Starting December 11, 2020, the Board of Regents waived application fees for undergraduate students at 10 of our 13 institutions. UW-Madison, UW-La Crosse, and the UW-Eau Claire region continued to require an application fee. This fee waiving will remain in place until December 2022.

Internal Transfer Applicants:

Undergraduate students who are transferring to one UW System institution from another within 12 months do not need to pay an application fee.

Re-Entry Applicants:

Undergraduate students re-applying to an institution they previously attended as a degree seeking student do need to pay an application fee.

Graduate $0 App Fees:

Graduate and Professional schools waive application fees for: 1) Financial hardship; 2) McNair Scholars; and 3) App Fee Campaigns. The practice of waiving application fees is not uniform across UW System Graduate Schools.

APPLICATION FEE WAIVERS BY CAMPUS

This past year, the described fee waivers were used across UW institutions at the undergraduate and graduate levels. Tables 2 and 3 provide the numbers, types, and the value of application fees by campus that were waived.

Table 2: Undergraduate Application Fee Waiving

Campus	Needs Based Waivers	Fall Application Fee Campaigns	Resolution 11564: $0 App Fees	Internal Transfers	Re-Entry	Total Monetary Value of Waivers
EAU	1,345	4	-	269	370	$49,700.00
GBY	668	3,360	2,674	241	510	$186,325.00
LAC	734	12	-	251	398	$34,875.00
MSN	5,903	6	-	878	17	$408,240.00
MIL	2,364	831	11,476	1,670	1,320	$441,525.00
OSH	724	5,607	3,195	267	143	$248,400.00
PKS	529	169	1,561	119	282	$66,500.00
PLT	510	2,829	1,836	142	410	$143,175.00
RVF	422	1,086	1,704	86	352	$91,250.00
STP	710	3343	2632	342	330	$183,925.00
STO	351	1,744	2,265	145	332	$120,925.00
SUP	229	1,064	1,212	66	204	$69,375.00
WTW	875	4,710	3,637	339	466	$250,675.00
FLX	62	0	558	32	59	$17,775.00
TOTAL	15,426	24,765	32,750	4,847	5,193	$2,312,665.00

Table 4: Graduate Application Fee Waiving		
Campus	$0 App Fees	Total Monetary Value of Waivers
EAU	-	-
GBY	-	-
LAC	-	-
MSN*	-	-
MIL*	-	-
OSH	-	-
PKS	-	-
PLT	-	-
RVF	-	-
STP	12	$672.00
STO	8	$448.00
SUP	19	$1,064.00
WTW	1	$56.00
FLX	-	-
TOTAL		$2,240.00

*Data not provided from these campuses.

Education Committee **Item H.**

February 10, 2022

EXTENDED REDUCTION OF UNDERGRADUATE APPLICATION FEES

REQUESTED ACTION

Adoption of Resolution H., authorizing the setting of the application fee to $0 for undergraduate admission to all UW universities, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison.

Resolution H. That, upon recommendation of the President of the UW System, the UW System Board of Regents approves the proposed request to establish an application fee of $0 for all undergraduate admission to UW universities, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison.

SUMMARY

The proposed request would maintain the current application fee of $0 for new undergraduate admission, as established in December 2020, to all UW System universities excepting UW-Eau Claire, UW-La Crosse, and UW-Madison. These three universities would continue to charge undergraduate applicants their current fees of $25, $25, and $60, respectively. UW-Eau Claire, UW-La Crosse, and UW-Madison would retain the right to waive undergraduate application fees but only for those students who meet the conditions of financial hardship previously set forth in UW System Administrative Policy 805.6.A.19. The proposed request would take effect immediately upon publication with a review of its impact on student applications to the UW System and overall enrollment yield to be conducted on an annual basis.

Presenter

- John Achter, Ph.D., Interim Associate Vice President for Student Success, UW System

BACKGROUND

There have been two resolutions that have reduced the undergraduate application fee over the past two years. Resolution 11415 adopted April 2, 2020, reduced the application fee from $50 to $25 for all institutions besides UW-Madison, which remained at $60. Resolution 11564, adopted December 10, 2020, reduced the application fee to $0 for two years for all campuses besides UW-Eau Claire, UW-La Crosse, and UW-Madison. UW-Eau Claire and UW-La Crosse remained at $25 and UW-Madison at $60. Note: Prior to the December 2020 resolution, many campuses had application fee waiving campaigns from August-October, so the application fee was effectively $0 for the majority of Fall 2021 term applications.

Without this resolution, the $0 application fee will expire in December 2022 which falls in the middle of the Fall 2023 application cycle. To provide transparency, certainty, and consistency for students currently considering an application, the UW System needs to have a decision before the Fall 2023 application opens in Summer/Fall 2022.

Setting the application fee officially at $0 for these 10 institutions solidifies the UW System's commitment to educational access for all students. As a result of these fee reductions, degree seeking applications for Fall 2021 were approximately 25% higher than Fall 2020. This increase in applications contributed to a 3.9% increase in new freshman enrollment in Fall 2021, at a time when new freshman enrollment across the nation declined by 3.1%.

Increasing access to education and enrollments requires removing as many barriers as possible for prospective students. Reducing application fees increases the number of applications in the pipeline which increases the potential for more students to enroll.

Previous Action

The current application fee structure was approved by the Board of Regents in December, 2020.

Related Policies

- UW System Administrative Policy 805.6.A.19, "Application Fees and Waiver"
- Regent Policy Document 32-8, "Application Fees and Waiver"

Education Committee **Item I.**
February 10, 2022

HOST CAMPUS PRESENTATION UW-MADISON: STUDENT ACADEMIC SUCCESS—A TEAM EFFORT

REQUESTED ACTION

For information only.

SUMMARY

The University of Wisconsin-Madison attracts exceptional students and provides them with a world class education. Our remarkable faculty and instructional staff are vital to the success of our students on campus and as alumni. But that's only part of the story. The host presentation will highlight the work of sometimes unsung heroes: the academic planners who wrangle data to clear the pathway for progress to degree completion; the advisers who set high expectations and help our students meet them; the staff of our learning and tutoring centers who enrich students' experience in and outside the classroom; and the professionals at our new Center for Teaching, Learning & Mentoring who help our instructors hone the craft of teaching. We'll see that student academic success at UW-Madison truly is a team effort.

Presenters

- Dr. John Karl Scholz, UW-Madison Provost and Vice Chancellor for Academic Affairs
- Dr. Wren Singer, UW-Madison Associate Vice Provost and Director of Undergraduate Advising and Career Services
- Megan Schmid, UW-Madison Associate Vice Provost and Managing Director of the Center for Teaching, Learning and Mentoring
- Dora Aranda, UW-Madison student
- Ashley Yang, UW-Madison student

Education Committee **Item J.**

February 10, 2022

UW SYSTEM STEM TRANSFER INITIATVE WITH WISCONSIN TECHNICAL COLLEGE SYSTEM

REQUESTED ACTION

None. This item is intended to highlight issues and inform future decision-making.

SUMMARY

To ease the challenge of transfer, the UW System and Wisconsin Technical College System (WTCS) have taken another step towards providing learners with another transfer pathway by introducing a guaranteed credit transfer pathways for STEM degrees. The STEM Degrees are in the key areas today's modern employers are seeking like biology, chemistry and computer sciences. This will provide certainty of STEM-driven degrees, and the certainty of having the right STEM-related knowledge and skills to attract that right employment opportunity. This presentation will focus on the status of this work, which is supported by a grant from the Howard Hughes Medical Institution that supports cooperative efforts for students in both university systems.

Presenters

- Dr. Carleen Vande Zande, Associate Vice President for Academic Programs & Faculty Advancement, UW System
- Dr. Janet Bradshaw, UW-Madison, Associate Professor of Kinesiology, Director of the Wisconsin Institute for Science Education and Community Engagement

BACKGROUND

The STEM Transfer Initiative builds on the expansion of the Universal Credit Transfer Agreement (UCTA, completed in September 2021) between the UW System and WTCS and other WTCS liberal arts transfer programs.

Over the past three years, UW-Madison and other UW institutions have collaborated with WTCS partners to identify ways to improve the transfer pipeline, especially in STEM areas. This work was funded by a $1 million grant from the Howard Hughes Medical Institute.

The initiative aims to build a comprehensive 2-year to 4-year transfer model program by creating “Pre-Major Packages” (concentrations) of required classes within the WTCS Associate of Science degree (60 credits) that sufficiently prepare a transfer student to continue a given major at any UW institution, with guaranteed admittance upon successful completion to the school or college housing the major.

Education Committee **Item K.**
February 10, 2022

REPORT OF THE VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS: EAB NAVIGATE/ACADEMIC PLANNER PILOT PROGRAM UPDATE

REQUESTED ACTION

None. For information only.

SUMMARY

Vice President Anny Morrobel-Sosa, along with Interim Associate Vice President John Achter, will provide an update on the EAB Navigate/Academic Planner Pilot Program. The Navigate Project is a key student planning management tool that UW institutions are incorporating into their student success and advising programs. The EAB contract amendment is before the Board of Regent Finance Committee this morning.

Presenters

- Dr. Anny Morrobel-Sosa, Vice President for Academic and Student Affairs, UW System
- Dr. John Achter, Interim Associate Vice President for Student Success and Student Behavioral Health Coordinator, UW System Office of Student Success

BACKGROUND

EAB Navigate is a key communications platform linking administrators, faculty, academic support staff and advisors to our students utilized at 12 UW universities since 2018. Academic Planner, a new EAB product offering, is a key tool for empowering our universities to map a well-defined course-to-degree pathway, providing students the confidence that they can graduate on-time and on-budget. The UW System is proposing a three-campus Academic Planner pilot program (UW Oshkosh, UW-Platteville and UW-River Falls) spanning the length of the current contract set to expire at the end of 2023. This will provide key insights into the implementation and efficacy of Academic Planner.

UW-Milwaukee and UW-Parkside have already successfully utilized Academic Planner for the “Moonshot for Equity” program. This multi-institutional Southeastern Wisconsin-focused program was approved for participation by the Board of Regent’s Finance Committee in August 2020. The “Moonshot” program is a highly-coordinated effort, with positive early results on student enrollment and retention rates that hopes to serve as a national model.