

1/30/23

## **Education Committee**

Thursday, February 9, 2023

10:30 a.m. – 12:00 p.m.

Varsity Hall II, 2<sup>nd</sup> Floor  
Union South, UW-Madison  
1308 W. Dayton Street &  
Via Zoom Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
  - 1. Approval of the December 8, 2022 Meeting Minutes of the Education Committee
  - 2. UW-Green Bay: Approval of a Master of Science in Biodiversity Conservation and Management
  - 3. UW-Madison: Approval of a Bachelor of Science-Education (B.S.E.) in Elementary Education and Special Education
  - 4. UW-Madison: Approval of an Educational Specialist Degree (Ed.S) in Educational Leadership and Policy Analysis
  - 5. UW-Milwaukee: Approval of a Doctor of Philosophy (Ph.D.) in Mechanical Engineering
  - 6. UW-Milwaukee: Approval of a Bachelor of Architecture in Architecture
  - 7. UW-River Falls: Approval of a Master of Science in Business Analytics
- D. Recruiting and Supporting International Students
- E. Host Presentation by UW-Madison: Adapting To Change: AI, ChatGPT And Higher Education
- F. Report of the Direct Admissions Task Force

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
MASTER OF SCIENCE IN BIODIVERSITY CONSERVATION AND  
MANAGEMENT, UW-GREEN BAY WITH ADMINISTRATIVE AND  
FINANCIAL SUPPORT FROM UW EXTENDED CAMPUS**

**REQUESTED ACTION**

Adoption of Resolution C.2., authorizing the implementation of the Master of Science in Biodiversity Conservation and Management program at the University of Wisconsin-Green Bay.

**Resolution C.2.** That, upon the recommendation of the Chancellor of the University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Biodiversity Conservation and Management program at the University of Wisconsin-Green Bay.

**SUMMARY**

The University of Wisconsin-Green Bay proposes to establish an online Master of Science (M.S.) in Biodiversity Conservation and Management that will be delivered in cooperation with UW Extended Campus. The development of this program responds to the recognized growth of the conservation industry and corresponding increased demand for well-qualified professionals in the field, as evidenced by the expected growth in related jobs of 4% in Wisconsin, the upper Midwest, and nationally.<sup>1</sup> Both internal and external research market analyses indicate a favorable environment for launching this program. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biodiversity conservation field. Potential careers for graduates include Environmental Scientists and Managers, Conservation Scientists and Directors, and Geological and Hydrologic Technicians, among others. The proposed program aligns with the UW-Green Bay select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “inclusion” and

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<sup>1</sup> UPCEA Center for Research and Strategy (Nov. 2021): *Feasibility Analysis-Master of Science in Biodiversity Conservation and Environmental Management*.

“social justice.” As the human dimensions of conservation and consideration, inclusion, and respect for First Nations people are a key component to this curriculum, this degree is in clear alignment with this mission.

The M.S. in Biodiversity Conservation and Management represents a fully online, asynchronous curriculum comprised of 31 credits to include the courses in the three specialized 9-credit certificates and a culminating, project-based experience. Graduates of the program will gain the competencies required to manage conservation initiatives. Defined courses provide students with a solid foundation in conservation ecology, evolution, biodiversity, data analytics and visualization, spatial mapping, emerging conservation concepts and technologies, conservation leadership and community engagement, and conservation research, monitoring, design, and management. The proposed program is oriented to individuals currently working in the field. The four stand-alone certificates will enable students to tailor their coursework to immediately meet their career goals as they progress toward completion of the M.S. degree.

### **Presenter**

- Dr. Kate Burns, 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 April 29, 2022), 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 BIODIVERSITY CONSERVATION AND  
MANAGEMENT AT UW-GREEN BAY  
WITH ADMINISTRATIVE AND FINANCIAL SUPPORT FROM  
UW EXTENDED CAMPUS  
PREPARED BY UW-GREEN BAY**

**ABSTRACT**

The University of Wisconsin-Green Bay (UWGB) proposes to establish an online Master of Science in Biodiversity Conservation and Management (MS-BCM) that will be delivered in cooperation with UW Extended Campus (UWEX). The development of this program responds to the recognized growth of the conservation industry and corresponding increased demand for well-qualified professionals in the field, as evidenced by the expected growth in related jobs of 4% in Wisconsin, the upper Midwest, and nationally.<sup>1</sup> Both internal and external research market analyses indicate a favorable environment for launching this program. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biodiversity conservation field. Potential careers for graduates include Environmental Scientists and Managers, Conservation Scientists and Directors, and Geological and Hydrologic Technicians, among others. The proposed program aligns with the UWGB select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “inclusion” and “social justice.” As the human dimensions of conservation and consideration, inclusion, and respect for First Nations people are a key component to this curriculum, this degree aligns with this mission.

The MS-BCM represents a fully online, asynchronous curriculum comprised of 31 credits to include the courses in the three specialized 9-credit certificates and a culminating, project-based experience. Graduates of the program will gain the competencies required to manage conservation initiatives. Defined courses provide students with a solid foundation in conservation ecology, evolution, biodiversity, data analytics and visualization, spatial mapping, emerging conservation concepts and technologies, conservation leadership and community engagement, and conservation research, monitoring, design, and management. The proposed program is oriented to individuals currently working in the field. The four stand-alone certificates will enable students to tailor their coursework to immediately meet their career goals as they progress toward completion of the M.S. degree.

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<sup>1</sup> UPCEA Center for Research and Strategy (Nov. 2021): *Feasibility Analysis - Master of Science in Biodiversity Conservation and Environmental Management*.

## **PROGRAM IDENTIFICATION**

### **University Name**

University of Wisconsin-Green Bay with administrative and financial support from the University of Wisconsin (UW) Extended Campus, a division of UW System Administration.

### **Title of Proposed Program**

Biodiversity Conservation and Management

### **Degree/Major Designations**

Master of Science

### **Mode of Delivery**

Single institution; Distance Education (100% Online)

### **Department or Functional Equivalent**

Department of Biology

### **College, School, or Functional Equivalent**

College of Science, Engineering and Technology

### **Proposed Date of Implementation**

September 2023

### **Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on other successful comparable UW collaborative online programs that are delivered with administrative support from UWEX and based on the findings of the commissioned study conducted by the University Professional and Continuing Education Association. It is assumed that the majority of students will enroll part-time. As shown, enrollment is anticipated of 340 students in the program and 48 students graduating from the program by the end of Year 5. Based on experience with similar collaborative online graduate-level programs across the UW System, it is anticipated that the average annual attrition rate will be approximately 20% once the program becomes established (Years 4 and 5). Continuing students are defined as students who entered the program as new students, or who were previously enrolled at the partner institution and transferred into the degree program from another degree program.

**Table 1: Five-Year Projected Student Enrollments**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	55	60	65	70
Continuing Students*		22	63	98	121
Total Headcount	25	77	123	163	191
Graduating Students	0	0	3	12	22

### **Tuition Structure**

Program tuition for the MS-BCM program will be set at \$750 per credit for 2023-2024. The tuition rate is based on market demand estimates as well as comparisons with other master's level online programs offered by the UW System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. The pricing structure will follow the UW System pricing guidelines for distance education programs provided in UW System Administrative Policy (SYS) 130.<sup>2</sup> Segregated fees for students enrolled in this program will be waived. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The MS-BCM represents a fully online, asynchronous curriculum comprised of 31 credits including nine courses, a capstone preparation course, and a project-based capstone course. Graduates of the program will gain the core competencies required to manage functions across a wide range of fields related to biodiversity conservation and environmental management. The required pre-capstone and capstone courses, which represent the culminating experiences in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their area of professional interest.

### **Student Learning Outcomes and Program Objectives**

Students completing the MS-BCM will have achieved the following competencies and learning outcomes. Graduates will be able to:

1. Conduct and communicate environmental research and monitoring.
  - a. Design and implement effective methods for collecting, managing, and interpreting environmental data.
  - b. Effectively communicate scientific information to diverse audiences and stakeholders.

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<sup>2</sup> [wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/](https://wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/)

2. Critically evaluate ethical implications and relevance of conservation initiatives through multiple lenses.
  - a. Consider the needs of diverse communities in culturally responsible conservation practices.
  - b. Evaluate how humans' impact and are influenced by conservation and the natural world.
3. Interpret and comply with conservation regulations and policies.
  - a. Consider tribal rights, treaties, and First Nations sovereignty and communities in conservation practices.
  - b. Interpret local, state, and federal policies and regulations as they apply to conservation.
4. Cultivate and lead a collaborative and inclusive team representing diverse stakeholders.
  - a. Establish and engage a cross-functional team with diverse strengths to address conservation challenges.
  - b. Communicate information, gather feedback, and build consensus to improve conservation efforts.
5. Design, implement and evaluate effective conservation projects.
  - a. Develop a competitive proposal to gain support for a conservation project.
  - b. Manage a complex project incorporating risk management, budget and personnel oversight, and outcomes assessment.
  - c. Apply principles of adaptive management to learn from previous actions and make necessary adjustments to improve outcomes.
6. Integrate ecological information in conservation planning and actions.
  - a. Use taxonomic keys and other resources to identify taxa relevant to conservation projects.
  - b. Interpret the role of the physical and biological environment in conservation planning and policy.
  - c. Curate and manage biological collections to support conservation, education, and outreach.
7. Adapt and apply innovative technology and ideas to conservation challenges.
  - a. Demonstrate familiarity with emerging technologies, ideas and primary literature in conservation science and environmental management.
  - b. Utilize digital tools to visualize environmental data on a landscape or ecosystem scale.
  - c. Collect, organize, and analyze data using appropriate tools and techniques.

### **Program Requirements and Curriculum**

Admission requirements for the MS-BCM program will include a bachelor's degree in any field and a 3.0 undergraduate GPA. Students will be required to satisfy all program prerequisites or demonstrate proficiency prior to formal admission into the program. There will be no required aptitude tests for admission in the program (e.g., GRE, GMAT, other). Students must maintain an overall cumulative GPA of 3.0 or better to graduate.



Table 2 illustrates the 31-credit fixed curriculum for the proposed MS-BCM program. To satisfy degree requirements, students must complete 27 credits of core course coursework. The 3-credit capstone course requirement, which represents the culminating experience for students, must be taken in the final semester of study. A capstone preparation course (one credit) will be taken the semester prior to the capstone course and will provide the student with the opportunity to prepare a capstone proposal for the applied project-based, self-directed experience. The proposal will be reviewed and approved by the capstone instructor for implementation in the capstone course (three credits). Students may implement and complete capstone projects within their current place of employment or through another host organization. A significant role and responsibility of the Program Advisory Board is to recommend possible projects and to potentially host capstone students at their organizations.

<b>Table 2. Master of Science in Biodiversity Conservation and Management Curriculum</b>		
<b>Course #</b>	<b>Course Name</b>	<b># Credits</b>
BCM 700	Conservation Ecology	3
BCM 705	Conservation Research and Monitoring	3
BCM 710	Conservation Design and Management	3
BCM 720	Human Dimensions of Conservation	3
BCM 725	Evolution, Biodiversity, and Conservation	3
BCM 730	Data Analytics and Visualization	3
BCM 740	Conservation Leadership and Community Engagement	3
BCM 745	Emerging Conservation Concepts and Technologies	3
BCM 750	Spatial Analysis and Mapping	3
BCM 790	Biodiversity Conservation and Management Capstone Prep	1
BCM 795	Biodiversity Conservation and Management Capstone	3
<b>Total Credits</b>		<b>31</b>

Embedded within this curriculum are four separate certificates, which learners will earn as they progress through the M.S. program. These certificates may be pursued independently from the overall program. These consist of the following:

Biodiversity and Conservation Science

BCM 700: Conservation Ecology

BCM 725: Evolution, Biodiversity, and Conservation

BCM 745: Emerging Conservation Concepts and Technologies

Conservation Data Management and Analysis

BCM 705: Conservation Research and Monitoring

BCM 730: Data Analytics and Visualization

BCM 750: Spatial Analysis and Mapping

### Conservation Leadership, Policy, and Management

BCM 710: Conservation Design and Management

BCM 720: Human Dimensions of Conservation

BCM 740: Conservation Leadership and Community Engagement

### Foundations of Biodiversity Conservation and Management

BCM 700: Conservation Ecology

BCM 705: Conservation Research and Monitoring

BCM 710: Conservation Design and Management

### **Assessment of Outcomes and Objectives**

The program assessment team, comprised of the MS-BCM chair, members of the Biodiversity Conservation and Management faculty at UWGB, and the UWEX program manager, will manage the assessment of student learning outcomes for the program. This assessment team will identify and define measures and establish a rubric to evaluate how well students are demonstrating attainment of program learning outcomes. The team will also identify and collect data needed to complete the assessment. As part of the course development and review process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency.

The team will receive data collected from individual course instructors in the curriculum each semester. UWEX will monitor data on new enrollments, retention rates, and graduation rates. The assessment team will compile these various sources of data and complete annual reports summarizing the data, the assessment findings, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

### **Diversity**

UWGB is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UWGB Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UWGB added a Vice Chancellor for University Inclusivity and Student Affairs to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UWGB serves. This includes setting strategic priorities to create a more diverse student body and action steps to achieve these goals.

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

Biodiversity conservation and management is an area of global concern and interest, and it is expected that the program will attract a diverse student base. In response, it is critical that the program stay informed of the cultural diversity among students and continuously seek unique ways to include their culture into the courses. Faculty, with support from UWEX instructional designers and media specialists, are committed to developing course activities that recognize the cultural backgrounds of enrolled students. This will ensure each student feels welcome, encouraged, and supported in the online course environment and students will be encouraged to tap into their backgrounds, cultures, and experiences through these activities. This approach will allow students to make deeper connections with the instructor, fellow students, and the course curriculum. Aspects of inclusive cross-cultural community collaborations and consideration of First Nations sovereignty and communities in relation to policy and practice are intentionally integrated into the curriculum and student learning outcomes.

UWEX has several initiatives currently underway to attract more students from underrepresented groups into the UW System. For example, UWEX works with UW HELP to develop and disseminate brochures and materials specific to Hispanic and Hmong students, which are sent to those respective potential student groups. The UWEX program manager for the MS-BCM program will conduct outreach, collaborating with employers to encourage and support the education of their employees, especially focusing on students from underrepresented minority groups. In addition, a program advisory will provide support in this area by helping the program extend its reach to diverse groups of prospective students and communities.

An essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. Students enrolled in the MS-BCM program will receive academic and student support services that support an inclusive learning environment and equity in student success.

Further, a UWEX success coach will work closely with all students to self-identify barriers to their success. Success coaches will serve as a resource to either directly help students overcome those barriers or will point them to other resources available at UWGB or elsewhere. UWEX will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students around academic programmatic interests and cultural similarities to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few.

While the proposed degree does not project a significant number of new faculty and staff, UWGB will continue to be committed to recruiting a culturally diverse campus community. UWGB has policies in place to support the attainment of equity in the recruitment and hiring of faculty and instructional staff, when openings exist in their respective departments, schools, and colleges.

### **Collaborative Nature of the Program**

The MS-BCM will be delivered by UWGB faculty and staff in cooperation with staff from UWEX. As such, UWGB will benefit from the shared academic and administrative resources of UWEX. Development of the proposed program supports UW System wide interests to efficiently develop and deliver quality academic programs based on market and student needs. These partnerships serve the mutual academic program interests of institutional partners, while leveraging limited institutional resources. This degree, like collaborative programs administered by UWEX, provides UWGB with the ability to offer a high quality, sustainable graduate program without a requirement to extend significant local resources to launch, market, and fully support this program, or a risk of compromising existing programs.

Faculty and staff from UWGB, with support from UWEX, developed program curriculum, program competencies, student learning outcomes, and admission requirements. UWGB will be responsible for identifying qualified faculty and instructional staff to deliver coursework, assess student learning, and conduct program reviews. The faculty and staff who are expected to teach in the program have been identified, and all are qualified, per Higher Learning Commission (HLC) and UW System requirements, to teach graduate-level coursework. Additional faculty and staff, as needed, will be recruited and assigned by the Academic Director/Program Chair.

UWGB will appoint an academic program director who will work with the College of Science, Engineering, and Technology (CSET) to implement the program. Collaboratively, this director, the Dean of CSET, the Associate Vice Chancellor for Graduate Studies and Research, and the UWEX program manager will comprise the program workgroup. This team will oversee the ongoing growth, development and performance of the MS-BCM degree program. The committee will meet quarterly in person and via teleconferencing, as needed. Instructional development and delivery of the online courses will be supported

and hosted by UWEX. This cohesive development and offering of courses will ensure students have a consistent experience.

All students enrolled in this program will be UWGB graduate students, and all courses will be listed in the UWGB course catalog and registration system. The student record will be maintained in the student information system of UWGB. Local program stakeholders including the office of graduate studies, continuing education staff, academic support office leads, host department representatives, and instructional, and business office personnel will also meet biannually to review processes and concerns, and to adjust, as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration. These processes include the financial model, marketing, student recruitment and advising, admission and enrollment processes and trends, and curriculum and course design. UWEX staff will regularly report on program performance.

UWEX staff will coordinate external engagement, input, and advice through a Program Advisory Board consisting of the Biodiversity Conservation and Management academic director and 12 to 15 representatives from the field who will also serve as advisors, ambassadors, and referral agents to the program. The MS-BCM Advisory Board will meet biannually. The board members will be asked to host students working on capstone projects, and to create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide administrative support to the board, coordinate meetings, coordinate activities, and satisfy other administrative functions. The academic director of the program and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program and curriculum stay relevant to trends in the field.

### **Projected Time to Degree**

Based on experience with similar collaborative offerings administered by UWEX and the typical adult online student profile, it is assumed that most students will enroll part-time and take an average of three to four courses per year. At this rate, the majority of students would complete the program within three to four years. Given the 31-credit curriculum, however, students pursuing this program full-time would be able to complete this degree in four semesters. Students may enter the program for the spring, summer, or fall semester. Given that there are no proposed internal course prerequisites, students can take courses in any sequence, and can complete the embedded certificates as they make progress through the program. The capstone, which represents the culminating experience for students, must be taken in the final semester of study.

## **Program Review**

Program review and evaluation occur on a more frequent schedule than in traditional academic programs. Assessment relative to student learning will be reviewed annually. The MS-BCM program will go through an internal three-year review focusing on program, administrative and fiscal matters. In addition, UWGB will be responsible for conducting a comprehensive five-year review. The UWGB Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MS-BCM program on a five-year cycle beginning in 2027-2028. The academic director, faculty, and administrators from UWGB will have input into programmatic changes and upcoming needs. UWEX, as the fiscal agent for this program, will manage resources to ensure that funds are available to support scheduled program reviews and to invest in the program as deemed necessary and valuable. The decision about how to invest in the program will be made collaboratively by both UWGB and UWEX, as will the recommendations related to the continuation of the program.

## **Accreditation**

UWGB will not need to secure additional authorization from HLC to offer the proposed academic degree program and will include the implementation of this program in its annual reporting.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

This degree will significantly add to the current programmatic offerings in the College of Science, Engineering, and Technology, and UWGB as a whole. The program is purpose-built with the workforce in mind. It will support development of the universal skills in its graduates that are increasingly in demand by a wide range of employers. Furthermore, the online format and stackable certificates provides an accessible degree program to many students who would not otherwise have the opportunity to gain advanced training in biodiversity conservation and management. This program will, too, expand opportunities for current undergraduates and alumni across UWGB in the sciences and humanities and will offer UWGB the opportunity to recruit and maintain existing students, while also increasing the likelihood that they stay within the UW-System more broadly.

Regarding UWGB's select mission, an online MS-BCM is a logical fit. The mission notes that the University will provide "a problem focused educational experience" with a commitment to "inclusion" and "social justice." As the human dimensions of conservation and consideration, inclusion, and respect for Native peoples are a key component of this curriculum, this degree is in clear alignment with this mission. The program fits with the strategic vision of the university, including connecting with community partners, distinctive

programs, and expanding professional graduate programs, and professional growth. More specifically, The MS-BCM would extend the graduate offerings of UWGB, provide nonprofit and government conservation organizations with a larger number of potential employees with advanced training in the field, and allow graduates to serve as accomplished professionals who can manage complex conservation challenges facing the world today and in the future. Additionally, this program will enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

The proposed program contributes directly to the mission of the University of Wisconsin System, which defines a commitment to disseminate and extend knowledge beyond the boundaries of its institutions. Strong support for the proposed program has been realized through interactions with leaders from multiple organizations, government agencies, academic entities, companies, and professional associations within the state and region that rely on a deep understanding of conservation and biodiversity. Graduates will serve an important function and role within the conservation workforce, and thereby support economic development in the state.

### **University Program Array**

The MS-BCM will serve as a valuable complement to the existing graduate program array at UWGB and will not compete with any program currently offered. This online degree program complements and integrates well with programs within the College of Science, Engineering, and Technology, including areas within Natural and Applied Sciences, ranging from Biology to Environmental Science. UWGB has a strong record of academic success in preparing individuals for careers in biodiversity-related fields such as biology, chemistry, engineering, business, and the humanities. Graduates from UWGB are highly competitive for careers in industry, government, or nonprofits, as well as graduate or professional education programs. Presently, while UWGB offers an M.S. in Environmental Science and Policy, that program is fully in-person and synchronous, and appeals primarily to current or recent undergraduates attending school full-time and does not focus on universal skills like the MS-BCM. The institution does not yet offer an online option for graduate level education in conservation; with the launch of this program and the embedded certificates, it would allow for further professional skills-specific training for graduate students across campus, the UW-System, and beyond.

For UWEX, this degree complements the existing array of its collaborative online program offerings and contributes significantly to the mission to expand access to a UW education to working adults through the development and delivery of need-based, industry informed online programs primarily in the areas of health/healthcare, business, and technology. Benefiting from the rich resources of UW campus partners, UWEX can accelerate its ability to develop and offer the degrees and certificates that adult students need and industry demands.

### **Other Programs in the University of Wisconsin System**

Three UW institutions offer M.S. programs in the curricular area of natural resources conservation and research. UW-Madison offers M.S. degrees in Environmental Conservation, Environment and Resources, and Environmental Remediation and Management. UW-Stevens Point offers Master's degrees in Natural Resources (M.N.R.) and UWGB offers an M.S. in Environmental Science and Policy. In addition, UW-Stout offers a Professional Science Masters (P.S.M.) in Conservation Biology.

Of these programs, those from UW-Stevens Point and UW-Stout are offered via distance delivery and include some overlapping curriculum. While important to the state overall, neither of these programs serves Northeast Wisconsin to the degree proposed here and the curricula and degrees are distinct from the M.S. Additionally, the proposal includes four certificates for learners to engage in critical components of the program and has a very targeted curriculum to prepare participants for their varied professions. The M.N.R and P.S.M. degrees are fundamentally different degrees, and while offered online, are more narrowly focused on either Natural Resources (the M.N.R.), with an emphasis on policy, or biology (P.S.M.), with less of an emphasis on management and leadership in the field. An MS-BCM program at UWGB will also allow for specialized training in the issues that impact every nation and community around the globe (e.g., climate change, habitat, and biodiversity loss, etc.) and so will help conservation agencies in the region and beyond to build their capacity.

### **Need as Suggested by Current Student Demand**

The MS-BCM will predominantly appeal to early and mid-career environmental professionals currently working in diverse conservation and related settings and who require the flexibility provided by a fully online academic program. It is expected that most will be adult and non-traditional students who have completed at least a bachelor's degree, currently work in the field, and have a desire to continue their education toward a master's degree primarily to expand knowledge and specialized skills in the field and for career advancement. The audience may also include those with a science background who reside in areas distant from Green Bay and want to expand their knowledge of biodiversity conservation and/or environmental management so they can enter the field and expand their career options.

In November 2021, UWEX commissioned the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA) to conduct a Feasibility Analysis for the possible development of an online Master of Science degree in Biodiversity Conservation and Environmental Management. Findings suggest that the current master's in biodiversity conservation program would compete with six related programs in the upper Midwest. However, none of these competitor programs is offered in an online format. Nationally, there are eleven competing institutions that offer similar master's level programs, with only two of these institutions offering fully online options—





the Master of Natural Resource Stewardship at Colorado State University—Fort Collins, and the Master of Natural Resources at the University of Idaho.

Student demand for this degree is greatly influenced by market demand as indicated by current and future employment opportunities within the biodiversity and conservation sector (see Market Demand data). Similar to other collaborative online programs developed and administered through UWEX, the MS-BCM represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by UWEX. This research included industry focus groups and interviews with conservation professionals.

### **Need as Suggested by Market Demand**

The feasibility analysis completed by the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA) included a review of biodiversity conservation trends, occupational demographics, internet and library scans, and in-depth interviews with key opinion leaders from the biodiversity conservation field representing a variety of organizations in several different states. Key findings from the report indicated a favorable environment exists for launching the online graduate degree program in Biodiversity Conservation and Management, specifically:

- Employment numbers for select occupations are forecasted to increase 4% between 2021 and 2031 in Wisconsin, which is below the forecasted growth of the upper Midwest (7%) and national (8%) regions. Environmental scientists and specialists, including health, were forecasted to see the largest increase in jobs in all three regions.
- From July 2020 to June 2021, there were 189 unique job postings in the primary region for select occupations that mention a master's degree and included the select keywords of "biodiversity," "conservation," or "environmental management." In the upper Midwest, there were 1,202 unique postings for select occupations and nationally there were 13,349 unique postings during this same timeframe.
- Trends in biodiversity conservation and environmental management that would support the need for more qualified professionals include climate change and its impacts, growing rates of species extinction, the need for sustainable farming practices, the transition to electric vehicles, the trend toward more plant-based diets, global consumption fueling over-fishing, and coral reefs suffering from a lack of oxygen.
- Industry experts in Wisconsin indicated there is an issue finding enough qualified professionals to fill vacancies, while nationally the industry experts indicated there are enough qualified professionals but not enough positions in the field.
- Opinion leaders see stackable certificates as a beneficial component of the program that could make the program more accessible and less intimidating, particularly financially speaking, to potential students.

University of Wisconsin-Collaborative						
Cost and Revenue Projection For M.S. in Biodiversity Conservation and Management						
	Items	Projections				
		FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28
		Year 1	Year 2	Year 3	Year 4	Year 5
I	<b>Enrollment (New Student) Headcount</b>	25	55	60	65	70
	<b>Enrollment (Continuing Student) Headcount</b>	-	22	63	98	121
	<b>Enrollment (New Student) FTE</b>	9	20	22	23	25
	<b>Enrollment (Continuing Student) FTE</b>	-	8	23	35	44
II	<b>Total New Credit Hours Enrolled</b>	201	624	1,068	1,374	1,569
	<b>Courses Offered/Taught</b>	6	18	23	29	32
	<b>Course Student Enrollments</b>	67	208	356	458	523
	<b>Existing Student Credit Hours</b>					
III	<b>FTE of Faculty/Instructional Staff</b>	2	3	3	4	5
	<b>FTE of Admin Staff</b>	4	4	3	3	3
IV	<b>New Revenues</b>					
	<i>From Tuition (\$750 per credit)</i>	150,750	468,000	801,000	1,030,500	1,176,750
	<i>From Fees</i>					
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Other</i>					
	<i>Reallocation of GPR</i>	390,932	182,682			
	<b>Total New Revenue</b>	541,682	650,682	801,000	1,030,500	1,176,750
V	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<b>UW Partner Institution Academic and Student Support Activities</b>					
	<i>Academic Director / Program Support</i>	25,000	25,000	33,125	33,125	33,125
	<i>Faculty Course/Content Development</i>	30,000	25,000	0	0	0
	<i>Faculty Course/Content Revisions</i>	0	0	11,925	11,925	15,900
	<i>Faculty Course Instruction</i>	54,000	162,000	274,275	345,825	381,600
	<i>Student Services</i>	5,000	5,000	6,625	6,625	6,625
	<b>UWEX Administrative Support</b>					
	<i>Program Management</i>	73,305	73,305	73,305	73,305	73,305
	<i>Instructional Design &amp; Media</i>	191,199	191,199	96,658	96,658	96,658
	<i>Student Engagement &amp; Technology Support</i>	26,515	26,515	45,684	45,684	45,684
	<i>Marketing &amp; Recruitment</i>	46,663	46,663	46,663	46,663	46,663
	<b>Other Expenses</b>					
	<i>Instructional Supplies and Expenses</i>	3,000	9,000	11,500	14,500	16,000
	<i>Marketing Supplies and Expenses</i>	87,000	87,000	87,000	87,000	87,000
	<b>Total Expenses</b>	541,682	650,682	686,760	761,310	802,560
VI	<b>Net Revenue</b>	-	-	114,241	269,191	374,191
Submit budget narrative in MS Word Format						
Provost's Signature:				Date:		
				12/13/22		
Chief Business Officer's Signature:				Date:		
				12/14/2022		

**COST AND REVENUE PROJECTIONS NARRATIVE MASTER OF SCIENCE  
IN BIODIVERSITY CONSERVATION AND MANAGEMENT  
UNIVERSITY OF WISCONSIN-GREEN BAY,  
WITH ADMINISTRATIVE AND FINANCIAL SUPPORT FROM  
UW EXTENDED CAMPUS**

**Introduction**

The M.S. in Biodiversity Conservation and Management will be implemented by UW-Green Bay in cooperation with UW Extended Campus (UWEX). UW-Green Bay will provide qualified faculty, develop curriculum, deliver instruction, assess student learning, and conduct academic program review. UW-Green Bay will also deliver local administrative support and direct academic and student support services. UWEX will provide the administrative management and resources to provide ongoing implementation support to convene academic, industry and government expertise to discuss relevant curriculum; provide instructional design and media support services to faculty in the development and delivery of online courses; market and recruit students to the program; offer student services from admissions through graduation; and serve as the fiscal agent for the program to include accounting, budgeting, forecasting, analysis, and reporting.

A zero-based budgeting model was used to create the cost and revenue projections. While GPR and other program revenue sources will be used to establish the program, the program is expected to be self-supporting through tuition revenues within three to five years of enrolling students, leading to revenue sharing with UW-Green Bay.

**Section I – Enrollment**

Approximately 25-70 new students will enroll in the program each year. Retention is expected to be approximately 80-90% based on a review of similar programs. It is anticipated that the vast majority of students will enroll part-time. Further, tuition revenues will be based on projected credit and course enrollment and charged outside of the credit plateau.

It is difficult to estimate the student FTE enrollments, given the anticipated course enrollment patterns of the non-traditional students. Based on enrollment data for other collaborative online programs, the vast majority of students will enroll part-time. Further, students may vary the number of courses in which they enroll each term. For the purposes of this proposal, headcounts are converted to FTE by identifying the total credit hours enrolled per student (headcount) each year and dividing this number by 24 credit hours. Twelve credit hours per each fall and spring semester are used by the UW System to

convert headcount to student FTE.<sup>1</sup> Based on this formula, the mean conversion quotient calculated over five years is 0.36.

## **Section II – Credit Hours**

Six courses will be offered/taught in the first academic year. Beginning in Year 2, each of the 11 courses will be offered and taught at least once during the academic year, and offerings will increase as enrollment grows as reflected in the *Cost and Revenue Projection Spreadsheet*. It is anticipated that each student will enroll in between three and five courses each year. Projected total credit hours represent projected student course enrollments multiplied by three credit hours per course.

## **Section III – Faculty and Staff Appointments**

The FTE faculty and instructional staff in this section reflect contributions that will be made by several faculty and staff who hold current appointments at UW-Green Bay. Faculty teaching workload that is contributed to the delivery of the proposed program will constitute a proportion of their workload. Faculty and instructional staff positions listed in this section reflect the aggregated FTE required to develop online course content, review course content, and deliver instruction and student evaluation. Each of the 11 courses will be developed over a two-year period and will be reviewed and revised every two to three years.

Similarly, administrative staff figures reflect the aggregated FTE attributable to several positions. FTE administrative staff positions listed in this section represent, at UWEX, the program manager and student coordinator, instructional media design staff, student technical support staff, and marketing and recruitment staff. At UW-Green Bay, these include an academic director and student services staff.

## **Section IV – Program Revenues**

Revenue will accrue from tuition charged at the rate of \$750.00 per credit and will not include segregated fees. Tuition revenue is calculated based on the total number of projected credit hours in which students will be enrolled.

## **Section V – Program Expenses**

### Salary and Fringe.

Expenses are separated into academic and student support activities, as implemented at UW-Green Bay and administrative activities as provided by UWEX. Although the FTE listed in section III represents several current appointments, the FTE contribution at the institution will be accounted for as a direct program expense.

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<sup>1</sup> See UW System Administration Accountability Dashboard technical notes available at <https://www.wisconsin.edu/accountability/access/>

#### Academic and Student Support (UW Partner campus):

UW-Green Bay will receive \$25,000 per year, plus fringe at \$8,125, to support the assignment of an academic director to coordinate the program at the campus. Faculty and instructional staff salary and fringe costs will be attributable to course development, revision, and instruction, and paid to faculty and staff as an ad hoc sum on a per course rate. The 11 online courses will be developed over a two-year period at a cost of \$5,000 per course developed with one credit capstone prep prorated at one-third of the rate, plus fringe. Courses will be reviewed and revised every two to three years, with four course revisions occurring each year at a cost of \$3,000 per revision, plus fringe. Online instructional salary costs are anticipated to be \$9,000 per course, plus fringe. Finally, UW-Green Bay will receive \$5,000, plus fringe to cover the cost of student support services. All figures represent salary and fringe costs calculated at the rate of 32.50% of salary.

#### Administrative Support (UWEX):

Administrative staff salary and fringe costs will be attributable to services provided by UWEX. All figures represent salary plus fringe costs calculated at the rate of 32.50% of salary. Expenses include program management, online instructional design and media services, student technical support, and marketing and recruitment staff. A 0.50 FTE dedicated program manager and student coordinator will direct the overall delivery of the program at a cost of \$118,989 per year.

UWEX places a high value and investment in the instructional design and media services provided to UW institutional partners to assist faculty in the development, review, and revision of online coursework. Online courses offered in this program will be media rich and offer students a highly interactive learning experience. This award-winning instructional design serves to best engage students, and subsequently supports student retention and success. In turn, this student success record yields a return on investment that sustains the delivery of quality educational programming. Further, instructional design and media staff provide ongoing professional development and support to UW partner faculty and instructional staff who develop course content and provide instruction. Development of the 11 online courses will occur over a two-year period at a cost of \$191,199 per year for the first two years, and thereafter the cost to support the review and revision will occur at a cost of \$96,658 per year. A help desk provides support to students for the learner management system and other technologies used in online coursework at a cost of \$7,347 per year. Finally, UWEX will provide dedicated marking and recruitment staff who will be assigned to the program at a cost of \$46,663 per year.

#### Other Direct Expenses.

Projected expenses related to instructional supplies and expenses are estimated to be \$500 per course section taught. UW-Green Bay will receive \$7,000 per year to locally promote and market the program. UWEX will broadly promote and market the program using search engine optimization, web sites, email, direct mail, and other strategies at an estimated cost of \$80,000 per year.

## **Section VI – Net Revenue**

General Purpose Revenues (GPR) allocated to UWEX will be used as temporary start-up funding to cover the expenses associated with the development and initial delivery of the proposed M.S. in Biodiversity Conservation and Management program. The projected contribution from these revenue sources will offset program losses reflected in section VI. It is expected that the program will become self-supporting from its tuition program revenues within three to five years of enrolling students.

UW-Green Bay academic expenditures will initially be funded with three-years of GPR from UWEX. The GPR serves two purposes: 1) to pay for the costs associated with planning and developing the curriculum in year one; and 2) paying the instructional and program support costs related to offering the degree program in Years 2 and 3. It is expected that the third year of enrolling students and beyond the program will be generating sufficient program revenues that will be used to pay for the academic expenditures at UW-Green Bay.

UWEX's program support expenditures will be funded from a combination of program revenues and GPR and will eventually transition to being funded exclusively from program revenues as the program generates. Program deficits, expenditures greater than revenues, will be absorbed and funded with UWEX carryforward funds. Program surpluses, revenues greater than expenditures, will be shared with one-third retained by UWEX and two-thirds transferred to UW-Green Bay with the intent of those funds to be reinvested back into growing the program.

UW-Green Bay and UWEX will meet annually to review and discuss program trends and financial results. The partners will jointly develop and implement programming strategies aimed at growing the program and for the program to be self-supporting within three to five years of enrolling students, and thus leading to revenue sharing between UW-Green Bay and UWEX.



Date: December 14, 2022

To: Jay Rothman, UW-System President

Cc: Tracy Davidson, Associate Vice President  
Office of Academic Programs & Faculty Advancement

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

Subject: Authorization to Implement: Master of Science in Biodiversity Conservation and Management

I confirm the University of Wisconsin-Green Bay's commitment to adding a Master of Science in Biodiversity Conservation and Management (MS-BCM) to our graduate program array as a single-university partnership with UW-Extended Campus. The program gained final, formal support from UW-Green Bay's shared governance at the Faculty Senate meeting on December 7, 2022.

This collaboration serves the mutual academic program interests of UW-Green Bay and UW-Extended Campus, while leveraging our institutional resources. This degree, like other collaborative programs currently offered within the UW System, provides UW-Green Bay the ability to offer a high quality, sustainable graduate program without a requirement to extend significant local resources to launch, market, and fully support this program, or a risk of compromising existing programs.

This degree honors the UW-Green Bay select mission, including focusing on “a problem focused educational experience” with a commitment to inclusion and social justice. Consideration, inclusion, and respect for native peoples are a key component to this curriculum so this degree is in clear alignment with this mission.

A MS-BCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth.

This online degree program complements and integrates well with our programs within the College of Science, Engineering, and Technology, including areas within Natural and Applied Sciences, ranging from Biology to Environmental Science.

For UW Extended Campus, this degree complements the existing array of collaborative online program offerings and contributes significantly to their mission to expand access to a UW education to working adults through the development and delivery of need-based, industry informed online programs.

The MS-BCM program will go through an internal 3-year review focusing on program, administrative and fiscal matters. The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all

graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MS-BCM program on a five-year cycle beginning in 2027-2028.

UW-Green Bay will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review. The faculty and staff who are expected to teach in the program have been identified, and all are qualified, per Higher Learning Commission (HLC) and UW System requirements, to teach graduate-level coursework. Additional faculty and staff, as needed, will be recruited and assigned by the Academic Director/Program Chair.

I am fully supportive of the development of a Master of Science in Biodiversity Conservation and Management at UW-Green Bay. Please let me know if you require any additional information regarding the program, and thank you for your consideration. I look forward to bringing this degree program to the Board of Regents for consideration to implement.



**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF SCIENCE-EDUCATION IN  
ELEMENTARY EDUCATION AND SPECIAL EDUCATION,  
UNIVERSITY OF WISCONSIN-MADISON**

**REQUESTED ACTION**

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Science-Education in Elementary Education and Special Education at the University of Wisconsin-Madison.

**Resolution C.3.** 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-Education in Elementary Education and Special Education at the University of Wisconsin-Madison.

**SUMMARY**

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science-Education (B.S.E.) in Elementary Education and Special Education (EESE). The School of Education currently offers a dual major certification program that grants students teaching certification for Elementary Education (kindergarten-9<sup>th</sup> grade) and Special Education (kindergarten-12<sup>th</sup> grade) in Wisconsin. This existing program is administered as a subplan/named option in two academic degree programs: the subplan/option in B.S.E. in Elementary Education in the Department of Curriculum and Instruction and the subplan/option in B.S.E. in Special Education in the Department of Rehabilitation Psychology and Special Education. The proposed B.S.E. in EESE, as a major, will directly contribute to UW-Madison's commitment to the Wisconsin Idea by preparing future educators to engage with youth in the classroom and "provide positive social, cultural, and economic impacts in Wisconsin and beyond." The B.S.E. in EESE degree is comprised of 120 credits, including coursework and field placements that include student teaching placements and practicum experiences. The program will be supported by funds reallocated from the existing program and students will continue to pay the standard rate for undergraduate tuition. Statewide and nationally, there is a shortage of teachers who are prepared to serve the needs of a diversifying student body. The B.S.E. in EESE program

prepares students to apply for licensure to teach general education in kindergarten-9<sup>th</sup> grade and special education in kindergarten-12<sup>th</sup> grade in Wisconsin schools.

### **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 April 29, 2022), 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 - EDUCATION IN  
ELEMENTARY EDUCATION AND SPECIAL EDUCATION  
AT UW-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.E.) in Education in Elementary Education and Special Education (EESE). The School of Education currently offers a dual major certification program that grants students teaching certification for Elementary Education (kindergarten–9th grade) and Special Education (kindergarten–12th grade) in Wisconsin. This existing program is administered as a subplan/named option in two academic degree programs: the subplan/option in B.S.E. in Elementary Education in the Department of Curriculum and Instruction (C&I) and the subplan/option in B.S.E. in Special Education in the Department of Rehabilitation Psychology and Special Education. The proposed B.S.E. in EESE, as a major, will directly contribute to UW-Madison’s commitment to the Wisconsin Idea by preparing future educators to engage with youth in the classroom and “provide positive social, cultural, and economic impacts in Wisconsin and beyond.” The B.S.E. in EESE degree is comprised of 120 credits, including coursework and field placements that include student teaching placements and practicum experiences. The program will be supported by funds reallocated from the existing program and students will continue to pay the standard rate for undergraduate tuition. Statewide and nationally, there is a shortage of teachers who are prepared to serve the needs of a diversifying student body. The B.S.E. in EESE program prepares students to apply for licensure to teach general education in kindergarten–9<sup>th</sup> grade and special education in kindergarten-12<sup>th</sup> grade in Wisconsin schools.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Madison

**Title of Proposed Academic Degree Program**

Bachelor of Science-Education in Elementary Education and Special Education

**Degree Designation(s)**

Bachelor of Science-Education (BSE)

**Mode of Delivery**

Single institution; Face-to-face delivery

**Department or Functional Equivalent**

Department of Rehabilitation Psychology and Special Education

**College, School, or Functional Equivalent**

School of Education

**Proposed Date of Implementation**

Summer 2023

**Projected Enrollments and Graduates by Year Five**

Enrollment in the B.S.E. in EESE is anticipated to remain consistent with the enrollment in the named option version of the dual certification program and may grow. Table 1 represents enrollment and graduation projections for students entering the program over the next five years, based on enrollment patterns in the named options. The major coursework is designed to be completed after a student completes general education and liberal studies requirements in their first four semesters. The professional portion of the program is completed in a student's final two years, and this professional program/major enrollment is what is reflected in Table 1. By the end of Year 5, it is expected that 125 students will have enrolled in the program and 84 students will have graduated from the program. The average student retention rate is projected to be 93.88% based on the last five years of data collected from the named option version of the dual certification program.<sup>1</sup>

The School of Education expects that students currently enrolled in the existing subplan/option version of this program will finish their degree requirements in their current program(s). New students interested in the dual certification program will enroll in the B.S.E. in EESE starting in the summer of 2023.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	25	25	25	25
Continuing Students	0	23	23	23	23
Total Enrollment	25	48	48	48	48
Graduating Students	0	21	21	21	21

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<sup>1</sup> School of Education Student Services. (2022). Dual-certification program enrollment and graduate information.

## **Tuition Structure**

For students enrolled in the B.S.E. in EESE program, standard tuition and fee rates will apply. For the current academic year 2022-23, residential tuition and segregated fees total \$5,398.20 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,636.68 is attributable to tuition and \$761.52 is attributable to segregated fees. Nonresident tuition and segregated fees total \$19,713.72 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$18,952.20 is attributable to tuition and \$761.52 is attributable to segregated fees.

In addition to the costs of textbooks, students are required by the Wisconsin Department of Public Instruction (DPI), to have a background check in order to be licensed.<sup>2</sup> Students can request that the School of Education cover the costs of the background check based on financial need.

Students who plan to teach in Wisconsin have additional costs as required by DPI.<sup>3</sup> Costs include the fees associated with the Wisconsin Foundations of Reading Test (WForT), licensing application, and the actual teaching licenses.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The B.S.E. in ESSE program at UW-Madison will prepare educators to teach in general education classrooms (kindergarten-9<sup>th</sup> grade) and special education classrooms (kindergarten-12<sup>th</sup> grade). B.S.E. in EESE students will engage in field placements including student teaching placements and practicum experiences that equip them to be leaders in diverse schools across Wisconsin. These field experiences are a required component of the B.S.E. in EESE program and provide an opportunity to hone instructional skills and learn from experienced teachers. DPI requires students to complete a full semester of student teaching.

Students must complete 120 credits to earn the B.S.E. in EESE degree. Of these 120 credits, the ESSE major comprises 70 credits.

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<sup>2</sup> Wisconsin Department of Public Instruction. (2022). Background check for licensure. <https://dpi.wi.gov/licensing/background-check#:~:text=The%20Department%20of%20Public%20Instruction,safety%20or%20education%20of%20pupils>

<sup>3</sup> Wisconsin Department of Public Instruction. (2022). License application fees. <https://dpi.wi.gov/licensing/apply-educator-license/fees>

## **Student Learning Outcomes and Program Objectives**

Upon completion of the B.S.E. in EESE program, students will:

1. Use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.
2. Use knowledge of learners, contexts, disciplines, pedagogies, and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.
3. Use knowledge of learners, contexts, disciplines, pedagogies, and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.
4. Create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.
5. Exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.
6. Use studies completed in science and mathematics, social sciences, the humanities, histories, languages, and the arts to inform and deepen their teaching of content areas and meeting learners' needs.

Graduates of the B.S.E. in EESE program will be eligible to apply for two teaching licenses with the Wisconsin DPI, a kindergarten-9<sup>th</sup> grade general education license and a cross-categorical kindergarten-12<sup>th</sup> grade special education license.

## **Program Requirements and Curriculum**

To apply, students will submit all required materials to the School of Education Undergraduate page. Admission requirements include a completed program application form, transcripts, at least 40 credits of college-level coursework, completion of Rehabilitation Psychology and Special Education (RPSE) 3000: Individuals with Disabilities, and a minimum grade point average of 2.5 on a 4.0 scale.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 120 credits. Of these 40 credits are required to fulfill the School of Education's liberal studies requirement and 70 are attributed to the EESE major. Students take electives to earn a total of 120 credits. DPI requires at least one full semester of student teaching. Students must enroll in full-time coursework.

**Table 2: B.S.E. in Elementary Education and Special Education Program Curriculum**

<b>University General Education Requirements</b> – Must be completed by all undergraduate degree candidates at UW-Madison. <i>*Courses taken to meet the General Education requirements also may be used to meet other requirements, such as the School of Education Liberal Studies requirements listed below. These credits are not included in the GER credit subtotal (right)</i>		<b>0-12 credits</b>
Communication (Comm-A and Comm-B)		3-6 credits
Quantitative Reasoning (QR-A and QR-B)		3-6 credits
Ethnic Studies		*3 credits
Breadth – Humanities/Literature/Arts		*6 credits
Breadth – Social Studies		*3 credits
Breadth – Natural Science: One 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits		*4-6 credits
<b>School of Education Liberal Studies Requirements</b> – Must be completed by all School of Education undergraduate degree candidates. <i>Courses selected to meet the ethnic studies, U.S./European history and Global Perspectives requirements may also be applied towards the Humanities, Social Science and/or Science requirements if designated as meeting any of these categories</i>		<b>40 credits</b>
Humanities – to include literature and fine arts		9 credits
Social Science – teacher certification students must complete a political science government course as part of this requirement		9 credits
Science – to include a laboratory course, biological science, and physical science coursework		9 credits
Ethnic Studies		3 credits
United States or European history		3 credits
Global Perspectives		3 credits
Electives		1 credit
<b>Program Prerequisite</b> – Must be completed prior to beginning the professional sequence in the fall of the junior year		
RP&SE 300	Individuals with Disabilities	3 credits
<b>Major Course Requirements</b> – Students complete a prescribed four-semester sequence of courses beginning the fall of the junior year		<b>70 credits</b>
<i>Elementary Education Foundation and Core Methods Courses</i>		
CURRIC 318	Teaching Reading and Writing	3 credits
CURRIC 319	Pedagogical Content Knowledge for Teaching Elementary Mathematics 1	3 credits
CURRIC 320	Pedagogical Content Knowledge for Teaching Elementary Mathematics 2	3 credits
RP&SE/CURRIC 365	Teaching Mathematics in Inclusive Settings	3 credits
CURRIC 371	Teaching Social Studies	3 credits
CURRIC 372	Teaching Science	3 credits
CURRIC/RP & SE 406	Race, Intersectionality, and Equity in Education	3 credits
CURRIC 550	Methods, Materials and Activities in Early Childhood Education	3 credits
<i>Special Education Foundation and Core Methods Courses</i>		

RP&SE 330	Behavior Analysis: Applications to Persons with Disabilities	3 credits
RP&SE 464	Diagnosis, Assessment, and Instructional Planning in Special Education	3 credits
RP&SE 465	Language and Reading Instruction for Students with Disabilities	3 credits
RP&SE 466	Diversity in Special Education	3 credits
RP&SE 472	Methods in Transition and Vocational Education	3 credits
RP&SE 473	Classroom Management for Inclusive Classrooms	3 credits
RP&SE 515	Access to the General Curriculum for Students with Disabilities	3 credits
RP&SE 605	Development, Learning and Education Foundations in Special Education	3 credits
<i>Field Experiences and Related Seminars</i>		
CURRIC 373	Elementary Teaching Practicum III	3 credits
CURRIC 463	Seminar in Pre-Kindergarten Through Middle School Teaching	1 credit
CURRIC 464	Student Teaching in the Elementary School	7 credits
RP&SE 457	Elementary Student Teaching Seminar – Elementary/Special Education Dual Major	1 credit
RP&SE 476	Special Education Practicum: Secondary (Grades 4-12)	3 credits
RP&SE 477	Special Education Student Teaching: Elementary (PK – Grade 9)	7 credits
<b>General Electives</b> – <i>Sufficient to reach a minimum of 120 credits</i>		<b>0-10 credits</b>
<b>Total Credits</b>		<b>120 credits</b>

### Assessment of Outcomes and Objectives

The Department of Rehabilitation Psychology and Special Education (RPSE) will utilize both direct and indirect methods to assess student learning, as described in the program assessment plan. Each B.S.E. in EESE teacher candidate will be formally assessed during their student teaching placements with a written rubric. Students will also complete a survey during their final semester to assess their experience in the program. Required courses are rated on content, quality of instruction, and value to their future teaching career. Students are also asked to evaluate how their coursework contributed to meeting broader program learning outcomes.

Students are required to compile an electronic portfolio of artifacts (e.g., lesson plans, student work, post-observation reflections, assignments) to demonstrate their proficiency in Council for Exceptional Children (CEC) Initial Special Education Preparation Standards and the UW-Madison Teacher Performance Standards. Students will contribute to the portfolio over the course of their fieldwork experiences and must explain how each artifact demonstrates mastery of the applicable standard. The portfolio is evaluated by an expert with understanding of the standards.

The Special Education Teacher Education Committee in RPSE is responsible for conducting assessment activities and reviewing results as outlined in the assessment plan. The Special Education Teacher Education Committee and the Special Education/Curriculum and Instruction Joint Advisory Committee (see description p. 8) will review the report and develop recommendations for improvement. The RPSE Undergraduate Program Manager



is responsible for compiling and submitting annual assessment reports to Student Learning Assessment in the Office of the Provost, in compliance with UW-Madison policy.

The SoE's Teacher Education Center (TEC) acts as a liaison between the SoE and the DPI. The TEC will ensure that the current program meets DPI requirements for teaching certification.

### **Diversity**

The longstanding goals of the existing Special Education program include promoting equity, inclusivity, and accessibility, consistent with the program mission statement to prepare "leaders to serve as resources and advocates for persons with disabilities." The B.S.E. in EESE will continue to offer students opportunities to engage in teaching in a diverse environment. Students will be challenged intellectually through courses such as RP & SE 300: Individuals with Disabilities and RP & SE 466: Diversity in Special Education, where students are exposed to multicultural education and practice critical reflection. Students will also take the new introductory course, CURRIC/RP & SE 406: Race, Intersectionality and Equity in Education, which provides a theoretical foundation for students to develop a critical and historical understanding of racism, marginalization, and exclusion that is endemic to the public school system in the U.S. The field-based experiences in the classroom will also shape teacher candidates to become educators who promote social justice and strive for representation in current and future classrooms.

RPSE has defined a number of avenues to increase the diversity of teacher candidates, including partnerships with Forward Madison through the Madison Metropolitan School District and by expanding the courses taught as part of the First-Year Interest Groups (FIG) program on campus. The program will also leverage the direct transfer program from Madison College, a collaboration between the School of Education's (SoE) Teacher Education Center (TEC) and the SoE Student Services Office. The TEC has hired a teacher candidate recruiter to increase the diversity of teacher candidates. Students in the B.S.E. in EESE program will also continue to be supported by the Special Education Teacher Education Committee, a faculty group that meets monthly to identify struggling students and develop a plan to support them, including advisor intervention, extension of deadlines, and communication with other supervisors on campus.

RPSE is committed to increasing the diversity of its faculty and staff and has recently hired two new tenure-line faculty of color. C&I has also been successful in recruiting a diverse group of new faculty. Five of the eight faculty hired within the past three years identify as a person of color and/or an international faculty member. The B.S.E. in EESE program will continue to work closely with the SoE's Office of Equity, Diversity, and Inclusion (OEDI) when posting open positions for new faculty or staff members. The newly hired recruiter in the TEC will focus on identifying underrepresented students interested in becoming teachers. Examples of recruitment efforts include placing ads on La Movida, the local Spanish-speaking radio station, to raise awareness of the need for underrepresented

teachers, as well as bilingual Spanish-English speakers. Faculty also engage in monthly Lunch and Learn professional development opportunities to discuss equity and diversity issues. In addition, they attend conferences, professional workshops, and campus lectures that examine diversity in education. RPSE faculty also conduct research on equity and inclusion in teaching and learning spaces. The faculty-led Learning Lab initiative examines the implementation of culturally responsive positive behavioral interventions and support frameworks where faculty, graduate students, and k-12<sup>th</sup> grade educators and students participate in activities to promote positive outcomes for underrepresented students.

RPSE and C&I recognize the crucial importance of training a new generation of K-12 teachers whose racial and cultural backgrounds mirror the diverse body of young people whom they will be teaching. B.S.E. in EESE faculty and staff focus on recruiting and retaining diverse students who will go on to become the next generation of Special Educators and Elementary School Teachers. In concert with campus efforts, the SoE at large is increasing recruitment efforts targeting students of color, first generation college students, and students from lower socioeconomic backgrounds. Efforts to recruit a more diverse community of pre-service teachers include the Madison College transfer pathway and the Teacher Pledge, an SoE initiative that covers in-state tuition and fees, testing, and licensing costs for teacher candidates who pledge to teach in Wisconsin schools for three to four years after graduation. Additionally, faculty and staff continue to develop efforts through the SoE for students of color to feel like core members of the community. This includes the development of racial and ethnic affinity groups where undergraduate students can come together to discuss issues that affect them and their communities as well as anti-racist trainings and interventions to promote welcoming and equitable classroom environment.

### **Collaborative Nature of the Program**

The B.S.E. in EESE program is a collaborative UW-Madison offering, housed in the RPSE Department in the SoE. RPSE will manage program administration. RPSE and the C&I Department will engage in ongoing pedagogical discussions via the Special Education/Curriculum and Instruction Joint Advisory Committee to ensure that students have the necessary preparation to teach in general education classrooms, kindergarten – 9<sup>th</sup> grade, and in special education classrooms, kindergarten – 12<sup>th</sup> grade in Wisconsin.

The Joint Advisory Committee will be comprised of six faculty members, with equal representation from each department. From RPSE this includes the Special Education Area Chair, Chair of the Special Education Teacher Education Committee, and the ESSE Program Coordinator. From C&I this includes the Director of Elementary Education and two additional faculty members identified by the Director. In addition to being responsible for reviewing assessment plan reports, the Joint Advisory Committee will meet a total of four times per academic year to engage in on-going conversations about program vision, goals, and course content cohesion.

## **Projected Time to Degree**

The B.S.E. in EESE program is designed to be completed in four years. The major coursework is designed to be completed after a student completes general education and liberal studies requirements in their first four semesters. The professional portion of the program is completed in a student's final two years. In order to enroll in the ESSE major, students must complete the prerequisite course RP & SE 300: Individuals with Disabilities and meet the specified admission requirements. Students will engage in full-time coursework and student teaching placements as outlined in Table 2 above. Courses will be offered on a predictable schedule to support degree progress.

## **Program Review**

The proposed B.S.E. in EESE program will follow UW-Madison's policies and procedures related to program review,<sup>4</sup> with plans to conduct the first program review five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program review at least once every ten years. B.S.E. in EESE faculty and staff will coordinate review efforts, which include the preparation of a self-study by program faculty, a site visit by a review committee comprised of university faculty external to the program, and a written report from the review committee including recommendations to be shared with the dean and program faculty. B.S.E. in EESE faculty and staff will review and address recommendations with input from the SoE Academic Planning Council. Program faculty and staff will implement improvements.

## **Accreditation**

UW-Madison's accrediting body, the Higher Learning Commission, has approved UW-Madison to offer B.S.E degrees. The B.S.E. in EESE program is subject to initial review by DPI. Upon approval, UW-Madison can endorse B.S.E. in EESE students to receive two educator licenses: 1) General Education, Kindergarten-9<sup>th</sup> grade; and 2) Cross Categorical Special Education, Kindergarten-12<sup>th</sup> grade. This program may be subject to additional DPI review if program faculty make substantive curricular changes.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

RPSE is the only department at UW-Madison that is solely committed to improving the lives of people with disabilities, as well as their families. The departmental mission seeks to prepare leaders, researchers, practitioners, and clinicians to serve as resources and advocates for people with disabilities in both public and private sectors.<sup>5</sup> The B.S.E. in EESE program will continue to contribute to this mission, preparing teacher candidates to

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<sup>4</sup> <https://policy.wisc.edu/library/UW-1058>

<sup>5</sup> The Department of Rehabilitation and Special Education. (2022). Department overview. <https://rpse.education.wisc.edu/>

support students with disabilities in their classrooms. The B.S.E. in EESE program also aligns with the broad goals of the special education program by preparing competent and confident teachers who can assume leadership roles in the education of students with disabilities.<sup>6</sup>

The School of Education currently offers a dual major certification program that grants students teaching certification for Elementary Education (kindergarten-9<sup>th</sup> grade) and Special Education (kindergarten-12<sup>th</sup> grade) in Wisconsin. This existing program is administered as a subplan/named option in two degree programs: the subplan/option in B.S.E.-Elementary Education in the Department of C&I and the subplan/option in B.S.E.-Special Education in the Department of Rehabilitation Psychology and Special Education (RPSE). It is important to note that currently students are earning both subplans/options but are not completing two sets of major requirements. The structure of this program is unique on campus in that students graduate with both majors on their transcript, as well as a statement indicating their dual teaching certification. This proposal for the B.S.E.-ESSE seeks to establish these existing subplans/options as a standalone degree program with a single major to accurately represent the hybrid nature of the curriculum, while also conforming to the administrative structure of the university. The new major will be housed in RPSE. The dual certification subplan/options in the B.S.E.-Elementary Education and the B.S.E.-Special Education will be discontinued and replaced by the proposed B.S.E.-ESSE.

The transition of the B.S.E. in EESE program from separate named options in Elementary Education and Special Education to a B.S.E. degree with a single major will continue UW-Madison's tradition of offering high quality instruction to prepare graduates to effectively deal with the immediate and long-range needs of society.<sup>7</sup> The B.S.E. in EESE will equip teacher candidates to meet the diverse needs of their students through culturally responsive instruction that serves every student. Program curriculum demonstrates a commitment to "the ideals of a pluralistic, multiracial, open and democratic society," in alignment with the institutional mission.<sup>8</sup>

The B.S.E. in EESE program also aligns with UW-Madison's strategic plan, specifically the commitment to living the Wisconsin Idea. Students are encouraged to "engage with the community to provide positive social, cultural, and economic impact in Wisconsin and beyond" through fieldwork experiences and course content.<sup>9</sup> These required fieldwork experiences also "enhance the holistic development of students by combining learning in and out of the classroom that is steeped in the values of the university," resulting in

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<sup>6</sup> The Department of Rehabilitation Psychology and Special Education. (n.d.) Undergraduate teacher education programs in special education: <https://rpse.education.wisc.edu/>

<sup>7</sup> University of Wisconsin-Madison. (1988). Mission. <https://www.wisc.edu/about/mission/>

<sup>8</sup> University of Wisconsin-Madison. (1988). Mission. <https://www.wisc.edu/about/mission/>

<sup>9</sup> University of Wisconsin-Madison (2020). Strategic framework: Living the Wisconsin Idea. <https://strategicframework.wisc.edu/living-the-wisconsin-idea/>

graduates who are prepared to provide high quality, culturally competent instruction in kindergarten-9<sup>th</sup> grade general education classrooms and kindergarten-12<sup>th</sup> grade special education classrooms.<sup>10</sup>

### **University Program Array**

The teacher preparation programs in the SoE consistently rank among the best programs nationally.<sup>11</sup> The proposed B.S.E. in EESE will continue this tradition of excellence and culturally competent teacher preparation. This proposal represents an administrative change that elevates the existing dual certification program to a standalone degree with a single major. The B.S.E. in EESE will replace the Kindergarten-12<sup>th</sup> Grade/Special Education Kindergarten-12<sup>th</sup> Grade Dual Certification named options in the Elementary Education, B.S.E. and the Special Education, B.S.E. The new degree and major will be housed in the RPSE Department. The Special Education/C&I Joint Advisory Committee comprised of faculty from RPSE and C&I will engage in regular discussions surrounding program curriculum and pedagogical philosophy to ensure program quality.

RPSE also offers an undergraduate Special Education B.S.E with named options in Early Childhood Education (birth-3<sup>rd</sup> grade), Early Childhood Education and Special Education (birth-12<sup>th</sup> grade), and Special Education Cross-Categorical (kindergarten-12<sup>th</sup> grade). C&I Department offers an undergraduate Elementary Education B.S.E. for students planning to teach kindergarten-9<sup>th</sup> grade in Wisconsin with two optional minors in English as a Second Language and Early Childhood Education. However, the B.S.E. in EESE is a unique option because it leads to state licensure in both Special Education Cross-Categorical (kindergarten-12<sup>th</sup> grade) and Elementary Education (kindergarten-9<sup>th</sup> grade).

### **Other Programs in the University of Wisconsin System**

The proposed B.S.E. in EESE will carry the Classification of Instruction Program (CIP) code of 13.1099 Special Education and Teaching, Other. While seven UW institutions, including UW-Madison, offer a major in Special Education and 10 offer a major in elementary education, no UW institution offers a comprehensive single major that leads to dual licensure. UW Oshkosh offers an undergraduate major that results in endorsement for dual certification in Early Childhood Education (pre-K to grade 3) and Early Childhood Special Education (birth-age 8). UW-Eau Claire offers an undergraduate dual certification program that leads to licensure in a content area in secondary education (grades 10-12) and cross-categorical Special Education (K-12). The proposed B.S.E. in EESE at UW-Madison is distinct in that it endorses students to apply for a cross-categorical Special Education license (K-12) and an Elementary Education license (K-9). The B.S.E. in EESE curriculum is

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<sup>10</sup> University of Wisconsin-Madison (2020). Strategic framework: A vibrant campus community. <https://strategicframework.wisc.edu/a-vibrant-campus-community/>

<sup>11</sup> U.S. News and World Report. (2022). Best educational administration programs. <https://www.usnews.com/best-graduate-schools/top-education-schools/university-of-wisconsin-madison-06221>

unique in that a single major across two disciplinary subjects, elementary education and special education, prepares students for two distinct teaching licenses.

### **Need as Suggested by Current Student Demand**

SoE Student Services has calculated a retention rate, the percentage of a fall entrance cohort who are still enrolled but have not yet graduated, of 93.8% from fall 2018-summer 2022 for the existing dual certification program.<sup>12</sup> Currently, 44 students are enrolled in the existing dual certification program for fall 2022.

Dual teaching certification in general and special education in particular, are becoming increasingly popular in policy and practice. Almost one-third of states require educators to obtain a general education license before they are eligible for special education licensure<sup>13</sup>, likely in response to the changes in special education service delivery models and more collaborative roles between these general and special educators. As students with disabilities are experiencing greater instructional time in the general education setting, special educators require knowledge of the general education curriculum and general educators must possess the knowledge and skills to work with a range of learners. Pursuing licenses in both elementary and special education offers notable benefits to teacher candidates for both their preparedness and in the labor market, as well as positive outcomes for students with disabilities who are taught by these teachers.

The professional dispositions of dually certified teachers are more inclusive, reporting a sense of shared responsibility for the learning of all students and greater success with inclusive service delivery models.<sup>14</sup> Teachers who possess a dual certification report feeling more prepared and confident to work with students with disabilities, including addressing instructional and behavioral needs, likely due to integrated coursework that addresses disability and opportunities to work with students with disabilities during their preparation program. In addition, some students with disabilities that are taught by teachers holding a dual certification experience increased academic achievement,<sup>15</sup> with studies finding greater math achievement for students with disabilities than when taught by teachers with only an elementary teaching license.

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<sup>12</sup> School of Education Student Services. (2022). Dual-certification program enrollment and graduate information

<sup>13</sup> Blanton, L. P., Boveda, M., Munoz, L. R., & Pugach, M. C. (2017). The affordances and constraints of special education initial teacher licensure policy for teacher preparation. *Teacher Education and Special Education*, 40(1), 77–91. <https://doi.org/10.1177/0888406416665449>

<sup>14</sup> Kirksey, J. J., & Lloydhauser, M. (2022). Dual certification in special and elementary education and associated benefits for students with disabilities and their teachers. *AERA Open*. <https://doi.org/10.1177/23328584211071096>

<sup>15</sup> Gilmour, A. F. (2020). Teacher certification area and the academic outcomes of students with learning disabilities or emotional/behavioral disorders. *The Journal of Special Education*, 54(1), 40–50. <https://doi.org/10.1177/0022466919849905>

Given their ability to support a wider range of students as well as their licensure for additional roles, teachers holding both elementary and special education teaching licenses have more job opportunities, which may include the ability to select desirable schools and districts and an increase in salary scales. In fact, principals in rural communities report a preference for hiring teachers with elementary and special education dual licenses when compared to hiring teachers with single licenses.<sup>16</sup> When elementary teacher candidates are provided the opportunity to pursue a license in special education as well, they are not only more prepared for teaching students with disabilities in their classrooms but are also better positioned within the labor market.

Since the C&I and RPSE Departments have been offering a dual (Elementary and Special Education) certification option for the past ten years, it is anticipated that the creation of a new major will not affect existing demand for related majors. We expect that the number of students who have historically enrolled in the existing dual major will be similar to the number who enroll in the new major.

### **Need as Suggested by Market Demand**

Wisconsin schools are facing teacher shortages for a number of reasons. Generally, fewer students are pursuing educational careers and applicant pools are shrinking as the number of retiring teachers increases. Certain disciplines are at critical shortage levels. According to DPI, from academic year (AY) 2013-14 to 2018-19, enrollment in Wisconsin teacher licensing programs decreased by approximately 14%. This enrollment decline was coupled with a 15.7% decrease in preparation program completion of those enrolled from AY 2012-13 to 2018-19.<sup>17</sup> At the same time, the state faces a severe shortage of qualified teachers. One-third of licensed teachers who completed an educator preparation program in AY2018-19 in Wisconsin were not employed in a state public school, not accounting for the number of teacher candidates who completed a preparation program but did not seek licensure. Furthermore, the teacher attrition rate reached 6.76% in AY 2017-18, and about 55% of teachers with ten or more years of experience left teaching positions.

According to a 2019-20 survey conducted by the American Association for Employment in Education, schools reported considerable shortages in 20 of 59 fields of study (eight areas by college). Notably, fields that have traditionally shown a surplus in candidates, such as elementary and middle-level education, are beginning to experience a balance of applicants to available positions and, in some cases, slight shortages. In Wisconsin, special education has been identified as an area where there is a particular

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<sup>16</sup> Diamond, L. L., Demchak, M., & Abernathy, T. V. (2020). A survey of rural principals: Preferences regarding teacher Candidates. *Rural Special Education Quarterly*, 39(3), 138-151.  
<https://doi.org/10.1177/8756870520912996>

<sup>17</sup> Kammerud, J. (2021). 2020 Educator preparation program report: covering data from the 2018-2019 school year. *Wisconsin Department of Public Instruction*



dearth of qualified teachers. The number of emergency licenses issued in cross-categorical special education outnumbered the number of licenses issued to teacher candidates who completed preparation programs in AY 2016-17, and the use of emergency licensure in special education has increased 175% since AY 2012-13.<sup>18</sup> Aside from general, non-specific middle and high school teaching positions, special education positions had the most job postings in 2017, and it took longer to fill those positions than any other subject area.<sup>19</sup> Data from AY 2017-18 reveal that attrition for full-time equivalency positions in cross-categorical special education in the state was 9.43% greater than other subject areas, including elementary education, English, math, art, and social studies.

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<sup>18</sup> Wojcikiewicz, S. (2022). Preparing Wisconsin Teachers: research and recommendations for licensure and program approval. *Learning Policy Institute*.

<sup>19</sup> (Burning Glass Technologies: Labor Insight, 2018)



University of Wisconsin - Madison						
Cost and Revenue Projections For BSE-Elementary Education and Special Education						
	Items	Projections				
		2023-24	2024-25	2025-26	2026-27	2027-28
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	25	25	25	25	25
	<b>Enrollment (Continuing Student) Headcount</b>	0	23	23	23	23
	<b>Enrollment (New Student) FTE</b>	25	25	25	25	25
	<b>Enrollment (Continuing Student) FTE</b>	0	0	0	0	0
<b>II</b>	<b>Total New Credit Hours</b>	900	1728	1728	1728	1728
	<b>Existing Credit Hours</b>	0	0	0	0	0
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>					
	<i>FTE - Undergraduate Program Manager</i>	0.75	0.75	0.75	0.75	0.75
	<i>FTE - Faculty/IAS</i>	2	2	2	2	2
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>					
	<i>FTE - Field Experience Supervision</i>	3.5	3.5	3.5	3.5	3.5
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition (based on \$497.81/credit)</i>	\$269,910	\$518,227	\$518,227	\$518,227	\$518,227
	<i>From Fees (based on \$42.31/credit)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$180,090	\$0	\$0	\$0	\$8,209
	<b>Total New Revenue</b>	\$450,000	\$518,227	\$518,227	\$518,227	\$526,436
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$275,000	\$286,000	\$297,440	\$309,338	\$321,711
	<i>Admin Staff</i>	\$175,000	\$182,000	\$189,280	\$196,851	\$204,725
	<b>Other Expenses</b>					
	<i>Expenses</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total Expenses</b>	\$450,000	\$468,000	\$486,720	\$506,189	\$526,436
<b>VI</b>	<b>Net Revenue</b>	\$0	\$50,227	\$31,507	\$12,038	\$0
Submit budget narrative in MS Word Format						
Provost's Signature: 			Date: 11/22/2022			
Chief Business Officer's Signature: David Murphy 			Date: 11/7/22			

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE–EDUCATION IN ELEMENTARY EDUCATION AND SPECIAL EDUCATION**

### **Introduction**

The proposed Bachelor of Science–Education (B.S.E.) in Elementary Education and Special Education (EESE) in the department of Rehabilitation Psychology and Special Education (RPSE) in the School of Education (SoE) elevates the existing dual teacher certification programs in the B.S.E. in Elementary Education and the B.S.E. in Special Education to a separate degree with a single major. The 120-credit program will continue to be delivered in a face-to-face format. Students will be required to engage in a semester-long student teaching experience as mandated by the Wisconsin Department of Public Instruction (DPI). Upon program completion, students can apply for a kindergarten–9<sup>th</sup> grade general education teaching license and a kindergarten–12<sup>th</sup> grade special education license. Students will pay standard undergraduate tuition and segregated fees.

### **Section I – Enrollment**

Students in the B.S.E. in EESE will enroll full-time and complete general education and School of Education liberal studies requirements during their first four semesters on campus. Major coursework, including a full semester of student teaching as required by DPI, will be completed during the last four semesters in the program. Enrollment in the B.S.E. in EESE will start in summer 2023. The program seeks to consistently enroll 25 new full-time undergraduate students annually. The student retention rate is estimated at 93.88%, based on enrollment and completion data collected over the past five years on the current subplan/option format of the dual certification program. For projection purposes, students are only counted in their two years of professional program/major coursework, which they complete after two years of prerequisite/qualifying coursework. Students are counted as new in the first academic year of fall enrollment. Full-time students are counted as continuing in their seventh term, fourth fall. They will graduate in their eighth term, fourth spring. By the end of Year 5, it is expected that 125 students will have enrolled, and 84 students will have graduated from the program.

The School of Education expects that students currently enrolled in the existing subplan/option version of this program will finish their degree requirements in their current program(s). New students interested in the dual certification program will enroll in the B.S.E. in EESE starting in the summer of 2023.

### **Section II – Credit Hours**

The B.S.E. in EESE will draw on existing resources. Students will complete a total of 120 credits to earn the B.S.E. in EESE degree. Excluding general education and School of Education liberal studies requirements, students complete 70 credits of major coursework,

including student teaching placements. Students enroll in roughly 18 credits during the fall and spring terms. Graduation occurs in May of the fourth spring semester.

The proposed B.S.E. in EESE will not require new resources because this proposal establishes an existing program as a new degree. Faculty and staff from the Departments of RPSE and Curriculum and Instruction (C&I) will continue to teach required courses. Headcount enrollment is based on the total unique individuals enrolled during the academic year.

### **Section III – Faculty and Staff Appointments**

The proposed B.S.E. in EESE will be delivered by existing faculty and staff. As this proposal elevates an existing program to a new degree with a single major, there will be no new expenses. An estimated 1.375 FTE is needed to offer the required courses in C&I and an estimated 1.375 FTE is needed to offer the required courses in RPSE, given local norms of a full-time academic staff person teaching 24-credits in an academic year. Additionally, 3.5 FTE is needed to provide field experience supervision, which is required by state accreditation rules. This FTE covers the final student teaching experience, as well as the additional two practicum experiences (one in C&I and one in RPSE).

RPSE and C&I currently allocate these FTE to the existing program. No new resources will be required. Key program faculty and staff who will contribute to program oversight are:

- Bradbury, Rebecca, Undergraduate Program Manager, RPSE
- Trezek, Beverly, Associate Professor and Special Education Teacher Education Committee Chair, RPSE
- Ruppert, Andrea, Associate Professor and Special Education Area Chair, RPSE
- Dahl, Heather, Teaching Faculty III, and Field Experience Coordinator, RPSE

The structure of this major, which leads to dual certification, requires collaboration between C&I and RPSE to provide the required coursework on a consistent schedule that allows timely program completion. Faculty and staff in the two departments will form a Joint Advisory Committee, facilitated by the Special Education Teacher Education Committee Chair (or their designee), to provide oversight to the program on a regular basis.

### **Section IV – Program Revenues**

The B.S.E. in EESE program will be funded as a traditional program through pooled tuition and state funds (101 program). For the purposes of the tuition revenue estimate, it is assumed that all students will be paying the full-time rate for Wisconsin resident undergraduate students over the fall and spring terms.

### Tuition Revenues

The proposed B.S.E. in EESE is a traditional program and will be funded by pooled tuition and state funds. There are no program or course fees, or grants or extramural funding.

### Program Revenue (PR)

All required courses are currently offered for students enrolled in the existing dual certification programs, the B.S.E. in Elementary Education: kindergarten-9<sup>th</sup> grade and the B.S.E. in Special Education: Cross-categorical Special Education K-12.

### General Program Revenue (GPR)

The funds generated from revenue-generating programs within the School of Education will offset B.S.E. in EESE program costs as needed, ranging from a high estimate of \$180,090 in Year 1 down to ~\$8,000 in Year 5. In the intervening years, when the program is projecting a profit, those funds will be returned to the School of Education to support other programs that may be operating with a shortfall.

## **Section V – Program Expenses**

As this proposal elevates an existing program to a new degree with a single major, there will be no new expenses. This is a traditional 101 program.

### Salary and Fringe Expenses

The proposed B.S.E. in EESE will continue to be staffed by existing faculty and staff. As this proposal elevates an existing program to a new degree with a single major, there will be no new expenses.

### Other Expenses

There are no other expenses associated with establishing the existing dual certification programs as a new degree with a single major.


## **Section VI – Net Revenue**

The B.S.E. in EESE is a traditional 101-program. It is projected that the B.S.E. in EESE will need to receive an influx from other revenue-generating programs in the School of Education in Year 1 and Year 5 to offset costs. In the intervening years (i.e., Years 2-4), revenue generated by the B.S.E. in EESE will be returned to the School of Education to support other programs that may be operating with a shortfall.



**Date:** 22 November 2022

**To:** Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System  
*Via email: [apfa@uwsa.edu](mailto:apfa@uwsa.edu)*

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

**Subject:** Authorization Proposal: BSE-Elementary Education and Special Education

In keeping with UW System and Board of Regents policy, I am sending you a proposal for a new BSE-Elementary Education and Special Education 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 a bachelor’s degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Rehabilitation Psychology and Special Education), the dean and academic planning council of the program’s academic home (i.e., the School of Education), and the University Academic Planning Council. It was approved for the UW System Fast Track Program process in October 2022. 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 School of Education is committed to the necessary financial and human resources required to continue the program. The proposal provides details on these commitments.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in summer 2023 with first enrollments in summer 2023. We are requesting that this proposal be scheduled for consideration at the February 2023 Board of Regents meeting. Please contact Karen Mittelstadt ([mittelstadt@wisc.edu](mailto:mittelstadt@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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**Copies:**

Jennifer L. Mnookin, Chancellor, UW–Madison

Jennifer Noyes, Interim Chief of Staff, Office of the Chancellor

Rob Cramer, Vice Chancellor for Finance and Administration

Andrew Johnson, Interim Director, Madison Budget Office

David Murphy, Associate Vice Chancellor for Finance and Administration

Allison La Tarte, Interim Associate Vice Provost, Academic Planning and Institutional Research

Karen Mittelstadt, Institutional Academic Planner, Academic Planning and Institutional Research

Diana Hess, Dean, School of Education

Adam Nelson, Senior Associate Dean for Academic Programs, School of Education

Cindy Waldeck, Academic Planner, School of Education

Tracy Davidson, Interim Associate Vice President of Academic Programs & Faculty Advancement, UW System

Diane Treis Rusk, Director of Academic Programs and Student Learning Assessment, UW System

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
EDUCATIONAL SPECIALIST IN  
EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS,  
UNIVERSITY OF WISCONSIN-MADISON**

**REQUESTED ACTION**

Adoption of Resolution C.4., authorizing the implementation of the Educational Specialist in Educational Leadership and Policy Analysis 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 Educational Specialist in Educational Leadership and Policy Analysis at the University of Wisconsin-Madison.

**SUMMARY**

The University of Wisconsin (UW)-Madison proposes to establish an Educational Specialist (Ed.S.) in Educational Leadership and Policy Analysis offered by the Department of Educational Leadership and Policy Analysis (ELPA) in the School of Education. The proposed Ed.S. in ELPA will replace the existing Certificate of Specialist in Educational Leadership and Policy Analysis, a graduate/professional certificate. The Ed.S. in ELPA will develop high-quality, social justice-oriented leaders who are prepared to serve Wisconsin students, families, schools, and communities with the goal of “improv[ing] the quality of life for all” through K-12 education. Graduates will be eligible to apply for an administrator license through the Wisconsin Department of Public Instruction to serve as superintendents in Wisconsin schools. To increase opportunities to “provide positive social, cultural, and economic impact in Wisconsin,” the Ed.S. in ELPA program will target working professionals and students who do not want to complete a doctorate. The proposed Ed.S. in ELPA program meets a significant need for educational leadership in the state. The Wisconsin Department of Public Instruction (DPI) requires a Ph.D. or an Ed.S. to qualify for a license as a superintendent. Among the 421 school districts in Wisconsin, more than ten percent of districts seek a new superintendent annually. The Ed.S. in ELPA will be offered in a face-to-face format consisting of 60 credits, 75 hours in a field placement, and a culminating Specialist Paper.

## **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 April 29, 2022), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>).

## **Related Policies**

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

## **ATTACHMENTS**

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



**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN  
EDUCATIONAL SPECIALIST IN  
EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS  
AT UNIVERSITY OF WISCONSIN-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The University of Wisconsin (UW)-Madison proposes to establish an Educational Specialist (Ed.S.) in Educational Leadership and Policy Analysis offered by the Department of Educational Leadership and Policy Analysis (ELPA) in the School of Education. The proposed Ed.S. in ELPA will replace the existing Certificate of Specialist in Educational Leadership and Policy Analysis, a graduate/professional certificate. The Ed.S. in ELPA will develop high-quality, social justice-oriented leaders who are prepared to serve Wisconsin students, families, schools, and communities with the goal of “improv[ing] the quality of life for all” through K-12 education. Graduates will be eligible to apply for an administrator license through the Wisconsin Department of Public Instruction (DPI) to serve as superintendents in Wisconsin schools. In order to increase opportunities to “provide positive social, cultural, and economic impact in Wisconsin,” the Ed.S. in ELPA program will target working professionals and students who do not want to complete a doctorate. The proposed Ed.S. in ELPA program meets a significant need for educational leadership in the state. The DPI requires a Ph.D. or an Ed.S. to qualify for a license as a superintendent. Among the 421 school districts in Wisconsin, more than 10% of districts seek a new superintendent annually. The Ed.S. in ELPA will be offered in a face-to-face format consisting of 60 credits, 75 hours in a field placement, and a culminating Specialist Paper.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Madison

**Title of Proposed Academic Degree Program**

Educational Leadership and Policy Analysis Ed.S.

**Degree Designation(s)**

Educational Specialist (Ed.S.)

**Mode of Delivery**

Single Institution; Face-to-face delivery

**Department or Functional Equivalent**

Department of Educational Leadership and Policy Analysis

**College, School, or Functional Equivalent**

School of Education

**Proposed Date of Implementation**

Fall 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 14 students will have enrolled in the program and six students will have graduated from the program. The expected time to degree is four years of part-time study. The average student retention rate is projected to be 82.5%, which is based on UW-Madison Graduate School's average completion rate for doctoral degrees (2005-13 entrance cohorts). Students enrolled in the Ph.D. program will have the option to change to the Ed.S. if they do not want to complete a dissertation, encounter a barrier to finishing the Ph.D., or determine that the Ed.S. in ELPA is a more appropriate program for their needs. On average, it is anticipated that one Ph.D. student will change into the Ed.S. program every three years. Students currently enrolled in the Certificate of Specialist program will be moved to the Ed.S. in ELPA program upon approval.

<b>Table 1: Five-Year Academic Degree Program Enrollment Projections</b>					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	2	2	2	2	2
Continuing Students	2 <sup>1</sup>	5 <sup>2</sup>	4 <sup>3</sup>	5	6 <sup>4</sup>
Total Enrollment	4	7	6	7	8
Graduating Students	0	0	2	1	1

**Tuition Structure**

For students enrolled in the Ed.S. program, standard graduate tuition and fee rates will apply. Most students enrolled in the Ed.S. will be part-time, as the program serves working professionals, with an expected time to degree of four years. For part-time students enrolled in the current academic year, residential tuition, and segregated fees

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<sup>1</sup> Assumes two current Ed.S. Certificate students transfer to Ed.S. degree program

<sup>2</sup> Assumes one current Ph.D. student changes to Ed.S. program

<sup>3</sup> Assumes one initial cohort (i.e., Year 1) student leaves after two years

<sup>4</sup> Assumes one student who entered Year 3 student leaves after two years, and 1 Ph.D. student changes into the Ed.S. program

range from \$2,329.68-\$4,607.04 per semester for a student enrolled in three-six per semester or \$670.47 per credit. Of this amount, \$2,011.41-\$4,022.82 is attributable to tuition and \$318.27-\$584.22 is attributable to segregated fees. Nonresident tuition and segregated fees total \$4,828.42-\$9,604.62 per semester for a part-time student enrolled in three-six credits per semester or \$1,503.4 per credit. Of this amount, \$4,510.20-\$9,020.40 is attributable to tuition and \$318.27-\$584.22 is attributable to segregated fees. The DPI requires students to cover the costs of applying for an administrative license. Students will also be responsible for the cost of textbooks.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The proposed Ed.S. in ELPA reflects ELPA's commitment to developing leaders for an integrated and multicultural society. The program requires a minimum of 60 credits for degree completion and required courses address matters of diversity and social justice. Course credits are divided into three categories: an introductory course in educational leadership (three credits); ELPA K-12 District level courses (15 credits); and 30 additional credits in ELPA, which include courses required by DPI for the superintendent license, two courses in research methods and statistics (6 credits), and two supporting courses in teaching and learning (six credits). Students will also have the opportunity to put ideas learned in coursework into practice when enrolled in the required field experience.

It is expected that the Ed.S. in ELPA, most often, will be completed by individuals who wish to serve as superintendents in Wisconsin schools. To be eligible for a superintendent license in Wisconsin, applicants must be enrolled in a Ph.D. program and have completed preliminary exams (dissertation proposal) or hold an Ed.S. degree. DPI requires students to spend 150 hours in a fieldwork placement in order to be eligible to apply for an initial educational administrator license.<sup>5</sup> DPI requires an additional 75 hours of fieldwork in order to apply for the superintendent license. Students in the proposed Ed.S. in ELPA program will be required to complete the additional field experience lasting a minimum of 75 hours. The field experience includes specific activities in leadership, curriculum and instruction, personnel, and skill development.

### **Student Learning Outcomes and Program Objectives**

Candidates who complete the Ed.S. in ELPA program will be prepared to lead school districts and provide social-justice oriented leadership in K-12 schools across Wisconsin to

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<sup>5</sup> Wisconsin Department of Public Instruction. (2022). Educator Licensing – General Information: Administrator Information. <https://dpi.wi.gov/licensing/general/administrators>

dramatically improve student performance and close achievement gaps.<sup>6 7</sup> Graduates will demonstrate the impact that effective school system leadership grounded in social justice has on student success. Upon completion of the Ed.S. in ELPA program, students will:

1. Articulate research problems, potentials, and limits with respect to theory, knowledge, or practice within the study of educational leadership.
2. Formulate ideas, concepts, designs, and/or techniques beyond the boundaries of knowledge within the study of educational leadership.
3. Create research or scholarship that makes a substantive contribution to the field of practice.
4. Demonstrate breadth within their learning experiences through experiences and artifacts in curriculum and instruction, leadership, personnel, and knowledge and skill development gained through field placements.
5. Advance contributions to society in the study and practice of educational leadership.
6. Communicate complex ideas in a clear and understandable manner.
7. Understand the role of the superintendent as the district's "first" educational leader.
8. Identify and view the issues and decisions inherent in district leadership through a social justice lens leading to the elimination of inequity for both students and staff.
9. Explore the many roles and perspectives of the superintendent as educator, corporate leader, and community leader.
10. Develop an understanding of the fundamental personal leadership skills necessary to lead an organization.
11. Recognize the impact that local, state, national and international events/trends (both actual and perceived) have on the office of the superintendent.
12. Recognize the difference between leadership and management.

### **Program Requirements and Curriculum**

The proposed degree program is intended to be a non-admitting program. The Ed.S. is most often awarded to students interested in pursuing a superintendent license through DPI. Students must hold a master's degree or equivalent to enter the Ed.S. program. While enrolled, they must complete 75 hours in a fieldwork placement. Upon completion of the Ed.S. program, the transcript will reflect the degree credential and certify the graduate's eligibility to apply for an initial educational administrator license through DPI.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 60 credits. The Ed.S. program curriculum is identical to the existing Educational Specialist Certificate requirements.

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<sup>6</sup> Johnson, Jr. Joseph F., and Cynthia L. Uline. (2005). Preparing educational leaders to close achievement gaps. *Theory into practice*: 45-52.

<sup>7</sup> Kelley, Carolyn J., and James J. Shaw. (2009). *A school leader's guide to closing achievement gaps*. Corwin Press.

<b>Table 2: Ed.S. - Educational Leadership and Policy Analysis Curriculum</b>		
ELPA 702	Introduction to Educational Leadership	3 credits
ELPA 832	Resource Allocation for Equity and Social Justice	3 credits
ELPA 846	The School Superintendency	3 credits
ELPA 860	Organizational Theory and Behavior in Education	3 credits
ELPA 870	The Politics of Education	3 credits
ELPA 875	Theory and Practice of Educational Planning	3 credits
At least ten (10) additional courses including at least thirty (30) graduate credits selected from any courses in Educational Leadership & Policy Analysis. (A maximum of three (3) graduate credits of ELPA 990 or ELPA 999 may be included in the 30 credits)		30 credits
ELPA 890	Applied Research in Educational Administration	
At least two (2) courses including six (6) graduate credits of research courses distributed as follows:		6 credits
1. An introductory statistics course which includes descriptive statistics, central tendency, probability, inference, and variance		
2. ELPA 824	Field Research Designs & Methodologies in Educational Administration	
Supporting Courses		6 credits
At least two (2) courses including six (6) graduate credits of supporting coursework in teaching and learning (typically one course in Curriculum and Instruction and one additional course)		
<b>Total Credits</b>		<b>60 credits</b>

Ed.S. in ELPA students are also required to complete a Specialist Paper, approved by the student's advisor, and evaluated by a three-person faculty committee. The paper should explore a current practical problem that is researchable and limited in scope. Students are expected to seek the approval, cooperation, or collaboration of a governing board or administration of an educational institution when appropriate. The paper should utilize applied, market, or policy research and result in recommendations for action. Upon completion of program requirements, UW-Madison endorses a student to apply for licensure through DPI.

### **Assessment of Outcomes and Objectives**

The department of ELPA will utilize both direct and indirect methods to assess student learning. These methods are detailed in the assessment plan. ELPA will collect student learning data indirectly through an alumni survey. The Ed.S. in ELPA program will conduct direct assessment of student learning by evaluating the required Specialist Paper with a rubric.

The ELPA assessment coordinating committee will manage assessment efforts and provide updates to all ELPA faculty and staff members who are teaching and advising students. The assessment coordinating committee will produce a preliminary summary report of assessment activities that will be provided to faculty members at a regular faculty meeting. The committee will also prepare an annual assessment summary report and recommendations for improvement. Based on the recommendations included in the annual assessment summary report, the department chair and program committee will facilitate faculty members' implementation of report recommendations.

## **Diversity**

The mission of the Department of ELPA is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance in order to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world. The Ed.S. in ELPA curriculum reflects this commitment and will further this departmental mission. Each required course includes learning resources and learning outcomes that address matters of diversity, equity, and social justice. Each course includes authors and contributors from diverse backgrounds. Specifically, ELPA 846: The School Superintendency is aimed at developing district-level leaders, namely superintendents, who will advance inclusive excellence in the organizations they lead. As an example, targeted learning activities within ELPA 846 require students to engage in and explore school districts that differ from their current experiences. Because the Ed.S. in ELPA program is tied to licensure eligibility as a superintendent in Wisconsin, DPI requires a practicum/field experience typically conducted in the student's current district setting wherein students engage in real-time application of their learning by leading projects and activities in the areas of curriculum and instruction, leadership, and personnel and skill development.

The existing Certificate of Specialist program is a long-standing offering in the ELPA Department. The program affords students an opportunity to meet the requirements for licensure as a superintendent in Wisconsin. The proposed Ed.S. will continue this commitment to the Wisconsin Idea by preparing students to apply for administrative licenses through DPI. In addition to the social justice orientation of the department, the Ed.S. program has an enduring commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. A strategic direction of ELPA is to "Expand and enhance the focus on equity, diversity, and difference in instruction, as well as within the faculty, staff, and student body." Over the past several years, ELPA has made progress towards its goal of increasing representation of various identities within the student body. The department has seen an increase in admission and enrollment of students across various identities including Black, Indigenous, People of Color (BIPOC) students, students with disabilities, and students who identify as Lesbian, Gay, Bisexual, Transgender, Queer, etc. (LGBTQ+). The Ed.S. provides ELPA with opportunities to continue to follow this direction. Students who seek the Ed.S. are those who desire to serve as a superintendent but do not seek the Ph.D.

One of ELPA's core values is to maintain "a learning community that celebrates wholeness while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members." The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community. As such, with regard to faculty, staff, and student recruitment, the Ed.S. will continue to make positive contributions to ELPA's culture. ELPA's current faculty reflect the department's active recruiting of a diverse set of scholars who comprise the core instructional. In fact, the department has made great strides in realizing this goal over the last decade and continues to actively embrace this objective with an opportunity to add to the department's instructional corps, whether full-time or part-time. ELPA will continue to hire and support a diverse cadre of instructors by leveraging current contacts and relationships within and beyond the academy. Any new members of the learning community will be introduced to ELPA's mission and strategic focus on diversity and inclusion. Like all ELPA offerings, program faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

UW-Madison's Division of Diversity, Equity, and Educational Achievement also provides guidance to departments and programs. The department of ELPA communicates about this division's available opportunities to faculty, staff, and students via regular emails, advising, use of social media, and word of mouth.

Additionally, ELPA's mission and core values are based on social justice, equity, and inclusion. The department promotes a diversity of perspectives in teaching, research, professional development, and community-building activities. ELPA's efforts are also informed and supported by the School of Education's Office of Equity, Diversity, and Inclusion, which seeks to promote equity, diversity, and inclusion by reducing barriers to access, increasing the demographic diversity of faculty, staff, and students, and encouraging scholarship, teaching, and service that embraces and engages the full measure of the diversity of society.

### **Collaborative Nature of the Program**

The Ed.S. in ELPA program is a UW-Madison offering delivered by faculty and staff in the department of ELPA. While not a collaborative offering, the program does partner with the Wisconsin Association of School District Administrators (WASDA) and the Association of Wisconsin School Administrators (AWSA) to connect students to professional organizations for Wisconsin superintendents and school administrators. ELPA also partners with K-12 school districts throughout the state to coordinate fieldwork placements.

## **Projected Time to Degree**

The Ed.S. program is designed for practicing K-12 school and district leaders who are seeking the superintendency. Students enrolled in the program typically enroll on a part-time basis with an average expected time to degree of four years. Program completion is not time bound. The Ed.S. program also serves as an alternative for students pursuing the Ph.D.-ELPA who do not want to complete a dissertation. The Ed.S. serves as an “off-ramp” for students originally enrolled in the Ph.D. program, ensuring that they are still eligible for certification through UW-Madison as required to apply for licensure with DPI.

Part-time students with continuous enrollment can complete the program in 36 months (three years, nine terms), but historical data collected from the Certificate of Specialist in ELPA program demonstrates that students are more likely to complete the program in 48 months (four years, 12 terms).

## **Program Review**

The reviews of the Ed.S. in ELPA program will follow the policies of UW-Madison, the School of Education, and the department of ELPA. An annual assessment report will be submitted to the Provost’s Office.

As for all new UW-Madison graduate programs, the program will undergo an informal review by the Graduate Faculty Executive Committee three years after implementation to assess early progress toward program goals. All UW-Madison programs undergo a formal program review five years after implementation. Subsequently, the program will be subject to the UW-Madison requirement for program review at no more than ten-year intervals, following the UW-Madison guidelines.<sup>8</sup> To prepare for the five-year and subsequent program reviews, the program must present data on enrollments, completion rates, student demographics, achievement of learning outcomes, student advising and support, professional development for graduate students, and program changes made based on continuous assessment and budgetary summaries. This self-study is then subject to consideration by a review committee, the dean, and by governance committees.

The Ed.S. in ELPA program faculty will utilize the ensuing program review materials to develop a plan to address recommendations made by the review committee. The department chair and faculty will create a plan for and oversee the implementation of improvements.

The Ed.S. in ELPA is subject to initial review by DPI. DPI will also review and approve any curricular changes made after the initial approval. The current Certificate of Specialist program is approved by DPI, and it is expected that the Ed.S. in ELPA will retain DPI

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<sup>8</sup> <https://apir.wisc.edu/academic-planning/program-review/>



approvals. Once the program is approved by DPI, UW-Madison can endorse graduates to apply for administrative licenses in Wisconsin.

### **Accreditation**

UW-Madison currently holds approval with the Higher Learning Commission to offer the Educational Specialist degree. The Ed.S. in ELPA is also subject to initial review by DPI. DPI affords UW-Madison the ability to endorse students as eligible to apply for a superintendent license in Wisconsin.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

ELPA consistently ranks among the best programs nationally for educational leadership and is currently named by US News and World Report as second in the nation for programs in educational administration and supervision (tied with Michigan State University).<sup>9</sup> ELPA's departmental mission seeks "to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world." The Ed.S. in ELPA will contribute directly to this mission by preparing students to serve as superintendents in Wisconsin and to provide equitable opportunities and social justice-oriented leadership in K-12 schools.

The department currently offers two options for students interested in pursuing a superintendency in Wisconsin, the Certificate of Specialist in ELPA and the Ph.D.-ELPA. The proposed Ed.S. will replace the Certificate of Specialist, ensuring students earn the more appropriate Ed.S. credential, commensurate with the required credit hours and fieldwork placements.

The proposed Ed.S. in ELPA will contribute directly to the mission of the UW System by providing a learning environment for students to "discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all."<sup>10</sup> With the proposed Ed.S., ELPA can continue to provide multiple avenues for students to pursue the superintendency in Wisconsin, to ensure a successful K-12 school experience for all students. ELPA is

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<sup>9</sup> U.S. News and World Report. (2022). Best educational administration programs. *Best Education Schools*. <https://www.usnews.com/best-graduate-schools/top-education-schools/education-administration-rankings>

<sup>10</sup> Board of Regents of the University of Wisconsin System. (2022). *Mission of the University of Wisconsin System*. <https://www.wisconsin.edu/about-the-uw-system/#:~:text=The%20mission%20of%20the%20University.%2C%20cultural%2C%20and%20human%20sensitivities%2C>

committed to developing superintendents who recognize the importance of a high school diploma to positive long-term outcomes in education and employment. For example, high school graduates earn an average of over \$670.00 more per week than dropouts.<sup>11</sup> ELPA prepares graduates to provide the leadership necessary to improve graduation rates and reduce the achievement gap in Wisconsin.

The proposed Ed.S. in ELPA program supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge around educational administration and by developing students who understand the complex challenges faced by K-12 educational institutions.<sup>12</sup> The role of the superintendent has evolved from one focusing primarily on the sound management of local educational resources to a role that demands successfully leading educational change in an increasingly political and accountable national educational environment. The superintendent's primary role is to focus the organization on student learning. Within that context, student success in school, by every measure, is predictable based on personal attributes that the student does not control. Leading the change to eliminate that predictability is the leader's greatest challenge. The goal of leadership in addressing the challenge is to create a district culture in which decisions are made at every level cognizant of the need to eliminate these inequities. The Ed.S. in ELPA program and its outcomes are based on a belief that social justice is not only an action but also the lens through which graduates ought to view every action.

The Ed.S. in ELPA also supports each of the five major themes in UW-Madison's Strategic Plan.<sup>13</sup> The Ed.S. will contribute to Excellence in Teaching and Educational Achievement as well as Research and Scholarship. ELPA understands that the role of the superintendent demands that the leader must first be an educator in addition to a corporate leader and a community leader. Graduates will have opportunities to explore and discuss multiple aspects of system leadership. These include the individual skills of leadership, leading systemic instructional change, and managing the corporate aspects of a school system. Ed.S. in ELPA students are required to complete a Specialist Paper, a research paper that connects classroom learning to experiences in the field. Students are encouraged to engage in real issues that face K-12 school districts in Wisconsin.

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<sup>11</sup> U.S. Bureau of Labor Statistics, Current Population Survey. (2021). Earnings and unemployment rates by educational attainment, 2021. <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

<sup>12</sup> Board of Regents of the University of Wisconsin System. (2022). *University of Wisconsin-Madison Mission*. <https://www.wisc.edu/about/mission/>

<sup>13</sup> Board of Regents of the University of Wisconsin System. (2022). *UW-Madison Strategic Framework*. <https://strategicframework.wisc.edu/>

One of the fundamental principles of the Ed.S. in ELPA curriculum is that leaders must lead within the culture of the existing organization. Leadership styles and administrative decisions are situational and must be made in the context of the culture. By helping students understand the importance of equitable educational leadership, the Ed.S. in ELPA will contribute to building A Vibrant Campus Community.<sup>14</sup> Graduates will understand that leadership in modern organizations is a social enterprise, where decisions are collaborative and require debate and discussion among a variety of stakeholders.

The Ed.S. in ELPA program is supported by the two premier professional associations for school and district leaders in Wisconsin. The Executive Directors of the Wisconsin Association of School District Administrators and the Association of Wisconsin School Administrators have provided letters of support.

### **University Program Array**

Like all ELPA programs, an emphasis on equity, diversity, and social justice drives program design. The department currently offers two options for students interested in applying for an administrative license through DPI, the Certificate of Specialist and the Ph.D.-ELPA. The proposed Ed.S. will replace the Certificate of Specialist, ensuring students earn the Ed.S. credential, commensurate with the required credit hours and fieldwork placements. Students in the Ph.D. program are required to defend a dissertation, while Ed.S. students write a Specialist Paper. The programs both lead to eligibility for the superintendency in Wisconsin, but the Ed.S. offers an alternate pathway for students who do not want to complete a dissertation.

### **Other Programs in the University of Wisconsin System**

Other than the existing UW-Madison Ph.D. in ELPA, there is one other program in the UW System that offers an Ed.S. leading to licensure. UW-Superior currently offers an online program leading to superintendent licensure. The Ed.S. in Educational Administration- Superintendent District Administrator is an accelerated program that can be completed in as few as 18 months and is offered entirely online. The proposed Ed.S. in ELPA is offered face-to-face, will take longer to complete, and requires twice the number of credit hours as UW-Superior Education Specialist program. The curriculum provides greater depth and breadth of study compared to the Educational Specialist program at UW-Superior. UW-Milwaukee offers a Ph.D. in Urban Education; however, this program does not endorse students to apply for a superintendent license.

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<sup>14</sup> Board of Regents of the University of Wisconsin System. (2022). *UW-Madison Strategic Framework*. <https://strategicframework.wisc.edu/>

### **Need as Suggested by Current Student Demand**

The proposed Ed.S. in ELPA will provide an opportunity for administrators working in K-12 schools in Wisconsin to pursue the superintendent license. In combination with the Ph.D. in ELPA, the proposed Ed.S. accommodates student preferences by providing multiple pathways to certification. The Ed.S. in ELPA serves as an alternative for students in the Ph.D. program who do not want to or are not able to complete a dissertation. Advisors encourage these students to write the Specialist Paper to complete their training.

In the current Certificate of Specialist format, the program curriculum attracts working professionals from throughout the state. Enrollments over the past 10 years have averaged five students per year, though the enrollment has trended down since 2018. Anecdotally, program faculty and staff have observed that the Ed.S. option is particularly attractive to students working in Madison or Milwaukee, where the average annual turnover rate for superintendents working in urban districts is 26.9% (from 2009-21), higher than the statewide and national averages of 16.2%.<sup>15</sup>

### **Need as Suggested by Market Demand**

The proposed Ed.S. in ELPA meets a significant need for educational leadership in the state of Wisconsin. The education sector generally has experienced significant turnover and exodus from the profession over the past several years, impacting educational leadership roles nationally and in Wisconsin. While the U.S. Bureau of Labor Statistics anticipates an average 8% growth rate for executive roles, including school superintendents, between 2020-30,<sup>16</sup> some change can be expected, such as the exit of the Baby Boomer generation from the workplace. Additional factors have also contributed to substantial vacancies among the superintendent ranks in Wisconsin. In April 2022, the Wisconsin Association of School Boards (WASB) reported that the average tenure of school superintendents in Wisconsin was three years.<sup>17</sup> According to the American Association of School Administrators (AASA), the annual turnover rate for superintendents nationally is 14-16%<sup>18</sup> Between 2009 and 2021, 16.2% of districts in Wisconsin changed superintendents.<sup>19</sup>

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<sup>15</sup> Wisconsin Policy Forum. (2002). Follow the leaders: recent trends in Wisconsin's principal and superintendent turnover. <https://wispolicyforum.org/research/follow-the-leaders-recent-trends-in-wisconsins-principal-and-superintendent-turnover/>

<sup>16</sup> U.S. Bureau of Labor Statistics. (2022). Occupational Outlook Handbook: Top Executives. <https://www.bls.gov/ooh/management/top-executives.htm#tab-1>

<sup>17</sup> Wisconsin Association of School District Administrators. (2022). <https://www.wasda.org/>

<sup>18</sup> American Association of School Administrators. (2022). Superintendent and district data. [eab.com/about/newsroom/press/superintendents-and-political-divisions/](https://eab.com/about/newsroom/press/superintendents-and-political-divisions/)

<sup>19</sup> Wisconsin Policy Forum. (2002). Follow the leaders: recent trends in Wisconsin's principal and superintendent turnover. <https://wispolicyforum.org/research/follow-the-leaders-recent-trends-in-wisconsins-principal-and-superintendent-turnover/>

In Wisconsin, the overall superintendent turnover rate was 17.7% in 2020-21, representing a decrease from the previous year. The Wisconsin Policy Forum attributed this decrease in turnover to the dedication of educational administrators who stressed the need for consistency during the COVID-19 pandemic. Interviewees noted that educational leadership roles provided social and economic stability during the turbulent time.<sup>20</sup> It is unclear how the pandemic will impact future turnover rates, but the Wisconsin Association of School Boards (WASB) anticipates record rates. ELPA's proposal to replace the existing Certificate of Specialist curriculum with an Ed.S. degree represents their commitment to the Wisconsin Idea by providing multiple avenues to provide effective, social-justice oriented training to students interested in seeking the superintendency.

Over the past five years, the number of retirements, the number of new superintendents without previous experience, and the number of changes in the superintendency annually, affirms the need for programs that lead to superintendent licensure. According to AASA, the mean age of a school superintendent is 54-55 years of age.<sup>21</sup> In Wisconsin, during the 2017-18 school year, 20 superintendents retired. There were 32 new superintendents and 58 changes in superintendents. The number of superintendent retirements continues to trend upward with 27 retirements in 2018-19, 20 retirements in 2019-20, and 29 superintendent retirements in 2020-21. At the end of the most recent school year, 37 superintendents retired.


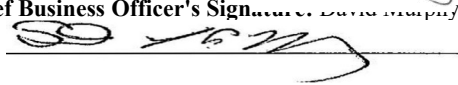
Retirements illustrate part of the need. New superintendents as well as the number of changes in the superintendent role in school districts are also noteworthy. Data indicates that more than 10% of school districts in Wisconsin have a new superintendent each year, and the rate of change in the superintendent role ranges from 13-19% annually.<sup>22</sup> As of 1 July 2022, Wisconsin school districts will be led by 55 new superintendents, and 97 changes in the superintendency will have occurred. These data indicate vacancies will continue to increase as the school year progresses.

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<sup>20</sup> Wisconsin Policy Forum. (2002). Follow the leaders: recent trends in Wisconsin's principal and superintendent turnover. <https://wispolicyforum.org/research/follow-the-leaders-recent-trends-in-wisconsins-principal-and-superintendent-turnover/>

<sup>21</sup> American Association of School Administrators. (2022). Superintendent and district data. <https://www.aasa.org/resources/resource/declining-age>

<sup>22</sup> Wisconsin Association of School District Administrators. (2022). <https://www.wasda.org/>

University of Wisconsin - Madison						
Cost and Revenue Projections For EdS-Educational Leadership & Policy Analysis						
	Items	Projections				
		2023-24	2024-25	2025-26	2026-27	2027-28
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	2	2	2	2	2
	<b>Enrollment (Continuing Student) Headcount</b>	2	5	4	5	6
	<b>Enrollment (New Student) FTE (based on 0.5 FTE)</b>	1	1	1	1	1
	<b>Enrollment (Continuing Student) FTE</b>	1	2.5	2	2.5	3
<b>II</b>	<b>Total New Credit Hours</b>	30	60	45	105	120
	<b>Existing Credit Hours</b>	30	45	45	0	0
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>					
	<i>FTE - Program Director</i>	0.75	0.75	0.75	0.75	0.75
	<i>FTE - Faculty/IAS</i>	0.5	0.5	0.5	0.5	0.5
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>					
	<i>FTE - Graduate Program Manager</i>	0.25	0.25	0.25	0.25	0.25
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition (based on \$670.47/credit)</i>	\$40,228	\$70,399	\$60,342	\$70,399	\$80,456
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$97,272	\$72,601	\$88,378	\$84,269	\$80,399
	<b>Total New Revenue</b>	\$137,500	\$143,000	\$148,720	\$154,668	\$160,855
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$125,000	\$130,000	\$135,200	\$140,608	\$146,232
	<i>Admin Staff</i>	\$12,500	\$13,000	\$13,520	\$14,061	\$14,623
	<b>Other Expenses</b>					
	<i>Expenses</i>	\$0	\$0	\$0	\$0	\$0
	<b>Total Expenses</b>	\$137,500	\$143,000	\$148,720	\$154,669	\$160,856
<b>VI</b>	<b>Net Revenue</b>	\$0	\$0	\$0	\$0	\$0
Submit budget narrative in MS Word Format						
Provost's Signature:				Date: 11/22/2022		
						
Chief Business Officer's Signature: 				Date: 11/7/22		

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON EDUCATIONAL SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS**

### **Introduction**

The University of Wisconsin-Madison proposes an Educational Specialist (Ed.S.) degree in Educational Leadership and Policy Analysis (ELPA), offered by the Department of Educational Leadership and Policy Analysis in the School of Education (SoE). The proposed Ed.S. in ELPA elevates the existing Certificate of Specialist program housed administratively as a graduate/professional certificate to an Ed.S. degree. The Ed.S. in ELPA provides an alternate option for students seeking a superintendency in Wisconsin who do not want to pursue a Ph.D. The face-to-face 60-credit program requires 75 hours of fieldwork and a Specialist Paper. Students interested in the Ed.S. in ELPA work full-time as principals in Wisconsin and will enroll in the program part-time. They are expected to complete the Ed.S. in ELPA in 48 months.

### **Section I – Enrollment**

Students are working professionals who will enroll in the Ed.S. in ELPA part-time and are expected to complete the program in 48 months. ELPA anticipates two new enrollments each year. In addition to serving students seeking the superintendency, the proposed Ed.S. in ELPA will also serve students who wish to transfer from the Ph.D.-ELPA (and specifically the subplan/option titled the Wisconsin Idea Executive Cohort). Admission to the Ph.D.-ELPA program occurs every three to four years, and enrollment for the next Ph.D. cohort will open in Fall 2023. On average, one student in the Ph.D. program transfers into the EdS program every three years. The program seeks to consistently enroll two new part-time students annually. Enrollment projections use a retention rate of 82.5% based on UW-Madison Graduate School's average completion rate for doctoral degrees (based on 2005-13 entrance cohorts). Students are counted as new in the first academic year of enrollment and counted as continuing in the subsequent terms after the first academic year. Year 1 projections include the two students enrolled in the existing Certificate of Specialist program. They will move to the Ed.S. in ELPA in Fall 2023. By the end of Year 5, it is expected that 14 students, including two current transfer students from the certificate program, two additional transfer students from the Ph.D. program, and two new students admitted in each year over five years will have enrolled, and four students will have graduated from the program.

### **Section II – Credit Hours**

The Ed.S. in ELPA will draw on existing resources. Students will complete 60 credits of coursework and 75 hours in a fieldwork placement. Students will enroll in the program part-time and are expected to complete it in 48 months. Students take courses over the summer, fall, and spring semesters. They are expected to enroll in at least three-six credits

per term and are estimated to complete the program in 48 months or 12 terms, including summers. Credit hour calculations are based on six credits each fall and spring term and three credits for the summer term, totaling 15 credits per year for four years, totaling 60 credits.

The proposed Ed.S. in ELPA will not require new resources. This proposal elevates an existing graduate/professional certificate program to an Ed.S. degree and will continue to utilize those resources. The Ed.S. in ELPA also shares coursework offered in the Ph.D.-ELPA program. Students in the Ed.S. and Ph.D. programs take courses together. ELPA will not need to create or staff additional sections.

### **Section III – Faculty and Staff Appointments**

The proposed Ed.S. in ELPA will continue to be staffed as it is in the existing graduate/professional Certificate of Specialist program. Key program faculty and staff who will contribute to instruction and program oversight are:

- Sramek, Barb, Program Director, Clinical Professor, ELPA
- Smith, Shari, Graduate Program Manager, ELPA
- Welton, Anjalé, Department Chair, Professor, ELPA
- Kelley, Carolyn, Professor, ELPA
- Henry, Kevin, Assistant Professor, ELPA
- McQuillan, Molly, Assistant Professor, ELPA
- Miller, Peter, Professor, ELPA
- Halverson, Rich, Professor, ELPA
- Eckes, Suzanne, Professor, ELPA
- Salzman, Tina, Clinical Professor, ELPA
- Grooms, Ain, Assistant Professor, ELPA
- Saldaña, Chris, AJC Post-Doctoral Fellow, ELPA
- Jimenez Soffa, Sara, Clinical Professor, ELPA

For the purposes of the budget, the program is calculating 0.75 FTE for the program director, 0.5 FTE for dedicated faculty instruction, and 0.25 FTE for the graduate program manager. In addition to the key program faculty and staff listed above, the Ed.S. in ELPA will continue to draw on the expertise of professionals in the field of educational leadership, including current and former superintendents and district-level leaders.

### **Section IV – Program Revenues**

The Ed.S. in ELPA will be funded as a traditional program through pooled tuition and state funds (101 program). Students will pay the part-time rate for graduate resident tuition over the fall, spring, and summer terms for four years (48 months).

#### Tuition Revenues

The proposed Ed.S. in ELPA is a traditional program and will be funded by pooled tuition and state funds. There are no program or course fees, grants or extramural funding.



#### Program Revenue (PR)

All required courses are also offered for students enrolled in the Ph.D.-ELPA subplan/option titled the Wisconsin Idea Executive Cohort, which is a 131-revenue generating program that supports the courses also offered to 101-funded Ed.S. in ELPA students.

#### General Program Revenue (GPR)

The funds generated from the Ph.D.-ELPA program will offset Ed.S. in ELPA program costs, ranging from a high estimate of \$97,000 per year down to ~\$72,000 per year.

### **Section V – Program Expenses**

This proposal elevates an existing Certificate of Specialist program to an EdS degree. There are no new costs associated with the program.

#### Salary and Fringe Expenses

The proposed Ed.S. in ELPA will continue to be staffed as it is in the existing graduate/professional Certificate of Specialist program. There will be no new hires to support the implementation of the proposed program.

#### Other Expenses

There are no other expenses associated with elevating the existing Certificate of Specialist program to an Ed.S. in ELPA.

### **Section VI – Net Revenue**

The Ed.S. in ELPA is a traditional 101-program that exists as a service to the state of Wisconsin by producing social justice-oriented leaders who serve the state as superintendents and as K-12 district-level leaders.



**Date:** 22 November 2022

**To:** Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System  
Via email: [apfa@uwsa.edu](mailto:apfa@uwsa.edu)

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

**Subject:** Authorization Proposal: EdS-Educational Leadership and Policy Analysis

In keeping with UW System and Board of Regents policy, I am sending you a proposal for a new EdS-Educational Leadership and Policy Analysis 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 an educational specialists degree at UW–Madison.

Per UW–Madison policy, this program proposal has been endorsed by the faculty of the offering department (i.e., the Department of Educational Leadership and Policy Analysis), the dean and academic planning council of the program’s academic home (i.e., the School of Education), the Graduate Faculty Executive Committee, and the University Academic Planning Council. It was approved for the UW System Fast Track Program process in October 2022. 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 School of Education is committed to the necessary financial and human resources required to continue the program. The proposal provides details on these commitments.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in summer 2023 with first enrollments in fall 2023. We are requesting that this proposal be scheduled for consideration at the February 2023 Board of Regents meeting. Please contact Karen Mittelstadt ([mittelstadt@wisc.edu](mailto:mittelstadt@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**

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

**Copies:**

Jennifer L. Mnookin, Chancellor, UW–Madison

Jennifer Noyes, Interim Chief of Staff, Office of the Chancellor

Rob Cramer, Vice Chancellor for Finance and Administration

Andrew Johnson, Interim Director, Madison Budget Office

David Murphy, Associate Vice Chancellor for Finance and Administration

Allison La Tarte, Interim Associate Vice Provost, Academic Planning and Institutional Research

Karen Mittelstadt, Institutional Academic Planner, Academic Planning and Institutional Research

Diana Hess, Dean, School of Education

Adam Nelson, Senior Associate Dean for Academic Programs, School of Education

Cindy Waldeck, Academic Planner, School of Education

Tracy Davidson, Interim Associate Vice President of Academic Programs & Faculty Advancement, UW System

Diane Treis Rusk, Director of Academic Programs and Student Learning Assessment, UW System



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4797 Hayes Road, Madison, WI 53704 • Phone: (608) 242-1090 • Fax: (608) 242-1290 • [www.wasda.org](http://www.wasda.org)

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August 17, 2022

To whom it may concern:

I appreciate the opportunity to provide a letter of support on behalf of the Wisconsin Association of School District Administrators (WASDA) for the Educational Specialist degree program proposed by the Department of Educational Leadership and Policy Analysis (ELPA) within the School of Education at the University of Wisconsin Madison. WASDA is a professional association composed of superintendents and CESA administrators across Wisconsin. In order to be eligible to serve, each of these significant leadership positions requires a superintendent license. Over the years, many superintendents became eligible to serve in their roles by completing either the PhD program or the Educational Specialist certificate program at UW Madison. I am pleased that the ELPA Department values the Educational Specialist preparation program and is planning to continue to offer it as a degree program.

As the Executive Director of WASDA, I cannot emphasize enough the importance of high-quality preparation for superintendents. As we approach the 2022-23 school year, school districts across Wisconsin will see significant change in district leadership. More than 100 of the 421 school districts will be served by a superintendent who was not serving in that capacity in the district a year ago, and of those 100 leaders, more than 60 will be new to the superintendency. While the numbers seem unprecedented, we have witnessed turnover over the past five (5) years in district leadership with those assuming the role having far less leadership experience than in the past. This places increasing importance on preparation for the position. The need for well-prepared, principled leaders will continue into the future.

Leadership programs within the ELPA Department have an emphasis on preparing leaders for the diverse schools and districts throughout Wisconsin. The Educational Specialist program provides a unique opportunity for future superintendents to develop knowledge, skills, and experiences as scholar practitioners. The program also develops leaders well-suited for particular locales where a terminal degree may not be expected or required of the superintendent.

Thank you for your continued commitment to the Wisconsin Idea and to preparing leaders to serve children and communities across the state. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Jon Bales, PhD  
Executive Director

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August 18, 2022

To Whom it May Concern:

I am writing on behalf of the Association of Wisconsin School Administrators (AWSA) to express my full support for the University of Wisconsin-Madison School of Education creating the Educational Specialist (EdS) degree program. This degree program will be instrumental in allowing Wisconsin Principals, whom AWSA has the privilege to serve, the opportunity to obtain their superintendency license.

As you are all aware, Wisconsin's PK-12 educational system is facing many challenges. One of those major challenges is staffing shortages at all levels and positions. This state is seeing a record-level of turnover at the superintendency level at 20 percent. Couple that with a teacher shortage, we will soon be facing a lack of qualified leaders for building and district-level positions. The Educational Specialist degree will most definitely help with creating another educational avenue for prospective leaders.

I know the quality of curriculum and experiences you provide. We need to not only think about the quantity of school leaders, but also the quality of leaders. I am confident that the UW-Madison School of Education will create an exceptional Educational Specialist program that will serve future school leaders well.

If I can be of any assistance to you, please do not hesitate in reaching out. I can be reached at 608.241.0300 or [jimlynch@awsa.org](mailto:jimlynch@awsa.org).

Thank you for your commitment to Wisconsin's school leaders and even more importantly, the 815,000 children in Wisconsin's public schools.

Sincerely,

A handwritten signature in blue ink that reads 'Jim Lynch'. The signature is stylized with a large, looped 'J' and a cursive 'Lynch'.

Jim Lynch  
Executive Director  
Association of Wisconsin School Administrators

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
DOCTOR OF PHILOSOPHY IN MECHANICAL ENGINEERING  
AT UNIVERSITY OF WISCONSIN-MILWAUKEE**

**REQUESTED ACTION**

Adoption of Resolution C.5., authorizing the implementation of the Doctor of Philosophy in Mechanical Engineering at the University of Wisconsin-Milwaukee.

**Resolution C.5**      That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Doctor of Philosophy in Mechanical Engineering at the University of Wisconsin-Milwaukee.

**SUMMARY**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Doctor of Philosophy (Ph.D.) in Mechanical Engineering. The establishment of this program supports UWM's mission to maintain high-quality graduate programs appropriate to a major urban doctoral university. Mechanical engineering has been a track within a college-wide Ph.D. in Engineering (established in 1986). Over the years, the track had a consistent enrollment of about 36 students. The current request is to elevate the track to a stand-alone degree that is more descriptive of the program of study. Graduates will benefit from a more recognizable credential making them more competitive in the job market. The proposed program will be more attractive to prospective students and will enhance graduate placement in positions that require a doctorate in the specific discipline of mechanical engineering. The proposed curriculum will be the same as in the current mechanical engineering track of the college-wide Ph.D. program. The program will be comprised of 66 graduate credits beyond the bachelor's degree and includes an approved minor area and doctoral thesis. No new courses nor new faculty/staff will be needed to implement this program. Standard tuition and fees, including a College of Engineering and Applied Science differential fee of \$21.63 per credit, will apply to this program. There are no planned changes in research foci—current areas of strength include renewable energy, rehabilitative robotics, power storage, tribology, optics, sensor development, structural health monitoring, and water filtration.

## **Presenter**

- Scott Gronert, 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 April 29, 2022), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

## **Related Policies**

- Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System
- UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting

## **ATTACHMENTS**

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A DOCTOR OF  
PHILOSOPHY IN MECHANICAL ENGINEERING  
AT UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Doctor of Philosophy (Ph.D.) in Mechanical Engineering. The establishment of this program supports UWM's mission to maintain high-quality graduate programs appropriate to a major urban doctoral university. Mechanical engineering has been a track within a college-wide Ph.D. in Engineering (established in 1986). Over the years, the track had a consistent enrollment of about 36 students. The current request is to elevate the track to a stand-alone degree that is more descriptive of the program of study. Graduates will benefit from a more recognizable credential making them more competitive in the job market. The proposed program will be more attractive to prospective students and will enhance graduate placement in positions that require a doctorate in the specific discipline of mechanical engineering. The proposed curriculum will be the same as in the current mechanical engineering track of the college-wide Ph.D. program. The program will be comprised of 66 graduate credits beyond the bachelor's degree and includes an approved minor area and doctoral thesis. No new courses nor new faculty/staff will be needed to implement this program. Standard tuition and fees, including a College of Engineering and Applied Science differential fee of \$21.63 per credit, will apply to this program. There are no planned changes in research foci—current areas of strength include renewable energy, rehabilitative robotics, power storage, tribology, optics, sensor development, structural health monitoring, and water filtration.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Milwaukee

**Title of Proposed Academic Degree Program**

Mechanical Engineering

**Degree Designations**

Doctor of Philosophy

**Mode of Delivery**

Single institution; Face-to-face



**Department or Functional Equivalent**

Department of Mechanical Engineering

**College, School, or Functional Equivalent**

College of Engineering and Applied Science (CEAS)

**Proposed Date of Implementation**

August 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 illustrates anticipated Ph.D. in Mechanical Engineering enrollments over the first five years of the program. Projections are reflective of enrollments in the mechanical engineering track of the current college-wide Ph.D. program that, for years 2016-2022, ranged between 33 and 42 students each year and averaging 36 Ph.D. students. Approximately 80% of these students enroll full-time. It is expected that approximately 40 students will be enrolled in the program each year, and six students will graduate each year. Significant enrollment changes are not anticipated after the Ph.D. in Mechanical Engineering program becomes a stand-alone program. However, the quality of graduate students joining the program is expected to improve once the degree awarded changes from Ph.D. in Engineering to Ph.D. in Mechanical Engineering. The small attrition rate built into the projections is consistent with the track's experience in the past seven years.

**Table 1: Five-Year Academic Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	7	7	7	7
Continuing Students	33	33	33	33	33
Total Enrollment	40	40	40	40	40
Graduating Students	6	6	6	6	6

**Tuition Structure**

Standard tuition and fee rates for graduate students will apply. In 2022-23, tuition and fees for Wisconsin residents enrolled full-time for eight credits is \$6,114.67 per semester of which segregated fees total \$764.35 and tuition accounts for \$5,350.32 per semester. The corresponding non-resident tuition and segregated fees are \$12,830.19 for full-time enrollment of eight credits of which \$764.35 account for segregated fees and \$12,065.84 account for tuition. Tuition and fees for resident students enrolling part-time for three credits is \$2,462.61 of which \$456.24 are for segregated fees and \$2,006.37 are for tuition. Credits taken in the College Engineering and Applied Science are assessed an additional "differential tuition" of \$21.63 per credit. Most full-time Ph.D. students in Engineering are graduate assistants and receive tuition remission as a benefit of their appointments.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The program will be comprised of 66 graduate credits beyond the bachelor's degree including a minimum credit distribution of:

- 21 credits in the major area of concentration in mechanical engineering;
- Nine credits in an approved minor area (within or outside of mechanical engineering);
- Six credits in mathematics and/or quantitative methods;
- Nine credits of approved electives;
- Three credits of CEAS Graduate Seminar (it is currently being offered as a combination of two courses: EAS 701-Effective Academic Writing (one credit) and EAS 702-Preparing. Future Engineering Professionals (two credits) and
- 18 credits of doctoral thesis or dissertation.

A minimum of 26 credits, excluding dissertation, must be at the 700 level or higher. A minimum of 33 credits (including thesis) must be completed in the Ph.D. program at UWM. A maximum of 33 credits can be considered for transfer from prior graduate work including a master's degree provided the course work fits the appropriate areas and the student has earned a grade of "B" or better in each course. Students entering the program without a prior applicable master's degree are limited to a maximum of nine credits.

### **Student Learning Program Outcomes**

Student Learning Outcomes of the Ph.D. in Mechanical Engineering will be the same as those in the current college-wide Ph.D. program. Students enrolled in the proposed program will:

- a. Apply advanced knowledge of mathematics, science, and engineering to solve complex problems.
- b. Use modern tools or techniques to solve complex problems, conduct research, and analyze and interpret data.
- c. Demonstrate proficiency and competency in the area of specialization.
- d. Identify, formulate, and solve complex problems with an original and/or significant contribution to the field.
- e. Demonstrate a familiarity with research in a related or complementary discipline.
- f. Use quantitative methods appropriate to the field of research.
- g. Understand academic, professional, and ethical responsibility.
- h. Communicate effectively via technical writing and oral presentations.

## Program Requirements and Curriculum

This proposed program is housed within the College of Engineering and Applied Science (CEAS). It will follow the College's existing Ph.D. admission requirements, which are:

1. A bachelor's or master's degree in mechanical engineering; however, applicants with a B.S. or M.S. degrees outside of mechanical engineering may be admitted with no more than two prerequisite course deficiencies;
2. A minimum GPA of 3.0 in the highest degree granted based on a 4.0 scale;
3. A brief statement describing the applicant's professional goals and two letters of reference;
4. The Graduate Record Examination (GRE) score, and
5. International students require proof of English language proficiency.

Each student will construct their program of study in consultation with their major professor. The program of study will be tailored to each student based on their area of dissertation research and their prior academic background. Table 2 contains the listing of mechanical engineering courses that are available to students in the program. Graduate courses offered by other areas within UWM are also available to students as they complete their program of study. In general, courses will be offered face-to-face; however, a few courses may be delivered online.

**Table 2: Graduate Course List for Mechanical Engineering**

Course number	Title	Credits
MECHENG 405G	Product Realization	3
MECHENG 411G	Heat Transfer	3
MECHENG 415G	Modern Thermomanufacturing Processes	3
MECHENG 420G	Intermediate Fluid Mechanics	3
MECHENG 423G	Applied Fluid Mechanics	3
MECHENG 425G	Wind Turbine Aerodynamics	3
MECHENG 430G	Energy Modeling	3
MECHENG 432G	Internal Combustion Engines	3
MECHENG 434G	Air Conditioning System Design	3
MECHENG 435G	Power Plant Theory and Design	3
MECHENG 436G	Solar Engineering	3
MECHENG 451G	Applied Optics in Engineering	3
MECHENG 455G	Processing of Plastics	3
MECHENG 456G	Metal Casting Engineering	3
MECHENG 457G	Engineering Composites	3
MECHENG 460G	Nanomaterials and Nanomanufacturing	3
MECHENG 462G	Intermediate Design of Machinery	3
MECHENG 463G	Introduction to Finite Elements	3
MECHENG 465G	Friction and Wear	3

MECHENG 466G	Mechanics of Composite Materials	3
MECHENG 469G	Introduction to Biomedical Engineering	3
MECHENG 472G	Introduction to Wind Energy	3
MECHENG 473G	Applied Dynamics	3
MECHENG 474G	Introduction to Control Systems	3
MECHENG 475G	Vibrations in Mechanical Design	3
MECHENG 476G	Introduction to Robotics	3
MECHENG 479G	Advanced Mechatronics	3
MECHENG 490G	Topics in Mechanical Engineering	3
MECHENG 544G	New Product Development	3
MECHENG 546G	Global Innovation Management	3
MECHENG 574G	Intermediate Control Systems	3
MECHENG 584G	Biodynamics of Human Motion	3
MECHENG 699G	Independent Study	3
MECHENG 700	CEAS Graduate Seminar	3
MECHENG 701	Advanced Linear System Analysis	3
MECHENG 702	Advanced Engineering Thermodynamics	3
MECHENG 703	Principles of Combustion	3
MECHENG 706	Continuum Mechanics	3
MECHENG 707	Transport in Porous Media	3
MECHENG 710	Advanced Transport Processes	3
MECHENG 711	Thermal Radiation and Conduction	3
MECHENG 712	Convection Heat and Mass Transfer	3
MECHENG 714	Energy Transport in Microscale Systems	3
MECHENG 715	Numerical Methods in Engineering	3
MECHENG 718	Nonlinear Control Systems	3
MECHENG 721	Fundamentals of Fluid Flow	3
MECHENG 722	Advanced Fluid Mechanics	3
MECHENG 723	Computational Fluid Dynamics and Heat Transfer	3
MECHENG 725	Fluid Power and Turbomachinery	3
MECHENG 726	Mechanical Vibrations	3
MECHENG 732	Solidification Processing	3
MECHENG 733	Sensors and Systems	3
MECHENG 760	Dynamic Problems in Design	3
MECHENG 762	Mechanical Systems Analysis	3
MECHENG 765	Mechanical Reliability and Probabilistic Design	3
MECHENG 773	Advanced Dynamics	3
MECHENG 785	Optimization Methods in Engineering	3
MECHENG 816	Optimal Control Theory	3
MECHENG 819	Adaptive Control Theory	3

MECHENG 880	Bioengineering Seminar	3
MECHENG 888	Candidate for Degree	3
MECHENG 890	Advanced Topics in Mechanical Engineering	3
MECHENG 990	Masters Thesis	3
MECHENG 998	Doctoral Thesis	3
MECHENG 999	Advanced Independent Study	3

In addition to the course requirements indicated above, the following UWM Graduate School Requirements will apply.

#### *Major Professor as Advisor*

Students must have a major professor to advise, supervise, and approve the program of study before registering for courses. The Graduate Program Committee of the Mechanical Engineering Department (ME GPC) or its delegates will assign the incoming student to an initial program advisor at the time of admission. Prior to the completion of 12 credits (nine credits for part-time students), the student must select a major professor who will be the student's thesis advisor. The student, in consultation with the major professor, develops a proposed program of study which is submitted to the ME GPC for approval. For subsequent changes, the student must file a revised program of study for approval.

#### *Residence*

The program residence requirement is satisfied either by completing 8 or more graduate credits in each of two consecutive semesters, inclusive of summer sessions, or by completing six or more graduate credits in each of three consecutive semesters, inclusive of summer sessions.

#### *Qualifying Examination*

Each student in the program must take and pass a Qualifying Examination to demonstrate that the student is qualified for doctoral-level work. The Qualifying Examination is a written exam and is structured in two parts: Part 1 and Part 2. The examination is offered twice a year during the regular academic year.

Students entering with only a bachelor's degree or with a master's degree in an area unrelated to their major area may take the Qualifying Examination for the first time after earning 12 credits of graduate work at UWM and must successfully pass the exam before earning 30 credits of graduate work at UWM.

Students admitted after completing an appropriate master's degree must take this examination no later than the semester immediately after 18 credits of graduate work have been earned at UWM.

A student may take the Qualifying Examination twice. On the first attempt, the

student must attempt both Part 1 and Part 2 of the examination.

- If the student passes both parts, then the student has passed the entire examination and will be permitted to proceed toward the Doctor of Philosophy degree.
- If the student fails both parts, then the student must take the entire exam again at its next offering.
- If a student passes only one of the two parts, then the student must take the examination again at its next offering but may choose to take only the part of the examination that was not passed on the first attempt.
- If a passing grade is not obtained on the second attempt of the Qualifying Examination, the student will not be permitted to proceed toward the Doctor of Philosophy degree.

A student who fails the qualifying exam twice is subject to dismissal from the Ph.D. in Mechanical Engineering program. A student may appeal the failure and dismissal within 30 days of being notified of the failure. If the student does not appeal or the appeal is not granted, the College will recommend to the Graduate School that the student be dismissed. A student who is dismissed from the Ph.D. in Mechanical Engineering program because of failing the qualifying exam may not be enrolled in the program for a complete calendar year. This does not preclude the student from being enrolled in any other degree program offered by the University. A student who wishes to re-enroll in the program after a calendar year has passed must apply as any other student would, including payment of fees. A student readmitted after having failed the qualifying exam twice must take the qualifying exam in the first semester of matriculation and this will count as the student's first attempt at the exam. The student may appeal this requirement prior to the first scheduled day of classes. If the student fails the qualifying exam on this first attempt, the student is permitted the customary second attempt as described above. All appeals must be in writing and directed to the CEAS Associate Dean for Academic Affairs.

#### *Doctoral Program Committee*

The Doctoral Program Committee is proposed by the major professor in consultation with the student and the department. The Committee must include at least five graduate faculty (three from major area, one from minor area, and one from any area, including the major and minor areas). The last member may be a person from outside the University (such as another university, a research laboratory, or a relevant industrial partner), if person meets Graduate School requirements. The Committee may have more than five members if most of the Committee members are from the student's major field.

### *Doctoral Preliminary Examination*

A student is admitted to candidacy only after successful completion of the doctoral preliminary examination conducted by the Doctoral Program Committee. This examination, which normally is oral, must be taken before the completion of 48 credits of graduate work toward the Doctor of Philosophy degree in Engineering and should be taken within the first five years in the program. Prior to the examination, the student must present a proposal for a doctoral dissertation project. The examination may cover both graduate course material and items related to the proposed dissertation project.

### *Dissertation and Dissertator Status*

The student must conduct a creative effort in the major area under the supervision of the major professor and report the results in an acceptable dissertation. The effort of the student and the major professor to produce the dissertation is reflected in the Ph.D. in Mechanical Engineering program requirement that the student complete at least 18 credits of doctoral thesis.

After the student has successfully completed all degree requirements except the dissertation, the student may apply for Dissertator Status. Achieving Dissertator Status requires successful completion of the Doctoral Preliminary Examination and prior approval of the student's advisor and the Doctoral Program Committee of a dissertation proposal that outlines the scope of the project, the research method, and the goals to be achieved. Any proposal that may involve a financial commitment by the University also must be approved by the Office of the Dean. After having achieved Dissertator Status, the student must continue to register for 3 credits of doctoral thesis per semester during the academic year until the dissertation is completed.

### *Dissertation Defense*

The final examination, which is oral, consists of a defense of the dissertation project.

The doctoral defense examination may only be taken after all coursework and other requirements have been completed. The student must have Dissertator Status at the time of the defense.

### *Time Limit*

All degree requirements must be completed within ten years from the date of initial enrollment in the doctoral program.

### **Assessment of Outcomes and Objectives**

Assessment will be conducted using established assessment practices in the College of Engineering and Applied Science. The assessment method is the survey that is completed by each committee member after the dissertation defense. The assessment data will be reviewed by the mechanical engineering faculty to identify areas that need improvement. The continuous improvement process is in place for all engineering

programs will be followed in this program. Student learning outcomes will be assessed as follows:

Learning Outcome	Assessment context
a. Apply advanced knowledge	Ph.D. Qualifying Examination.
b. Use modern tools or techniques	Dissertation proposal hearing
c. proficiency and competency in the area of specialization.	Qualifying Examination and courses
d. Identify, formulate, and solve complex problems	preliminary examination (identify and formulate), in the thesis (solve)
e. familiarity with research in a related or complementary discipline.	selected course work (9 minor credits) and the preliminary examination.
f. Use quantitative methods	course work in math/quantitative methods
g. Understand academic, professional, and ethical responsibility.	ethics and communication course
Communicate effectively	Dissertation Proposal hearing and the Dissertation Defense.

## Diversity

The mission statement of the University of Wisconsin-Milwaukee includes furthering academic and professional opportunities for women and minority students. According to the Survey of Earned Doctorates report from the National Science Foundation, in 2020, 16% of earned Ph.Ds. in Mechanical Engineering in the United States were awarded to women<sup>1</sup> and 9.2% were awarded to persons from underrepresented minority groups.<sup>2</sup> By comparison, in the mechanical engineering track that is part of the common CEAS Ph.D. program, there are currently three female and 30 male students (i.e., 9.1% female). One of the male students is Hispanic.

Internal and external efforts to maintain diversity in the graduate ranks in this and other STEM related programs have been proposed. The UWM STEM-Inspire, Wisconsin Alliance for Minority Participation, and McNair initiatives seek to improve retention and persistence in science, technology, engineering, and mathematics (STEM) fields of students from underrepresented backgrounds. The proposed program is very supportive of these initiatives, and through the program CEAS plans on continuing its strong support for female and under-represented groups.

<sup>1</sup> NSF, National Center for Science and Engineering Statistics (NCSES), Survey of Earned Doctorates, Table 1-5 (NSF 22300) <https://nces.nsf.gov/pubs/nsf23300/data-tables>

<sup>2</sup> NSF, National Center for Science and Engineering Statistics (NCSES), Survey of Earned Doctorates, Table 2-2 (NSF 22300) <https://nces.nsf.gov/pubs/nsf23300/data-tables>



The curriculum is similar to those in Ph.D. programs in mechanical engineering at other research institutions. The set of courses cover a common body of disciplinary topics as well as courses that reflect the research foci of the faculty in the department. Content and knowledge emphasizing professionalism, ethical conduct, and academic honesty will be delivered and assessed as part of the required CEAS Graduate Seminar in Ethics and Engineering Communication, which is currently being offered as a combination of two courses: EAS 701-Effective Academic Writing (one credit) and EAS 702-Preparing Future Engineering Professionals (two credits).

UWM's Guiding Values highlight the worth of diversity in all its definitions and aims to support and value students, faculty and staff who are the heart of the university. The university values faculty and staff who embrace UWM principles of innovation, creativity and diverse perspectives within an inclusive and equitable environment. Although additional faculty hires associated with the delivery of this program are not anticipated, UWM is an Affirmative Action / Equal Opportunity Employer and integrates these principles into recruitment and hiring practices.

### **Collaborative Nature of the Program**

Students are required to take courses in a minor area, which typically encompasses other engineering disciplines, physical sciences, or mathematics. Research topics for dissertation often involve a multidisciplinary approach. The program allows for a faculty member outside of mechanical engineering to serve as dissertation supervisor (i.e., major professor, or committee chair). Typically, these are faculty members in another engineering discipline.

### **Projected Time to Degree**

A full-time student with a completed master's degree would typically complete the Ph.D. in three-four years. For a student entering with a baccalaureate degree, the time to complete the degree would typically be four-five years. Part-time students entering the program with a master's degree typically would take six-eight years to complete the program.

### **Program Review**

Every degree program must undergo a periodic review to ensure quality and currency. At UWM graduate programs are reviewed by the Graduate Program Review Committee (GPRC) on a ten-year cycle. New degree programs require a review in the fifth year of implementation of the program as required by Board of Regents policy. Additionally, GPRC may require intermediate reviews based on the results of the regular review. The review is conducted by a committee comprising of two external reviewers and two internal reviewers drawn from GPRC. The assessment includes a review of several program elements, including enrollment, curriculum, achievement of learning outcomes, faculty resources, student support resources, and financial stability. Students, alumni, and employers are included in the assessment process.

The Provost, Dean and Associate Dean of the relevant School or College meet to discuss prioritization and implementation of the recommendations from the review. An industrial advisory committee is also involved for each engineering program.

### **Accreditation**

UWM does not need any approvals from the Higher Learning Commission or professional accrediting bodies to add this program to its array.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The UWM Select Mission Statement<sup>3</sup> emphasizes the development and maintenance of high-quality undergraduate, graduate, and continuing education programs appropriate to a major urban doctoral university; engagement in a sustained research effort that will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence; the attraction of highly-qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; and service to and collaboration with the state of Wisconsin, its metropolitan areas, and the University of Wisconsin System.

The current umbrella Ph.D. program, being focused on research and advanced education, clearly serves the broad UW–Milwaukee mission for discovery, research, and education, and supports the generation of new knowledge for the development and betterment of society. The new, Ph.D. in Mechanical Engineering will serve the mission of UWM in the same way through a high-quality program as well as research collaborations with local industry.

At present, there is a mechanical engineering track within the Engineering Ph.D. program. The mechanical engineering track enrolled 33 doctoral students in fall 2021. The proposal is to elevate the track to a stand-alone Ph.D. in Mechanical Engineering. Department faculty feel that this is an appropriate move for several reasons. First, there is some student reluctance to have a Ph.D. degree that is, officially, in engineering, rather than in mechanical engineering. Having a more specific degree name would aid in attracting top Ph.D. student candidates to the program. Second, department faculty would like more autonomy in administering the program, including scheduling and evaluation of the Ph.D. Qualifying Exam.

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<sup>3</sup> <https://uwm.edu/mission/>

In addition, it difficult to collect data on mechanical engineering students and graduates, as all Ph.D. students in the college are, officially, in either Engineering or electrical engineering rather than mechanical engineering. Related to data collection, the presence of a broad-based engineering Ph.D. program adversely affects UWM in rankings, such as US News and World Reports and similar venues. UWM does not appear in these rankings of mechanical engineering Ph.D. programs because it does not have a Ph.D. in Mechanical Engineering, even though the university does have a track within the Ph.D. in Engineering program that is of longstanding nature.

### **Institutional Program Array**

CEAS currently offers the Ph.D. in Engineering in six engineering tracks including Biomedical, Civil, Computer Science, Materials, Industrial, and Mechanical (aside from its first stand-alone Ph.D. in Electrical Engineering). The proposed program will replace the existing mechanical engineering track of the Engineering Ph.D., and thus create the second stand-alone Ph.D. in Mechanical Engineering. There will be no other impact on the program array of the institution.

### **Other Programs in the University of Wisconsin System**

In Wisconsin, UW-Madison and UWM are the only two Ph.D. granting institutions. It is not expected that this program will have any effect on the Ph.D. program in UW-Madison. The UWM student pool is largely drawn from two groups. One is engineers working in industry in Milwaukee. They choose UWM because it is convenient, and for them, Madison is too far to commute. The creation of a stand-alone Ph.D. in Mechanical Engineering program will not affect these students. The other main group are international students, but our program and the program at UW-Madison have different admission criteria and this will not change in the proposed program. While there is some overlap in the research areas in mechanical engineering at UW-Madison and at UWM, there are significant differences due to the specialization of faculty research interests to distinguish the two programs. As such, the proposed program will neither produce unnecessary duplication within the UW System, nor impact the program at UW-Madison.

### **Need as Suggested by Current Student Demand**

Student demand is demonstrated by sustained enrollments in the current mechanical engineering track of the Ph.D. in Engineering program. An average of 36 Ph.D. students have been enrolled in the mechanical engineering portion of the program in recent years and this number has been relatively stable for a considerable time.

### **Need as Suggested by Market Demand**

The occupational categories included in job vacancy projections reported by the U.S. Bureau of Labor Statistics and Wisconsin Department of Workforce Development have limited utility when evaluating specific market demand for positions requiring doctoral preparation in the area of mechanical engineering. Many of the established categories combine disciplines, as is the case for the occupation categories of postsecondary teachers, scientists, or managers. According to U.S. Bureau of Labor Statistics, long-term occupational projections in the U.S. for vacancies in the occupational area of Post-secondary Engineering Teachers is anticipated to grow by 12.7%, and in Wisconsin by 8% for the period 2020 to 2030; although, the projection data do not disaggregate by discipline within Engineering. Further, while vacancies in the occupational area of Mechanical Engineers are anticipated to grow by 11.7% in Wisconsin during this period, the projections include positions requiring both undergraduate and graduate degrees<sup>4</sup>. When viewed in combination, however, these data suggest that as market demand for mechanical engineers increases, so will the demand for qualified post-secondary instructors who can train and prepare students to enter the workforce as mechanical engineers.

A more focused indicator of sustained market demand for the proposed program are placement data collected through the tracking of graduates of the mechanical engineering track of the Ph.D. program. There is a local and national need for Ph.D.s in mechanical engineering. UWM Ph.D. graduates have been able to find jobs that is commensurate with this market demand. UWM has gathered data on 42 Ph.D.s graduated by the ME Department in last two decades. (Note that this data has not been gathered by UWM since we do not have a separate Ph.D. program in ME and is based essentially on the feedback provided by mechanical engineering faculty). Out of 42 Ph.D. graduates for which the data is available, 14 of them took their first job as university faculty (at assistant professor or lecturer levels) in various engineering departments, five started work at corporate R&D, 11 were absorbed as senior/principal engineers in industry, 11 joined various universities as post-docs, and one started work as an executive director.

UWM future graduates who will hold a Ph.D. in Mechanical Engineering will be even more competitive in the marketplace than those graduating from track in the umbrella Ph.D. in Engineering. CEAS faculty and staff repeatedly noted position advertisements that specify an earned Ph.D. in Mechanical Engineering is required. This is especially so in academic postings. As well, doctoral programs enroll international students, many of whom return to their home country for their careers. In many foreign countries, the name of the degree in the diploma is critical and can impact hiring decision.

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<sup>4</sup> Occupational projection data retrieved from <https://projectionscentral.org/Projections/LongTerm>

University of Wisconsin - Milwaukee						
Cost and Revenue Projections For Ph.D. in Mechanical Engineering						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	7	7	7	7	7
	<b>Enrollment (Continuing Student) Headcount</b>	33	33	33	33	33
	<b>Enrollment (New Student) FTE</b>	6	6	6	6	6
	<b>Enrollment (Continuing Student) FTE</b>	26	26	26	26	26
<b>II</b>	<b>Total New Credit Hours</b>	90	90	90	90	90
	<b>Existing Credit Hours</b>	422	422	422	422	422
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	0	0	0	0
	<b>FTE of Current Fac/IAS</b>	1.25	1.25	1.25	1.25	1.25
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>					
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition</i>	\$391,339	\$391,339	\$391,339	\$391,339	\$391,339
	<i>From Fees (differential tuition @\$21.63 per credit)</i>	\$11,075	\$11,075	\$11,075	\$11,075	\$11,075
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
<b>V</b>	<b>Total New Revenue</b>	\$402,413	\$402,413	\$402,413	\$402,413	\$402,413
	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$84,000	\$84,000	\$84,000	\$84,000	\$84,000
	<i>Other Staff</i>					
	<b>Other Expenses</b>					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Remissions (assumes 80% receive remissions)</i>	\$313,071	\$313,071	\$313,071	\$313,071	\$313,071
	<i>Other (please list)</i>					
	<b>Total Expenses</b>	\$397,071	\$397,071	\$397,071	\$397,071	\$397,071
<b>VI</b>	<b>Net Revenue</b>	\$5,342	\$5,342	\$5,342	\$5,342	\$5,342

Provost's Signature:

Date:



1-6-2023

Chief Business Officer's Signature:

Date:



1/6/2023

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE DOCTOR OF PHILOSOPHY IN MECHANICAL ENGINEERING**

### **Introduction**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Doctor of Philosophy (Ph.D.) in Mechanical Engineering. The establishment of this program supports UWM's mission to maintain high-quality graduate programs appropriate to a major urban doctoral university. Mechanical engineering has been a track within a college-wide Ph.D. in Engineering (established in 1986). Over the years, the track had a consistent enrollment of about 36 students. The current request is to elevate the track to a stand-alone degree that is more descriptive of the program of study. Graduates will benefit from a more recognizable credential making them more competitive in the job market. The proposed program will be more attractive to prospective students and will enhance graduate placement in positions that require a doctorate in the specific discipline of mechanical engineering. The proposed curriculum will be the same as in the current mechanical engineering track of the college-wide Ph.D. program. The program will be comprised of 66 graduate credits beyond the bachelor's degree and includes an approved minor area and doctoral thesis. No new courses nor new faculty/staff will be needed to implement this program. Standard tuition and fees, including a College of Engineering and Applied Science differential fee of \$21.63 per credit, will apply to this program. There are no planned changes in research foci—current areas of strength include renewable energy, rehabilitative robotics, power storage, tribology, optics, sensor development, structural health monitoring, and water filtration.

### **Section I – Enrollment**

It is anticipated that there will be seven new students in each year with 33 continuing students (average number of continuing students in the mechanical engineering (ME) track). In the past five years, there have been an average of six graduates each year from this track. UWM does not anticipate this changing subsequent to implementation of the stand-alone program. About 80% of the students enroll full-time.

### **Section II – Credit Hours**

Full-time students take an average of eight credit hours per semester. The credit hours in the table are calculated by multiplying student FTE by 16 credits per academic year.

### **Section III – Faculty and Staff Appointments**

There will be no additional faculty or staff needed. It is anticipated that there will be an average of five courses per semester available for students. Existing faculty/instructional staff will teach these courses. Most of the courses will enroll students in other programs as well. Instructional FTE per course is 0.25 resulting in a 1.25 FTE estimate for the program.

#### **Section IV – Program Revenues**

There will be no additional revenue associated with the program, but, neither will there be any additional costs. Tuition is calculated by multiplying student FTE by the full-time tuition rate of \$6,114.67. Courses in the College of Engineering and Applied Science are assessed a differential tuition of \$21.63 per credit.

#### **Section V – Program Expenses**

There are no new costs to the institution associated with the new program. Currently, about 80% of the doctoral students in the ME track receive graduate assistantship which includes a tuition remission. This line in the worksheet shows 80% of the tuition revenue as an expense to cover the remission.

Expenses – Salary and Fringe: Instructional costs vary from semester to semester depending on who is teaching the courses and how many Ph.D. in Mechanical Engineering students are in each course. One can make an estimate of the average instructional cost for this program in each academic year using a historical average of \$8,400 per course per semester (\$6,000 in salary + \$2,400 in fringe benefits). This leads to the average annual instructional cost of \$84,000.

Other Expenses: None.

#### **Section VI – Net Revenue**

There is a small amount of net revenue shown in the worksheet which will be distributed according to the UWM Budget Model.




**Academic Affairs**

Chapman Hall 230  
 P.O. Box 413  
 Milwaukee WI 53201-0413  
 414-229-4501 *phone*  
 414-229-2481 *fax*  
<http://uwm.edu/academicaffairs/>

January 5, 2023

TO: Jay Rothman, President  
 University of Wisconsin System

FROM: Scott Gronert, Interim Provost and Vice Chancellor 

RE: Authorization to Implement a Doctor of Philosophy in Mechanical Engineering

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin-Milwaukee for the proposed Doctor of Philosophy in Mechanical Engineering.

The program will be housed in the College of Engineering and Applied Science. Over the past 30+ years, UWM has offered a Ph.D. degree in Engineering. Within this umbrella degree, each engineering discipline including Mechanical Engineering was offered as a track. Elevating the track to a stand-alone program offers the benefits of recruiting a stronger pool of applicants and of enhancing placement opportunities for graduates of the program. The Mechanical Engineering track had an average enrollment of 36 students in the past five years which makes this a viable stand-alone doctoral program.

The requirements and the curriculum of the proposed program are identical to the existing requirements for the Ph.D. track in Mechanical Engineering. Thus, there are no new courses or staffing needed to offer this program.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, college, and campus levels. The proposal meets UWM standards and expectations for quality and rigor at the doctoral level. Upon implementation, the program will undergo an initial review in five years and subsequently included in the regular review cycle per UWM guidelines.

The plan is to maintain the same level of enrollment as we have in the current track. As such, there are no new revenues or costs associated with establishing this program.

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

c: Johannes Britz, Interim Senior Vice President, Academic and Student Affairs  
 Tracy Davidson, Interim Associate Vice President, APFA  
 Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment  
 Brett Peters, Dean, College of Engineering and Applied Science  
 Dev Venugopalan, Vice Provost, UWM Academic Affairs



**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
BACHELOR OF ARCHITECTURE,  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**REQUESTED ACTION**

Adoption of Resolution C.6., authorizing the implementation of the Bachelor of Architecture 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 Bachelor of Architecture program at the University of Wisconsin-Milwaukee.

**SUMMARY**

The University of Wisconsin (UW)-Milwaukee proposes to establish a Bachelor of Architecture (B.Arch.) degree. The development of the program supports UW-Milwaukee's mission to serve the needs of the State and provide academic and professional opportunities for students. The School of Architecture and Urban Planning (SARUP) is the only architecture school in the state of Wisconsin. According to the Bureau of Labor Statistics, employment of architects is projected to grow 8% from 2018 to 2028; thus, highlighting SARUP's responsibility to educate and provide new design talents for the State. The program will create a more streamlined path to an accredited degree and professional licensure. Currently, students who complete the four-year Bachelor of Science in Architectural Studies must complete a Master of Architecture (M.Arch.) degree to be eligible for licensure. Students who do not have the resources to pursue the 2-year M.Arch. degree do not have access to the higher earning capacity enjoyed by licensed architects. The proposed B.Arch. program is a five-year 150 credit professional program that will enable its graduates to pursue licensure. The program is designed to save one full year of study and significant cost savings for students interested in careers as licensed architects. The curriculum consists of UW-Milwaukee general education requirements, foundational courses, and extensive studio-based experiences and incorporates all the requirements of the National Architectural Accreditation Board (NAAB) to prepare graduates for licensure. Situated in the largest city in Wisconsin, SARUP provides many opportunities to serve the city and will attract diverse students who are interested in better design for their cities and

communities. This proposal is consistent with several of the recommended initiatives in the UW-Milwaukee 2030 Implementation Team report.

## **Presenter**

- Scott Gronert, Interim 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 April 29, 2022), 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 ARCHITECTURE  
AT UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Architecture [B.Arch.] degree. The development of the program supports UWM's mission to serve the needs of the State and provide academic and professional opportunities for students. The School of Architecture and Urban Planning (SARUP) is the only architecture school in the state of Wisconsin. According to the Bureau of Labor Statistics, employment of architects is projected to grow 8% from 2018 to 2028; thus, highlighting SARUP's responsibility to educate and provide new design talents for the State. The program will create a more streamlined path to an accredited degree and professional licensure. Currently, students who complete the four-year Bachelor of Science in Architectural Studies must complete a Master of Architecture (M.Arch.) degree to be eligible for licensure. Students who do not have the resources to pursue the two-year M.Arch. degree do not have access to the higher earning capacity enjoyed by licensed architects. The proposed B.Arch. program is a five-year 150 credit professional program that will enable its graduates to pursue licensure. The program is designed to save one full year of study and significant cost savings for students interested in careers as licensed architects. The curriculum consists of UWM general education requirements, foundational courses, and extensive studio-based experiences and incorporates all the requirements of the National Architectural Accreditation Board (NAAB) to prepare graduates for licensure. Situated in the largest city in Wisconsin, SARUP provides opportunities to serve the city and will attract diverse students who are interested in better design for their cities and communities. This proposal is consistent with several of the recommended initiatives in the UWM 2030 Implementation Team report.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-Milwaukee

**Title of Proposed Academic Degree Program**

Bachelor of Architecture

**Degree Designation(s)**

Bachelor of Architecture (B.Arch.)

**Mode of Delivery**

Single university; Face-to-face delivery

**Department or Functional Equivalent**

Department of Architecture

**College, School, or Functional Equivalent**

School of Architecture and Urban Planning

**Proposed Date of Implementation**

September 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Since SARUP has an existing four-year pre-professional Bachelor of Science in Architectural Studies (B.S.A.S.) degree, it is expected that most of those students will switch to the B.Arch. program. This is shown in Year 1, with 500 B.S.A.S. students expected to transfer to the B.Arch. program. An additional 80 students are expected to stay for the fifth year to achieve the B.Arch., rather than pursue immediate graduation with the B.S.A.S. degree. The total enrollment and graduating student projections capture these existing B.S.A.S. students to illustrate the entirety of the B.Arch. The new and continuing students reflect the number of additional students the B.Arch. will attract that otherwise would not have attended UWM but for the B.S.A.S. degree. By the end of Year 5, it is expected 620 students will be enrolled in the program and 102 students will graduate. The average student retention rate is projected to be 85%, based on attrition rates from the current B.S.A.S. program.

**Table 1: Five-Year Academic Degree Program Enrollment Projections**

<b>Students/Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New First Year Students (B.Arch.)	20	25	30	30	30
Continuing Students (B.Arch.)		15	30	30	30
Current B.S.A.S. Students Transferring to B.Arch.	500	480	460	460	454
Current B.S.A.S. Students Continuing for 5 <sup>th</sup> Year B.Arch.	80	85	90	95	106
Total Enrollment	600	605	610	615	620
Graduating Students	85	90	93	97	102

## **Tuition Structure**

For students enrolled in Bachelor's in Architecture program, standard tuition and fee rates will apply for the first four years of the program. For the current academic year, residential tuition and segregated fees total \$4,810 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,046 is attributable to tuition and \$764 is attributable to segregated fees. Nonresident tuition and segregated fees total \$10,742 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$9,978 is attributable to tuition and \$764 is attributable to segregated fees. For a part-time student, per credit tuition would be \$337 for a resident undergraduate student and \$831.50 for a nonresident student.

In the fifth year of the program, students will pay \$750 per semester in additional tuition to offset higher expenses. Architectural education relies on the studio model as the primary delivery method for design education. In architecture studio, one instructor teaches a group of 12-18 students through small group meetings and one-on-one feedback of the students' designs for buildings over four-hour studio sessions three times a week. It is a high contact time low faculty to student ratio model of education that is the standard across all schools of architecture in the country. In the beginning years of the program, the faculty to student ratio in design studio is closer to 1-18. As the students move into the fifth year, they are designing buildings with more complexity that require the integration of building systems and engineering. These activities require more time and more individual feedback, and the faculty to student ratio must fall to 1-12 or 1-14. The requested additional tuition will support this smaller faculty to student ratio. The university expects to see the increase in the amount of studio sections offered a year from 48 studio sections currently, to 65 sections with the addition of the B.Arch.

SARUP is considered one of nine extra-large (XL) schools by the Association of Collegiate Schools of Architecture (ACSA) defined as any school with over 600 students enrolled. This puts SARUP in a category as one of the largest schools of architecture in the country, and it will become larger with the introduction of the B.Arch. Two peer XL schools of architecture, New Jersey Institute of Technology J. Robert and Barbara A. Hillier College of Architecture and Design (NJIT) and California Polytechnic State University College of Architecture and Environmental Design (Cal Poly) require higher tuition or additional fees as a component of their B.Arch. degree. NJIT requires fourth- and fifth-year B.Arch. students to pay graduate tuition for graduate courses, which make up many of the courses in those years. If that model were applied to UWM, students would similarly take what are currently considered graduate level courses in their later years, as the B.Arch. program is being constructed around offerings currently in the B.S.A.S. and M.Arch. degrees. Cal Poly requires College-based fees for their College of Architecture, among the highest on their campus, to support the standard model of architectural education. A regional peer institution, Iowa State University College of Design (Iowa State), requires one tuition rate in Year 1 of the B.Arch. and a higher tuition rate in Year 2 through Year 5.

As additional points of comparison, most peer institutions offer studio courses with a faculty to student ratio of between 1-10 to 1-12. At 1-12 to 1-18 DAR will still be above that ratio with this proposal. Seven of the eight remaining ACSA XL schools also offer a B.Arch. degree.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

Architecture is the design and description of buildings and other elements in the physical environment such as building parts, historic preservation, and places or environments of all sorts and scales for humans to inhabit or use. This proposed undergraduate program in architecture is a five-year course of study that can be accredited. Students will complete 150 credits of coursework in the history of architecture, human behavior and environments, professional practice, digital and manual representation techniques, architecture technologies including building systems and structures, and design studios. Students will complete the minimum required number of GER credits as required by UWM and supported by the National Architectural Accrediting Board (NAAB). Graduating students will be able to sit for the state licensing exam in all fifty states. Note: the current undergraduate degree, the B.S.A.S., is a non-terminal undergraduate degree.

### **Student Learning Outcomes and Program Objectives**

Students who complete the B.Arch. degree will be able to:

1. Enter professional practice and design buildings or other physical elements of the built environment.
2. Understand how their efforts and interventions effect the built environment and the people who use it.
3. Critically evaluate technical options for high performing environmental systems, passive design approaches, as well as current trends in practice.
4. Demonstrate expertise in iterating multiple problem-solving options in collaborative practice.
5. Clearly represent intent and expertise through drawings and other forms of visual media and in written and oral communications.

Students completing the B.Arch. will have an accredited architectural degree. UWM is concurrently seeking NAAB accreditation for the B.Arch. along with this proposal. Completion of the B.Arch. will allow graduates to complete the National Council of Architectural Registration Board's Architectural Experience Program (AXP) and sit for the Architectural Registration Exam. Completion of both AXP and ARE will lead to licensure.

## Program Requirements and Curriculum

New freshman admission to the School of Architecture and Urban Planning is based on an overall assessment of both academic and non-academic qualifications. The primary review factors for admission are the strength and quality of the high school curriculum, high school class percentile, grade point average, and the ACT or SAT. Academically qualified international student applicants must have a TOEFL score of at least 79 (iBT) or IELTS score of 6.0 or may be admitted following successful completion of the Intensive English Program at UWM, as demonstrated by an appropriate TOEFL score.

Transfer students are admitted on a selective basis. Preference will be given to students who have completed (or will have completed by the anticipated enrollment date) at least 24 degree credits with a cumulative grade point average of at least 2.5 (on a 4.0 scale). In addition, transfer applicants must meet the same high school English and mathematics course requirements as new freshman applicants. International transfer student applicants also must meet the minimum TOEFL requirement.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 150 credits, of which 118 credits are attributable to major course requirements. The remaining credits attributable to the minimum General Education Requirements as determined by UWM and NAAB are met and the program prerequisites in English, Math, and Physics are listed. Credits earned to satisfy prerequisite and major course requirements also may serve to satisfy GER requirements.

Given that SARUP currently offers a B.S.A.S., Masters of Architecture (M.Arch.), a Master of Science (M.S.) in Architecture, and a Ph.D. in Architecture, the new B.Arch. curriculum is comprised almost entirely of courses already in existence. There is only one new course proposed, listed below as Professional Practice 3.

**Table 2: Bachelor in Architecture Program Curriculum**

<b>General education courses required for graduation:</b>	
Social Sciences	6 credit(s)
Humanities	6 credit(s)
Arts	3 credit(s)
Natural Sciences (with 1 Lab)	7 credit(s)
Cultural Diversity	3 credit(s)
Service Learning (Arch & Human Behavior 2)	3 credit(s)
Oral and Written Communication A (History Theory 3)	3 credit(s)
Quantitative Literacy A (Technology 1)	3 credit(s)
<b>Program prerequisites or support courses:</b>	
English 102	3 credit(s)
Math 115	3 credit(s)
Physics 107	4 credit(s)

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**Academic degree program or major course requirements:**

Core Studio 1	3 credit(s)
History Theory 1	3 credit(s)
Architecture Human Behavior 0	1 credit(s)
Core Studio 2	3 credit(s)
Visualization 1	3 credit(s)
Core Studio 3	6 credit(s)
Architecture & Human Behavior 1	3 credit(s)
Visualization 2	3 credit(s)
Core Studio 4	6 credit(s)
Architecture & Human Behavior 2	3 credit(s)
History Theory 2	3 credit(s)
Core Studio 5	6 credit(s)
Technology 1	3 credit(s)
Professional Practice 1	3 credit(s)
Core Studio 6	6 credit(s)
Technology 2	3 credit(s)
History Theory 3	3 credit(s)
Core Studio 7	6 credit(s)
Technology 3	3 credit(s)
Professional Practice 2	3 credit(s)
Elective Studio	6 credit(s)
Technology 4	3 credit(s)
Elective Studio	6 credit(s)
Technology 5	3 credit(s)
Elective Studio	6 credit(s)
Professional Practice 3	3 credit(s)
Architectural Electives	9 credit(s)
Electives	6 credit(s)

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**150 credit(s)****Assessment of Outcomes and Objectives**

The program will be assessed by NAAB in the same manner as the current accredited M.Arch. degree is assessed. Additional assessments will follow in the same manner as all UWM Assessments and Reporting which is in place for current B.S.A.S., MArch, MS, and PhD programs in Architecture. These include assessment of the level of achievement of student learning outcomes, licensure exam pass rates, and student placement data. Assessment data will be gathered in several courses and studio experiences. The program faculty will review the assessment data annually to identify areas of improvement. The NAAB program criteria specify that the curriculum, structure and experiences in the program address career paths, design, ecological knowledge and responsibility, history and theory, research and innovation, leadership, and collaboration, learning and teaching culture, and social equity and inclusion. The faculty will review the program periodically to ensure that it effectively addresses the NAAB criteria.



## **Diversity**

The new B.Arch. degree will advance inclusive excellence by offering students a quicker path to a professional degree which will lead to more licensed architects in Wisconsin. This will also increase access to the profession by diverse constituencies and increase the diversity of architectural professionals in the state and midwestern region. Additionally, the new B.Arch. degree introduces revised course content and curriculum that focus on diverse populations and perspectives, including reconceiving of two Architecture and Human Behavior courses and a reworked History and Theory of Architecture curriculum that will draw upon architectures and histories from a diverse range of sources and locations in the world.

The Department of Architecture has made great strides in the equity of student recruitment, access, retention, and degree completion. The establishment of a Diversity, Equity, and Inclusion (DEI) Committee within the Department of Architecture has led to a preliminary DEI report with a series of goals and recommendations that will be implemented over the next two years. The DEI Committee will continue to inform and support the department and its programs as the new B.Arch. degree is implemented.

While recent hires in the Department of Architecture have been limited, the department is intent upon increasing the diversity and ensuring the equity of recruitment in faculty, instructional staff, and other staff. Recent hires have also brought a diversity of thought and emphasis to the curricular areas in which they contribute in addition to their research and practices.

## **Collaborative Nature of the Program**

Courses in the Bachelor of Architecture degree will be offered to students at UW-Madison and UW-Platteville as a part of proposed or existing architecture minors at the respective institutions. Select 100 level courses will also be available to Wisconsin high school students.

## **Projected Time to Degree**

The expected time to degree is five years with 30 credits a year being taken by enrolled students.

## **Program Review**

According to established policy, the program will undergo the standard UWM 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 ten years. The Academic Planning and Curriculum Committee reviews all undergraduate programs at the University of Wisconsin-Milwaukee.<sup>1</sup>

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<sup>1</sup> Details regarding the undergraduate program review process may be found at <https://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf>

The assessment includes a review of several program elements, including enrollment, curriculum, assessment of learning outcomes, faculty resources, accreditation requirements, student support resources, and financial stability.

### **Accreditation**

The Bachelor of Architecture degree will be subject to the accreditation requirements set forth by NAAB.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

The development of the proposed program responds primarily to student and market demand. In doing so, the proposed program will address enrollment and program array management goals developed by the department. The Bachelor of Architecture will fill a need for a streamlined path to an accredited degree and professional licensure. This proposal addresses several of the recommended initiatives in the UWM 2030 Implementation Team report.

Currently a large portion of UWM B.S.A.S. undergraduate students never continue on to a master's program either at UWM or other institutions and therefore do not achieve a professional or accredited degree. Many do not become licensed architects despite working in a traditional architecture office environment. The consequences for the student are that they may never access the higher earning capacity that licensed architects enjoy. This tends to privilege those with the resources to sustain a long-term experiment in pursuing a career in architecture. Internal SARUP surveys have indicated substantial interest in this proposed new program. Furthermore, students wanting to earn an accredited degree stand to save a full year of graduate tuition by reducing the path to an accredited professional degree from 4 (B.S.A.S.) +2 (MArch)=6 to 5 (B.Arch.).

A commissioned survey of market analysis by Hanover Research shows only 3.9% of architecture position descriptions call for a master's degree in architecture. As the only school of architecture in Wisconsin, and the most affordable option in the region and much of the country, the expectation is that such a degree offering would have substantial interest. Communicating with prospective students and their parents will be simplified with this degree change as well. It is expected that the U.S. labor market will see a significant growth of architectural related services and urban design-related jobs in the U.S.

There had been a ten-year decline in M.Arch. degree enrollments, which have now stabilized and increased slightly over the past few years. The M.Arch. 2 program option serves students with a pre-professional undergraduate degree in architecture. This trend has created financial challenges that the current program array cannot address. However, the department has seen an increase in enrollment in the undergraduate program even as

enrollments in other UWM undergraduate majors have declined. The undergraduate degree is the financial backbone for the School of Architecture and Urban Planning and this proposal seeks to strengthen it further. Furthermore, there are no other B.Arch. programs in the UW System. Situated in the largest city in Wisconsin, SARUP provides opportunities to serve the city and to attract diverse students who are interested in better design for their cities and communities.

The Bachelor of Architecture will fill a need for a streamlined path to an accredited degree and professional licensure. This proposal addresses several of the recommended initiatives in the UWM 2030 Implementation Team report and action steps, including:

1. **Becoming Student Centric:** Currently, architecture degree nomenclature can be challenging for non-architects to understand. This is especially true for high school students. A five-year B.Arch. degree provides a streamlined degree for those students who know immediately that they want a professional degree. This program could dovetail nicely with the high school credit initiatives that make it possible to earn college credits for the architecture degree prior to matriculation. The entire program also addresses this category since experiential learning is a core value of the design studio curriculum.
2. **Revising Curriculum:** The current curriculum does not need to be radically revised since it will be drawn from current undergraduate and graduate program course offerings.
3. **Driving Inclusion and Diversity:** There are only eight African American registered architects in all of Wisconsin's history. It is believed that this B.Arch. proposal makes a student's goal of an accredited degree and licensure more affordable and accessible, and it could be potentially more appealing to marginalized students since it shortens the time to accredited degree. Licensure typically leads directly to better compensation and career stability, something especially important for students from under-resourced backgrounds.
4. **Aligning UWM's Academic Workforce:** The proposed degree addition does not change any DAR staffing needs in respect to DAR remaining understaffed to offer its existing programs at the current levels of enrollment. If enrollments continue to increase or stay at current rates, additional faculty and instructional staff may be required.
5. **Re-assessing Unit Alignment:** Proposed degree addition does not change SARUP's independent status or any potential unit alignments.
6. **Refocusing Research Infrastructure:** The proposal opens more opportunities for SURF grant research.
7. **Updating Budget Model:** In addition to an improved academic experience for undergraduate students, budget is a driver behind this proposal. This degree would improve DAR's bottom line in the current budget model that rewards SCH since the additional fifth year of undergraduate curriculum would be almost entirely DAR coursework. This is based on a ten-year overall decline in the graduate program enrollments and the increasing enrollments in the undergraduate program.

Additional revenue generated by the program would help to adequately staff the courses and programs, improving the already robust overall student experience and outcomes.

### **University Program Array**

UWM currently offers a pre-professional four-year B.S. in Architectural Studies, an accredited professional Master of Architecture Degree, an M.S. of Architecture degree, and a Ph.D. in Architecture. The proposed five-year Bachelor of Architecture degree is the only type of degree in architecture not currently offered by UWM and thus fills out the program array with all available options for students.

### **Other Programs in the University of Wisconsin System**

There are no other accredited Programs of Architecture in the UW System.

### **Need as Suggested by Current Student Demand**

UWM currently has over 500 students in the undergraduate B.S.A.S. program. Nearly all of those students will move into the B.Arch. degree. The B.Arch. will become the primary undergraduate architecture degree, offering students a quicker path to a professional degree and architectural licensure. This transition is supported by student demand and enthusiasm for the introduction of the B.Arch. degree. As the only School of Architecture in the state of Wisconsin, it is important for UWM to offer all degree options, especially those with the shortest time to professional degree.

Hanover Research prepared a market analysis report for the Bachelor of Architecture degree in January of 2021. While the report produced a range of conclusions, it is the opinion of the Department of Architecture that the research did not adequately weigh the differences between the current pre-professional B.S.A.S., which does not meet the requirements of a professional degree as determined by NAAB, and the proposed B.Arch. degree which is a professional degree leading directly to licensure. The report findings did note that, "Given the stronger relative student demand indicators for master's-level architecture degrees over the past five years, and the fact that B.Arch./M.Arch. combinations are more common than BSBA/M.Arch. combinations at national institutions, a B.Arch. program may fare better in coming years than the existing B.S.A.S. degree."

The five-year B.Arch. degree will be optimal for UWM students as it produces a path to licensure in five years instead of the current four-year B.S.A.S. plus 2 additional years of the MArch. An informal poll of current B.S.A.S. students suggested that nearly all will transfer into the B.Arch. degree program, leaving the B.S.A.S. degree as an off-ramp for students looking to complete their education in four years.

## **Need as Suggested by Market Demand**

A commissioned survey of market analysis by Hanover Research showed only 3.9% of architecture position descriptions call for a master's degree in architecture. As the only school of architecture in Wisconsin and the most affordable option in the region and much of the country for many out of state students, the expectation is that such a degree offering would have substantial interest to students, and thereby better serve the industry. Communicating with prospective students and their parents will be simplified with this degree change as well.



It is expected that the U.S. labor market will see a significant growth of architectural related services and urban design-related jobs in the U.S. According to the projection of the Bureau of Labor Statistics, employment of architects is projected to grow 8% from 2018 to 2028, faster than the average for all occupations, and employment of urban and regional planners is projected to grow 11% from 2018 to 2028, much faster than the average for all occupations. The U.S. Bureau of Labor Statistics projects over 9,000 openings for architects in the U.S. each year, on average, between 2021 and 2031. It is projected that most of these openings will be due to vacancies produced by retirements or individuals transitioning to different occupations. Net growth of positions for this decade is projected to be 3%.<sup>2</sup> In Wisconsin, average annual openings are projected to be 140 positions per year between 2020 and 2030. Net growth of positions for this decade is projected to be 7.4%.<sup>3</sup>

Such growth is driven by changes in demographics, transportation options, and the environment. Specifically, technology improvements, such as smart and connected cities, call for new design standards and practices. Aging urban infrastructure needs improvement, and the revival of urban life calls for actions to reform and re-shape existing urban environments.

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<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Architects. Retrieved from <https://www.bls.gov/ooh/architecture-and-engineering/architects.htm#tab-6> (Visited December 27, 2022)

<sup>3</sup> Bureau of Labor Statistics, U.S. Department of Labor, Projections Central Wisconsin Long-term Occupational Projections, Architects. Retrieved from dashboard located at <https://projectionscentral.org/Projections/LongTerm> (Visited December 27, 2022)

University of Wisconsin - Milwaukee Cost and Revenue Projections For Bachelor of Architecture						
	Items	Projections				
		2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	Enrollment (New Student) UG Headcount	20	25	30	30	30
	Enrollment (Continuing Student) UG Headcount		15	30	45	56
	Enrollment (New Student) UG FTE	20	25	30	30	30
	Enrollment (Continuing Student) UG FTE		15	30	45	56
	Enrollment (New Student) 5th Year Headcount	80	85	90	95	106
	Enrollment (Continuing Student) 5th Year Headcount	0	0	0	0	0
	Enrollment (New Student) 5th Year FTE	80	85	90	95	106
	Enrollment (Continuing Student) 5th Year FTE	0	0	0	0	0
<b>II</b>	Total New UG Credit Hours	600	1,198	1,793	2,238	2,569
	Total New 5th Year Credit Hours	2,400	2,550	2,700	2,850	3,180
	Existing Credit Hours					
<b>III</b>	FTE of New Faculty/Instructional Staff	4.25	0.25	0.25	1	1
	FTE of Current Fac/IAS		4.25	4.5	4.75	5.25
	FTE of New Admin Staff			1		
	FTE Current Admin Staff				1	1
<b>IV</b>	Revenues					
	From Tuition	\$809,112	\$1,010,743	\$1,211,891	\$1,372,223	\$1,550,653
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other (Additional Tuition 5th Year)	\$120,000	\$127,500	\$135,000	\$142,500	\$159,000
	GPR (re)allocation					
	Total New Revenue	\$929,112	\$1,138,243	\$1,346,891	\$1,514,723	\$1,709,653
<b>V</b>	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff new faculty				\$ 98,000	\$ 197,960
	Advisor			\$77,000	\$ 78,540	\$ 80,111
	Other Staff (Graduate assistants)	\$46,464	\$47,393	\$48,341	\$49,308	\$50,294
	Adjunct Instruction	\$571,200	\$616,896	\$664,191	\$677,475	\$691,024
	Other Expenses					
	Facilities					
	Equipment (CNC mill and Laser cutter including maintenance cost)	\$100,000	\$200,000	\$100,000	\$100,000	\$100,000
	Other (please list) student workers additional 10k	\$10,000	\$10,200	\$10,400	\$10,600	\$10,800
	Total Expenses	\$727,664	\$874,489	\$899,932	\$1,013,923	\$1,130,189
<b>VI</b>	Net Revenue	\$201,448	\$263,753	\$446,958	\$500,800	\$579,464
Provost's Signature:		Date:				
		1-6-2023				
Chief Business Officer's Signature:		Date:				
		1-6-2023				

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MILWAUKEE BACHELOR OF ARCHITECTURE**

### **Introduction**

The Bachelor of Architecture degree (B.Arch) is expected to increase enrollment in the Department of Architecture with the addition of a fifth year of undergraduate student enrollment. The program features revenues based on standard undergraduate tuition rates plus additional tuition of \$750 per semester that will be charged to students in their fifth and final year of study.

### **Section I – Enrollment**

It is estimated that a substantial majority of the over 500 B.S.A.S. students will switch tracks into the new B.Arch. Over the past few years the School of Architecture and Urban Planning (SARUP) has averaged approximately 125 new students annually into the Bachelor of Science in Architectural Studies (B.S.A.S.). It is estimated that with this new program, all new first-year students would enroll in the B.Arch. and not the B.S.A.S. The B.S.A.S. will remain as an offramp to a degree for students not wishing to continue for the fifth year. Additionally, by instituting the B.Arch., UWM will draw in an additional 20-30 new students per year that would not have otherwise enrolled in UWM.

In the financial projections, 20 new to UWM enrollments estimated in the first year, growing to 30 in the final years. The continuing student number is taken from the marginal new students, discounted by UWM's overall retention rate. Additionally counted are 80 "new" students for the fifth year of the program. This is the estimate of the current B.S.A.S. students who would switch to the B.Arch. and then take the fifth year of classes with the additional tuition of \$750 per semester. This number slightly increases each year, until Year 5 when the estimate includes the 20 new students from Year 1 (discounted by years of retention).

### **Section II – Credit Hours**

The student credit hours (SCH) in the B.Arch. takes the current B.S.A.S. degree SCH and adds an additional year. The total new undergraduate Credit Hours is the number of undergraduate head count multiplied by 30 credits.

### **Section III – Faculty and Staff Appointments**

The additional teaching responsibilities will consist of teaching additional sections of advanced/comprehensive design studios in the fourth and fifth year of the program as well as additional sections of classes due to the higher enrollment numbers. The total number of new instructional sections is estimated to be 34 per year which translates to 4.25 FTE of adjunct instructors. As the program enrollment stabilizes, it is proposed to hire one tenure

track faculty in each of Year 4 and Year 5 of implementation. Other staff appointments include graduate assistants and student workers.

#### **Section IV – Program Revenues**

For students enrolled in B.Arch, standard tuition (\$4,045.56 per semester for full-time enrollment) will apply for the first four years of the program. In the fifth year of the program, students will be assessed the standard tuition plus an additional tuition of \$750 per semester. The additional tuition is assessed to support the low student to faculty ratio required to be maintained in the advanced/comprehensive studio courses and to augmented facilities/equipment to support the studio courses. The proposed additional tuition is consistent with SYS 805 requirements to provide the high-quality studio experience necessary to prepare the students for licensure. There is no GPR, grants or extramural funding or other program revenue.

#### **Section V – Program Expenses**

##### Salary and Fringe Expenses

The program will hire adjuncts to teach the additional sections estimated at the rate of \$12,000 plus fringes per section (17 sections per semester x \$16,800 per section x 2 = \$571,200 per year in Year 1) and graduate assistants (indicated as other staff) at \$46,464 including salaries and fringes. In Years 2 and 3, an additional 0.25 FTE of adjunct instructors are added to account for increasing enrollment. In Year 3, the program will add an additional academic advisor with the initial salary and fringes amounting to \$77,000. In each of Years 4 and 5, it is proposed to hire a tenure track assistant professor with salaries and fringes totaling \$98,000 per year per appointment.

##### Other Expenses

To accommodate needs of the expanded studio work, the program proposes to purchase an additional CNC mill (Year 1) and a laser cutter (Year 2). The initial cost of purchase and the ongoing service contract costs are shown in the worksheet. The program will also hire additional hourly student workers at a total salary and fringe cost of \$10,000 in Year 1. All salaries and fringes are indexed to increase at 2% annually.

#### **Section VI – Net Revenue**

The net revenue from the program will be distributed according to the UWM Budget Model including support for central institutional functions.



**Academic Affairs**

Chapman Hall 230  
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January 5, 2023

TO: Jay Rothman, President  
 University of Wisconsin System

FROM: Scott Gronert, Interim Provost and Vice Chancellor

RE: Authorization to Implement a Bachelor of Architecture

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

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

The development of this proposal is motivated by the desire to meet the market need for a professional bachelor's degree in architecture that will make graduates eligible for professional architect licensure. At the present time, UWM (which has the only school of architecture in Wisconsin) offers a B.S. in Architectural Studies and a Master of Architecture. Students need to complete the master's degree to be eligible to take the licensure exam. The current structure requires students to complete a combined six years of study (four at the bachelor's level and two at the master's level). In the marketplace, most architecture schools are beginning to offer a five-year professional bachelor's degree which incorporates the curricular content and experiences required by the licensure boards to enable graduates to take the licensure exam. To maintain UWM's competitive position among architecture schools, it is necessary for the program array to include a professional bachelor's degree.

The program will be housed in the School of Architecture and Urban Planning. It is proposed as a five-year 150 credit bachelor's degree with a curriculum that meets the expectations of the National Architectural Accreditation Board (NAAB). The program will shorten the path towards licensure by one year and be more cost effective for students pursuing careers as licensed architects. The curriculum includes expanded advanced studio experiences required by the licensure board. As such, it is proposed that students in the fifth year of the program will be assessed an additional tuition of \$750 per semester to offset the higher expenses associated with the advanced studio experiences with required limits on student:faculty ratios. The regular undergraduate tuition for the fifth year and the additional \$1,500 in the fifth year makes this a more cost-effective path to licensure compared with two years of master's level tuition. The tuition structure for this program has been reviewed by UWM and UWSA budget offices.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes—at the department, college, and campus levels. The proposal meets UWM standards and expectations for quality and rigor for professional undergraduate programs. Upon implementation, the program will undergo an initial review in five years and subsequently included in the regular review cycle per UWM guidelines.

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

c: Johannes Britz, Interim Senior Vice President, Academic and Student Affairs  
Tracy Davidson, Interim Associate Vice President, APFA  
Diane Treis-Rusk, Director, Academic Programs and Student Learning Assessment  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)  
MASTER OF SCIENCE IN BUSINESS ANALYTICS,  
UNIVERSITY OF WISCONSIN-RIVER FALLS**

**REQUESTED ACTION**

Adoption of Resolution C.7., authorizing the implementation of the Master of Science in Business Analytics at the University of Wisconsin-River Falls.

**Resolution C.7.** That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Business Analytics at the University of Wisconsin-River Falls.

**SUMMARY**

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Master of Science in Business Analytics (M.S. in Business Analytics). The proposed program is an elevation of a track in the existing Master of Business Administration (MBA) program. The proposed M.S. in Business Analytics aligns with the university's vision of developing distinctive, innovative educational opportunities and supports the university's core value of academic excellence. The program embodies UW-River Falls' strategic themes of innovation, partnerships, and distinctive academic excellence. It will consist of 30 graduate credits and develop students' ability to design and manage projects involving both traditional and modern statistical methods that support evidence-based and strategic decision making. This program will be offered using service-based pricing because M.S. in Business Analytics students are older (22+) than the traditional student body served by UW-River Falls (18-22) and the program is offered online. Graduates of the M.S. in Business Analytics will be well prepared to enter the job market in areas such as marketing, human resources, accounting, financial management, and business management. They will also be well prepared for further graduate school education and advanced degrees. Full-time students will be able to complete all coursework in one fiscal year. The program adds a more technical choice to business graduate programs offered by the College and meets a need that businesses continue to communicate. The program is multi-disciplinary and will leverage faculty expertise and capacity available in existing graduate programs, enhancing overall graduate enrollments while efficiently using current resources. The development of this program responds to a growing demand for business analytics professionals. The

Bureau of Labor Statistics predicts that demand for data analyst positions is projected to grow about 20% by 2028, and a search of jobs for “business analytics” revealed 1,975 full-time job listings within a 100-mile radius of the Twin Cities, with almost half of those requiring a graduate degree.

### **Presenter**

- David Travis, 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 April 29, 2022), 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 BUSINESS ANALYTICS  
AT UNIVERSITY OF WISCONSIN-RIVER FALLS  
PREPARED BY UW-RIVER FALLS**

**ABSTRACT**

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Master of Science in Business Analytics (M.S. in Business Analytics). The proposed program is an elevation of a track in the existing Master of Business Administration (MBA) program. The proposed M.S. in Business Analytics aligns with the university's vision of developing distinctive, innovative educational opportunities and supports the university's core value of academic excellence. The program embodies UW-River Falls' strategic themes of innovation, partnerships, and distinctive academic excellence. It will consist of 30 graduate credits and develop students' ability to design and manage projects involving both traditional and modern statistical methods that support evidence-based and strategic decision making. This program will be offered using service-based pricing because M.S. in Business Analytics students are older (22+) than the traditional student body served by UW-River Falls (18-22) and the program is offered online. Graduates of the M.S. in Business Analytics will be well prepared to enter the job market in areas such as marketing, human resources, accounting, financial management, and business management. They will also be well prepared for further graduate school education and advanced degrees. Full-time students will be able to complete all coursework in one fiscal year. The program adds a more technical choice to business graduate programs offered by the College and meets a need that businesses continue to communicate. The program is multi-disciplinary and will leverage faculty expertise and capacity available in existing graduate programs, enhancing overall graduate enrollments while efficiently using current resources. The development of this program responds to a growing demand for business analytics professionals. The Bureau of Labor Statistics predicts that demand for data analyst positions is projected to grow about 20% by 2028, and a search of jobs for "business analytics" revealed 1,975 full-time job listings within a 100-mile radius of the Twin Cities, with almost half of those requiring a graduate degree.

**PROGRAM IDENTIFICATION**

**University Name**

University of Wisconsin-River Falls

**Title of Proposed Academic Degree Program**

Master of Science in Business Analytics

**Degree Designation(s)**

Master of Science

**Mode of Delivery**

Single university

50% or more distance delivery

**Department or Functional Equivalent**

College Graduate Studies Committee

**College, School, or Functional Equivalent**

College of Business and Economics

**Proposed Date of Implementation**

Fall 2023

**Projected Enrollments and Graduates by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected that 150 students will have enrolled in the program and more than 130 students will have graduated. The average first to second year student retention rate is projected to be 85%, based on the historical retention rates of the existing MBA program.

**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	0	4	5	6	7
Total Enrollment	20	29	35	41	47
Graduating Students	15	23	27	32	37

**Tuition Structure**

For students enrolled in the M. S. in Business Analytics program, service-based pricing will be applied. For all semesters and for both resident and non-resident students, tuition for a full-time student enrolled in 12 credits per semester or \$9,072 per semester. Of this amount, \$9,072 is attributable to tuition and \$0 is attributable to segregated fees. Part-time student tuition total \$756 per credit. Tuition for a part-time student enrolled in 6 credits per semester is \$4,536 per semester. Of this amount, \$4,536 is attributable to tuition and \$0 is attributable to segregated fees. Finally, courses may require a textbook that students will be required to purchase and special course fees students must pay.

## DESCRIPTION OF PROGRAM

### Overview of the Program

The program will consist of 30 graduate credits. Full-time students will be able to complete the program in one year, and part-time students can complete the program in two years.

### Student Learning Outcomes and Program Objectives

Graduates of the M. S.in Business Analytics will be able to:

1. Ethically use data to make evidence-based decisions within an organization.
2. Draw conclusions from business analytic techniques, including data visualization, machine learning, and statistical methods.
3. Demonstrate analytical skills and business acumen.
4. Design and manage projects involving traditional and modern statistical methods that support evidence-based and strategic decision making.
5. Communicate findings effectively to support strategic decision making.

These learning outcomes meet Association to Advance Collegiate Schools of Business (AACSB), International standards.

### Program Requirements and Curriculum

Students admitted to this program will be required to have a bachelor's degree from an accredited institution and a basic familiarity with statistical analysis. Specifically, admission requirements include:

1. Bachelor's degree from an accredited institution.
2. Minimum overall undergraduate GPA of 3.00 (4-point scale) or minimum GPA for last 60 credits of 3.00 (4-point scale).
3. Complete a foundation course in statistics such as ECON 226 (Introduction to Statistics). An introductory statistics course from other departments or universities may satisfy this requirement.

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 30 credits, of which all 30 are core requirements. No courses are part of general education. Students who lack background in statistics will be required to take an intro to statistics course such as ECON 226. This foundation course will not count towards the degree.

Table 2: Master of Science in Business Analytics Program Curriculum		
Academic degree program or major course requirements:(all required courses)		
ECON 730	Managerial Statistics	3 credits
MNGT 701	Leadership and Ethics	3 credits

MKTG 702	Marketing Strategy	3 credits
MNGT 725	Organizing for Innovation	3 credits
ECON 740	Data Visualization	3 credits
MNGT 706	Project Management	3 credits
MNGT 750	Business Analytics	3 credits
ECON 720	Fundamentals of Business Intelligence	3 credits
MNGT 744	Fundamentals of Data for Business	3 credits
MNGT 745	Artificial Intelligence for Business	3 credits
<b>Total Credits</b>		<b>30 credits</b>

### **Assessment of Outcomes and Objectives**

UW-River Falls requires that departments perform annual assessments of programming and provides departments with rubrics addressing specific assessment requirements. Assessment of the program will be performed by the College Graduate Studies Committee on a bi-annual basis. The Committee consists of the graduate faculty from the departments that serve graduate programs (i.e., one from Finance, one from Marketing, and three from Management). In addition, a comprehensive assessment using university assessment processes and formats will be performed every three years, summarizing all data for a program improvement process review and, every sixth year, an institutional Program Audit Review. At the program level, artifact submission and objective party comparison to standard rubrics tied to the program student outcomes provide the basis for university and college program assessment. Exam questions, case responses, and papers are common artifacts. An exit survey is also utilized.

### **Diversity**

Business analytics is a highly diverse field of study and application. Nearly all domains in business apply analytics, including management, marketing, economics, and finance. Students admitted to this program will have diverse backgrounds in business and industry. The courses focused on business intelligence, data, and artificial intelligence will require hands-on projects and experiential learning from a myriad of business domains. Each perspective will help students understand the underlying applications of data to business decision making and illustrate data as a uniting concept. Students will also consider innate bias and unfair application of analytical tools for students to better appreciate the risks associated with uninformed applications of analytics. Consideration will be given to how poor data management and collection processes could result in disadvantaging of minority or underrepresented groups. Faculty involved in the program will offer students opportunities and activities to engage in diversity with respect to disciplinary and institutional perspectives.

The College and its departments pursue equity in student recruitment, access, retention, and degree completion by recruiting from diverse areas of the Twin Cities metro area and other metropolitan areas of Wisconsin and beyond. Retaining diverse students is



supported by diversity, inclusion, and belonging services, ability services, residence life services, financial aid services, and student success services. Likewise, the College ensures equity in its recruitment of faculty and staff by following best institutional practices for recruitment, hiring, and retention. Human Resources explicitly advertises in diverse venues for all faculty hires, and instructional staff pools are always open to facilitate the availability of a diverse pool of candidates.

Faculty who would work with the proposed program have diverse backgrounds. Examples include but are not limited to, Dr. Claire McCarty, who is a member of the Society for Human Resource Management, which has a significant emphasis on diversity and equity, and has taught in Vietnam, Laos, Thailand, Taiwan, Scotland, Europe, and traveled extensively worldwide. Dr. Brian Huffman has taught in Taiwan, Europe, and Scotland, and has lived, studied, taught, and worked in Germany and Italy. Dr. Michael Fronmueller is originally from Germany and has traveled extensively worldwide. Dr. Manisha Vaswani is originally from India. Dr. Ozcan Kilic is originally from Turkey, lived and studied in Germany for many years, and has participated in the regional Different Voices Shared Visions Community Forum televised diversity series. He has led education abroad trips to Turkey. Dr. James Donato is a member of the Financial Management Association International, which offers the Diversity Emerging Scholars Initiative (DESI), a program that offers early career scholars (e.g., Assistant Professors or untenured professors) from underrepresented identity groups (i.e., underrepresented race/ethnicity groups, lesbian/gay/bisexual/transgender people, people with disabilities) opportunities to gain visibility in the profession, benefit from mentorship, receive feedback and ongoing support on their research from senior faculty, and receive advice on professional development.

UW-River Falls continues to develop its Center for Excellence in Teaching and Learning (CETL) which has a specific focus on diversity and inclusivity. CETL employs two administrative fellows, one focusing on sustainability and a second focusing on diversity and inclusivity. The latter fellow will assist faculty in incorporating diversity and inclusivity issues and practices into their teaching and learning activities. Faculty involved in the program will engage in professional development opportunities offered through the Center as well as other programs and initiatives at UW-River Falls and through UW-System. For example, several faculty members (e.g., Drs. Stacy Vollmers, Megan Sun, James Donato, and Ron Anderson) are participating in the Inclusive Teaching Book Group organized by CETL.

UW-River Falls has a Diversity, Inclusion, and Belonging office (DIB) that helps to create an inclusive campus community where all people feel valued, respected, and safe. As such, the DIB is dedicated to affirming and embracing the multiple identities, values, belief systems, and cultural practices of the campus community. Students in the program will have access to DIB, which works toward closing the equity gap and increasing retention of underrepresented racial or ethnic groups relative to the total student population.

Retaining diverse students is also supported by the Disability Resource Center, Residence Life, Financial Aid, and Student Success services.

The new UW-River Falls academic plan highlights the importance of combatting racism stating, “We will develop and strengthen our existing academic programs, including curricular, extracurricular, study away, and education abroad, to make them more inclusive and antiracist. We do this to increase our students’ success and cultural competencies, and to increase our faculty and staff members’ cultural competencies through a better understanding of inequality and systemic racism<sup>1</sup>” UW-River Falls actively seeks to improve diversity and inclusivity throughout and beyond its campus communities and reduce issues of systemic racism to the point of elimination. In addition, the AACSB has a similar focus on proactively eliminating systemic racism.<sup>2</sup> The M.S. in Business Analytics program will continue to support and be active in these efforts.

### **Collaborative Nature of the Program**

The program is offered by two different areas, Management and Economics, which are in separate departments.

### **Projected Time to Degree**

The program will consist of 30 graduate credits. Full-time students will be able to complete the program in one year, and part-time students can complete the program in two years.

### **Program Review**

Ongoing evaluation, assessment, and review of academic programs, including graduate programs, are administered through several processes defined through shared governance. Each university program is reviewed through a program improvement process every three years, focusing on departmental assessment activities. These are reviewed by the Faculty Senate’s Assessment Committee which provides feedback to programs. In addition, every six years all university programs complete a full Program Audit and Review. This includes reviews of faculty qualifications, and examinations of both enrollment factors (i.e., percentage of both students and graduates within the university, time and credit to degree, and retention), and financial factors (e.g., Student Credit Hours/Salary). These materials are provided for departmental review, College Dean’s Office review, and discussed at Provost’s Councils, as well as considered during annual budget processes. These requirements are supplemented by additional components that address Higher Learning Commission requirements, such as how the program serves the general public, prepares students for informed citizenship, demonstrates inclusive and equitable treatment of diverse populations, guides students in the ethics of research, and trains and

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<sup>1</sup> [https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW\\_Final.pdf](https://www.uwrf.edu/Academic-Plan/upload/Academic-Planning-at-UW_Final.pdf)

<sup>2</sup> Association to Advance Collegiate School of Business webpage. (2022, March 15)  
<https://www.aacsb.edu/about-us/advocacy/diversity-and-inclusion>

supports its faculty and staff. It also requires other analyses, such as how the program identifies and assesses progress in retention, persistence, and graduation goals. Each program prepares a written report that is reviewed by the Program Audit and Review Committee consisting of the Provost, Associate Provost, Deans, Chair of the Faculty Senate's assessment committee, and faculty members appointed by Faculty Senate. This is supplemented with a formal presentation by the department and a formal critique by the Program Audit and Review Committee, which subsequently helps to inform annual reporting to UW System.

The College Graduate Committee is responsible for writing the report and presenting to the Program Review committee. The AACSB will receive reports about the program annually, and the program will be reviewed every five years as part of the AACSB accreditation visit. Neither Higher Learning Commission nor AACSB approvals are required for the new program.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

As businesses continue to expand use of data in strategic decision making, diversity in the corporate world is increasing. While employees may specialize in one key area, such as analytics or management, they are increasingly required to communicate effectively with others having different educational and professional backgrounds. A major example of this trend exists between corporate leadership and data professionals. Those with data skills must have business domain knowledge. Likewise, corporate leaders need experience in interpreting data for strategic value. This "common vocabulary" between the quantitative and decision-making aspects of business problems is very important. The proposed M.S. in Business Analytics will fill the need for experienced professionals in both data centric and management domains, strengthening each student's skills so they can work more effectively in diverse teams.

The UW-River Falls mission is "to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective." The proposed program will support all aspects of this mission, focused on being: productive (all businesses in the Twin Cities and around the world are employing data centric processes), ethical (explicit cases and examples); engaged (hands on projects applying analytics to business problems); and creative (cross disciplinary focus on data and decision making).

The M.S. in Business Analytics contributes to major themes in the UW-River Falls Strategic Plan. These include innovation, partnerships, and distinctive academic excellence. As an AACSB accredited college, the College of Business and Economics demonstrates distinctive academic excellence in all its program offerings. The hands on and collaborative

nature of the proposed program will directly support partnerships among enrolled students and the local business community. Support for the proposed M.S. in Business Analytics has been expressed by leadership at UW-River Falls as well as in the local business community.

### **University Program Array**

UW-River Falls has a history of excellence in liberal arts education and program development. The M.S. in Business Analytics is an innovative graduate program that expands on student skills to allow them to work at the intersection of business and technical data. This program enhances and expands on undergraduate and graduate STEM majors, but its integrative approach to data and business makes for a distinct offering on campus. For students with a technical background, the program will prepare them to apply their technical expertise to business problems and communicate effectively with corporate decision makers. For students with a business background, the program provides a strong foundation in data fundamentals and data-focused decision making. The program is well suited to working professionals who already hold a solid foundation in either business or analytics and want to expand their capabilities in collaborative environments.

### **Other Programs in the University of Wisconsin System**

In the UW system, several institutions offer data science and business or data analytics degrees. UW-Madison, UW-Milwaukee, and UW-Collaborative offer an MS in Data Science, which shares the same CIP code. UW-Whitewater's MS in Data Analytics and UW-Madison's MS in Business Analytics program do not share the same CIP codes.

1. UW-Madison, M.S. in Data Science
2. UW-Madison, M.S. in Business Analytics
3. UW-Milwaukee, M.S. in Data Science
4. UW-Whitewater, M.S. in Data Analytics
5. UW-Collaborative, M.S. in Data Science (participating campuses are UW-La Crosse, UW-Eau Claire, UW-Green Bay, UW Oshkosh, UW-Stevens Point, and UW-Superior)

The proposed M.S. in Business Analytics will offer a unique multidisciplinary program for students seeking exposure to data analytics principles for business management. The proposed program is different from data analytics offerings in that it focuses more on the intersection between managerial and computational realms. Data science programs often focus on deriving solutions to problems through technical means, whereas the proposed business analytics program emphasizes decision making at the leadership level.

### **Need as Suggested by Current Student Demand**

Currently Business Analytics is a track within the existing MBA program. One student has already completed the track in Spring 2022, and several more are in the pipeline. Several undergraduate students have also expressed interest during recruiting

and advising meetings. With formal marketing after the program is approved, additional external students should be attracted to the program, given this baseline level of interest.

### **Need as Suggested by Market Demand**

Business Analytics is a rapidly growing segment of the economy. Projections for practitioners in business analytics are significant, both from a technical as well as a managerial perspective. With the increase in data collection by firms in the last few decades, nearly every domain in business needs employees versed in analytics and its applications. Such fields include marketing and human resources, accounting, financial management, and business management.<sup>3</sup>

The New York Times cited significant growth in data collection as driving need for analytics consultants in many business domains.<sup>4</sup> Also, McKinsey & Co. predicted a significant shortage of data-aware managers by the end of 2018.<sup>5</sup> This prediction has held valid. According to the Bureau of Labor Statistics, data analyst positions are projected to grow about 20% from 2018-2028. This general increased demand for analysts and analytics practitioners also translates to increased need for data-aware managers and business leaders who can competently use data to make business decisions. As recently as June 15, 2021, an Executive Industry Panel on Intelligent Internet of Things Systems (IoT) hosted by the National Science Foundation Center on Pervasive Personalized Intelligence for IoT indicated the extreme need in industry for employees trained in analytics, both at a technical as well as a managerial level.<sup>6</sup>

A search of Indeed.com for “Business Analytics” reveals 1,975 full-time job listings within a 100-mile radius of the Twin Cities (accessed on 07/01/2021). Of those job listings, 13.1% are entry-level, 50.5% are mid-level, and 19.6% are senior-level positions. Graduate degrees are required or preferred for approximately 1,000 of the jobs listed. Of those job listings with a preference for candidates with a graduate degree, 43.4% have starting salaries greater than \$100,000 per year.<sup>7</sup> Thus, this program would fill a need for quantitative/analytical skill development.

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<sup>3</sup> United States Bureau of Labor Statistics. (2022). Occupational Outlook Handbook. Retrieved June 15, 2022. From <https://www.bls.gov/ooh/>

<sup>4</sup> Lehr, Steve. (2012). The Age of Big Data. New York Times. Retrieved June 16, 2022. From <https://www.nytimes.com/2012/02/12/sunday-review/big-datas-impact-in-the-world.html?pagewanted=1&r=4>

<sup>5</sup> McKinsey Digital. (2011). Big Data: The Next Frontier for Innovation, Competition, and Productivity. McKinsey Global Institute. Retrieved June 16, 2022. From <https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/big-data-the-next-frontier-for-innovation>

<sup>6</sup> National Science Foundation. (2021). PPI Center Scale-up. National Science Foundation Center on Pervasive Personalized Intelligence for IoT Systems. Retrieved June 15, 2022. From <https://hopin.com/events/ppi-center-scale-up>

<sup>7</sup> Indeed. (2021). Business Analytics. Indeed. Retrieved July 1, 2021. From <https://www.indeed.com>.

University of Wisconsin - River Falls						
Cost and Revenue Projections For Newly Proposed MS Business Analytics Program						
	Items	Projections				
		2023-24	2024-25	2025-26	2026-27	2027-28
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	20	25	30	35	40
	<b>Enrollment (Continuing Student) Headcount</b>	0	4	5	6	7
	<b>Enrollment (New Student) FTE</b>	18.75	23.44	28.13	32.81	37.50
	<b>Enrollment (Continuing Student) FTE</b>	0.00	3.00	3.75	4.50	5.25
	<b>Total Headcount</b>	20	29	35	41	47
	<b>Total FTE</b>	18.75	26.44	31.88	37.31	42.75
<b>II</b>	<b>Total New Credit Hours</b>	157.50	214.88	258.76	302.60	346.49
	<b>Existing Credit Hours</b>	367.50	501.38	603.78	706.07	808.47
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0.0	0.0	0.0	0.0	0.0
	<b>FTE of Current Fac/IAS</b>	1.0	1.0	2.0	2.0	2.0
	<b>FTE of New Admin Staff</b>	0.0	0.0	0.0	0.0	0.0
	<b>FTE Current Admin Staff</b>	1.0	1.0	1.0	1.0	1.0
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition</i>	\$ 396,900	\$ 541,485	\$ 652,078	\$ 762,558	\$ 873,152
	<i>From Fees</i>	0.00	0.00	0.00	0.00	0.00
	<i>Program Revenue (Grants)</i>	0.00	0.00	0.00	0.00	0.00
	<i>Program Revenue - Other</i>	0.00	0.00	0.00	0.00	0.00
	<i>GPR (re)allocation</i>	0.00	0.00	0.00	0.00	0.00
	<b>Total New Revenue</b>	\$396,900	\$541,485	\$652,078	\$762,558	\$873,152
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instr. Staff</i>	\$ 169,200	\$ 169,200	\$ 338,400	\$ 338,400	\$ 338,400
	<i>Other Staff</i>	\$ 95,880	\$ 95,880	\$ 95,880	\$ 95,880	\$ 95,880
	<b>Other Expenses</b>					
	<i>Facilities</i>	\$ -	\$ -	\$ -	\$ -	\$ -
	<i>Supplies &amp; Equipment</i>	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
	<i>Overhead (10%)</i>	\$ 39,690	\$ 54,149	\$ 65,208	\$ 76,256	\$ 87,315
	<i>Common System Charges (Approximately 1%)</i>	\$ 3,969.00	\$ 5,414.85	\$ 6,520.78	\$ 7,625.58	\$ 8,731.52
	<i>UWRF Technology Charges</i>	\$ 1,425.60	\$ 1,482.62	\$ 2,312.88	\$ 2,405.40	\$ 2,501.61
	<i>Marketing</i>	\$ 40,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
	<b>Total Expenses</b>	\$ 355,165	\$ 381,126	\$ 563,321	\$ 575,567	\$ 587,828
<b>VI</b>	<b>Net Revenue</b>	\$ 41,735.40	\$ 160,359.03	\$ 88,756.85	\$ 186,991.49	\$ 285,323.36

Submit budget narrative in MS Word Format

Provost's Signature:



Date: 12/16/2022

Chief Business Officer's Signature:



Date: 12/16/2022

## **COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-RIVER FALLS MASTER OF SCIENCE IN BUSINESS ANALYTICS**

### **Introduction**

The University of Wisconsin-River Falls (UW-River Falls) proposes to establish a Master of Science in Business Analytics (M.S. in Business Analytics). The proposed program is an elevation of a track in the existing Master of Business Administration (MBA) program. The proposed M.S. in Business Analytics aligns with the university's vision of developing distinctive, innovative educational opportunities and supports the university's core value of academic excellence. The program embodies UW-River Falls' strategic themes of innovation, partnerships, and distinctive academic excellence. It will consist of 30 graduate credits and develop students' ability to design and manage projects involving both traditional and modern statistical methods that support evidence-based and strategic decision making. This program will be offered using service-based pricing because M.S. in Business Analytics students are older (22+) than the traditional student body served by UW-River Falls (18-22) and the program is offered online. Graduates of the M.S. in Business Analytics will be well prepared to enter the job market in areas such as marketing, human resources, accounting, financial management, and business management. They will also be well prepared for further graduate school education and advanced degrees. Full-time students will be able to complete all coursework in one fiscal year. The program adds a more technical choice to business graduate programs offered by the college and meets a need that businesses continue to communicate. The program is multi-disciplinary and will leverage faculty expertise and capacity available in existing graduate programs, enhancing overall graduate enrollments while efficiently using current resources. The development of this program responds to a growing demand for business analytics professionals. The Bureau of Labor Statistics predicts that demand for data analyst positions is projected to grow about 20% by 2028, and a search of jobs for "business analytics" revealed 1,975 full-time job listings within a 100-mile radius of the Twin Cities, with almost half of those requiring a graduate degree.

### **Section I – Enrollment**

In Year 1, the program will admit 20 new students. This will increase by five students annually, reaching 25 in Year 2, 30 in Year 3, 35 in Year 4, and 40 new students in Year 5. Of the incoming students, 75% are projected to be full-time, and 25% will be part-time. Full-time students<sup>1</sup> will finish the 30-credit program in one fiscal year, completing courses during fall, spring, and summer terms. Part-time students will complete the program in two fiscal years, also completing courses in fall, spring, and summer terms. The average student retention rate of continuing part-time students is projected to be 85%, based on

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<sup>1</sup> Full-time status is defined as enrolling in at least eight credits in the fall or spring terms, and for at least four credits in the summer.

historical retention rate of the existing MBA program. When the projected head count for continuing students resulted in a partial student, the headcount was rounded to the nearest whole number.

Based on the historical record of the existing MBA, the expectation is that approximately 75% of new students will be full-time and about 25% will be part-time in each cohort. In Year 1, there will be 20 new students and the overall FTE will be 18.75, (i.e., 15 full-time students \* 1.0 + 5 part-time students \* 0.75 = 18.75 FTE). The FTE of new students will increase to 23.44 in Year 2, based on 25 new students (i.e., 25 \* 0.75 full-time \* 1.0 + 25 \* 0.25 part-time \* 0.75 = 23.44). The four continuing part-time students from Year 1 will generate an additional 3.00 FTE (4 continuing students \* 0.75 = 3.00 FTE), or an overall FTE of 26.44 in Year 2.

In Year 3 the FTE of new students will increase to 28.13, based on 30 new students (i.e., 30 \* 0.75 full-time \* 1.0 + 30 \* 0.25 part-time \* 0.75 = 28.13 FTE). The five continuing part-time students from Year 2 will generate an additional 3.75 FTE (five continuing students \* 0.75 = 3.75 FTE), or an overall FTE of 31.88 in Year 3. In Year 4, the FTE of new students will increase to 32.81 (i.e., 35 \* 0.75 full-time \* 1.0 + 35 \* 0.25 part-time \* 0.75 = 32.81 FTE). The 6 continuing part-time students from Year 3 will generate an additional 4.50 FTE (i.e., 6 \* 0.75 = 4.50 FTE), or an overall FTE of 37.31 in Year 4. In Year 5, the FTE of new students will increase to 37.50, based on 40 new students (i.e., 40 \* 0.75 full-time \* 1.0 + 40 \* 0.25 part-time \* 0.75 = 37.50 FTE). The seven continuing part-time students from Year 4 will generate an additional 5.25 FTE (i.e., 7 \* 0.75 = 5.25 FTE), or a total of 42.75 FTE in Year 5.

The program will also accept transfer students, and advisors will work with them individually to design academic plans that meet their personal goals.

## **Section II – Credit Hours**

Since the curriculum is built primarily on existing courses that already serve other programs, only nine of the 30 credit hours are from new courses. Full-time students are expected to finish the program in one fiscal year, completing 21 existing credits and nine new credits, while part-time students will complete an average of 10.5 existing credits and 4.5 new credits in Year 1 (i.e., 15 full-time students \* 21 existing credits + 5 part-time students \* 10.5 existing credits = 367.5 existing credits, and 15 full-time students \* 9 new credits + 5 part-time students \* 4.5 new credits = 157.5 new credits, or a total of 525 credit hours in Year 1).

In Year 2, 716.25 credit hours will be generated, including 214.88 new credit hours (i.e., 18.75 full-time students from the Year 2 Cohort will complete nine new credits + 4.00 part-time students from the Year 1 cohort and 6.00 part-time students from the Year 2 Cohort who will complete 4.5 new credits, or  $18.75 * 9 + 10.00 * 4.00$ , or  $168.75 + 46.13 = 214.88$  new credits) and 501.38 existing credit hours (i.e., 18.75 full-time students from the



Year 2 Cohort will complete 21 existing credits + 4.00 part-time students from the Year 1 cohort and 6.00 part-time students from the Year 2 Cohort will complete 10.5 existing credits, or  $18.75 * 21 + 10.00 * 10.5$ , or  $393.75 + 107.63 = 501.38$  existing credits).

In Year 3, 862.54 credit hours will be generated, including 258.76 new credit hours (i.e., 22.5 full-time students from the Year 3 Cohort will complete nine new credits + 5.00 part-time students from the Year 2 cohort and 7.00 part-time students from the Year 3 Cohort will complete 4.5 new credits, or  $22.5 * 9 + 12.00 * 4.5$ , or  $202.50 + 56.26 = 258.76$  new credits) and 603.78 existing credit hours (i.e., 22.5 full-time students from the Year 3 Cohort will complete 21 existing credits + 5.00 part-time students from the Year 2 cohort and 7.00 part-time students from the Year 3 Cohort will complete 10.5 existing credits, or  $22.5 * 21 + 12.00 * 10.5$ , or  $472.5 + 131.28 = 603.78$  existing credits).

In Year 4, 1,008.68 credit hours will be generated, including 302.60 new credit hours (i.e., 26.25 full-time students from the Year 4 Cohort will complete nine new credits + 6.00 part-time students from the Year 3 cohort and 8.75 part-time students from the Year 4 Cohort will complete 4.5 new credits, or  $26.25 * 9 + 14.75 * 4.5$ , or  $236.25 + 66.35 = 302.60$  new credits) and 706.07 existing credit hours (i.e., 26.25 full-time students from the Year 4 Cohort will complete 21 existing credits + 6.00 part-time students from the Year 3 cohort and 8.75 part-time students from the Year 4 Cohort will complete 10.5 existing credits, or  $26.25 * 21 + 14.75 * 10.5$ , or  $551.25 + 154.82 = 706.07$  existing credits).

In Year 5, 1,154.96 credit hours will be generated, including 346.49 new credit hours (i.e., 30 full-time students from the Year 5 Cohort will complete nine new credits + 7.00 part-time students from the Year 4 cohort and 10.00 part-time students from the Year 4 Cohort will complete 4.5 new credits, or  $30 * 9 + 17.00 * 4.5$ , or  $270 + 76.49 = 346.49$  new credits) and 808.47 existing credit hours (i.e., 30 full-time students from the Year 5 Cohort will complete 21 existing credits + 7.00 part-time students from the Year 4 cohort and 10.00 part-time students from the Year 5 Cohort will complete 10.5 existing credits, or  $30 * 21 + 17.00 * 10.5$ , or  $630 + 178.47 = 808.47$  existing credits).

### **Section III – Faculty and Staff Appointments**

Since the M.S. in Business Analytics program will be sharing resources with the existing MBA program, no new faculty lines will be required during the five-year startup phase of this program. Because the business analytics track within UW-River Falls' existing MBA program is being elevated to a stand-alone M.S., staff capacity in MBA Program will be reallocated to the M.S. in Business Analytics. Staffing needs will be reevaluated after the program reaches sustained enrollment greater than 50 new students per year. Assuming a full-time faculty member teaches six sections per year, the program will require one FTE for Years 1 and 2, two FTE will be required for Years 3 and beyond to accommodate larger enrollments. Note that additional FTE will only be allocated to the program if enrollment milestones are met. A program director and a communications specialist already assigned to the MBA will be partially re-allocated to support this program on a half-time basis each.

## **Section IV – Program Revenues**

### Tuition Revenues

Program Revenue for this new graduate program is calculated by multiplying the graduate tuition of \$756 per credit by the total anticipated enrolled credit hours. In Year 1, 525 credit hours will generate \$396,900 (i.e., 525 credit hours \* \$756 per credit = \$396,900). In Year 2, 716.25 credit hours will generate \$541,485 (i.e., 716.25 credit hours \* \$756 per credit = \$541,485). In Year 3, 862.54 credit hours will generate \$652,078 (i.e., 862.54 credit hours \* \$756 per credit = \$652,078). In Year 4, 1,008.68 credits will generate \$762,558 (i.e., 1,008.68 credit hours \* \$756 per credit = \$762,558). In Year 5, 1,154.96 credit hours will generate \$873,152 (i.e., 1,154.96 credits \* \$756 per credit = \$873,152).

## **Section V – Program Expenses**

### Salary and Fringe Expenses

The average faculty salary is estimated to be \$120,000, based on existing salaries for the MBA program within the College. A 41% fringe rate is used. In Years 1 and 2 the reallocation of a faculty member from the MBA will result in faculty costs of \$169,200 per year (i.e., \$120,000 \* 1.41 = \$169,200). In Year 3 an additional faculty member will be reallocated, bringing faculty FTE in the program up to \$338,400 (i.e., two faculty lines at \$120,000 each \* 1.41 = \$338,400). This faculty cost will continue in Years 4 and 5.

The current average administrative staff salary in the College is \$68,000. The reassignment of 50% of the current MBA director and 50% of the current MBA communications specialist will result in a staff cost of \$95,800 annually after applying the 41% fringe rate (i.e., two staff at \$68,000 each \* .5 \* 1.41 = \$95,800).

### Other Expenses

No physical facilities expenses are anticipated for this online graduate program. Supplies and equipment costs of \$5,000 per year will cover computer, communication, office supplies, and other miscellaneous expenses. As a cost-recovery program, the M.S. in Business Analytics will be assessed annual overhead charges for facilities and related expenses. These are based on annual revenues and are anticipated to be \$39,690 in Year 1. The overhead charges will grow to \$54,149 in Year 2, \$65,208 in Year 3, \$76,256 in Year 4, and \$87,315 in Year 5. In addition, Common Systems Charges (costs related to enterprise systems that are shared across UW campuses) and other charges are levied on program-revenue accounts by UW-River Falls to pay for commonly shared items such as insurance, Department of Administration financial services, licensing, and software purchases. Commons System Charges are anticipated to be approximately \$3,969 in Year 1. They will grow to \$5,414.85 in Year 2, \$6,520.78 in Year 3, \$7,625.58 in Year 4, and \$8,731.52 in Year 5. UW-River Falls has a local technology charge for phone service, computer connections, and related expenses. It is estimated to cost \$712.80 per year per FTE in Year 1 (i.e., \$712.80 \* 2 FTE = \$1,425.60), \$741.31 per FTE in Year 2 (i.e., \$741.31 \* 2 FTE = \$1,482.62), \$770.96 per year per FTE in year 3 (i.e., \$770.96 \* 3 FTE = \$2,312.88), \$801.80 per year per

FTE in Year 4 (i.e.,  $801.80 * 3 \text{ FTE} = \$2,405.40$ ) and \$883.87 per year per FTE in Year 5 (i.e.,  $\$333.87 * 3 \text{ FTE} = \$2,501.61$ ). Marketing costs are expected to be \$50,000 per year.

## **Section VI – Net Revenue**

In Year 1, net revenue of \$41,735.50 will be generated. Positive, net revenue will also be generated in subsequent years: \$160,359.03 in Year 2, \$88,756.85 in Year 3, \$186,991.49 in Year 4, and \$285,323.36 in Year 5. Net revenue balances will be invested to seed additional new programs that are demanded by learners and external partners.



## Office of the Provost and Vice Chancellor for Academic Affairs

116 North Hall | p: (715) 425-3700

December 16, 2022

Jay Rothman, President  
1720 Van Hise Hall  
1220 Linden Dr.  
Madison, WI 53706

Dear President Rothman:

The proposed M.S. degree in Business Analytics meets the University of Wisconsin – River Falls’ definition and standards of quality and will make a meaningful contribution to the institution’s select mission, overall academic plan, and academic degree program array. It will be housed in the College of Business and Economics (College of Education, Business, and Allied Health). Internal assessment indicates that it is a viable, long-term program and this request is to obtain a specific entitlement for an M.S. in Business Analytics.

There is institution-wide support for the program, including institutional governance approval. The proposal has been approved by the College of Business and Economics (College of Education, Business, and Allied Health) and by the faculty governance system, including passage by the UW-River Falls Faculty Senate.

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

The Provost, Interim Dean of the College of Business and Economics (College of Education, Business, and Allied Health), and the Associate Provost have evaluated the potential impacts of COVID-19 on the M.S. in Business Analytics proposal. Their assessment indicated that the anticipated start date of Fall 2023 remains appropriate. In addition, because this program is multi-disciplinary, relying on an array of courses from across the college; and because it is also building on existing expertise within the College, UWRF is confident that proceeding with this proposal will not create undue financial costs that would undermine its implementation. The Vice Chancellor for Finance and Administration has been consulted and concurs with this assessment.

I fully recommend the proposed M.S. in Business Analytics to both you and the Board of Regents for adoption and inclusion into the System array. Thank you for providing it your most serious consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Travis', enclosed in a rectangular box.

David Travis  
Provost and Vice Chancellor for Academic Affairs

Copies: UW System Interim Senior Vice President for Academic and Student Affairs Johannes Britz  
Chancellor Maria Gallo  
Vice Chancellor for Finance and Administration Dave Ruhland  
Interim Dean Dawn Hukai  
Associate Provost Wes Chapin

## **RECRUITING AND SUPPORTING INTERNATIONAL STUDENTS**

### **REQUESTED ACTION**

For information, discussion, and to inform future decision-making.

### **SUMMARY**

The discussion will focus on international students within the UW System. It will address student recruitment and support, including perspectives from international students and campus professionals, highlighting the unique experiences of these students.

This discussion takes place within the context of UW System's strategic plan, and a focus on strategic internationalization. These strategies explore the ways that international opportunities can help meet enrollment and civic leadership goals, and for students to benefit from high-impact practices and prepare to live and work in a globalized society.

### **Presenters**

- Dr. Maria Cuzzo, Provost & Vice Chancellor for Academic Affairs, UW-Superior (facilitator)
- Dr. Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System
- Dr. Ben Passmore, Associate Vice President for Policy Analysis and Research, UW System
- Dr. Brad Van Den Elzen, Director of International Education, UW-Stevens Point
- Scott Pierson, Office of International Education Director, UW-Stout
- Luzando Mukubu, Student, UW-Stout
- Sumnima Devkota, Student, UW-Stout
- Kari Hill, Executive Director of Diversity, Equity & Inclusion, Office of Multicultural Affairs, and International Programs Office, UW-Platteville
- Opeyemi "Solomon" Adedeji, Student, UW-Platteville
- Ahmed Alkaf, Student, UW-Platteville

## BACKGROUND

The UW System's recently approved strategic plan<sup>1</sup> includes a focus on global leadership, student support, and "creating a more diverse, equitable, and inclusive learning environment." The Shared Learning Goals for students include components of international education, such as developing: 1) "intercultural knowledge and competence" enabling students "to work with people from diverse backgrounds and cultures;" and 2) "local and global" civic knowledge, engagement, ethical reasoning and action."<sup>2</sup> To achieve these goals, the UW System promotes international academic programming, facilitates student and faculty exchanges, develops global partnerships with higher education systems abroad, and supports inter-university collaborative study abroad.

UW System institutions also recruit and support international students. International student enrollment grew 4% in 2021-22 in the U.S. (after sharp COVID-19 declines), and recruitment was the top internationalization priority.<sup>3</sup> On average, international students comprise on 4% of undergraduate and 18% of graduate UW enrollment, which is lower than regional peers. Over the past three years the international UW enrollment from East Asia declined from 65% to 56%, and the enrollment from South Asia grew from 12% to 21%, with this shift even more pronounced at the graduate level. Undergraduate international students are overrepresented in computer science and engineering, though 32% study liberal arts, general studies and humanities. For international graduate students, 20% study engineering (compared to 7% of overall graduate students) and only 1% are in liberal arts.<sup>4</sup> International students are about 10% more likely to graduate than the UW average.

The discussion will address international student recruitment and on-campus support. First, the Office of Academic and Student Affairs leadership will define internationalization in the UW System,<sup>5</sup> and report on key takeaways from a [recent UW System workshop on strategic internationalization](#) and future efforts to support both international students and international educational opportunities.

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<sup>1</sup> [wisconsin.edu/president/strategic-plan/](https://www.wisconsin.edu/president/strategic-plan/)

<sup>2</sup> [wisconsin.edu/international-education-engagement/download/UW-System-Shared-Learning-Goals.pdf](https://www.wisconsin.edu/international-education-engagement/download/UW-System-Shared-Learning-Goals.pdf)

<sup>3</sup> Soler, Maria Claudia, Ji Hye Kim, and Benjamin G. Cecil. "Mapping Internationalization on U.S. Campuses: 2022 Edition." Washington, DC: *American Council on Education*: [acenet.edu/Documents/Mapping-Internationalization-2022.pdf](https://www.acenet.edu/Documents/Mapping-Internationalization-2022.pdf)

<sup>4</sup> UW System Office of Policy Analysis and Research Data, "Presentation to UW Internationalization Working Group," 27 January, 2023: [wisconsin.edu/international-education-engagement/download/Strategic-Internationalization-Workshop-PPT-Final.pdf](https://www.wisconsin.edu/international-education-engagement/download/Strategic-Internationalization-Workshop-PPT-Final.pdf)

<sup>5</sup> The American Council on Education defines *comprehensive internationalization* as "as a strategic, coordinated framework that integrates policies, programs, initiatives, and individuals to make colleges and universities more globally oriented and internationally connected." See [acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx](https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx)

Then, the UW System will provide an overview of international student enrollments and participation in international opportunities and partnerships. Most of the discussion will focus on UW-Stevens Point, UW-Stout, and UW-Platteville sharing campus and student-level experiences and the kinds of supports provided to international students.

### **Related Reports and References**

- UW System Office of Policy Analysis and Research Data presentation, “International Students: Enrollment and Success in the UW System” and International student extended interviews prepared by UW-Stout and UW-Platteville, videos available: [youtube.com/playlist?list=PL8mza1HK\\_WkK4si09qpZDFN59HsttAKen](https://youtube.com/playlist?list=PL8mza1HK_WkK4si09qpZDFN59HsttAKen)
- UW HELP International Student Admissions: [uwhelp.wisconsin.edu/admission-guidelines/international/](http://uwhelp.wisconsin.edu/admission-guidelines/international/)

### **Related Policies**

- UW System Admin. Policy 147: “[Admission and Delivery of Services to International Students and for the Employment and Delivery of Services to International Faculty and Academic Staff at UW Institutions](#)”
- UW System Admin. Policy 810: “[Study Abroad & Study Away Programs](#)”

### **Discussion Questions**

- What are some of the unique issues involved in recruiting and supporting international students?
- What are some of the biggest differences and challenges in the experiences of international students?
- How have broader national issues like immigration, COVID-19, and social media or other online platforms impacted international students?
- How do domestic students benefit from the presence of international students on campus?

**HOST CAMPUS PRESENTATION UW-MADISON: ADAPTING TO  
CHANGE: AI, CHATGPT AND HIGHER EDUCATION**

**REQUESTED ACTION**

For information only.

**SUMMARY**

UW-Madison has a remarkable record of student success, as evidenced in part by its graduation rates and time to degree, which are the best they have ever been and in the top 10 among U.S. public universities. Building and maintaining this level of success requires continually adapting to a changing world. The presentation will highlight UW-Madison's adaptations to changes in the world of technology, including sharply increasing student interest in Computer Science and, more recently, the development of new artificial intelligence tools, including ChatGPT, that promise to disrupt discovery, creation and learning.

**Presenters**

- John Karl Scholz, Provost and Vice Chancellor for Academic Affairs, Nellie June Gray, Professor of Economic Policy, UW-Madison
- John Zumbrunnen, Vice Provost for Teaching and Learning, Hadley Family Professor for Teaching and Learning Excellence, Professor of Political Science, UW-Madison
- Morton Ann Gernsbacher, Vilas Research Professor and Sir Frederic C. Bartlett Professor of Psychology, UW-Madison
- Hanna Noughani, Music and Neurobiology major, UW-Madison (Madison, WI)
- Praise Osinloye, Computer Engineering and Computer Science major, UW-Madison (Romeoville, IL)



## **REPORT OF THE DIRECT ADMISSIONS TASK FORCE**

### **REQUESTED ACTION**

For information, discussion, and to inform future decision-making.

### **SUMMARY**

Following an initial discussion of the potential benefits, challenges, and examples of direct admissions programs in other states, the Office of Academic and Student Affairs convened a task force to provide a recommendation regarding the potential feasibility of direct admissions within the UW System.

The co-chairs of the Task Force will present highlights and recommendations from their preliminary report. They will describe the Task Force goals, process, and feasibility issues, along with a timeline for next steps and considerations.

### **Presenters**

- Corina Diaz-Suazo, Strategic Enrollment and Transfer Specialist, UW System Administration
- Jennifer Jones, Assistant Vice Chancellor for Enrollment Services, Senior Strategic Enrollment Officer (SSEO), UW-Green Bay

### **BACKGROUND**

The Education Committee of the UW Board of Regents held a preliminary discussion of direct admissions with academic experts, campus professionals and chancellors at its August 18, 2022, meeting. The discussion concluded with Committee Chair Kyle Weatherly requesting additional information regarding the feasibility of a direct admissions program within the UW System.

Direct admissions is a process for universities to offer admission to students based on pre-approved criteria, before a student goes through the traditional application process.<sup>1</sup> The strategy has potential to increase UW enrollment among in-state students, and to address gaps in enrollment among underrepresented groups.

In response to the request from Regent Weatherly, Dr. Johannes Britz formed a diverse task force with representation from the UW System and its institutions and the Wisconsin Department of Public Instruction (DPI), along with advice from professors Jennifer Delaney (University of Illinois) and Taylor Odle (UW-Madison), convened from October to December 2022. The group identified outcomes for its work and potential overall goals for a direct admissions program. The Task Force: 1) explored the current UW admissions landscape and whether there is a need for a novel approach to admissions; 2) determined which UW policies would impact or limit direct admissions; and 3) analyzed direct admissions models in other states that might be applicable or adaptable to Wisconsin.

Overall, the Task Force determined that a direct admissions program is a potentially feasible approach for the UW System. A new admissions strategy may be warranted given that, despite other initiatives to boost enrollment, UW enrollment has declined overall over the past decade, as has the participation rate among college-going Wisconsin high school students and minority groups. Current policy would allow individual pilot programs, but systemwide implementation might require changes in policy regarding the UW freshman admissions requirements and review process, depending on program design. Given its similarly decentralized structures of educational systems, Minnesota provided a relevant model to consider for Wisconsin.

The Task Force also identified further implementation issues, recommendations, and next steps for System Administration to consider. Critical issues for implementation would include data needs, addressing capacity at the UW and K-12 levels, and developing a specific timeline that accommodates recruitment and admissions work. The Task Force also recommends establishing clear equity goals for a direct admissions program, enhancing the current EApp to allow a better flow of information for students, and coordinated communication and reporting with high schools and students. Additional next steps include identifying ways to leverage existing recruitment and financial aid infrastructure and initiatives, soliciting further stakeholder input, analyzing recently initiated campus pilot programs to inform a systemwide evaluation process and metrics, and leveraging a community of practice to understand emerging best practices from direct admissions programs in other states and systems.

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<sup>1</sup> Nietzel, Michael. "Direct Admissions: How Students Can Be Accepted to College Without Ever Applying." *Forbes*, 25 November 2022: [forbes.com/sites/michaelnietzel/2022/11/25/direct-admissions-how-students-can-be-accepted-to-college-without-ever-applying/?sh=5420b36b365c](https://forbes.com/sites/michaelnietzel/2022/11/25/direct-admissions-how-students-can-be-accepted-to-college-without-ever-applying/?sh=5420b36b365c)

## **Related Policies**

- Regent Policy Document 7-3: "[UW System Freshman Admissions Policy](#)"
- [UW System Administrative Policy 171](#) (Recruitment/Retention of Students)
- The [Family Educational Rights and Privacy Act](#) (FERPA)
- [WI Pupil Records Law](#) (Wis. Stat. 118.125)

## **Discussion Questions**

- What are the key next steps in planning and potentially implementing a direct admissions program?
- What kind of partnership with DPI or school districts will be necessary to obtain student data?

## **ATTACHMENTS**

- A) Direct Admissions Wisconsin Task Force Report: Feasibility of a UW Systemwide Direct Admissions Program

**Direct Admissions Wisconsin Task Force Report: Feasibility of a UW  
Systemwide Direct Admissions Program**

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## **Executive Summary.**

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<sup>1</sup> Nietzel, Michael. "Direct Admissions: How Students Can Be Accepted to College Without Ever Applying." [Forbes](#), 25 November 2022.

## **Background.**

At the August 18, 2022 Education Committee meeting, UW-Parkside Provost Rob Ducoffe facilitated an initial conversation exploring the idea of direct admissions, which “side steps the typical admissions process by proactively and automatically admitting students to college based on a data match between K-12 schools and postsecondary institutions.”<sup>1</sup> The discussion included academic experts, Professors Jennifer Delaney and Taylor Odle, and University of Wisconsin campus professionals and chancellors about the merits of direct admissions within the UW System. Presenters and speakers considered the potential benefits, implementation challenges, and lessons learned from other states and universities.

Before the meeting, Regent Weatherly had raised the direct admissions concept with Provosts, Chancellors, Senior Student Affairs Officers, and other constituency groups as a strategy to increase college access and enrollment, especially for students from historically underrepresented groups. Several states including Idaho, Hawaii, and Minnesota have experimented with direct admissions programs. Typically, in direct admissions programs, “all students are admitted to all open-access and non-selective institutions, while students who surpass a pre-identified threshold based on high school performance (such as GPA, standardized test scores, class rank, or a combination of measures) are also admitted to selective institutions. Students, parents, and high schools receive letters indicating a student has been admitted to a set of institutions and outlining steps for how the student can ‘claim their place’ using a common and free application. Programs can provide both tailored information for students and families about college and provide the guarantee of a place at a set of postsecondary institutions in the state.”<sup>2</sup> Direct admissions programs intend to simplify the application process by leveraging existing student data.<sup>3</sup> They can provide agency for students in the process, and allow admissions counselors to “have more time to spend on outreach, on financial aid packages and on helping students rather than evaluating them.”<sup>4</sup> Preliminary results from Idaho have shown 8-15% enrollment growth from in-state students.<sup>5</sup>

At the conclusion of the meeting, Regent Kyle Weatherly, chair of the Education Committee, requested that Senior Vice President for Academic and Student Affairs, Dr. Johannes Britz provide additional background information on the feasibility of a direct admissions program within the UW System and report to the Education Committee by February 2023.

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<sup>2</sup> Odle, T. K., Delaney, J. A. You are Admitted! Early Evidence on Enrollment from Idaho’s Direct Admissions System. [Research in High Education](#), 2022.

<sup>3</sup> Spitalnia, Laura. “Direct admissions show early success boosting enrollment in Idaho.” [Higher Ed Dive](#), 4 February 2022.

<sup>4</sup> Jaschik, Scott. Direct Admissions Takes Off [Inside Higher Education](#), 18 July 2022.

<sup>5</sup> Hoover, Eric. “Rethinking the Act of Applying to College: A tedious process that puts the onus on students may need an overhaul.” [The Chronicle of Higher Education](#). 27 January 2022.

### **Direct admissions task force.**

To facilitate a broad-based consideration of the issue, Dr. Britz formed a diverse Task Force with representation from UW System campuses, UW System Administration, and the DPI. The Task Force kicked off its first meeting on October 7<sup>th</sup>, 2022. The Task Force has also leveraged the expertise of Dr. Jennifer Delaney (University of Illinois) and Dr. Taylor Odle (UW-Madison) to provide insights and consultation on the Task Force's work. To assess the feasibility of a direct admissions program across the UW System, the Task Force determined it needed to understand three key areas that would impact implementation of such a program: 1) The Current UW admissions landscape; 2) Current policies impacted by direct admissions; and 3) Potential direct admissions models in the UW System. The Task Force formed working groups to explore these areas, with several identified outcomes for the Task Force and overall goals of a potential direct admissions program.

#### **Key outcomes:**

- Identify gaps in admissions and enrollment that could be served by a direct admissions program.
- Identify the policies impacted by a direct admissions program and processes for modifying or adjusting policy, if appropriate.
- Recommend policy work that would need to be completed for the system to move forward with a viable direct admissions program.
- Present resources needed to implement a direct admissions program, inclusive of systemwide resources, campus resources and external stakeholder resources.
- Determine existing or potential barriers and threats to implementing a direct admissions program and provide recommended solutions.
- Gather the appropriate and necessary information needed to provide a recommendation for a direct admissions model that is most feasible within the State of Wisconsin.

#### **Task Force Members**

##### **Sponsors:**

- Johannes Britz, Interim Senior Vice President for Academic and Student Affairs, UW System Administration
- John Achter, Interim Associate Vice President for Student Success, Office of Student Success

##### **Co-chairs:**

- Corina Diaz-Suazo, Strategic Enrollment and Transfer Specialist, UW System Administration
- Jennifer Jones, Assistant Vice Chancellor for Enrollment Services, Senior Strategic Enrollment Officer (SSEO), University of Wisconsin-Green Bay

##### **Members:**

- Barbara Bales, Director, PK-20 Strategic Initiatives and Educational Innovation

- Corey King, Vice Chancellor, Division of University Inclusivity & Student Affairs, Campus Diversity Officer (CDO), Senior Student Affairs Officer (SSAO), UW-Green Bay
- Laura King, Vice Chancellor, Strategic Enrollment, Senior Strategic Enrollment Officer (SSEO), UW-River Falls
- Rachel Klingler, UW HELP Development Team Lead, UW System Administration
- Jamila Lee-Johnson, Equity, Diversity & Inclusion Specialist, UW System Administration
- Tim Opgenorth, Director of Financial Aid, Senior Financial Aid Officer (SFO), UW-Milwaukee
- Aaron Seligman, Senior Advisor, Office of Academic & Student Affairs, UW System Administration
- Heidi Tuescher-Gille, Director of Admission, UW-Platteville
- Dan Younan, Program and Planning Analyst, Office of Policy Analysis & Research, UW System Administration
- Marc Young, Executive Director, Office of Undergraduate Admissions, UW-Milwaukee
- Jamie Zamjahn, Assistant Chancellor for Student Success, Senior Student Affairs Officer (SSAO), UW-River Falls
- Ebony Grice, Director of the Wisconsin Educational Opportunities Programs, DPI
- Andrea Donegan, Education Consultant, School Counseling Programs, DPI Instruction

#### **Consultants:**

- Dr. Jennifer Delaney, Associate Professor of Higher Education, Department of Education Policy, Organization and Leadership, University of Illinois Urbana-Champaign
- Dr. Taylor Odle, Assistant Professor, Educational Policy Studies, University of Wisconsin-Madison

#### **Potential goals of a direct admissions program.**

Considering the information reviewed by all three workgroups, the Task Force proposes the following goals for any direct admissions program pursued by the UW System:

- Reduce gaps in college access for first generation, economically disadvantaged, and underrepresented students.
- Improve UW System post-secondary enrollment levels given the declines in the state's college-going rate.
- Increase proportion of Wisconsin high school graduates that attend an in-state institution.
- Create a simpler, transparent, and accessible admissions process for students and families.
- Complement additional UW strategic enrollment strategies, such as financial aid, dual enrollment, online learning, and marketing efforts.



## **Workgroup 1: Landscape. The current UW admissions landscape shows a need for a new admissions strategy.**

The scope of this workgroup was to review data and information related to the admissions landscape across the UW System. Enrollment and admissions data was pulled from the UW System Office of Policy Analysis and Research (OPAR), DPI Wise Dashboard<sup>6</sup> and UW-Madison SSTAR Research Lab report<sup>7</sup> to provide insight on high school student college-going behavior across the state and identify gaps in admissions and enrollment that might be served by a direct admissions program. The data gathered provides a picture of the K-12 pipeline, application cycle and enrollment trends.<sup>8</sup> The picture constructed assisted the Task Force in identifying the need for a direct admission system in the State of Wisconsin and helped answer the question, “why direct admissions, and which students are not currently enrolling?” Data highlights from OPAR show:

- The UW System has experienced sharp enrollment declines over the past decade, driven by declines in Wisconsin resident enrollment. Excluding UW-Madison, UW system enrollment decreased from 139,910 students enrolled in Fall 2010 to 111,195 as of Fall 2022, a drop of 20%, or 28,715 students. Wisconsin resident enrollment has declined by over 32,000 students during that period (OPAR Education Reports and Statistics, Enrollment Dashboard, Figure 1).
- Recent declines in enrollment have been related, in part, to changes in the participation rate—the percentage of high school graduates immediately enrolling at UW system institutions. Historically, 32% of Wisconsin high school students have enrolled in the UW System immediately after graduation. This percentage steadily declined from 31.8% in 2017 to 27.1% in 2021 (OPAR accountability dashboard, Access, Figure 2).
- Future demographics are set to put even greater pressure on enrollment, making increasing participation imperative. The number of Wisconsin high school graduates is set to steadily decline from an anticipated 69,530 in 2025 to 60,760 in 2037 (WICHE High School Graduate Projections, Figure 3).
- Enrollment has yet to increase, despite notable growth in the number of Wisconsin residents completing an application to at least one UW institution. Although completed applications have grown 9.0% since Fall 2020—propelled by application fee waivers, test-optional policies and a streamlined electronic application—Fall 2022 Wisconsin resident new freshman enrollment remained 2.4 % lower.<sup>9</sup>

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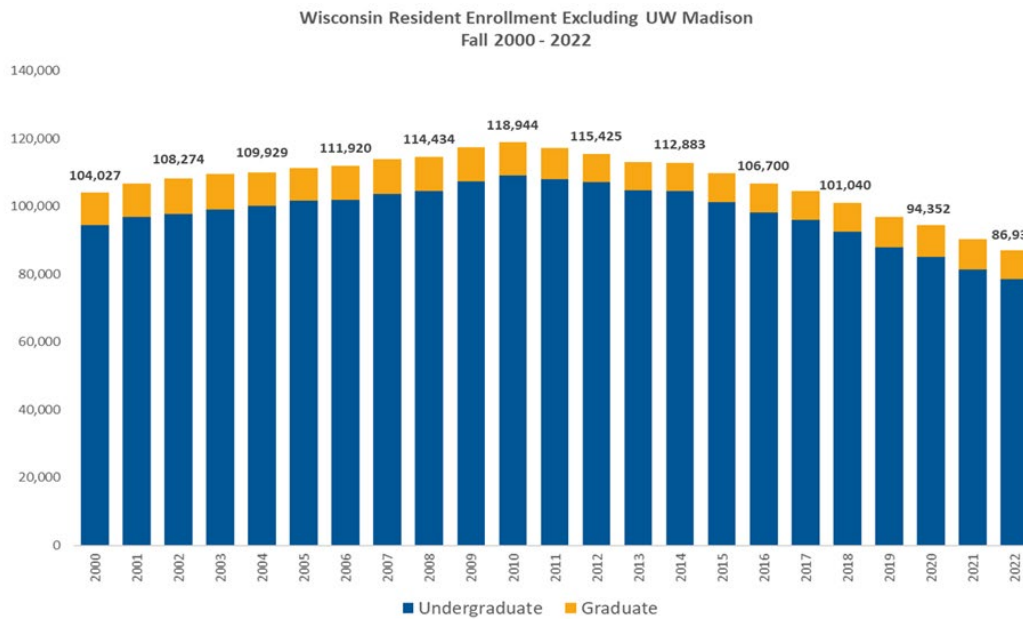
<sup>6</sup> [WISEdash Public Portal - Department of Public Instruction](#)

<sup>7</sup> [WI-College-Enrollment.pdf \(wisc.edu\)](#)

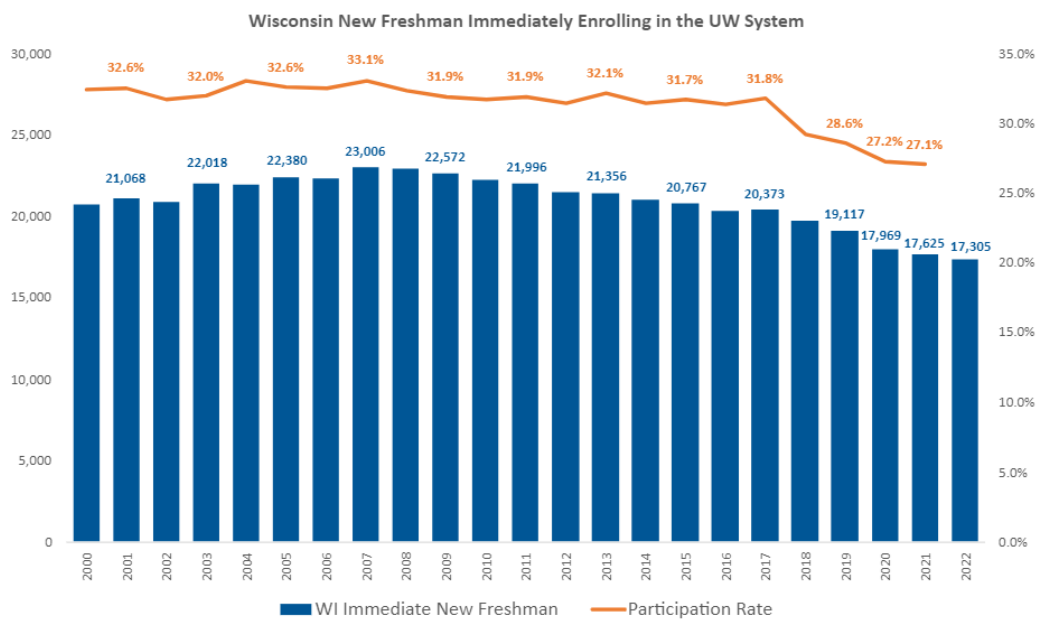
<sup>8</sup> See Figures 1-3, pp. 7-8.

<sup>9</sup> OPAR analysis of applications data.

**Figure 1**  
**Wisconsin Resident Enrollments**

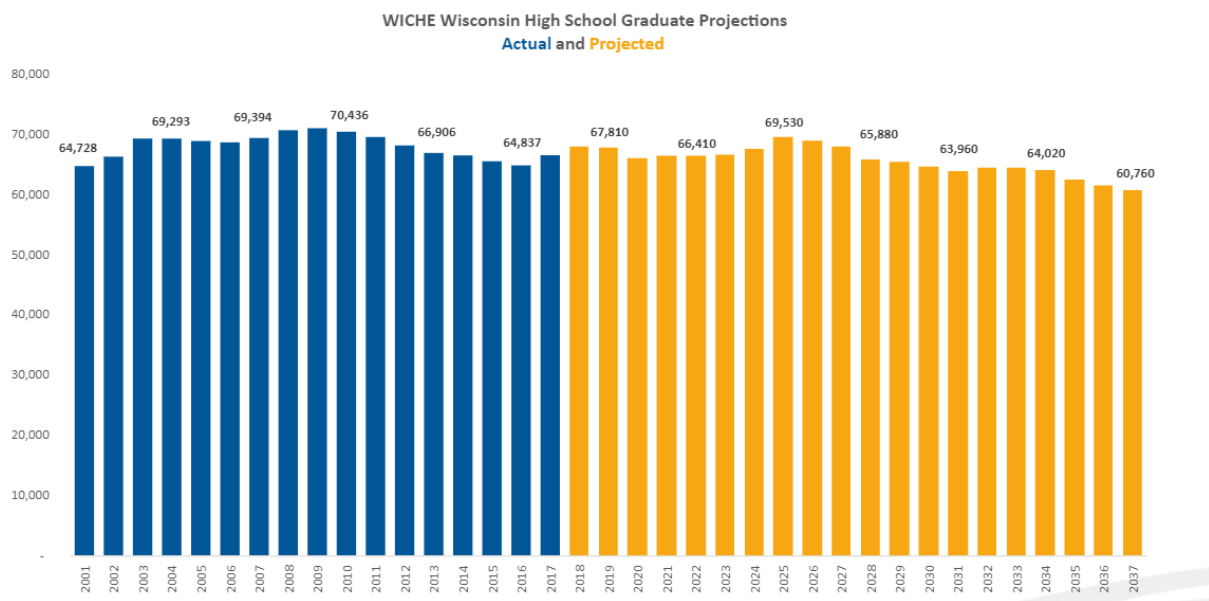


**Figure 2**  
**Wisconsin Immediate New Freshmen Participation  
 Public + Private WI High Schools**



**Figure 3**

### High School Graduate Projections (WICHE, Dec 2020)



Highlights from the SSTAR Research Lab data brief:

- Wisconsin's college-going rate typically hovers around 60% and since the onset of the COVID pandemic dropped below 50%.
- When Wisconsin High School graduates go to college, the majority (around 75%) stay in-state.
- On average, college-going rates are typically 20% higher for white and Asian students than for American Indian, Black, and Hispanic students.
- Similarly, college-going rates for non-economically disadvantaged students are about 27% higher than economically disadvantaged students.
- The COVID-19 pandemic has disrupted many of these college-going patterns.

All told, the data demonstrate the ever-present need to find innovative strategies to effectively engage and enroll Wisconsin high school graduates. These data also point to the decline in underrepresented minority students and economically disadvantaged students. Direct Admissions efforts in other states have helped to increase enrollment or application activity in the few places it has been attempted. In Idaho, in-state enrollment increased by 8-15%, or 80-140 students per campus. In Hawaii, the likelihood of enrollment increased by 25%. In the Common App's pilot, direct admissions nearly doubled the likelihood of applying to a college amongst students that had not yet applied.<sup>10</sup>

<sup>10</sup> Odle, T. K., Delaney, J. A. You are Admitted! Early Evidence on Enrollment from Idaho's Direct Admissions System. [Research in High Education](#) (2022).

## **Workgroup 2: Policies. Current UW policies would allow direct admissions pilot programs but could require changes for systemwide implementation.**

This workgroup first recognized that direct admissions operate in part by changing the order of the typical college admissions process and how a student provides information to a university. The workgroup then explored how current UW policies may pose barriers, limitations, or complications to develop and implement a direct admissions program. Policies included those related to admissions, recruitment, and student data sharing. In addition to identifying substantively relevant policies, the working group reviewed the UW System process related to updating, changing, or requesting a waiver of system policy. The workgroup identified and reviewed several relevant policies and/or legislation.

- [UW System Board of Regents Policy 7-3](#) (Freshman Admissions Policy)
- [UW System Administrative Policy 171](#) (Recruitment/Retention of Students)
- The [Family Educational Rights and Privacy Act](#) (FERPA)
- [WI Pupil Records Law](#) (Wis. Stat. 118.125)

*UW Regent Policy 7-3, Freshmen Admissions Policy* relates to admissions overall, and thus is most applicable to direct admissions. Whether the policy will need to be modified, updated, or waived will depend on the model and design of a direct admissions program. However, given the broad language of the Freshman Admissions Policy, the working group concluded this policy offered flexibility and would not be a complete barrier. While flexibility is offered, it is still important to consider how student data will be accessed to determine if a student meets the academic requirements outlined by the policy as it currently exists or for any potential new policy.

The second policy provision that may complicate a direct admissions program is a requirement that a student “complete the UW application and submission to the institution(s) by the required deadline.” While the language implies that completing an application is a first step, it does not explicitly state this, and the Task Force recognized that a directly admitted student would still submit an application—though it would likely be much simpler than in a traditional application and would do so after receiving a direct admission offer.

The workgroup also researched other institutions that have a direct admissions program and found that Idaho was the only state that had written direct admission into its policy. Language from the State of Idaho policy can provide guidance when considering potential modifications to Board of Regents Policy 7-3. The relevant sections state:

*2.a.Academic Program Regular Admission. Students attending an Idaho Public School, or Idaho private school that has entered a direct admissions participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program.*

*Admission awarded through the program is contingent on the verified level of achievement in high school curriculum and successful completion of Idaho high school graduation requirements.*<sup>11</sup>

In addition to looking at specific policies and policy language, the working group reviewed the process for modification of UW System or Board of Regents policies.<sup>12</sup> It can take an estimated three months to navigate this process. It is important it is also possible to request a temporary waiver of a policy or policy requirement. This pathway would take less than the permanent modification process. The request for a temporary waiver may be an option should the UW System decide to move forward with a direct admission program pilot at a small group of campuses, which could be used to inform a systemwide approach.

The next consideration turned to any policies related to data-sharing between the UW System and DPI. Currently, there does not exist a systemwide data-sharing agreement with DPI. Most high school student data is stored and controlled by local school districts that report specified data elements to a central data repository controlled by DPI. Data elements collected to the central repository are standardized tests, AP exams, and coursework data. The central repository does not maintain GPA data, which is a data point that would likely be needed as part of the direct admissions benchmarks.

Therefore, if the UW System would like to set up a direct admissions program that pulls all required data elements from a central repository, it would need to coordinate with the DPI data administrator to work with local schools to report all requested data elements (e.g., student GPA information) to the central data repository. School districts could not be mandated to report the additional data elements, but could opt-in to this additional step as part of their participation in a direct admissions program. In this approach, a data-sharing agreement would need to be negotiated with DPI. Based on conversations with DPI, if UW would like to set up a process whereby local schools can voluntarily submit additional data elements (e.g., GPA) to the central repository, DPI would need about a year of lead time to work with local schools and develop this process.

Another potential solution to access data would be to collaborate directly with individual school districts to gather the required data, rather than working through DPI's central repository. UW System (or individual universities) could collaborate with each participating school district (there are 450 districts in the state) to develop MOUs or data-sharing agreements and a process would need to be developed to outline how the data would be accessed and used. This is an approach the Minnesota Office of Higher Education (OHE) pursued as they were setting up the Minnesota Direct Admissions program. Minnesota OHE collaborated with local school districts and developed a "low-tech" and "high-tech" solution to accessing student data for the purpose of determining which students would receive direct admissions offers.

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<sup>11</sup> [boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-q-admission-standards/](http://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-q-admission-standards/)

<sup>12</sup> [wisconsin.edu/uw-policies/](http://wisconsin.edu/uw-policies/)

An example of a “low-tech” data-sharing agreement already exists in Wisconsin, between UW-Green Bay and Green Bay Public Schools. This agreement—called Turbo Charge—is in the form of an MOU among Green Bay Public Schools, Northeast Wisconsin Technical College and UW-Green Bay. It has a goal to enroll more students into post-secondary schools by embedding college staff in the high schools and providing more dual credit options. The MOU specifically addresses the parameters of data sharing between UW-Green Bay, Northeast Wisconsin Technical College and Green Bay Public Schools.

The “high-tech” solution in Minnesota involved working with the Student Information System (SIS) vendors to capture the appropriate data in the various SIS systems. School districts in Minnesota use five major vendors and OHE reached out to all of them to see if the vendor had the capability to capture the needed student data. OHE found that one vendor, Infinite Campus, had the capability to work with OHE to pull the data needed to inform the academic tiers set by Minnesota Direct Admissions. Notably, Infinite Campus is also used by several Wisconsin school districts, and it would be reasonable for UW System to explore using a process like the State of Minnesota.

Regardless of whether data access is centralized or de-centralized, UW System would be required to comply with FERPA and student privacy laws. Therefore, UW System would need to collaborate with DPI and/or the local districts to provide students and families with information on how data would be used and ways to opt-in or opt-out of data sharing.

### **Work Group 3: Models. The Minnesota state direct admissions model provides a practical model to adapt for the UW System.**

The scope of this workgroup was to review various direct admissions models and provide recommendations on what model(s) would be the best fit for Wisconsin. Model options took into consideration direct admissions requirements, application needs, data needs, and ways to identify and communicate with students. This group reviewed models from Minnesota, Hawaii, and Idaho.

The Idaho model offered a design that was nicely centralized and streamlined but could be a challenge to implement in Wisconsin due to the decentralized nature of the various educational systems in Wisconsin. Hawaii’s model is also centralized, with all students covered by one school district and one higher education office. Only Minnesota offered a model that could operate within the decentralized nature of Wisconsin’s various educational systems. Minnesota’s approach, while perhaps not ideal, could offer a practical framework for the UW System. Additional highlights about the Minnesota model provide some relevant insights about program design. The model:

- Had a one-year long program design timeline;
- Spent one full summer setting up IT infrastructure;
- Set up both low-tech and high-tech solutions with the local districts for data sharing. High tech solution involved working with the Student Information System vendors;
- Allows Minnesota institutions of higher education and school districts to opt-in to the program;

- Currently has forty high school districts that have opted in and over 50 of Minnesota's four-year universities, two-year colleges, and private colleges;<sup>13</sup> and
- Considers student GPA as a threshold for direct admissions.

Another important consideration when exploring direct admissions models is how the models account for the tool(s) students will need to use to apply for admission once they receive their direct admissions offer. Idaho has developed their own common application, while Minnesota does not use a centralized application—students must use various institutional applications. Currently, most students who want to apply to a UW System institution use a common UW System EApp to apply for admissions. A limited number of UW institutions also allow students to apply through the third-party Common Application. The UW System EApp is an ideal tool to use for the purposes of direct admissions applications. The centralized EApp could be enhanced to align with the needs, language, and branding of a direct admissions program. A minimal solution could be built in a few months, depending on the data available, and a more enhanced, student-friendly experience could take closer to six months. Some work may be required by campuses receiving directly admitted students to customize their experience after EApp submission.

To further inform planning for any direct admissions effort that emerges after this report, the Task Force has secured membership in a Direct Admissions Community of Practice through the State Higher Education Executive Officers Association (SHEEO) to further gain insights on best practices and lessons learned from other states with direct admissions models. To date, this membership allowed the Task Force co-chairs to consult with Meredith Fergus, director of research and the Statewide Longitudinal Education Data System (SLEDs) manager with the Minnesota OHE, to learn more about the first year of Minnesota's program implementation. Membership will allow for continued outreach and learning from other states.

Finally, as of the drafting of this report, there are several UW System institutions developing small direct admissions pilots. These pilots can provide the UW System further insights for designing a strategic systemwide direct admissions model.

### **Critical implementation issues (feasibility).**

After each work group gathered information, the Task Force identified several critical issues that need to be addressed to further determine the feasibility of a direct admissions program and/or that would need to be addressed during implementation. Critical issues potentially impacting the ability to move forward included data, institutional capacity, and implementation timeline.

#### **Data needs**

- As outlined in the Workgroup 2 section, currently there is no complete centralized source of student high school data that is accessible to UW System to implement a large-scale direct admission program.

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<sup>13</sup> [ohe.state.mn.us/mPg.cfm?pageID=2522](http://ohe.state.mn.us/mPg.cfm?pageID=2522)

- A Direct Admissions program would need to establish processes between the K-12 system and UW System to coordinate student participation and data sharing.

#### UW System Capacity

- A systemwide direct admissions program would benefit from being centrally maintained and/or coordinated, requiring resources from UW System Administration. A rough estimate of financial resources would be \$500,000, including:
  - \$150,000 for Data vendors (based on Minnesota's example).
  - \$50,000 for marketing/mailings. A key component of direct admissions is pro-active messaging and outreach to schools and students.
  - \$120,000 for high school staffing. This would include allotting \$3,000 to each of forty schools in a pilot program. K-12 school district capacity would also be critical for participation.
  - \$180,000 to add UW staff members at a system or campus level (or portions of existing staff) dedicated to direct admissions. Minnesota's program includes at least two FTE dedicated to direct admissions implementation.

#### Implementation Timeline

- Decisions about the scale and design of a direct admissions model will require a thoughtful and realistic implementation timeline to avoid delays and public relations hiccups, especially given the significant number of educational stakeholders who would be involved.
- The implementation timeline must also consider policy work or modifications that would need to happen to align policy with model design.
- Timelines also must be forward-thinking and consider collateral impacts, as recruitment and admissions planning, and materials are distributed far ahead of an entering class. For example, UW HELP publications for rising seniors (Fall 2024 applicants) will be finalized in March 2023 and distributed in the spring/summer. Campus recruitment materials follow similar timelines. The UW System EApp opens August 1, 2023, for Fall 2024 applications.

#### **Recommendations for successful implementation.**

The Task Force has explored options and solutions to address the identified implementation issues has concluded that a systemwide direct admissions program is indeed feasible. The Task Force has solely explored a direct admissions program that would be opt-in for both UW System institutions and their branch campuses, as well as K-12 school districts. A mandatory participation program has not been explored or considered. The following recommendations identify critical considerations for successful implementation:

- Establish clear goals related to equity in access. Implementation planning should consider a focus not only on increasing UW enrollment and retention, but also on specific strategies to recruit and serve historically underrepresented populations.



- Develop enhancements to the current UW-System EApp to allow a more efficient intake and flow of student information for students invited to participate in a direct admissions program.
- Assess capacity for UW and K-12 Systems.
  - Universities need capacity to maintain and coordinate, especially with an anticipated increase in new student information and inquiries.
  - Examine and explore the capacity of the K-12 system and local school districts to support and participate in a direct admissions program.
- Coordinated communication, data, and reporting.
  - Ensure that a centralized unit within the UW System has the capacity to coordinate and maintain a systemwide direct admissions program.
  - Include and engage local school districts and DPI partners to either a) develop a system for local districts to report data needed for direct admissions to DPI, to include in the central data repository; or b) work directly with K-12 school districts, with DPI as a strategic partner, in best practices for district communication and data gathering.
- Develop the infrastructure. Given the research from other institutions that have implemented direct admissions, as well as estimated timelines to set up IT infrastructure and any EAPP enhancements, it would not be recommended to implement direct admissions in Wisconsin any earlier than Fall 2025.
- Start small and scale up over time. To design and implement a purposeful, strategic, and robust direct admissions Program model, this initiative should be implemented first as a small-scale systemwide pilot that could be scalable in future years.

### **Next steps and priorities.**

In addition to these recommended considerations, the Task Force identified several critical implementation issues to prioritize, including student retention, leveraging existing resources, communication, stakeholder engagement, evaluation, and planning.

- Support retention. One goal of direct admission is to provide access to a subset of students who would not have chosen college as a post-secondary option and may require additional supports and wrap around services to ensure persistence and retention. Universities will need to assess what supports and services will be needed.
- Leverage existing resources and programs. Coordination and collaboration with existing system efforts (i.e., UW HELP, Wisconsin Tuition Promise, streamlined EApp, standardized tests, and application waivers), will provide a more streamlined experience for students and enhance success of a direct admissions program.
- Establish a robust implementation team from UWSA, UW Institutions and K-12.
- Branding and communication. Develop a systemwide program design that is consistent in messaging and branding and fits the needs of the individual universities.

- Stakeholder considerations. Design a program that is clear, concise, and easy for K-12 staff, students, and families to understand.
  - Solicit high school counselor/student input, especially regarding how best to communicate with high school students (recognizing that traditional mail/email may be less effective) and, in particular, underserved populations.
  - Consider forming an ongoing advisory group or implementation team for continuous feedback and input.
- Establish an evaluation process.
  - Determine the appropriate metrics of success for a direct admissions program. Possibilities include enrollment rates and demographics; communication/awareness; student/K-12 school satisfaction; workload involved and sustainability; and retention, graduation, and time-to degree tracking of direct admission students as they progress in their studies.<sup>14</sup>
  - Analyze campus pilot program outcomes to inform a strategic systemwide implementation plan.
- Continue to leverage SHEEO Community of Practice on direct admissions to gather best practices and lessons learned from other state implementation plans.

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<sup>14</sup> See Minnesota's example of evaluation metrics:  
[ohe.state.mn.us/pdf/OHE\\_Direct\\_Admissions\\_ADA2022.pdf](https://ohe.state.mn.us/pdf/OHE_Direct_Admissions_ADA2022.pdf)