

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

Education Committee

Thursday, February 8, 2024

10:30 a.m. – 12:00 p.m.

Varsity Hall II, 2nd Floor
UW-Madison Union South
1308 W. Dayton Street
Madison, Wisconsin
& via Zoom Videoconference

- A. Calling of the Roll
- B. Declaration of Conflicts
- C. Proposed Consent Agenda:
 - 1. Approval of the December 7, 2023 Meeting Minutes of the Education Committee
 - 2. UW-Eau Claire: Approval of a Bachelor of Science in Professional Studies
 - 3. UW-Madison: Approval of a Bachelor of Science in Design, Innovation, and Society
 - 4. UW-Stevens Point: Approval of a Master of Social Work (M.S.W.)
 - 5. UW-Whitewater: Approval of a Master of Science in Education (M.S.E) in Reading Instruction and Dyslexia Intervention
- D. Approval of Modification of the UW System Undergraduate Application Fee Structure
- E. UW-Madison Host Campus Presentation: “Undergraduate Research: Opportunities And Impact”
- F. Discussion: The Impact of Generative Artificial Intelligence (AI) on the Educational Mission of the Universities of Wisconsin

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES,
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

REQUESTED ACTION

Adoption of Resolution C.2., authorizing the implementation of the Bachelor of Science in Professional Studies at the University of Wisconsin-Eau Claire.

Resolution C.2. That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Professional Studies program at the University of Wisconsin-Eau Claire.

SUMMARY

The University of Wisconsin (UW)-Eau Claire proposes to establish a Bachelor of Science (B.S.) in Professional Studies. The proposed major will provide a flexible and intentional degree completion option for students in three particular audiences: 1) those looking to build on a two-year technical associate degree to add key skills and knowledge and complete a bachelor's degree; 2) those who have completed a significant number of college credits (or an associate of arts and sciences degree at UW-Eau Claire-Barron County) who now wish to complete a bachelor's degree; and 3) existing UW-Eau Claire students whose interests or circumstances have changed and who are best served by completing a more general or flexible degree. It is expected that students entering this program will have either a technical associate degree, at least 30 credits and work experience, or significant university credits in a traditional degree area. The program is intended to build on these experiences—providing depth in the general knowledge, critical thinking, analytical, and communication skills and understanding and appreciation of global and U.S. cultures associated with a liberal education.

The B.S. in Professional Studies will require 120 credits, consisting of liberal education core requirements, a considerable number of upper-division credits, and 60 credits in the major. Students will also complete at least one interdisciplinary concentration designed to supplement their professional skills and knowledge, and they will complete a capstone

course to integrate the knowledge and skills acquired in the program with their technical and/or professional experience, and/or their post-graduation plans. The major is designed to integrate liberal education core requirements while also meeting major requirements. Courses in the program will be available primarily in person on the UW-Eau Claire campus and fully online. Select courses will be available in person at the UW-Eau Claire-Barron County campus, thus extending an opportunity to earn a bachelor's degree to residents of northwest Wisconsin. Demand for this program is supported by the large number of both former UW-Eau Claire students and others in the state with some credits and no degree who have stepped away from higher education as well as the number of students in the region who complete technical associate degrees each year. Given the various educational backgrounds of students expected to enroll in this program, the major will support enhanced success in a wide variety of careers where knowledge and skills around evidence-based decision making and integration and application of knowledge are valued.

Presenter

- Dr. Michael Carney, Interim 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 August 2023), available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES
AT UNIVERSITY OF WISCONSIN-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin (UW)-Eau Claire proposes to establish a Bachelor of Science (B.S.) in Professional Studies. The proposed major will provide a flexible and intentional degree completion option for students in three particular audiences: 1) those looking to build on a two-year technical associate degree to add key skills and knowledge and complete a bachelor's degree; 2) those who have completed a significant number of college credits (or an associate of arts and sciences degree at UW-Eau Claire—Barron County) who now wish to complete a bachelor's degree; and 3) existing UW-Eau Claire students whose interests or circumstances have changed and who are best served by completing a more general or flexible degree. It is expected that students entering this program will have either a technical associate degree, at least 30 credits and work experience, or significant university credits in a traditional degree area. The program is intended to build on these experiences—providing depth in the general knowledge, critical thinking, analytical, and communication skills and understanding and appreciation of global and U.S. cultures associated with a liberal education.

The B.S. in Professional Studies will require 120 credits, consisting of liberal education core requirements, a considerable number of upper-division credits, and 60 credits in the major. Students will also complete at least one interdisciplinary concentration designed to supplement their professional skills and knowledge, and they will complete a capstone course to integrate the knowledge and skills acquired in the program with their technical and/or professional experience, and or their post-graduation plans. The major is designed to integrate liberal education core requirements while also meeting major requirements. Courses in the program will be available primarily in person on the UW-Eau Claire campus and fully online. Select courses will be available in person at the UW-Eau Claire—Barron County campus, thus extending an opportunity to earn a bachelor's degree to residents of northwest Wisconsin. Demand for this program is supported by the large number of both former UW-Eau Claire students and others in the state with some credits and no degree who have stepped away from higher education as well as the number of students in the region who complete technical associate degrees each year. Given the various educational backgrounds of students expected to enroll in this program, the major will support enhanced success in a wide variety of careers where knowledge and skills around evidence-based decision making and integration and application of knowledge are valued.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Eau Claire

Title of Proposed Academic Program

Professional Studies

Degree Designation(s)

Bachelor of Science

Proposed Classification of Instructional Program (CIP) Code

30.0000 Multi-/Interdisciplinary Studies, General

Mode of Delivery

Single university, fully online, face-to-face, and 50% or more distance delivery; in some format on both the UW-Eau Claire—Barron County and UW-Eau Claire campuses

Department or Functional Equivalent

College of Education and Human Sciences

College, School, or Functional Equivalent

College of Education and Human Sciences

Proposed Date of Authorization

February 2024

Proposed Date of Implementation

Fall 2024

PROGRAM INFORMATION

Overview of the Program

The program requirements are comprised of 120 credits, which includes completion of a minimum of 36 credits of liberal education and a minimum of 39 credits at or above the 300 level. The major requires 60 credits which integrate some liberal education requirements and includes two 12-credit concentrations or one 24-credit concentration in professionally relevant areas as well as elective credits. The 24-credit option is intended for students with interests not represented in the 12-credit options or who desire more depth in an area. These students will work with their academic advisor to design a 24-credit

concentration that includes at least 12 credits at or above the 300 level. The associate dean of the college will approve all 24-credit concentrations. All students will be required to complete a capstone course which requires them to integrate and apply skills and knowledge from across their program. For-credit internships will be an elective option in the program.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years.

As is outlined in the student demand section, potential student enrollment in this program is based on: 1) historical data on former UW-Eau Claire students who left with some credits but have still not completed a 4-year degree; 2) data on existing students needing an online or more general path to finish their degree; and 3) relevant program enrollment data for the local technical colleges.

It is not anticipated that enrollment in this program will impact enrollment in other on-campus programs because the three audiences for which it is specially designed are not currently well-served by existing programs.

One audience for this program is existing UW-Eau Claire students who are well into their intended program but are unable to complete that program for a variety of reasons; therefore, UW-Eau Claire anticipates having continuing students in Year 1 of the program. Likewise, because the program is designed to assist students in completing a bachelor's degree, anticipated students may begin with a significant number of credits and graduate as early as Year 2. In addition, because students may transfer in a wide range of number of credits, and because many returning students have significant professional and personal commitments, it is difficult to predict the number of graduates each year.

An anticipated attrition rate of 35% based on findings that online courses retain 10-20% lower than in-person courses.¹ UW-Eau Claire's average second year retention rate is 81% (5-year average), thus a retention rate of 65% is reasonable. Student retention in the B.S. in Professional Studies will be supported through advising (currently available in remote format), access to remote academic support (currently being expanded), and access to remote mental health services.

¹ Seery, K., Barreda, A.A., Hein, S., & Hiller, J. Retention strategies for online students: A systematic literature review. June 2021. *Journal of Global Education and Research*. Retrieved at <https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1105&context=jger>.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	10	15	15	20
Continuing Students	3	5	7	10	10
Total Enrollment	8	15	22	25	30
Graduating Students	0	4	7	10	12

It is anticipated that by Year 5, 65 new students will have enrolled in the program and 33 will have graduated.

Tuition Structure

For students enrolled in the B.S. in Professional Studies program, full-time Wisconsin resident tuition and fees will be the standard campus rate of \$ 9,276.00 for fall and spring semester. Part-time Wisconsin residents will be charged the standard campus rate of \$386.51 per credit (including \$62.15 in segregated fees and \$5.83 in textbook rental fees). Full-time out of state tuition and fees for fall and spring semesters will be \$18,516.00. Part-time non-resident students will be charged \$771.49 per credit (including \$62.15 in segregated fees and \$5.83 in textbook rental fees).

Students will also pay a \$10.00 per credit online course fee that supports infrastructure, instructional design staff, and faculty stipends for online course development and revision. Some students may select courses that include special course fees for supplies or equipment.

Student Learning Outcomes and Program Objectives

Students enrolling in the B.S. in Professional Studies major are expected to come from one of three groups of students: 1) those looking to build on their technical education to add key skills and knowledge and complete a bachelor's degree; 2) those who have completed a significant number of college credits (or an A.A.S. degree) who now wish to complete a bachelor's degree; and 3) existing UW-Eau Claire students near the end of their degree program whose interests or circumstances have changed and who are best served by completing a more general or flexible degree. As such, this group is expected to have either a technical background, work experience, or significant university credits in a traditional degree area. The B.S. in Professional Studies is intended to build on these experiences—providing depth in the general knowledge, critical thinking, analytical, and communication skills and understanding and appreciation of global and U.S. cultures associated with a liberal education. Students will also complete up to two interdisciplinary concentrations designed to supplement their professional skills and knowledge. Initial options for specialization are: Professional Communication; Health and Wellbeing; Social and Behavioral Sciences; and Natural Sciences. As the program grows, concentrations will be added in Cultural Responsibility, Analytical Reasoning, and Global Awareness.

Upon completion of the B.S. in Professional Studies, students will:

- Engage in evidence-based decision making.
- Integrate knowledge and skills across disciplines.
- Apply knowledge in multiple contexts in preparation for success in a variety of professions.
- Apply knowledge and skills to address problems using inquiry and analysis, creative thinking, and teamwork.
- Use knowledge and skills to appreciate and work within global and diverse communities.

Program Objectives: Regardless of which group they are in, students can expect:

- A major that integrates principles of liberal education with their past experience and/or career goals.
- The option for online or in-person instruction, with the ability to complete their degree completely online if desired.
- Access to prior learning assessment as appropriate and consistent with UW-Eau Claire policy.
- Individualized advising and degree planning.

Program Requirements and Curriculum

The B.S. in Professional Studies program requires 120 total credits, including at least 36 credits in the Liberal Education (LE) Core and 39 credits of courses at the upper division (300+) level. The major requires 60 credits. Because this program is intended to assist with degree completion and not serve as a general online degree, students are required to have completed 30 total credits prior to enrollment in this program. Since students will transfer credits into the program, it is designed to allow them to accomplish portions of the Liberal Education Core requirements while also meeting major requirements. The program curriculum is built almost entirely on existing coursework with two new courses to be developed. Depending on experience and number of transfer credits, students may be advised to enroll in an introductory course in the program that will help prepare them to integrate new coursework with existing experience or education. All students will complete a capstone course requiring them to integrate the knowledge and skills acquired in the program with their technical and/or professional experience and/or post-graduation career plans. Students in this program will have access to UW-Eau Claire's signature high impact learning experiences, with the option to participate in immersion courses or research experiences that meet a Liberal Education Core or concentration requirement, or complete a for-credit internship as an elective in the major. Per articulation agreements to be developed, students with a completed two-year technical associate degree may block transfer up to 60 technical credits toward the 120-credit requirement.

Table 2: B.S. in Professional Studies Program Curriculum		
Liberal Education Core Requirements for graduation: minimum 36 credits		
Knowledge Outcome 1: Natural Sciences: 2 experiences		4-12 credit(s)
Knowledge Outcome 2: Social Sciences: 2 experiences		6-8 credit(s)
Knowledge Outcome 3: Humanities: 2 experiences		6-10 credit(s)
Knowledge Outcome 4: Arts: 1 experience		3 credit(s)
Skills Outcome 1: Communication: 2 experiences		4-10 credit(s)
Skills Outcome 2: Mathematics: 1 experience		2-4 credit(s)
Skills Outcome 3: Creativity: 1 experience		1-4 credit(s)
Responsibility Outcome 1: Equity, Diversity, and Inclusion: 2 experiences		6-10 credit(s)
Responsibility Outcome 2: Global Perspectives: 1 experience		3-4 credit(s)
Responsibility Outcome 3: Civic and Environmental Issues: 1 experience		1-4 credit(s)
Integration Outcome: 2 experiences		2-8 credit(s)
Service Learning: 30 clock hours		30 clock hours
(Many Liberal Education Core experiences are designed to integrate two learning outcomes)		
Academic degree program or major course requirements:		
EHS 3XX Introduction to Professional Studies (Optional)		(3) credit(s)
EHS 4XX Capstone in Professional Studies		3 credit(s)
Completion of either two 12-credit concentrations or a 24-credit individualized concentration designed in consultation with academic advisor.		At least 24 credit(s)
Concentration Options- Select 2 from the following options (each a minimum of 12 credits, at least 1 upper division courses in each):		
Professional Communication		
BCOM 206 Business Writing		2 credit(s)
BCOM 207 Business Presentations		2 credit(s)
CJ 184 Multimedia Communication		3 credit(s)
CJ 201 Intro to Interpersonal Communication		3 credit(s)
CJ 202 Fundamentals of Speech		3 credit(s)
CJ 301 Intercultural Communication		3 credit(s)
CJ 307 Small Group Communication		3 credit(s)
CJ 317 Diversity & Communication		3 credit(s)
CJ 319 International Communication		3 credit(s)
CJ 357 Professional Communication		3 credit(s)

ENGL 313	Technical Writing		3 credit(s)
PHIL 150	Logic and Critical Thinking		3 credit(s)
Health and Wellbeing			
NRSG 211	Wellness: Food for Fitness		1 credit(s)
NRSG 212	Navigating Health Care		1 credit(s)
NRSG 213	Body, Mind, Spirit Wellness		1 credit(s)
NRSG 220	The Language of Health Care		1 credit(s)
PH 225 (ENPH)	Introduction to Public Health		3 credit(s)
BIOL 196	Human Nutrition		3 credit(s)
ENPH 110	Intro to Environmental Health		3 credit(s)
PH 115 (ENPH)	Global Health (Global Environ & Public Health)		3 credit(s)
PHIL 306	Ethics of Health Care		3 credit(s)
PSYC 230	Human Development		3 credit(s)
SW 100	Intro to Social Welfare		3 credit(s)
KINS 313	Sociology of Sport & Physical Activity		3 credit(s)
SW/NRSG 360	Death and Bereavement		3 credit(s)
NRSG 389	Cross Cultural Health		3 credit(s)
SOC 310	Social Demography (Principles of Demography)		3 credit(s)
Social and Behavioral Sciences			
PSYC 100	Intro to Psychology		3 credit(s)
PSYC 260	Educational Psychology		3 credit(s)
PSYC 230	Human Development		3 credit(s)
SOC 101	Introduction to Sociology		3 credit(s)
SOC 310	Social Demography (Principles of Demography)		3 credit(s)
ES 385	Social Foundations: Human R.		3 credit(s)
SW 100	Intro to Social Welfare		3 credit(s)
ECON 103	Principles of Microeconomics		3 credit(s)
ECON 104	Principles of Macroeconomics		3 credit(s)
KINS 313	Sociology of Sport & Physical Activity		3 credit(s)
SOC 317	Sociology of Food and Agriculture		3 credit(s)
Natural and Physical Sciences			
BIOL 105	General Biology		3 credit(s)
BIOL 180	Environmental Biology and Conservation		3 credit(s)
BIOL 196	Human Nutrition		3 credit(s)
CHEM 127	Chemistry and Climate		3 credit(s)
GEOG 178	Planet Earth: Conservation of the Environment		3 credit(s)

GEOL 102	Oceanography		3 credit(s)
GEOL 122	Future of Global Energy		3 credit(s)
PHYS 100	Physical Science		3 credit(s)
PHIL 250	Symbolic Logic		3 credit(s)
GEOG/ENV 378	Intl Environmental Problems & Policy		3 credit(s)
PHYS 308	Science of Musical Sound		3 credit(s)
PHYS 315	The Mysterious Universe		3 credit(s)
GEOL 304	Global Environmental Changes		3 credit(s)
CHEM 100	Chemistry: Issues and Answers		3 credit(s)
GEOG 135	Planet Earth: Our Digital Globe		3 credit(s)
GEOG 104	Planet Earth: The Physical Environment		3 credit(s)
Electives			As needed to reach 60 credits
Total Credits			120 credit(s)
Note: 39 of the total 120 credits, must be upper division credits			

Collaborative Nature of the Program

The program is designed to be interdisciplinary—offering students skills and knowledge across disciplines. As such, courses in the program originate from across all four colleges and a wide variety of departments. Although the program itself is not collaborative beyond UW-Eau Claire, UW-Stout has expressed interest in UW-Eau Claire students accessing online courses from UW-Stout as needed or as desired in the program.

Upon approval of the program, UW-Eau Claire will develop articulation agreements and transfer guidance information with technical programs at Wisconsin Technical College System institutions.

Projected Time to Degree

Full-time students who begin with the minimum requirement of 30 total completed credits will be able to complete the program in six semesters. Part-time students taking nine credits can complete in 10 semesters. Students who begin the program with 60 completed credits will be able to complete the program in four full-time semesters. Part-time students who begin the program with 60 completed credits and take nine credits each semester will be able to complete the program in six-seven semesters.

Accreditation

No specialty accreditation will be sought for this major. The program falls within UW-Eau Claire's existing authorization from the Higher Learning Commission.

PROGRAM JUSTIFICATION

Rationale

The B.S. in Professional Studies supports the UW System 2023-2028 Strategic Plan objectives to “enhance the student experience and social mobility” and “advance economic prosperity” by contributing to the success measures of increasing the number of adult learners in online programs, and recruiting and graduating former students who did not complete degrees.² The program is also consistent with UW-Eau Claire’s mission, the university strategic plan, and the academic strategic plan, and with the institution’s goals for the UW-Eau Claire—Barron County campus. The B.S. in Professional Studies focuses on increasing the number of Wisconsin residents with bachelor’s degrees, and integrating professional education and experience with the key knowledge, skills, and responsibilities central to liberal education, thus serving the state and region and aligning with UW-Eau Claire’s mission to provide “educational opportunities responsive to the needs of our communities, state, region and beyond;” and to “provide academic leadership in transforming liberal education.” The university’s strategic plan identifies goals of supporting existing and developing new programs that attract students and serve the needs of Wisconsin, and growing enrollment.³ The 2025 academic strategic plan commits to new program development that responds “to prospective student needs and interests; [and] build[s] on current strengths in response to regional needs including the needs and interests of adult learners.”⁴

Finally, UW-Eau Claire is committed to meeting the educational needs of citizens in the UW-Eau Claire—Barron County campus area by developing bachelor’s degree programs that will be available at the UW-Eau Claire—Barron County campus. The B.S. in Professional Studies is a critical first step in achieving this goal. This program will be taught in part by UW-Eau Claire—Barron County campus faculty and instructional academic staff (IAS) (in person and online) and supported in part by UW-Eau Claire—Barron County campus academic staff.

² University of Wisconsin System. 2023-2028 Strategic Plan. December 8, 2022. Retrieved at <https://www.wisconsin.edu/president/download/StrategicPlan2023-28.pdf>.

³ University of Wisconsin-Eau Claire. *A bold future: 2025 strategic plan*. Retrieved from <https://publicwebuploads.uwec.edu/documents/Strategic-Plan-2025-booklet-for-web.pdf>

⁴ University of Wisconsin-Eau Claire. *2025 academic strategic plan: Learning at the center*. Retrieved at <https://publicwebuploads.uwec.edu/documents/Strategic-Plan-2025-booklet-for-web.pdf>

Institution and Universities of Wisconsin Program Array

The B.S. in Professional Studies does not duplicate any existing programs at UW-Eau Claire. The Bachelor of Liberal Studies degree is similar in its focus on interdisciplinarity but is intended for students who wish to create their own degree plan. It is also not available online. Most universities within the Universities of Wisconsin offer individually- or interdisciplinary- designed general studies programs or liberal studies programs within the 30 CIP code area (Multi-/Interdisciplinary, General) or 24 CIP code area (Liberal Arts and Sciences/Liberal Studies). Across the Universities of Wisconsin, there are seven programs that support individually designed majors, two interdisciplinary programs, and six liberal studies programs. While these programs may have different requirements or restrictions when compared to the proposed B.S. in Professional Studies program, they each allow for broad training in interdisciplinary coursework that permits students to tailor their programs toward their interests, employment, or graduate study pursuit, or potentially toward degree completion. The B.S. in Professional Studies will specifically offer additional structure and the opportunity to integrate existing technical college education and additional coursework from beyond the College of Arts and Sciences. This program will allow UW-Eau Claire to better serve adult learners who are not currently well served by the existing array.

Need as Suggested by Student Demand

Student demand for this major comes from three distinct populations. The first is current students, particularly in the College of Education and Human Sciences (COEHS), who are well into their programs but are unable to complete the major that they had initially planned. The last five years of data for this demand suggests an average of 10 students per year would be strong candidates for this opportunity.

The second population are students who have some credit but no credential. UW-Eau Claire research using National Clearinghouse data has revealed that large numbers of university students who have completed significant numbers of credits since 2017, have yet to graduate from another institution, and are not currently enrolled at another institution: 632 have completed 40-59 credits; 895 have completed 60-90 credits, and 739 have completed 90 or more credits. These Blugolds will be the first target of marketing for the new major. Other Wisconsin residents with at least 30 credits but no degree may also be part of this market. This group includes students who have completed all or part of an Associate of Arts and Sciences degree at UW-Eau Claire—Barron County and wish to complete a bachelor's degree fully online or in a combination of online and face-to-face at the UW-Eau Claire—Barron County campus.

The third population are students who have completed a technical associate degree. The B.S. in Professional Studies (sometimes referred to as an “upside down” degree) will allow students to build on their professional training with our broad-based liberal education program. Initial exploratory conversations with Wisconsin Technical College System (WTCS) institutions in the Barron County and Eau Claire areas have suggested a significant interest in building articulation agreements that would enable such movement. Chippewa Valley Technical College has indicated that since AY 2018-19 an average of 748 students have completed technical associate degrees each year. Northwood Technical College, whose campus adjoins UW-Eau Claire—Barron County, noted that since FY 2019 an average of 334 students each year have completed technical associate degrees. UW-Eau Claire looks forward to working with colleagues at the WTCS campuses to identify the students or alumni of technical programs who are interested in completing the B.S. in Professional Studies.

Need as Suggested by Market Demand

Specific market demand is more difficult to determine for this major because of its flexibility, breadth, and distinct target audiences, but national data confirms the value of a four-year degree. The U.S. Bureau of Labor statistics indicates that the average weekly median income for individuals with a bachelor’s degree is \$1,432, for associate degrees \$1,005, and for those with some college and no degree, \$935. Unemployment rates also vary by degree with a rate of 2.2% for those with a bachelor’s degree, 2.7% for those with an associate degree, and 3.5% for those with some college and no degree.⁵ In May 2023, the Wall Street Journal reported that the four-year degree correlated with a 25% higher wage within one year of graduation and allowed students to progress to higher-level jobs more quickly.⁶ National Clearinghouse data identify 746,000 people with some college and no credential in Wisconsin who statistics suggest would benefit from completing a bachelor’s degree. Even more relevant are “potential completers” who are defined as those with at least two years completed at the time of last enrollment. National Clearinghouse indicates there are 39,000 potential completers in Wisconsin—more than 5% of the potential completers nationwide.⁷

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Employment projections: education pays* (based on 2022 data). September 6, 2023. Retrieved at <https://www.bls.gov/emp/tables/unemployment-earnings-education.htm>

⁶ Selingo, J. & Sigelman, M. Yes, a college degree is still worth it. *Wall Street Journal*. May 20, 2023. Retrieved at <https://www.wsj.com/articles/yes-a-college-degree-is-still-worth-it-6a7bfe7b>

⁷ National Clearinghouse, *Some College No Credential Dashboard*, April 2023—based on 2021-22 enrollment data. Retrieved at <https://nscresearchcenter.org/some-college-no-credential-dashboard/> and National Clearinghouse, *Some College No Credential Student Outcomes*, April 2023. Retrieved at <https://nscresearchcenter.org/wp-content/uploads/SCNCReport2023.pdf>

Employers also indicate the importance of the kinds of knowledge and skills associated with this program to employee and organizational success. This importance takes on particular significance in our own region, where students are often place-bound and/or looking for flexible options while they work. Indeed, Jeff French, County Administrator in Barron, has spoken favorably of the opportunities this major will provide for students in the region of our Rice Lake campus (UWEC-BC). He notes: "...having the Bachelor of Science in Professional Studies located at UWEC-BC, [will continue] the excellence in learning for which the University of Wisconsin System is known. Furthermore, it will provide an avenue for County employees to continue their education locally." To this end, leadership at UW-Eau Claire—Barron County has begun discussion with local employers about tuition assistance programs for their employees and dependents. Initial conversations suggest a great deal of interest in this program as an option for employees who hold an associate degree.

University of Wisconsin - Eau Claire						
Cost and Revenue Projections For Newly Proposed Program: B.S. in Professional Studies						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	5	10	15	15	20
	Enrollment (Continuing Student) Headcount	3	5	7	10	10
	Enrollment (New Student) FTE	3.75	7.5	11.25	11.25	15
	Enrollment (Continuing Student) FTE	2.25	3.75	5.25	7.5	7.5
II	Total New Credit Hours	20	33	55	62	42
	Existing Credit Hours	124	237	341	388	498
III	FTE of New Faculty/Instructional Staff	0.4	0.4	0.6	1	1
	FTE of Current Fac/IAS					
	FTE of New Admin Staff	0.5	0.5	0.5	0.5	0.5
	FTE Current Admin Staff					
IV	Revenues					
	Tuition	\$45,868	\$86,003	\$126,137	\$143,338	\$172,006
	Additional Tuition					
	Fees (\$10 per credit online course fee)*	\$864	\$1,620	\$2,772	\$3,150	\$4,320
	Fees (indicate type)					
	Program Revenue (Grants) WEDC for online course development and marketing	\$65,000				
	Program Revenue - Other					
	GPR (re)allocation					
	Total Revenue	\$111,732	\$87,623	\$128,909	\$146,488	\$176,326
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary**	\$18,716	\$18,716	\$28,074	\$46,791	\$46,791
	Instructional Academic Staff					
	Administrative and Student Support Staff	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500
	Other Staff					
	Fringe Faculty and Academic Staff	\$15,592	\$15,592	\$19,127	\$26,205	\$26,205
	Fringe University Staff					
	Fringe Other Staff					
	Facilities and Capital Equipment					
	University buildings and space					
	Capital Equipment					
	Operations					
	Other Expenses					
	Initial marketing	\$25,000				
	Online course development	\$40,000				
	Total Expenses	\$121,808	\$56,808	\$69,701	\$95,496	\$95,496
	Net Revenue	-\$10,076	\$30,815	\$59,208	\$50,992	\$80,830

Provost's Signature:

Date:



12/20/2023

Chief Business Officer's Signature:

Date:



12/20/2023

* Estimating 60% of credits will be online in years 1 and 2, 70% year 3 and 4, and 80% in year 5

** Average of per credit overload salary across faculty ranks

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-EAU CLAIRE BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Eau Claire proposes to establish a Bachelor of Science (B.S.) in Professional Studies. This degree-completion program will be available either fully online, primarily face-to-face, or in a combination of formats. The program is designed using existing courses, and initially, existing course sections. Only two new courses will be developed for the program. The program will operate on a standard tuition model.

COST REVENUE NARRATIVE

Section I – Enrollment

Enrollment is anticipated of five new students and three continuing students in the first year. The three continuing students are students who have run into barriers in their intended major and would have left the institution if this program were not available. Anticipated increases in both new and continuing students over the first five years of the program will result in 20 new and 10 continuing students in Year 5. Because this program is designed to be of interest to adult learners, most anticipated students will attend part time. To calculate FTE, UW-Eau Claire assumed that all students would take an average of nine credits each semester. The estimates of total student enrollment are based on the number of students at area technical colleges completing technical associate degrees, the historical demand for a more flexible program from existing UW-Eau Claire students, and the number of former UW-Eau Claire students with at least 30 credits completed, but no degree.

In Year 1, the Continuing Student Headcount line includes estimates of current UW-Eau Claire students moving into the program. In Year 2 and later, this number includes both existing UW-Eau Claire students moving into the program and students from the previous year continuing in the program.

Section II – Credit Hours

New credit hours are defined as those generated through enrollment in the two new courses in the program: 1) an optional introductory course (an estimated 70% of new students will enroll); and 2) a required capstone course focused on integration and professional application. The B.S. in Professional Studies major is designed to utilize existing courses and course sections, so existing credit hours are defined as those credit hours generated by students in this program enrolling in existing sections of courses. Credit hours generated through liberal education are included because those requirements are largely integrated within this degree completion major.

As enrollment grows, additional sections of existing courses will be added as needed—serving both this program and general student demand for those courses. This is reflected in gradually rising expenses for instruction across the initial five years of the program.

Section III – Faculty and Staff Appointments

Because the B.S. in Professional Studies program is designed to make use of existing courses and course sections, online and at the UW-Eau Claire and UW-Eau Claire-Barron County campuses, a maximum of two new courses are required each semester. Therefore, a maximum of 0.4 new instructional FTE is anticipated to be needed in the first two years. Program growth will necessitate the addition of sections of existing courses, thus the FTE needed increases to 0.6 and then 1.0 in Years 3-5. Current faculty/IAS FTE will be maximized as students in the B.S. in Professional Studies program will be added to class sections that currently have some capacity.

A new 0.5 FTE academic staff appointment will be needed to support the program beginning in the first year. Additional advising support will be provided by existing staff on the UW-Eau Claire and UW-Eau Claire-Barron County campuses.

Section IV – Program Revenues

Though this program is anticipated to be quite cost effective, revenue will be generated through a variety of sources.

Tuition

The 60-credit comprehensive B.S. in Professional Studies will function on the standard tuition model. Although some enrollment of Minnesota residents and perhaps some non-resident former students is anticipated, for the sake of simplicity tuition is calculated using the Wisconsin resident rate of \$318.53 per credit for the total credits anticipated (including new and existing). Tuition revenues were calculated for all students, including those students currently enrolled at UW-Eau Claire (i.e. Continuing Student in Year 1). The inclusion of these students is reasonable given there is a high likelihood that these students would depart UW-Eau Claire unless a degree completion program like the one proposed becomes available.

Fees

Currently, an online course fee of \$10 is assessed for each online credit and this fee will apply to this program. Revenue is used to fund instructional design assistance, online course development and revision, and other expenses related to online instruction. For purposes of calculating revenue from this course fee, and as online capacity systematically increases across campus, an estimated 60% of credits will be online in Years 1 and 2, 70% in Years 3 and 4, and 80% in Year 5. Because online courses serve a variety of student needs, fee revenue generated by existing online courses beyond this program is pooled to support online course development and revision across campus.

Program Revenues and GPR

There is not currently any plan to redirect GPR to this program.

Section V – Program Expenses

Program expenses will result from instruction, administration, course development, and marketing.

Salary and Fringe

In the first two years, UW-Eau Claire budgets 0.4 in instructional FTE and salary to offer the optional introductory and required capstone courses each semester. This would likely take the form of per course hires or overload. Faculty salary was calculated using the average per credit salary across the faculty ranks (\$1,733 per credit) for a total of \$18,716. That increases to 0.6 in Year 3 to support the need to add up to two course sections across various departments on campus due to increasing enrollment in the professional studies major. Beginning in Year 4, a total of 1.0 FTE is budgeted to support additional course sections. Because this demand may originate in a variety of places, this FTE will be allocated (where needed) on a per course basis.

For simplicity, fringe rates were calculated using the UW system composite fringe rate of 37.82%. Fringe could be lower if some new course sections are covered on an overload basis.

Facilities and Capital Equipment

No additional facilities or capital equipment costs are anticipated as the relatively low demands of this program are in line with current facilities resources.

Other Expenses

To build initial visibility for the program, a Wisconsin Economic Development Corporation (WEDC) Grant will contribute \$25,000 to support initial marketing efforts. Ongoing promotion of the program will be incorporated into the regular operations of Admissions and Integrated Marketing and Communication at UW-Eau Claire.

This program is part of a comprehensive effort to increase online course and select program availability at UW-Eau Claire. Online courses used in this, and other emerging programs will undergo structured course development and revision processes. This work is funded through an existing per-credit online course fee. Prior to and during Year 1 the WEDC grant will provide \$40,000 in course development funding to jump-start progress. Funding in subsequent years will come from online course fees.

Section VI – Net Revenue

Anticipated net revenue ranges from \$10,076 in Year 1 to \$80,830 in Year 5. Net revenue will be held centrally and reinvested into the development of new programs or in projects consistent with other institutional priorities.



University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

December 10, 2023

Jay Rothman, President
Universities of Wisconsin
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559

Dear President Rothman:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's (UW-Eau Claire's) proposed Bachelor of Science (B.S.) in Professional Studies program for review, consideration, and approval by Universities of Wisconsin Administration and the Universities of Wisconsin Board of Regents.

As outlined in the authorization document, the B.S. in Professional Studies is designed to promote bachelor's degree completion among three primary groups of potential students: 1) students with some college credits who wish to complete a bachelor's degree; 2) students who have completed a technical associate's degree and wish to build on that to complete a bachelor's degree; and 3) currently enrolled students who for a variety of reasons are unable to complete their intended degree. The first group of students includes those who have completed the Associate of Arts and Sciences degree at UW-Eau Claire—Barron County and who would benefit from a bachelor's degree program they can complete online or closer to home. The program will be available in fully online, primarily face-to-face, and hybrid formats. The program meets UW-Eau Claire's definitions and standards for quality.

The B.S. in Professional Studies aligns with UW-Eau Claire's mission to provide "educational opportunities responsive to the needs of our communities, state, region and beyond." The proposed degree is strongly grounded in foundational liberal education knowledge and skills, and supplemented with interdisciplinary content that enables life-long learning and the adaptability that accompanies it. It creates an enhanced role for UW-Eau Claire—Barron County faculty and staff to contribute to a bachelor's degree program and creates an opportunity to strengthen ties with our technical college partners by creating a pathway from a technical associate's degree to a bachelor's degree.

The *2025 Academic Strategic Plan* calls for the development of programs that "build on current strengths in response to regional needs including the needs and interests of adult learners." The University's current array of programs is not well adapted to the needs of adult learners or degree completion students—this program begins to address that gap. It is anticipated students completing this program will be able to advance in their current career track or be qualified to work in array of fields that value information literacy, critical thinking, communication, and decision-making skills associated with a liberal education. As documented in the authorization, individuals with bachelor's degrees experience lower unemployment and higher earnings than those without, thus this program offers benefits for individuals, employers and the region.

Excellence. Our measure, our motto, our goal.

Office of the Provost and Vice Chancellor for Academic Affairs • Schofield 206 • 715-836-2320
fax: 715-836-2902 • www.uwec.edu/acadaff

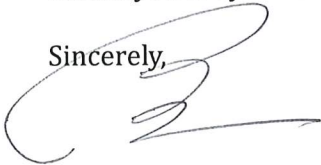
The program is strongly supported on campus by a cross-disciplinary faculty committee (who developed the program), the four colleges, and the faculty and staff on both Eau Claire and Barron County campuses. The proposed program was approved by University Senate on November 14, 2023, and was signed by Chancellor Schmidt on December 5, 2023. All programs at the University are subject to an in-depth review every seven years. Assessment of student learning on program outcomes will be conducted each year in keeping with standard UW-Eau Claire practice. Student retention, time-to-graduation, and graduation rates will be monitored as part of program review.

After reviewing the proposal, I am confident UW-Eau Claire has identified the financial, capital, and human resources to launch and maintain the program. Initially, the program will be built on existing course sections which have some capacity. As enrollment increases, additional course sections will be added as needed. Only two new courses will be developed for this degree—an optional introductory course and a required capstone course. A Wisconsin Economic Development Corporation grant is providing funding to accelerate the pace of online course development and revision to support this and other online programs at UW-Eau Claire.

In closing, I enthusiastically support the proposal for the Bachelor of Science in Professional Studies and look forward to Universities of Wisconsin Administration and Universities of Wisconsin Board of Regents granting UW-Eau Claire the authority to offer this degree.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Patricia A. Kleine', with a large, stylized initial 'P'.

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

cc: Johannes Britz, Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs

NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
BACHELOR OF SCIENCE IN
DESIGN, INNOVATION, AND SOCIETY,
UNIVERSITY OF WISCONSIN-MADISON

REQUESTED ACTION

Adoption of Resolution C.3., authorizing the implementation of the Bachelor of Science in Design, Innovation, and Society 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 in Design, Innovation, and Society program at the University of Wisconsin-Madison.

SUMMARY

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Design, Innovation, and Society in the School of Human Ecology. The program will further the university's mission by interrogating the place of design in the history, present day, and future of everyday life. The program will bridge the existing academic offerings within the Department of Design Studies, emphasizing robust transdisciplinary collaboration to address the complex challenges of the 21st century. The B.S. in Design, Innovation, and Society will be a 120-credit program featuring 44 credits of major coursework. Students will be introduced to a range of disciplinary approaches to problem solving through design and will select one of three pathways. Each pathway will focus on the intersection between design and one sector of human endeavor, namely culture, social change, and technology. High demand for the proposed program is anticipated. Graduates will be well-equipped for various leadership roles in a wide variety of industries, including design consultancy, technology, curation and design research, design education and outreach, cultural communications and creative direction, historic interior preservation and design, virtual reality, wearable technology, digital design, and critical design. Industry insights indicate a growing demand for talent with design expertise.

The existing Certificate in Design Strategies has realized 192% growth over the past three years. U.S. job postings specifically seeking design thinking skills have increased by 153% in the past year and by 637% compared to five years ago. Standard undergraduate tuition rates will apply.

Presenter

- Dr. Charles Lee Isbell, Jr., 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, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN DESIGN, INNOVATION, AND SOCIETY
AT UNIVERSITY OF WISCONSIN-MADISON
PREPARED BY UW-MADISON**

ABSTRACT

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Design, Innovation, and Society in the School of Human Ecology. The program will further the university's mission by interrogating the place of design in the history, present day, and future of everyday life. The program will bridge the existing academic offerings within the Department of Design Studies, emphasizing robust transdisciplinary collaboration to address the complex challenges of the 21st century. The B.S. in Design, Innovation, and Society will be a 120-credit program featuring 44 credits of major coursework. Students will be introduced to a range of disciplinary approaches to problem solving through design and will select one of three pathways. Each pathway will focus on the intersection between design and one sector of human endeavor, namely culture, social change, and technology. High demand for the proposed program is anticipated. Graduates will be well-equipped for various leadership roles in a wide variety of industries, including design consultancy, technology, curation and design research, design education and outreach, cultural communications and creative direction, historic interior preservation and design, virtual reality, wearable technology, digital design, and critical design. Industry insights indicate a growing demand for talent with design expertise. The existing Certificate in Design Strategies has realized 192% growth over the past three years. U.S. job postings specifically seeking design thinking skills have increased by 153% in the past year and by 637% compared to five years ago. Standard undergraduate tuition rates will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Madison

Title of Proposed Academic Program

Design, Innovation, and Society

Degree Designation(s)

Bachelor of Science (B.S.)

Proposed Classification of Instructional Program (CIP) Code

19.0699 Housing and Human Environments, Other

Mode of Delivery

Single university; Face-to-face

Department or Functional Equivalent

Department of Design Studies

College, School, or Functional Equivalent

School of Human Ecology

Proposed Date of Implementation

September 2024

PROGRAM INFORMATION**Overview of the Program**

The proposed B.S. in Design, Innovation, and Society is a 120-credit degree program. Coursework requirements include 44 credits of major requirements, 22-30 credits of general education requirements, 30 credits of School of Human Ecology requirements, and 16-24 credits of general electives. Many major courses may be used to meet both General Education Requirements and school degree requirements. Students will meet the 44 major credit core requirement with 30 credits in a set of core courses, nine credits in selected courses from one of three pathways, and five credits from the three-course professional development sequence.

The proposed B.S. in Design, Innovation, and Society is intended to provide students with a comprehensive understanding of design and its impact on various aspects of everyday life. Design influences not only the aesthetics of our surroundings but also how things function, from our clothing and homes to transportation and work/play environments. This new degree program will delve into creative design solutions from the past, present, and future, focusing on improving the social, political, economic, cultural, and environmental sectors. The program will emphasize essential skills such as problem-solving, critical thinking, communication, teamwork, research, analysis, and the practical application of design. It will offer a balanced approach, offering a wide range of design disciplines while allowing specialization in a specific area. Like other majors in the School of Human Ecology, the B.S. in Design, Innovation, and Society will adopt a human-centered and systems-oriented perspective, exploring the connection between people and their physical and social surroundings.

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 175 students will have enrolled in the program and 88 students will have graduated from the program.

For planning purposes, enrollment projections assume that most students will formally enter the program in their second year, though students may declare their major before then. It is anticipated that interest will grow as the program becomes established. Estimates concerning student persistence align with UW-Madison's 95% undergraduate persistence rate.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	30	35	40	45
Continuing Students	25	23	50	57	92
Total Enrollment	25	53	85	97	137
Graduating Students	0	0	23	30	35

Tuition Structure

For students enrolled in the B.S. in Design, Innovation, and Society program, standard undergraduate tuition and fee rates will apply. Based on the current 2023-2024 academic year, residential tuition and segregated fees total \$5,602.94 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$4,822.20 is attributable to tuition and \$780.74 is attributable to segregated fees. Nonresident tuition and segregated fees total \$20,301.50 per semester for a full-time student enrolled in 12-18 credits per semester. Of this amount, \$19,520.76 is attributable to tuition and \$780.74 is attributable to segregated fees.

Student Learning Outcomes and Program Objectives

The Student Learning Outcomes for the B.S. in Design, Innovation, and Society are as follows:

1. Integrate a thorough understanding of the history and theory of relationships between design and human behavior, with a particular emphasis on human ecology perspectives.
2. Demonstrate the intellectual skills for inquiry, creative thinking, and critical analysis in design and its application to local, national, and global challenges.
3. Demonstrate a range of research skills that will allow them to identify, evaluate, and apply design solutions for the betterment of social, political, economic, cultural, and environmental sectors.
4. Practice excellent communication skills, across a range of formats (e.g., written, oral, and visual communications) and target audiences (e.g., scholarly, professional, community-engaged communications) that will further the understanding and application of the role of design in everyday life.
5. Develop professional skills (e.g., teamwork both within and across fields, project management and leadership, representation of skills through portfolio production) to apply design research skills to create new knowledge and solve problems in real-world settings.

To achieve these Student Learning Outcomes, students will engage first with a set of foundational courses that will familiarize them with various disciplinary approaches to problem solving using design. These core courses encompass fundamental studio practices, visual communication, design processes, design technology, and material culture studies. Following this initial phase, students will have the opportunity to select one of three pathways that concentrate on the convergence of design with a specific area of human activity: technology, social change, and culture.

Program Requirements and Curriculum

Table 2 illustrates the program curriculum. The proposed B.S. in Design, Innovation, and Society is a 120-credit degree program comprised of university-wide General Education Requirements; School of Human Ecology (SOHE) degree requirements; at least 44 credits in the major; plus, electives to total 120 credits. Many major courses may be used to meet both the General Education Requirements and school degree requirements. Students can meet the 44-credit core requirement with 30 credits in a set of core courses, an additional nine credits in selected courses from one of three pathways, and five credits in the professional development sequence. While most of the required courses have already been developed, two additional courses are being created for use in this program.

Table 2: Bachelor of Science in Design, Innovation, and Society Program Curriculum

General Education Requirements:	
Humanities/Literature/Arts	6 credit(s)
Natural Science	4-6 credit(s)
Social Studies	3 credit(s)
Communication A&B	3-6 credit(s)
Quant Reasoning A&B	3-6 credit(s)
Ethnic Studies	3 credit(s)
School of Human Ecology Requirements:	
Human Ecology Breadth	3 credit(s)
Arts and Humanities	9 credit(s)
Social Science	9 credit(s)
Physical, Biological, & Natural Science	9 credit(s)

Major Course Requirements:**Design, Innovation, and Society Core**

DS 120 Design Fundamentals I	3 credit(s)
DS 123 What is Design?	3 credit(s)
DS 140 Visual Thinking: Form and Space	3 credit(s)
DS 220 Design Fundamentals II	3 credit(s)
DS 221 Person & Environment Relations	3 credit(s)
DS 240 Human-Centered Design and Business	2 credit(s)
DS 264 Dimensions of Material Culture	4 credit(s)
CSCS 455 Entrepreneurialism and Society	3 credit(s)
DS 650 Design Capstone	3 credit(s)
DS 679 Research Methods of Design	3 credit(s)

Design, Innovation, and Society Pathways

Select 9 credits from 1 of 3 areas (Culture, Social Change, or Technology)	9 credit(s)
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Professional Development

DS 252 Design Leadership Symposium	1 credit(s)
INTER-HE 202 SoHE Career & Leadership Development	1 credit(s)
DS 601 Internship	3 credit(s)

Elective Credits (to bring total to 120 credits)	16-24 credit(s)
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Total Credits	120 credit(s)
----------------------	----------------------

Collaborative Nature of the Program

This program will not rely on internal or external collaborations. No inter-institutional agreements are anticipated.

Projected Time to Degree

The B.S. in Design, Innovation, and Society is designed to be completed in four academic years by full-time undergraduate students. Capstone projects and internship requirements are incorporated into the courses included in the curriculum plan. Courses will be offered on a regular basis, with priority given to students enrolled in the major. The B.S. in Design, Innovation, and Society will have a sample four-year plan students can follow. Students who pursue the degree part-time, who need additional time, or who wish to pursue an accelerated time to degree will collaborate with the School of Human Ecology advisors to outline a plan that accounts for individual needs and timely progress toward completion of the degree.

The projected time to complete the B.S. in Design, Innovation, and Society can vary based on several factors, including enrollment status (full time or part time), prerequisite requirements, transfer agreements, and other graduation requirements. Prerequisite requirements may exist for certain courses within the proposed program. If a student has not completed these prerequisites or needs to take remedial courses, it can add additional

time to their degree completion. Students will plan their course schedule in consultation with advising staff accordingly to fulfill these prerequisites in a timely manner.

Transfer students may have completed courses at another institution that are applicable to the B.S. in Design, Innovation, and Society program. Depending on the university's transfer policies and agreements, these credits may be accepted towards degree requirements, potentially shortening the time to degree completion. However, the evaluation and acceptance of transfer credits can vary, and it is essential for students to collaborate with academic advisors to determine how their previous coursework aligns with program requirements.

Accreditation

The proposed program will fall under UW-Madison's institutional accreditation by the Higher Learning Commission (HLC) and will be subject to those accreditation standards. Neither advance notice nor additional approvals from the HLC will be required. The program will not be subject to specialized accreditation.

PROGRAM JUSTIFICATION

Rationale

The Department of Design Studies at UW-Madison presently provides two undergraduate programs related to design: the B.S. in Interior Architecture and the B.S. in Textile and Fashion Design. The proposed B.S. in Design, Innovation, and Society will bridge these existing programs. This strategic alignment mirrors the current trajectory in the design field, emphasizing transdisciplinary approaches as a response to the complex design challenges of the 21st century. The program will explore design in a broader context that includes social, political, economic, cultural, and environmental challenges. Its goal is to address complex problems and envision possibilities for enhancing human life through design.

The Mission Statement of UW-Madison states as a primary aim that it "seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live."¹ The proposed B.S. in Design, Innovation, and Society is designed to meet that aim. The program will interrogate the place of design in the history, present day, and future of everyday life. At its core, design is a human-centered discipline (as are all the programs of the School of Human Ecology), which explores the connection between our physical and cultural environments.

¹ *Mission - University of Wisconsin-Madison*. 11 Aug. 2023.

<https://web.archive.org/web/20230811175951/https://www.wisc.edu/about/mission/>

Institution and University of Wisconsin Program Array

The Department of Design Studies at UW-Madison currently offers two design-related undergraduate majors, the B.S. in Interior Architecture and the B.S. in Textile and Fashion Design. The proposed program would embrace design as a broader field that infuses a deeper understanding of human social and cultural systems, and considers the interaction of these elements to solve complex problems and improve human life through design.

The proposed program would fill a similar gap within the Universities of Wisconsin, where design as a study area is fragmented and scattered across universities. Currently, design-related bachelor's programs within the UW's include 17 programs, illustrated in Table 3. These programs fall across broad curricular areas of Architecture; Family, Consumer, and Human Sciences; and the Visual and Performing Arts. The proposed program falls under the curricular area of Housing and Human Environments (CIP 19.06), a sub-category within Family, Consumer, and Human Sciences. There are no UW universities that offer programming around Housing and Human Environments.

Table 3: Universities of Wisconsin Programs in a Related Content Area

Institution	CIP Code	Major Name	Degree
UW-Green Bay	50.0401	Design Arts	BA
UW-Madison	04.0601	Landscape Architecture	BS
UW-Madison	50.0408	Interior Architecture	BS
UW-Madison	19.0901	Textiles And Fashion Design	BS
UW-Madison	50.0501	Theatre and Drama	BS
UW-Madison	50.0701	Art	BFA, BS
UW-Milwaukee	50.0401	Design & Visual Communication	BFA
UW-Milwaukee	04.0202	Digital Fabrication & Design	BA
UW-Milwaukee	04.0201	Architectural Studies	BS
UW-Parkside	50.0102	Graphic Design	BA
UW-Stevens Point	50.0408	Interior Architecture	BLA
UW-Stevens Point	50.0409	Graphic Design	BFA
UW-Stout	50.0404	Industrial Design	BFA
UW-Stout	50.0408	Interior Design	BFA
UW-Stout	50.0409	Graphic Design and Interactive Media	BFA
UW-Stout	50.0411	Game Design and Development-Art	BFA
UW-Whitewater	50.0102	Media Arts and Game Development	BA,BS

Similar programs exist at the national level. For example, Carnegie Mellon, UC Irvine, Indiana, UT-Austin, Stanford, NC State, Cornell, MIT, University of Michigan, University of Illinois, Northwestern, University of Minnesota, Virginia Tech, Rensselaer, Colorado School

of Mines, and the University of Washington offer similar design programs that focus on broad-based design education with strong interdisciplinary approaches.

Need as Suggested by Student Demand

The Design Studies Pre-Interior Architecture academic plan has seen considerable growth in the last three years, over 114% between Fall 2020 and Fall 2022.² Similarly, the number of students who identified Interior Architecture as an area of interest for the Student Orientation, Advising, and Registration (SOAR) event at UW-Madison has increased more than 152% in the last three years.³ During the last admissions cycle, the B.S. in Interior Architecture turned away 39 students, which is more than half of those who applied. As a studio-based program, controlled resources require the number of admitted students to stand at approximately 30-35 new students annually. With this growing enrollment in Pre-Interior Architecture, the number of rejected students stands to rise accordingly. The proposed B.S. in Design, Innovation, and Society would provide an opportunity for students to study design in an aligned program in a format not as constrained by the studio-based format.

In this same period from Fall 2020 to Fall 2022, enrollment in the Certificate in Design Strategy has grown by more than 192%.⁴ In Fall 2022, approximately 40% of these certificate students were declared in the B.S. in Consumer Behavior and Marketplace Studies program, one of the fastest-growing majors at UW-Madison.⁵ The majors represented by these certificate students are broad overall and include more than 22 majors across the university. Thus, there is demonstrated interest among students across a broad array of disciplines. Table 4 shows enrollment and awards since the Certificate in Design Strategy program launched in 2020.

Table 4: Certificate in Design Strategy Enrollment and Awards

Academic Year	2020-21	2021-22	2022-23
Fall Enrollment	26	69	76
Awards	6	33	56

² "Enrollment Reports." *Office of the Registrar*, <https://registrar.wisc.edu/enrollment-reports/>. Accessed 11 Aug. 2023

³ *Student Soar Interest – Data, Academic Planning & Institutional Research – UW-Madison*. 11 Aug. 2023, <https://web.archive.org/web/20230811143410/https://data.wisc.edu/infoaccess/available-data-views/uw-madison-student-administration/admissions/undergraduate-admissions/undergraduate-applicants/student-soar-interest/>

⁴ "Enrollment Reports." *Office of the Registrar*, <https://registrar.wisc.edu/enrollment-reports/>. Accessed 11 Aug. 2023

⁵ *UW's 5 Hottest Majors: Student Demand, Workforce Trends Drive Enrollment Gains*. 11 Aug. 2023, <https://web.archive.org/web/20230811142446/https://news.wisc.edu/uws-5-hottest-majors-student-demand-workforce-trends-drive-enrollment-gains/>.

In the 2022-23 academic year, the Department of Design Studies surveyed 170 students in Pre-Interior Architecture and design history courses.⁶ Almost 70% of those surveyed were interested in a degree in design. The program's uniqueness, flexibility, and job prospects were cited by students as being influential in their expressed interest in the proposed major.

Demonstrated demand for key Department of Design Studies courses also suggests likely interest in the proposed B.S. in Design, Innovation, and Society program. Overall, these courses have experienced a 92% increase since 2020. In the most recent 2022-23 academic year, 32% of students enrolled in these courses were not declared in a Department of Design Studies major, and 59% were in the Pre-Interior Architecture academic plan. This leaves only 9% of students enrolled in these courses as declared in a degree-awarding major with the Department of Design Studies. Table 5 illustrates how enrollments in these courses have grown in the last three academic years.

Table 5: Enrollment in Key Design Studies Courses

Academic Year	2020-21	2021-22	2022-23
DS 120 Design Fundamentals I (Fall)	82	138	153
DS 140 Visual Thinking – Form and Space (Spring)	34	56	75
DS 221 Person and Environ Interactions (Fall)	71	143	135
DS 252 Design Leadership Symposium (Fall)	64	93	120
Total	251	430	483

Need as Suggested by Market Demand

The proposed B.S. in Design, Innovation, and Society equips students with the necessary skills, tools, methods, and strategies to become future leaders and pioneers in the expansive field of design. The program provides comprehensive exposure to diverse design disciplines and a deep understanding of the design process, enabling students to collaborate effectively with designers and professionals from various fields. It places a strong emphasis on fostering problem-solving and critical thinking abilities through collaborative approaches, while also exploring design in a broader human social/cultural context. Graduates will be well-prepared for leadership roles in different domains.

⁶ *Design BS Survey Results*. Internet Archive, <http://archive.org/details/design-bs-survey-results>. Accessed 11 Aug. 2023

The significance of design skills in the business world is evident from recent observations by Business Insights, the Harvard Business School Online Blog.⁷ The publication highlighted the growing demand for talent with design expertise. For instance, job postings in the United States specifically seeking design thinking skills have increased by 153% in the past year, representing a staggering 637% surge compared to five years ago. Moreover, these job postings that require design thinking skills are statistically associated with higher salaries, with a notable 24% increase compared to similar job positions that do not require such skills.

Each pathway within the proposed program offers a distinct avenue for career development. In the Design and Technology pathway, students will gain versatile skills applicable to various domains within the field of design. This includes areas such as virtual reality, wearable technology, digital design focusing on simulation and visualization, and critical design. The unique combination of analytical thinking and creative problem-solving skills in the Design and Social Change pathway prepares students for leadership roles in designing products and services for the market, working in design consultancy, and contributing to non-profit organizations dedicated to bringing about social change. The Design and Culture pathway focuses on understanding the historical, present, and potential connections between design and culture. It paves the way for careers in curation and design research, design education and outreach, cultural communications and creative direction, historic interior preservation, and design, as well as further study in various design disciplines.

According to the Bureau of Labor Statistics Occupational Handbook of 2022, occupations related to arts and design are projected to grow about as fast as the average of all occupations from 2022 to 2032.⁸ About 95,800 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. The median annual wage for this group was \$51,150 in May 2022, which was higher than the median annual wage for all occupations of \$46,310. The projected job growth is similar in the state of Wisconsin as to these national projections, with employment in design-related job titles also growing as fast as the average for all occupations.⁹

⁷ *What Is Design Thinking & Why Is It Important?* | HBS Online. 11 Aug. 2023, <https://web.archive.org/web/20230811131016/https://online.hbs.edu/blog/post/what-is-design-thinking>

⁸ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Arts and Design Occupations. Retrieved at <https://www.bls.gov/ooh/arts-and-design/home.htm> (November 2023)

⁹ O*NET Online, Wisconsin Employment Trends. Retrieved at <https://www.onetonline.org/link/localtrends/27-1024.00?st=WI> (December 2023)

University of Wisconsin-Madison						
Cost and Revenue Projections For BS-Design, Innovation, and Society						
	Items	Projections				
		2024-25	2025-26	2026-27	2027-28	2028-29
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	0	30	35	40	45
	Enrollment (Continuing Student) Headcount	25	23	50	57	92
	Enrollment Total FTE	25	53	85	97	137
II	Total New Credit Hours	250	596	956	1091	1541
	Existing Credit Hours	0	0	0	0	0
III	FTE of New Faculty	0.2	0.2	0.3	0.4	0.5
	FTE of Current Faculty	1	1	1	1	1.3
	FTE of Current IAS	0.5	0.5	1	1.1	1.85
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.25	0.3	0.3
IV	Revenues					
	Tuition (based on \$401.85/credit)	\$100,463	\$239,603	\$384,269	\$438,519	\$619,351
	Additional Tuition	\$0	\$0	\$0	\$0	\$0
	Fees (indicate type)	\$0	\$0	\$0	\$0	\$0
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$207,787	\$74,812	\$11,343	\$0	\$0
	Total Revenue	\$308,250	\$314,415	\$395,612	\$438,519	\$619,351
V	Expenses					
	Salaries Including Fringes					
	Faculty	\$240,000	\$244,800	\$270,504	\$297,138	\$389,676
	Instructional Academic Staff	\$52,000	\$53,040	\$108,202	\$121,402	\$208,260
	Administrative and Student Support Staff	\$16,250	\$16,575	\$16,907	\$20,694	\$21,107
	Facilities and Capital Equipment					
	University buildings and space	0	0	0	0	0
	Capital Equipment	0	0	0	0	0
	Operations	0	0	0	0	0
	Other Expenses					
	Other (please list)					
	Other (please list)					
	Total Expenses	\$308,250	\$314,415	\$395,613	\$439,234	\$619,043
	Net Revenue	\$0	\$0	\$0	-\$715	\$308

Provost's Signature:

Date: 11/20/2023



Chief Business Officer's Signature:

Date: 11/3/2023



COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-MADISON BACHELOR OF SCIENCE IN DESIGN, INNOVATION, AND SOCIETY

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Madison proposes to establish a Bachelor of Science (B.S.) in Design, Innovation, and Society. The program will be delivered face to face and will be comprised of 120 credits, of which 44 credits are attributable to major coursework. Most students will enter the program at the start of their second year on campus, with the projected time-to-degree being four years of full-time study. For students enrolled in the B.S. in Design, Innovation, and Society program, standard undergraduate tuition and fee rates will apply. While most of the courses are currently offered at UW-Madison, two additional courses are being created for use in this program. The costs and revenues of the proposed program will be managed as part of the UW-Madison instructional/tuition pool (Fund 101). All tuition revenues collected from students enrolled in this program will be pooled at the institution-level. Tuition revenues will be allocated from the fund to the School of Human Ecology to support the faculty and staff for instructional, advising, and administration within the regular budget allocation process. As the program grows, the School of Human Ecology will allocate funding from these revenues as appropriate to support this program through the customary budgeting processes.

COST REVENUE NARRATIVE

Section I – Enrollment

In Year 1, anticipated enrollments are classified as continuing student headcount and FTE, because student enrollments in the major will draw from currently enrolled UW-Madison undergraduates; the program is not initially expected to draw new and additional students. This could change as interest grows and the program becomes more established. Undergraduates who are enrolled at UW-Madison will elect to pursue the proposed B.S. in Design, Society, and Innovation as a choice among UW-Madison's 144 undergraduate programs.

For planning purposes, assumptions include an expectation that many students will take foundational courses in the first year, most of the 45 major credits will be taken in the second (sophomore), third and fourth year, and students will take four years to graduate. Projections assume a 95% persistence rate from year to year, corresponding to the overall persistence rate at UW-Madison. Beyond the 25 currently enrolled (i.e., continuing) students projected to enroll in Year 1, plans are for the number of students newly enrolled in the program to be 30 in Year 2, 35 in Year 3, 40 in Year 4, and 45 in Year 5. The total number of continuing students will be higher after Year 1 because of students continuing from prior years. With this projection 175 students will have entered the major and 88 students will have graduated over the first 5 years.

Section II – Credit Hours

The major curriculum consists of 31 credits in a set of core courses, five credits in a professional development course sequence, and an additional nine credits in select courses from one of three pathways, totaling 45 major credits out of the 120 credits needed for the degree. Students in the Pre-Interior Architecture program will have enrolled in at least 13 credits that would also count towards the proposed B.S. in Design, Innovation, and Society major. For the purposes of the credit hour estimate, it is assumed that most students in Year 1 come from this program. Therefore, the total number of credits attributed specifically to the B.S. in Design, Innovation, and Society program is estimated to be the number of students (25) by approximately 10 credits, or 250 student credit hours overall. By the fifth year of the program, as enrollment grows, the total number of credits attributed specifically to the major is projected at 1,541 student credit hours, or 137 students by approximately 11.25 credits per year.

Most of the courses for this major are currently offered at UW-Madison because they are already included in a range of related programs including the undergraduate Certificate in Design Strategy, which has 76 students enrolled. Two core courses, and one course for the Design and Social Change pathway are being created alongside the proposed B.S. in Design, Innovation, and Society major. Two of these three new courses are expected to have broad appeal outside the major, and overtime may be incorporated into other programs. The Department of Design Studies initially expects to be able to accommodate students in the major with current staffing levels, particularly since the initial cohorts are expected to come from the existing Pre-Interior Architecture program.

Section III – Faculty and Staff Appointments

The Cost and Revenue Projection indicates the percentage of overall departmental staffing that will be dedicated to the new B.S. in Design, Innovation, and Society. There is currently capacity to begin the program in the Department of Design Studies, and most courses required for the program are currently offered by the School of Human Ecology. At present, the department has 10.5 faculty FTEs, and 2.1 FTEs of instructional staff. Specific to the proposed program, it is projected that existing faculty and instructional staff will carry the bulk of the teaching load, with the addition of less than a quarter FTE of new faculty in Years 1 and 2. The FTE of current and new faculty is projected to grow very modestly year-to-year through Year 5.

The department draws from school-wide advising, career, and academic planning services at the School of Human Ecology that include 16 FTEs of academic staff. Specific to the proposed program, it is projected that 0.25 FTE of current academic staff will advise students who are enrolled in the major, growing slightly to 0.3 FTE in Years 4 and 5. Additional FTEs may be generated in the Advising and Career Center along with any growth in the student population in accordance with the school's current practices.

Section IV – Program Revenues

The B.S. in Design, Innovation, and Society will draw on the existing pool of UW-Madison undergraduates. In Year 1 and 2 of the proposed program, additional funding will be provided to the Design Studies department in the form of instructional FTEs by the School of Human Ecology to address the overall growth occurring in the department. The program will continue to be supported by reallocation and enrollment growth in existing programs. As program enrollment and student credit hours grow, additional funding will become available through the funding formula followed by UW-Madison's academic year budget model. For the purposes of illustrating the revenues and costs associated with this program, tuition revenues attributable to continuing students are accounted for in this budget, as are continuing costs associated with delivering the program.

Tuition

Actual tuition revenues collected from students enrolled in this program will be pooled at the institution-level. Standard undergraduate tuition rates will apply. For the purposes of illustrating costs and revenues associated with the program, tuition revenues attributable to major coursework are illustrated in this section. The per-credit tuition rate is calculated to be \$401.85, based on the published 2023-24 undergraduate tuition rates for Wisconsin residents. The projections do not account for credits taken over the plateau or non-resident tuition rates.

Fees

There are no program fees. Two of the courses in the curriculum do carry special course fees, ranging from \$40-\$65. These lab fees cover the purchase of supplies students use for projects that remain with them. For the purposes of the budget exercise, standard tuition is being used in the calculation.

Program Revenues and GPR

The program will be revenue neutral and will be funded substantially and initially by reallocation from the School of Human Ecology funds. This includes the 101 instructional/tuition pool by the School of Human Ecology from its budget allocation. The GPR reallocation line in the Cost and Revenue Projection illustrates that substantial reallocation will be necessary in Year 1, decreasing annually until the program is projected to be self-sustaining by Year 4.

Section V – Program Expenses

Given that the program will leverage existing infrastructure and funding already provided to the department, no substantial additional costs over existing costs are expected.

The program budget assumes that expenditures for faculty and staff will remain at the current projected levels, with a limited addition of new faculty efforts. Promotion and marketing will be incorporated into the general promotional materials (i.e., website, brochures) prepared by the school for all academic programs. Because the program mostly uses existing courses, and the development of new courses utilizing existing resources, there are no course development costs.

Salary and Fringe

Faculty are attributed to academic departments more so than to individual programs in the School of Human Ecology. However, for the purpose of this budget exercise, a breakdown of new and current faculty and instructional academic staff, as well as administrative staff, is provided. A fringe rate of 33.33% is utilized and incorporated into the expenses illustrated in this section.

Facilities and Capital Equipment

Delivery of the proposed program will utilize existing facilities and equipment.

Other Expenses

Expenses for supplies, marketing, program materials, and charges for university services are expected to remain at the department's current level for overall academic program administration.

Section VI – Net Revenue

The B.S. in Design, Innovation, and Society will not generate net revenue for the university. Actual tuition revenues collected from students enrolled in this program will be pooled at the institution-level. Student instruction and support will be funded from the 101 instructional/tuition pool. Students enrolled in the major will partake in a range of courses and student services across campus, beyond the 45 credits of instruction and direct advising allocated in this budget.



Date: 20 November 2023

To: Jay O. Rothman, President, Universities of Wisconsin

CC: Johannes Britz, Interim Senior Vice President for Academic and Student Affairs
Tracy Davidson, Associate Vice President for Academic Affairs
Diane Treis Rust, Director of Academic Programs and Student Learning Assessment

From: Charles Lee Isbell, Jr., Provost and Vice Chancellor for Academic Affairs *CL*

Subject: Request for Authorization to Implement: BS-Design, Innovation, and Society

Submitted Via Email Only to: ooa@uwsa.edu

In keeping with UW System and Board of Regents policy, I am sending you a Request for Authorization to Implement a new BS-Design, Innovation, and Society at the University of Wisconsin–Madison.

The program is designed to meet UW–Madison’s definition and standards of quality and will make a meaningful contribution to the university’s mission, overall academic plan, and academic degree program array. There is university-wide support for the program, and all relevant and required governance bodies have completed their review processes. In addition, the necessary financial, capital, and human resources are in place and/or have been committed to implement and sustain the program. I thus send the proposal forward with broad university-wide support, governance approval, and my endorsement.

Contingent upon Board of Regents approval, the faculty plan to implement the new program in fall 2024 with first enrollments in the fall of 2024. We are requesting that this proposal be scheduled for consideration at the February 2024 Board of Regents meeting. Please contact Karen Mittelstadt (mittelstadt@wisc.edu) with any questions about these materials.

Attachments: Request for Authorization to Implement (Parts A and B), Cost and Revenue Projections, Cost and Revenue Projections Narrative

Copies:

Jennifer L. Mnookin, Chancellor, UW–Madison

Soyeon Shim, Dean, School of Human Ecology

Annette McDaniel, Associate Dean for Undergraduate Education and Innovation, School of Human Ecology

Jonathan Henkel, Director of Academic Planning and Assessment, School of Human Ecology

Rob Cramer, Vice Chancellor for Finance and Administration

David Murphy, Associate Vice Chancellor for Finance and Administration

Allison La Tarte, Vice Provost, Data, Academic Planning & Institutional Research

Karen Mittelstadt, Institutional Academic Planner, Data, Academic Planning & Institutional Research

Office of the Provost and Vice Chancellor for Academic Affairs

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**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER IN SOCIAL WORK (M.S.W.),
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

REQUESTED ACTION

Adoption of Resolution C.4., authorizing the implementation of the Master in Social Work (M.S.W.) at the University of Wisconsin-Stevens Point.

Resolution C.4. That, upon the recommendation of the Chancellor of the University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master in Social Work (M.S.W.) program at the University of Wisconsin-Stevens Point.

SUMMARY

The University of Wisconsin-Stevens Point (UW-Stevens Point) proposes to establish a Master of Social Work (MSW) program. The proposed program is an addition to the existing accredited Bachelor of Science in Social Work (BSW) and is designed to provide students with the knowledge, skills, and experience needed to work effectively in a variety of social work settings. Graduates of MSW programs are prepared for advanced social work practice, leadership roles, and advocacy in a variety of social work fields such as hospital, community, education, or clinical settings. The proposed program is requesting approval of service-based tuition of \$625 per credit. The program will be offered 100% online and will attain and maintain accreditation from the Council on Social Work Education (CSWE). The program will consist of 64 credits for students with undergraduate degrees other than a BSW, or 33 credits for students entering with a BSW degree. Students may choose from a variety of pathways and students completing the program will be eligible to apply for certification as Advance Practice Social Workers. The program is cohort based with new cohorts beginning in summer.

Market analyses demonstrate a strong interest by continuing students coupled with an increasing demand for social workers over the next few decades. For example, a University Professional and Continuing Education Association (UPCEA) market analysis commissioned by UW-Stevens Point concluded that over the next 10 years, Wisconsin is expected to see

an overall average 5% increase in demand for MSW-level social workers, with both child, family, and school social workers and mental health and substance abuse social workers having the highest growth projected at 7%.¹

Presenter

- Dr. La Vonne Cornell-Swanson, 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 August 2023), 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

¹ UPCEA Center for Research and Strategy, *Environmental scan: Master of Social Work*, Unpublished report (March 2023)

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SOCIAL WORK
AT UNIVERSITY OF WISCONSIN-STEVENSON POINT
PREPARED BY UW-STEVENSON POINT**

ABSTRACT

The University of Wisconsin-Stevens Point (UW-Stevens Point) proposes to establish a Master of Social Work (MSW) program. The proposed program is an addition to the existing accredited Bachelor of Science in Social Work (BSW) and is designed to provide students with the knowledge, skills, and experience needed to work effectively in a variety of social work settings. Graduates of MSW programs are prepared for advanced social work practice, leadership roles, and advocacy in a variety of social work fields such as hospital, community, education, or clinical settings. The proposed program is requesting approval of service-based tuition of \$625 per credit. The program will be offered 100% online and will attain and maintain accreditation from the Council on Social Work Education (CSWE). The program will consist of 64 credits for students with undergraduate degrees other than a BSW, or 33 credits for students entering with a BSW degree. Students may choose from a variety of pathways and students completing the program will be eligible to apply for certification as Advance Practice Social Workers. The program is cohort based with new cohorts beginning in summer. Market analyses demonstrate a strong interest by continuing students coupled with an increasing demand for social workers over the next few decades. For example, a University Professional and Continuing Education Association (UPCEA) market analysis commissioned by UW-Stevens Point concluded that over the next 10 years, Wisconsin is expected to see an overall average 5% increase in demand for MSW-level social workers, with both child, family, and school social workers and mental health and substance abuse social workers having the highest growth projected at 7%.¹

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Stevens Point

Title of Proposed Academic Program

Master of Social Work

Degree Designation(s)

MSW

¹ UPCEA Center for Research and Strategy, *Environmental scan: Master of Social Work*, Unpublished report (March 2023)

Proposed Classification of Instructional Program (CIP) Code

44.0701

Mode of Delivery

Single university; 100% Online

Department or Functional Equivalent

Department of Sociology and Social Work

College, School, or Functional Equivalent

School of Behavioral and Social Sciences

Proposed Date of Authorization

February 2024

Proposed Date of Implementation

June 2025

PROGRAM INFORMATION**Overview of the Program**

The MSW is a professional graduate degree program designed to prepare students for generalist and advanced social work practice. The program will attain and maintain accreditation from the Council on Social Work Education (CSWE). CSWE's accreditation requirements will, in part, dictate the design of the curriculum, as well as other aspects of what CSWE refers to as the explicit and implicit curricula. Students without a bachelor's degree in social work (BSW) from a CSWE-accredited program will be required to complete the full 64 credits of the MSW program. Students with a bachelor's degree in social work from a CSWE-accredited program will be enrolled with advanced standing, which exempts them from the 31-credit foundational year, thus requiring them to complete only the 33-credit advanced year. The MSW program will be fully distance-delivered, with both synchronous and asynchronous course components.

The curriculum will be tracked, and students will enroll as a cohort, progressing through the program in six semesters (two years of summer, fall, and spring semesters) for non-advanced standing (foundation) students, and three semesters (one year of summer, fall, and spring semesters) for advanced standing students. The foundation curriculum will contain generalist social work classes and a foundation practicum in an approved agency. The advanced curriculum will contain advanced generalist social work classes, specialty elective options, and an advanced practicum in an approved agency.

In the advanced year, students may choose electives focusing on multiple areas of social work practice or a pathway in: child welfare; clinical social work; school social work; or medical social work. Special attention will be given to preparing students to engage in trauma-informed practice, and to consider the unique implications for social work practice in rural communities. Students will be advised by MSW program faculty who have MSW degrees themselves, with some also holding doctorates in social work or a related field. The curriculum will have opportunities for inter-professional education, as students will spend significant time in community-based practicums collaborating with a variety of social service, mental health, school, health care, criminal justice, and legal professionals.

While the MSW program may draw students from outside of Wisconsin—particularly due to its distance-delivery structure—it is anticipated that most students who enroll will be residents of Wisconsin. Students will need to have completed a bachelor's degree prior to matriculating into the program, earning at least a 2.75 grade point average on a 4.0 scale. They must also have completed a basic statistics course prior to enrolling, earning a grade of C or better. In addition to submitting their undergraduate records, students will be required to submit three letters of recommendation and a personal statement as part of the application process. Upon acceptance into the program, they will be required to complete a background check to be eligible for their practicum placement.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. Prior to formal accreditation by CSWE, the program is only permitted to enroll foundation-level student cohorts. Once accredited (in Year 3), the program is permitted to enroll both foundation and advanced cohorts. In Year 1, the MSW program anticipates enrolling five part-time (0.5 FTE/student) foundation-level students. In Year 2, an additional 10 full-time foundation-level students are predicted to enroll. In Year 3 (and upon full accreditation) the program is predicted to enroll a foundation-level cohort of ten full-time students and an advanced-standing cohort of 26 full-time students. Enrollments in Years 4 and 5 are predicted to be identical to Year 3. These enrollments reflect both the higher demand for the advanced cohort regionally and the functional capacity of the program. The program assumes a conservative 90% retention rate for foundation students, consistent with other graduate programs. By the end of Year 5, 45 students will be enrolled in the program and 105 students will have graduated.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	10	36	36	36
Continuing Students		5	9	9	9
Total Enrollment	5	15	45	45	45
Graduating Students			35	35	35

Tuition Structure

For students enrolled in the Master of Social Work program, a service-based pricing program tuition rate of \$625 per credit is proposed. The program will operate on a service-based model with tuition from core and elective courses providing revenues for program operation. A tuition of \$625/credit prices the program consistent with other Universities of Wisconsin MSW programs and below the national average cost for in-state residents in public universities. All MSW programs require accreditation from the Council for Social Work Education (CSWE), which establishes mandatory guidelines for curriculum, faculty and staff qualifications, and other program operations.

Student Learning Outcomes and Program Objectives

CSWE, in its 2022 Educational Policy and Accreditation Standards (EPAS), outlines its framework for the nine social work competencies that form the basis for baccalaureate and master's programs in social work. It indicates, "Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being"². While programs may add competencies that are consistent with their mission and respond to their context, it is common to utilize just the nine competencies as program learning outcomes. The competencies/learning outcomes and associated behaviors for the proposed MSW program are:

1. Demonstrate Ethical and Professional Behavior
 - a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
 - b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
 - c. use technology ethically and appropriately to facilitate practice outcomes; and
 - d. use supervision and consultation to guide professional judgment and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
 - a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
 - b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
 - a. demonstrate ADEI practice at the individual, family, group, organizational, community, research, and policy levels; and

² 2022 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs; Available at: <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
- 4. Engage in Practice—Informed Research and Research—Informed Practice
 - a. apply research findings to inform and improve practice, policy, and programs; and
 - b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
- 5. Engage in Policy Practice
 - a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
 - b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
 - b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
 - b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
 - b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - a. select and use culturally responsive methods for evaluation of outcomes; and
 - b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

The National Association of Social Workers (NASW) states in its 2021 Code of Ethics that the primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Building upon this, the working mission of the MSW Program at UW-Stevens Point is to:

Prepare competent, effective, self-reflective advanced generalist social workers who embody the core values of the social work profession, apply critical thinking skills, abide by the NASW Code of Ethics, and engage anti-racism, diversity, equity, and inclusion in their work. The program prepares students to be community and organization leaders who advocate for social, economic, racial, and environmental justice and the development of responsive social policies, programs, and services that enhance human and community well-being. The program prepares students to employ systems, strengths-based, and empowerment approaches in serving individuals, families, groups, institutions, and communities.

Graduates of the program will be eligible to apply for certification as Advance Practice Social Workers in the State of Wisconsin and parallel certifications/licenses in other states. Graduates will be eligible for entry-level and advanced/leadership positions in a wide variety of programs addressing individual, family, and community needs such as poverty, housing insecurity, mental health, health care, child welfare, youth justice, aging, criminal justice, developmental disabilities, and substance use disorders. Students who select the School Social Work pathway will be additionally eligible to apply for licensure through the Wisconsin Department of Public Instruction and other states with parallel processes, enabling them to become school social workers. Students who select the Clinical Social Work pathway will be eligible to apply for the Licensed Clinical Social Work credential after completing their required hours of supervision.

Program Requirements and Curriculum

The MSW program is a 64-credit curriculum, with advanced standing students completing only the second 33-36 credit year (depending on chosen specialization). Students are admitted as a cohort once per year and begin during the summer term. For each year of the program, students complete three credits in the summer term and a minimum of 14-17 credits each in the fall and spring terms. Students without a BSW complete the program in two full-time years, and students with a BSW complete the program in one full-time year. A part-time option is also available, which would double the student's time to graduation. The curriculum includes a practicum each year. First-year/generalist practicums typically involve direct practice work with individuals, families, and groups and provide an opportunity for students to explore an area of interest. Students are required to complete at least 400 hours of practicum experience in their first year, with hours being divided equally between the fall and spring semesters.

Second year/advanced practicums typically take place in the area the student hopes to pursue after graduation, allowing them to develop advanced/in-depth knowledge and skill in that area of social work practice. Students are required to complete at least 500 hours of practicum experience in their second year, with hours being divided equally between the fall and spring semesters. The curriculum is presented in Table 2:

Table 2: MSW Program Curriculum

Course	Title and Description	Credits
Year 1/Foundation Year—Summer		
Total number of credits: 3		
SW XXX	MSW Foundation	3
Year 1/Foundation Year—Fall		
Total number of credits: 14		
SW XXX	Generalist Social Work Practice I	3
SW XXX	Human Behavior and the Social Environment	3
SW XXX	Generalist Policy Practice	3
SW XXX	Foundation Social Work Practicum	4
SW XXX	Foundation Social Work Practicum Seminar	1
Year 1/Foundation Year—Spring		
Total number of credits: 14		
SW XXX	Generalist Social Work Practice II	3
SW 552	Research Methods	3
SW 565	Social Work with Diverse Populations	3
SW XXX	Foundation Social Work Practicum	4
SW XXX	Foundation Social Work Practicum Seminar	1
Year 2/Advanced Year—Summer		
Total number of credits: 3		
SW XXX	Psychopathology	3
Year 2/Advanced Year—Fall		
Total number of credits: 15-17		
SW XXX	Advanced Integrative Practice	3
SW XXX	Advanced Policy and Advocacy	3
SW XXX	Elective	3
SW XXX	Advanced Social Work Practicum	5
SW XXX	Advanced Social Work Practicum Seminar	1
SW XXX	School Social Work Standards and Policies (<i>only for school social work pathway students</i>)	2
Year 2/Advanced Year—Spring		
Total Number of Credits: 15		
SW XXX	Justice, Equity, and Inclusion in Social Work Practice	3
SW XXX	Program and Practice Evaluation	3
SW XXX	Elective	3

SW XXX	Advanced Social Work Practicum	5
SW XXX	Advanced Social Work Practicum Seminar	1
Elective Options		
SW XXX	Advanced Child Welfare I	3
SW XXX	Advanced Child Welfare II	3
SW XXX	Clinical Social Work I	3
SW XXX	Clinical Social Work II	3
SW XXX	School Social Work I	3
SW XXX	School Social Work II	3
SW XXX	Advanced Medical Social Work I	3
SW XXX	Advanced Medical Social Work II	3

Collaborative Nature of the Program

The proposed MSW program will require collaboration with county and non-profit social services programs/organizations, mental health providers, school districts, and health care organizations for the purpose of providing practicum experiences at both the foundation and advanced levels. The BSW program at UW-Stevens Point has an extensive network of such partnerships associated with its undergraduate practicum experience. Many of these partners will additionally serve as MSW program practicum sites. Additional partners will be secured by the MSW field coordinator prior to program implementation, and as is the case for all social work programs, field sites will be secured on an ongoing basis according to student interests and geographic locations, as well as developments within the social service, mental health, educational, and health care systems.

Potential sites will be screened carefully by the MSW field director in terms of the ability to: 1) provide generalist practice opportunities for students to demonstrate the nine social work competencies with all system levels; 2) provide the necessary hours of field education; and 3) provide the proper supervision. To comply with CSWE accreditation standards for field supervision, practicum sites for the MSW program must have employees with a master's degree in social work from a CSWE-accredited program who have at least two years of post-social work degree practice experience in social work who are willing and able to supervise students. Once a site is secured and a student is placed within it, the MSW field director provides orientation to the field supervisor, maintains regular contact with the field supervisor, monitors the placement, collaborates with the field supervisor on student evaluation, and conducts site visits.

To prepare students for employment as school social workers, the MSW program will work with the Wisconsin Department of Public Instruction (DPI) to become an approved school social work preparation program. Approved programs provide specific coursework and training in school social work practice, as well as a practicum in an educational setting with the proper supervision as indicated above. The MSW program will internally collaborate with UW-Stevens Point's School of Education to facilitate communication with DPI.

Projected Time to Degree

The curriculum will be tracked, and students will enroll as a cohort, progressing through the program in six semesters (two years of summer, fall, and spring semesters) for non-advanced standing students, and three semesters (one year of summer, fall, and spring semesters) for advanced standing students. These timelines are consistent with how other MSW programs are structured.

In terms of specific cohort details, as noted previously (due to CSWE accreditation requirements) students enrolled in Year 1 of the program will be part-time (0.5 FTE) foundation students. In Year 2, the newly enrolled students will be full-time foundation students. Upon accreditation in Year 3 and continuing in Years 4 and 5, all newly enrolled students—both at foundational and advanced levels—will be full-time students.

Accreditation

Once approved by the UW System Board of Regents and following the submission of a substantive change application to the Higher Learning Commission to offer the MSW degree type, the newly authorized MSW program will pursue CSWE accreditation. The CSWE initial accreditation process takes approximately three to four years to complete, with the program being in “candidacy” during that time. Students may be admitted into the program while it is in candidacy status. Once the program achieves initial accreditation, students who graduated during its time in candidacy may claim the accreditation status. The accreditation process involves the submission of various applications/forms, fees, and a series of benchmark documents that demonstrate compliance with CSWE accreditation policies and standards. It also involves visits by CSWE commissioners each year leading up to initial accreditation. Once a program is accredited by CSWE, it is evaluated for reaffirmation after four years and then every eight years thereafter. Substantive changes to the program at any point between these reviews must be approved by CSWE.

PROGRAM JUSTIFICATION

Rationale

An MSW program aligns with and naturally extends the mission of the College of Letters and Science and specifically the new School of Behavioral and Social Sciences. UW-Stevens Point’s vision statement notes that “UW-Stevens Point is a catalyst for resilient and innovative central and northern Wisconsin communities, relied upon as a thought leader and responsive partner on issues including health and wellness, economic vitality, and environmental stewardship.” To this end, an MSW provides a strong and focused career option that addresses a growing importance in the region to be responsive to mental health and social service needs.

Institution and Universities of Wisconsin Program Array

The culture at UW-Stevens Point places an emphasis on a broad education supporting the growth of professional education at graduate levels. There is already a vibrant program that allows undergraduate students to operate as professionals in the social work field. Every year since 2013, the program has enrolled more than 180 students across BA and BS options. UW-Stevens Point has a complete curricular array with emerging online options and a strong support structure (e.g., field placements, student groups, etc.). Thus, the proposed MSW program will build upon existing strengths to offer the next phase of career preparation for students.

Within Wisconsin, five UW universities (UW-Madison, UW-Whitewater, UW-Milwaukee, UW-Oshkosh, and UW-Green Bay) and two private institutions (Concordia University-Wisconsin and Herzing University) provide an MSW pathway for students. Importantly, two institutions (UW-Madison and UW-Milwaukee) account for over 75% of the market, though they heavily cater to the southern part of the state and have little reach or connection to community partners in central and northern Wisconsin. Ultimately, UW-Stevens Point's vision is to provide a program that more directly and completely serves the region, thus fulfilling both community promises and university mission.

Need as Suggested by Student Demand

UW-Stevens Point explicitly aims to expand educational opportunities for student success. The proposed program better serves students by providing an online degree for traditional and post-traditional students that expands offerings and meets the growing workforce demands. It enhances the student experience that directly builds upon strong experiential learning, values diversity in communities in all senses of the word and offers a truly career-oriented transformative experience. At the highest level, the proposal serves external community partners for maximal impact as continued partnerships are and will continue to be at the core of the program. Simply put, the proposal expands academic pathways for students in the region (both those currently in and those to come to the region) to enter the field of professional mental health care.

A survey of current students and recent UW-Stevens Point alumni demonstrated strong interest in an online MSW.³ Specifically, 77 out of 97 existing students (79%) showed strong interest in continuing at UW-Stevens Point for an MSW. Similarly, 39 out of 59 alumni (66%) indicated an interest in returning to UW-Stevens Point for an MSW. Overall, results indicate a preference for an online program and a strong sense of brand loyalty, leading to a positive enrollment outlook for an MSW at UW-Stevens Point.

³ University of Wisconsin–Stevens Point, *Master of Social Work Survey*, Unpublished report (May 2023)

Need as Suggested by Market Demand

UW-Stevens Point values a strong analytical approach when considering new programs. To that end, campus contracted for a market analysis to assess the viability of an MSW program.⁴ Data from this internal report suggests that central and northern Wisconsin is an emerging market for social work. While the current number of jobs in the region is obviously fewer than in large urban areas, the projected growth in the area ranges from 3%-7%. Indeed, the internal report predicts the largest growth is projected for clinical/substance abuse social work and in child and family welfare (both at 7%). For graduates, the number of projected job openings and associated income in these areas is above the national average. Additionally, data available through the UW Office of Policy Analysis & Research (OPAR) workforce analytics dashboard⁵ similarly indicate the top two occupations in the State of Wisconsin community and social services sector are substance abuse, behavioral disorder, and mental health counselors and child, family, and school social workers. The 10-year projected job growth in Wisconsin in each of these two sectors is 20.0% and 12.4% respectively.⁶ Taken together, available data indicate Wisconsin represents a growing market for social workers.

At the same time, looking at the secondary market (i.e., the area just outside of Wisconsin) as an indication of potential for a successful online program, the data suggest growth in the 7%-12% range. These needs only grow (upwards of 10%-16%) upon examining tertiary market. Here too, the need for clinical/substance abuse social work is particularly strong, but other areas remain important.⁷

Regardless of region, having an MSW is vital for many career opportunities for professionals. Indeed, over 50% of the job postings in the field either requested or required a master's degree. Noting that they also preferred 5+ years of job experience, only an MSW with a strong practicum program and integrated community connections can meet these workforce demands.

⁴ UPCEA Center for Research and Strategy, *Environmental scan: Master of Social Work*, Unpublished report (March 2023)

⁵ <https://www.wisconsin.edu/opar-frontier/workforce/>

⁶ OPAR Workforce Analytics Dashboard, Retrieved January 2024 (see: <https://tableau.wisconsin.edu/t/SYS/views/WorkforceDashboard/Overview/54efa52a-9a86-4c29-b2d6-eab326743d88/83513d87-a50d-493e-946c-0bdd68b19c7f>)

⁷ Lightcast™, 2022.3 Data Set, Retrieved March 2022.

University of Wisconsin - Stevens Point
Cost and Revenue Projections For Newly Proposed Master of Social Work Program

	Items	Projections				
		2025-26	2026-27	2027-28	2028-29	2029-30
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	5	10	36	36	36
	Enrollment (Continuing Student) Headcount	0	5	9	9	9
	Enrollment (New Student) FTE	2.5	10.0	36.0	36.0	36.0
	Enrollment (Continuing Student) FTE	0.0	2.5	9.0	9.0	9.0
II	Total New Credit Hours	75	390	1484	1484	1484
	Existing Credit Hours	0	0	0	0	0
III	FTE of New Faculty/Instructional Staff	2.00	3.00	4.00	4.00	4.00
	FTE of Current Fac/IAS	0.00	0.00	0.00	0.00	0.00
	FTE of New Admin Staff	0.25	0.25	0.25	0.25	0.25
	FTE Current Admin Staff	0.00	0.00	0.00	0.00	0.00
IV	Revenues					
	Tuition	\$ 46,875	\$ 243,750	\$ 927,500	\$ 927,500	\$ 927,500
	Additional Tuition	\$ -	\$ -	\$ -	\$ -	\$ -
	Fees (indicate type)	\$ -	\$ -	\$ -	\$ -	\$ -
	Fees (indicate type)	\$ -	\$ -	\$ -	\$ -	\$ -
	Program Revenue (Grants)	\$ -	\$ -	\$ -	\$ -	\$ -
	Program Revenue - Other	\$ -	\$ -	\$ -	\$ -	\$ -
	GPR (re)allocation	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Revenue	\$ 46,875	\$ 243,750	\$ 927,500	\$ 927,500	\$ 927,500
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$ 233,750	\$ 238,107	\$ 245,250	\$ 252,608	\$ 260,186
	Instructional Academic Staff	\$ -	\$ 81,193	\$ 118,108	\$ 121,651	\$ 125,301
	Administrative and Student Support Staff	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
	Other Staff	\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Faculty and Academic Staff	\$ 97,500	\$ 138,432	\$ 164,546	\$ 177,186	\$ 190,436
	Fringe University Staff	\$ -	\$ -	\$ -	\$ -	\$ -
	Fringe Other Staff	\$ -	\$ -	\$ -	\$ -	\$ -
	Facilities and Capital Equipment					
	University buildings and space	\$ -	\$ -	\$ -	\$ -	\$ -
	Capital Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
	Operations	\$ 33,056	\$ 25,311	\$ 18,460	\$ 16,984	\$ 15,508
	Other Expenses					
	Other - University Operations	\$ 9,375	\$ 48,750	\$ 185,500	\$ 185,500	\$ 185,500
	Other (please list)					
	Total Expenses	\$ 383,681	\$ 542,093	\$ 742,473	\$ 764,856	\$ 788,186
	Net Revenue	\$ (336,806)	\$ (298,343)	\$ 185,027	\$ 162,644	\$ 139,314

Provost Signature: 

Date: 12-13-2023

Chief Business Officer's Signature: 

Date: 12-15-2023

COST AND REVENUE PROJECTIONS NARRATIVE UNIVERSITY OF WISCONSIN-STEVENSON MASTER OF SOCIAL WORK

PROGRAM INTRODUCTION

The proposed Master of Social Work (MSW) will enroll two types of cohorts of students through a tracked, 64-credit curriculum. Students who do not have a bachelor's degree in social work from a Council on Social Work Education (CSWE)-accredited program will enter as a foundational cohort and will proceed through a four-semester (two-year) 64-credit program. Students who have a bachelor's degree in social work from a CSWE-accredited program will enter as an advanced cohort and will proceed through a three-semester (one-year) 33 credit program. Students will pursue an MSW and a specialization in one of four areas: clinical social work, school social work, child welfare, or medical social work. The program is proposing a service-based pricing tuition of \$625/credit hour.

COST REVENUE NARRATIVE

Section I – Enrollment

Table 1 provides the projected enrollments of students over the first five years of the program. Following Council on Social Work Education (CSWE) standards, the MSW program is permitted to enroll only foundation students prior to accreditation. UW-Stevens Point anticipates enrolling five part-time (0.5 FTE/student) foundation students in the first year, and an additional 10 full-time foundation students in the second year. In Year 3, upon achievement of CSWE accreditation, in addition to another 10 full-time foundation students, 26 full-time advanced students are anticipated to enroll. Thus, by Year 3, the program will be fully enrolled and will continue with similar enrollments in Years 4 and 5.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5	10	36	36	36
Continuing Students		5	9	9	9
Total Enrollment	5	15	45	45	45
Graduating Students			35	35	35

Section II – Credit Hours

The MSW program consists of a tracked curriculum with foundation students requiring 64 credits to fulfill degree requirements and advanced students requiring 33 credits to earn the degree. In addition to a single summer introductory course, students will enroll in 14-15 credits in both fall and spring semesters.

Once in the advanced (second) year of the program, students will specialize in an area of social work, enrolling in elective courses. Because this is a new program with a specialized curriculum, all core courses delivered to students are new to the UW-Stevens Point course offerings.

Table 2 below represents student credit hour projections for the first five years of the program. The projections are based on the annual total FTE of foundation and advanced students in the program multiplied by the total credit hours generated per student cohort enrolled in the specific courses required each year. Specifically, annual credit hour calculations are based on the student credit hours produced by each student cohort as it progresses through the scheduled course requirements for each program year. For example, in Year 1, five part-time students taking 15 credits each in Year 1 generate a total of 75 credit hours. In Year 2, the program enrolls 10 additional full-time foundational students and the combined total credit hours generated in Year 2 increases to 390. In Years 3 through 5 stable cohorts of 45 total (foundational and advanced) students are predicted to generate 1484 credit hours in each of those years.

Table 2: Five-Year Projections for Student Credit Hours

	Year 1	Year 2	Year 3	Year 4	Year 5
Total SCH Generated	75	390	1484	1484	1484

Credits are calculated using the UW-Stevens Point credit hour policy. One credit hour is 50 minutes of face-to-face instruction and a minimum of two additional hours of independent work time per credit per week. A single credit course represents no less than 48 hours of total work effort per semester. This same calculation (a minimum of 48 hours of work/credit) also applies to online instruction whether delivered in a synchronous or asynchronous format.

Section III – Faculty and Staff Appointments

Table 3 represents faculty and staff appointments relevant to the proposed MSW for the first five years. The projections for Years 1 and 2 reflect a need to have a new program director and a new field director in place early (per accreditation policies), both of whom have a 0.5 FTE administrative appointment and a 0.5 FTE faculty appointment. The two remaining 1.0 FTE academic staff appointments need to be in place at the beginning of Year 3. Additionally, a 0.25 FTE administrative staff appointment is budgeted annually for the program and is reflected in Table 3. All appointments are new to UW-Stevens Point.

Table 3 Faculty and Staff Appointments

FTE	Year 1	Year 2	Year 3	Year 4	Year 5
FTE of New Faculty/Instructional Staff	2.0	3.0	4.0	4.0	4.0
FTE of Current Fac/IAS	0	0	0	0	0
FTE of New Admin Staff	0.25	0.25	0.25	0.25	0.25
FTE Current Admin Staff	0	0	0	0	0

Section IV – Program Revenues

Table 4 includes projected revenues relevant to the proposed MSW program for the first five years of the program. Consistent with the student credit hour explanation above (see Table 2), the projection in Year 1 reflects only the contribution of tuition revenue of the new part-time foundation students while the projections for Years 2 through 5 reflect the contributions of tuition revenue from cohorts of both new and continuing students.

Table 4 Program Revenues

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
From Tuition	\$46,875	\$243,750	\$927,500	\$927,500	\$927,500
From Fees					
Program Revenue – Grants					
Program Revenue – Other					
Reallocation					
Total Revenue	\$46,875	\$243,750	\$927,500	\$927,500	\$927,500

Tuition

Tuition revenues are calculated by the annual combined number of credit hours (see Table 2 above) generated by the foundation and advanced student cohorts multiplied by the per-credit rate of \$625/credit.

Fees

There are no additional course fees or program-specific fees that will be charged for this program.

Program Revenues and GPR

There are no additional program revenues or GPR funds that will be generated or used to support this program.

Section V – Program Expenses

Table 5 shows expenses relevant to the proposed MSW for the first five years of the program. The projections in Year 1 reflect substantial costs in the years before full enrollment (given the staffing requirements described earlier in Table 3).

Table 5 Program Expenses

Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty Salary	\$233,750	\$238,107	\$245,250	\$252,608	\$260,186
Instructional Academic Staff		\$81,193	\$118,108	\$121,651	\$125,301
Administrative Support Staff	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255
Fringe Faculty & Academic Staff	\$97,500	\$138,432	\$164,546	\$177,186	\$190,436
Fringe University Staff					
Program Operations	\$33,056	\$25,311	\$18,460	\$16,984	\$15,508
Institutional Operations	\$9,375	\$48,750	\$185,500	\$185,500	\$185,500
Total Expenses	\$383,681	\$542,093	\$742,473	\$764,856	\$788,186

Salary and Fringe

The primary expenses included in the budget are those directly associated with instruction and administration. For calculation of instructional and non-instructional expenses, salaries for the program director and the field director were set at \$90,000 and \$70,000, respectively. Salaries for each of these faculty include the nine-month faculty appointments and also include additional program administration and teaching appointments during the summer terms. For the third and fourth academic staff members, starting salaries were set at \$60,000. A 0.25 FTE administrative assistant is also budgeted in Years 1 through 5. Pay plan increases for salary for all personnel are also budgeted annually for Years 2-5 of the program at a rate of approximately 3%. Fringe rates for faculty and staff are budgeted at 40% in Year 1 and increase by 2% annually in Years 2 through 5. These salaries reflect the budgeted personnel costs for the proposed program.

Facilities and Capital Equipment

As an online program, no additional facilities or capital equipment are budgeted or outlined. Most costs will be incurred as part of existing operating costs or are accounted for by the program operations expenses described below.

Program Operations

The budgeted non-personnel program operations expenses include one-time instructional supplies, travel associated with practicum site visits, accreditation expenses, and professional development funds for faculty. Importantly, it also includes annual pro-rated fees for maintaining accreditation.

Institutional Operations

The budgeted institutional operations expenses include an annual overhead expense of 20% on program revenue on all service-based pricing programs that is used to cover institutional operating expenses (e.g., payroll, registration, purchasing, etc.) associated with ongoing institutional support of all programs.

Section VI – Net Revenue

Table 6 shows net revenues derived from the proposed MSW for the first five years of the program. The projections reflect the tuition revenue contributions of both continuing and newly enrolled students minus the program expenses articulated in Table 5. Tables 3 through 5 show early projected losses are a result of accreditation standards dictating the hiring of new faculty and administrators. However, net positive revenues are projected to be generated from the program beginning in Year 3. Net revenue deficits in Years 1 and 2 will be covered using one-time institutional funds. These include funds previously provided by UW System to support social work education in our region as well as one-time strategic investment funds reserved for new program initiatives at UW-Stevens Point.

Table 6 Net Revenue

Net Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
	-\$336,806	-\$298,343	\$185,027	\$162,644	\$139,314

**University of Wisconsin-Stevens Point**

Office of Provost and Vice Chancellor

Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Jay Rothman, President, University of Wisconsin System
From: La Vonne J. Cornell-Swanson, Provost & Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Master of Science (MSW) in
Date: December 13, 2023

A handwritten signature in cursive script, likely belonging to La Vonne J. Cornell-Swanson.

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Master of Science in Social Work (MSW) for which we are presently seeking authorization. As noted in the proposal documents, the program request aligns with UW-Stevens Point's select mission to provide "master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases." It similarly aligns with our [*Purpose Made Possible*](#) strategic plan goal of enhancing educational opportunities for our region. The proposed program will build upon UW-Stevens Point's robustly enrolled Bachelor of Science in Social Work program that is accredited by the Council on Social Work Education (CSWE). Most importantly, the MSW program will provide critical educational opportunities for students desiring advanced training to become social workers.

As the authorization narrative describes, market research indicates that central and northern Wisconsin represent emerging markets for social work education. Specifically, the largest current need and projected growth are in the clinical/substance abuse and child family welfare social work disciplines. The MSW program will be a significant addition to our graduate program array and will further provide our region and constituents with opportunities for desired advanced education and skills.

In terms of program details, the program will be fully distance-delivered and prepare students for generalist and advanced social work and will attain and maintain accreditation from the CSWE. Students without a bachelor's degree in social work from a CSWE-accredited program will be required to complete the full 64 credits of the MSW program while students with a bachelor's degree in social work from a CSWE-accredited program will be enrolled with advanced standing and be required to complete only the 33-credit advanced year. In the advanced year, students may choose from electives focusing on multiple areas of social work practice and special attention will be given to preparing students to engage in trauma-informed practice in addition to focused work related to the unique implications for social work practice in rural communities.

Finally, the proposed MSW will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

**NEW PROGRAM AUTHORIZATION (IMPLEMENTATION)
MASTER OF SCIENCE IN EDUCATION (M.S.E.) IN
READING INSTRUCTION AND DYSLEXIA INTERVENTION,
UNIVERSITY OF WISCONSIN-WHITewater**

REQUESTED ACTION

Adoption of Resolution C.5., authorizing the implementation of the Master of Science in Education (M.S.E.) in Reading Instruction and Dyslexia Intervention at the University of Wisconsin-Whitewater.

Resolution C.5. That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Education (M.S.E.) in Reading Instruction and Dyslexia Intervention at the University of Wisconsin-Whitewater.

SUMMARY

The University of Wisconsin (UW)-Whitewater proposes to establish a Master of Science in Education (M.S.E.) in Reading Instruction and Dyslexia. This program is an elevation of the Reading emphasis currently embedded in UW-Whitewater's M.S.E. in Professional Studies. Focusing on program growth and development goals outlined in the UW-Whitewater Strategic Plan, this new M.S.E. brings together the graduate programs in reading and special education for a single and comprehensive degree opportunity. Students will complete requirements to obtain the Wisconsin Reading Teacher and Wisconsin Reading Specialist Licenses, while also completing the Certificate in Dyslexia and Language Based Learning Disabilities, bringing highly qualified reading administrators and coaches into Wisconsin public schools.

The proposed program responds to the significant need for reading teachers and reading specialists with expertise in both reading instruction and dyslexia intervention. The need is evidenced by current reading performance in Wisconsin K-12 schools, the Department of Public Instruction's (DPI) recent emphasis on the science of reading and provision of reading coaches in schools, and 2023 Wisconsin Act 20. Students will receive critical advanced training in the field of reading and dyslexia.

The 35-credit program is designed for both professionals and recent college graduates who aspire to advance their careers as professional educators and who are interested in dual licensure. Graduates will be highly qualified reading specialists and reading coaches who are prepared to serve as reading teachers, reading specialists, reading coaches, dyslexia interventionists, and other education professionals within Wisconsin schools and surrounding states. Standard graduate tuition rates will apply.

Presenter

- Dr. John Chenoweth, 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, available at <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2/>.

Related Policies

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

ATTACHMENTS

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN EDUCATION
IN READING INSTRUCTION AND DYSLLEXIA INTERVENTION
AT UNIVERSITY OF WISCONSIN-WHITewater
PREPARED BY UW-WHITewater**

ABSTRACT

The University of Wisconsin (UW)-Whitewater proposes to establish a Master of Science in Education (M.S.E.) in Reading Instruction and Dyslexia. This program is an elevation of the Reading emphasis currently embedded in UW-Whitewater's M.S.E. in Professional Studies. Focusing on program growth and development goals outlined in the UW-Whitewater Strategic Plan, this new M.S.E. brings together the graduate programs in reading and special education for a single and comprehensive degree opportunity. Students will complete requirements to obtain the Wisconsin Reading Teacher and Wisconsin Reading Specialist Licenses, while also completing the Certificate in Dyslexia and Language Based Learning Disabilities, bringing highly qualified reading administrators and coaches into Wisconsin public schools.

The proposed program responds to the significant need for reading teachers and reading specialists with expertise in both reading instruction and dyslexia intervention. The need is evidenced by current reading performance in Wisconsin K-12 schools, the Department of Public Instruction's (DPI) recent emphasis on the science of reading and provision of reading coaches in schools, and 2023 Wisconsin Act 20. Students will receive critical advanced training in the field of reading and dyslexia. The 35-credit program is designed for both professionals and recent college graduates who aspire to advance their careers as professional educators and who are interested in dual licensure. Graduates will be highly qualified reading specialists and reading coaches who are prepared to serve as reading teachers, reading specialists, reading coaches, dyslexia interventionists, and other education professionals within Wisconsin schools and surrounding states. Standard graduate tuition rates will apply.

PROGRAM IDENTIFICATION**University Name**

University of Wisconsin-Whitewater

Title of Proposed Academic Program

Reading Instruction and Dyslexia Intervention

Degree Designation(s)

Master of Science in Education (M.S.E.)

Proposed Classification of Instructional Program (CIP) Code

13.1315 Reading Teacher Education

Mode of Delivery

Single university; 50% or more via Distance Education

Department or Functional Equivalent

Department of Curriculum and Instruction

Department of Special Education

College, School, or Functional Equivalent

College of Education and Professional Studies

Proposed Date of Implementation

Fall 2024

PROGRAM INFORMATION**Overview of the Program**

The M.S.E. in Reading Instruction and Dyslexia Intervention is a 35-credit master's degree program. It consists of 14-credits required to complete the Reading Teacher license certificate (DPI license code 1316), 6-credits required to complete the Reading Specialist license (DPI license code 5017), and 15-credits required to complete the Certificate in Dyslexia and Language Based Learning Disabilities (LBLD).

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Enrollment projections are supported by enrollments in current credit-bearing programs. Currently, there are three students enrolled in the M.S.E. Professional Studies: Reading Emphasis, 16 students enrolled in the school district cohort of the Reading Teacher Licensure Certificate, and 17 students enrolled in Year 2 of the Certificate for Dyslexia and LBLD. In 2022-2023, there were 11 students completing the required course for the Reading Specialist License.

It is anticipated that Year 1 enrollments will include at least three students from those currently enrolled in the Reading Teacher Licensure Certificate and those enrolled in the Certificate in Dyslexia and LBLD. These students are represented as Year 1 continuing students. Also, students in the non-degree programs can seamlessly apply their credits to the proposed program in order to expedite their completion of the master's degree.

The average student retention rate is projected to be at least 90%, based on similar graduate programs in the College of Education and Professional Studies at UW-Whitewater. The projected total student enrollment over a five-year period is 70 students enrolled, with 48 graduates within that time period.

Table 1: Five-Year Enrollment and Completion Projections by Headcount

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	12	13	15	17
Continuing Students	3	9	10	12	14
Total Enrollment	13	21	23	27	31
Graduating Students	3	9	10	12	14

It is not anticipated that the proposed program will affect existing demand for related majors at UW-Whitewater. The program most likely affected would be the M.S.E. Special Education, Evidence Based Practices Emphasis because it also aligns with the dyslexia intervention coursework. However, preparation in reading and special education each leads to clearly defined professional positions and the master's programs will draw students with differing enrollment interests.

Tuition Structure

For students enrolled in the M.S.E. in Reading Instruction and Dyslexia Intervention program, standard graduate tuition and fee rates will apply. For the current academic year, tuition for Wisconsin residents and segregated fees total \$5,044.97 per semester for a full-time student enrolled in 9-15 credits per semester. Of this amount, \$4,428.81 is attributable to tuition and \$616.16 is attributable to segregated fees. Part-time resident tuition and fees total \$560.56 per credit. Of this amount, \$492.09 is attributable to tuition and \$68.47 is attributable to segregated fees. Nonresident tuition and segregated fees total \$10,336.88 per semester for a full-time student enrolled in 9-15 credits per semester, or \$1,148.55 per credit for students enrolled part-time. For both full and part-time students, distance education fees of \$50 per credit will be added. Students will need to purchase textbooks for courses at an estimate of \$150 per course. In one course (SPECED 764) students will be assessed a materials fee of \$20.

Student Learning Outcomes and Program Objectives

Student learning outcomes are developed in alignment with professional reading instruction/supervision and dyslexia intervention standards (International Literacy Association [ILA] and International Dyslexia Association [IDA]). By graduation from this program, students will:

1. Critically read and utilize empirical research to plan and implement effective reading instruction, plan reading district level programs, supervise/coach teachers of reading, and plan and provide effective dyslexia intervention.

2. Demonstrate knowledge of major theoretical, conceptual, historical, environmental/cultural/social factors, and evidence-based foundations of literacy and language including the 5 language processing requirements for proficient reading and writing, and the ways in which they interrelate (ILA 1; IDA 1).
3. Understand dyslexia including definition, characteristics, varying degrees of impact on development and how reading difficulties change over time, and pertinent federal and state laws (IDA 2).
4. Design literacy curricula to meet the needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices (ILA 2).
5. Design and implement reading interventions utilizing structured literacy including explicit, systematic, and cumulative instruction in phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension, and written expression (IDA 4).
6. Select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement and reading difficulties such as dyslexia; inform instruction and intensive intervention and evaluate the success of interventions; assist teachers, parents, and students in their understanding and use of assessment results; advocate appropriate literacy practices and intervention practices to relevant stakeholders (ILA 3, IDA 3).
7. Understand themselves and others as cultural beings through research, relevant theories, pedagogies, essential concepts of diversity and equity and create classrooms and schools that are inclusive and affirming; and advocate for equity at school, district, and community levels (ILA 4 IDA 5).
8. Use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment (ILA 5).
9. Plan, participate in, and facilitate ongoing professional learning (ILA 6, IDA 5).
10. Complete supervised, integrated, extended practicum experiences that include intervention work with students and working with their peers and experienced colleagues, including practicum and ongoing experiences in school-based setting(s) (ILA 7, IDA 5).

By mastering program-level student learning outcomes, graduates will be prepared to be agents of effective and empirically supported reading instruction and dyslexia intervention and agents of change for improved reading instruction for children. They will be informed and skilled reading teachers, reading specialists, and dyslexia interventionists in schools or clinical settings. Graduating students will be prepared to take and pass the Wisconsin Foundations of Reading Test and the Knowledge and Practice Examination for Effective Reading Instruction (KPEERI). They may meet IDA requirements for certification as a Structured Literacy Classroom Teacher, Structured Literacy Dyslexia Interventionist, or Structured Literacy Dyslexia Specialist.

Program Requirements and Curriculum

The admission requirements for the M.S.E. in Reading Instruction and Dyslexia Intervention are the same as other graduate programs in the College of Education and Professional Studies. Students must have a baccalaureate or higher degree from a regionally accredited institution with a cumulative GPA of at least 2.75. There are no test scores required for admission to the program.

Table 2 illustrates the program curriculum and requirements for the 35-credit program. Requirements include 14-credits to complete the Reading Teacher license certificate, 6-credits required to complete the Reading Specialist license, and 15-credits required to complete the Certificate in Dyslexia and LBLD.

Table 2: M.S.E. in Reading Instruction and Dyslexia Intervention Program Curriculum

Courses for the Reading Teacher Certificate and License:

READING 764	Foundations of Reading	3 credits
READING 772	Reading in the Content Areas	3 credits
READING 766	Literacy Assessment & Intervention	4 credits
READING 767	Reading Practicum: Literacy Assessment & Intervention (PreK-12)	4 credits

Courses for the Reading Specialist License:

SPECED 769	Supervision, Coaching, & Mentoring in Special Programs	3 credits
READING 771	Planning and Implementing Reading Programs	3 credits

Courses for the Certificate in Dyslexia and Language Based Learning Disabilities:

SPECED 750	Neurobiology of Dyslexia & Language Based Learning Disabilities	3 credits
SPECED 752	Science of Reading 1: Phonics, Linguistics, & Interventions	3 credits
SPECED 754	Science of Reading 2: Vocabulary, Comprehension, & Writing Instruction	3 credits
SPECED 764	Assessment of Dyslexia & Language Based Learning Disabilities	3 credits
SPECFLD 770	Practicum in Structured Literacy	3 credits

Total Credits	35 credits
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Four practicum experiences are required—one as a capstone for reading teacher licensing requirements, two practicums within the Reading Specialist course sequence, and one practicum capstone for the Certificate in Dyslexia and LBLD which is also the capstone for the degree.

- In READING 767 Reading Practicum: Literacy Assessment and Intervention, students will administer assessments and interventions to small groups of struggling readers in classroom/school settings at the elementary and secondary grade level band for half the practicum. Students will write intervention lessons for groups of children they meet with in small group arrangements and for individual children they meet with in individual practicum settings. Interventions will be based on the outcomes of literacy assessments to meet the children's needs and to support skill growth for struggling readers in grades PREK-5.

- In READING 771 Planning and Implementing Reading Programs, graduate students complete 30 hours supervised practicum meeting professional standards (i.e., International Literacy Association [ILA], Wisconsin Administrator Standards [WAS]) and developing system level reading programs for a school district.
- In SPECED 769 Supervision, Coaching, and Mentoring in Special Programs, graduate students complete 20 hours of supervised practicum meeting professional standards (i.e., ILA, Council for Exceptional Children [CEC], WAS) supporting teachers as they develop their reading pedagogy in practice.
- In SPECFLD 770 Practicum in Structured Literacy, students will culminate their graduate program of study. The supervised practicum experience meets professional standards (i.e., International Dyslexia Association [IDA], Council for Educational Diagnosticians/CEC) for educational personnel in the area of assessment and instruction/intervention for individuals with dyslexia and reading-based learning disabilities. Students integrate learning from certificate courses in a semester-long practicum experience intervening with children with dyslexia and language-based learning disabilities. Students administer diagnostic formal and informal assessments to identify dyslexia related instructional needs, plan instruction/intervention, implement 15 weeks (22 hours) of intervention, progress monitor, and prepare a final portfolio case study.

Collaborative Nature of the Program

The M.S.E. in Reading Instruction and Dyslexia Intervention will be delivered through an internal collaboration between the UW-Whitewater Special Education and Curriculum & Instruction departments. UW-Whitewater's current graduate reading program has collaborative partnerships with Mukwonago School District and the Department of Special Education has a collaborative partnership with Racine Unified School District. These partner schools will be prioritized for MOUs for the proposed M.S.E. Reading Instruction and Dyslexia Intervention. The Reading League of Wisconsin has been exceptionally supportive of the Certificate in Dyslexia and LBLD and will expand support and advertisement for the proposed program within their literature and at their fall state conference.

Projected Time to Degree

It is anticipated that most of the individuals who apply to and are admitted to the program will be working full time. Course scheduling supports full-time summer enrollment and full or part-time engagement throughout the academic year to accommodate the schedules of working professionals/teachers. Most students are expected to complete the program in 13 months as full-time students or 26 months part-time. The program coordinator and certificate coordinators will review transcripts and credits will be transferred into the program as applicable. The College of Education and Professional Studies acknowledges that the closing of Cardinal Stritch University (and its large graduate reading specialist program) created a predicament for students. M.S.E. program will make every effort to review transcripts and transfer in as many of these students' credits as possible, to lessen the crisis placed upon these students.

Accreditation

The program will participate in UW-Whitewater's Higher Learning Commission (HLC) accreditation process, and no additional HLC approvals will be required. The Reading Teacher (DPI license code 1316) and Reading Specialist (DPI license code 5017) have been approved by the Wisconsin Department of Public Instruction.

PROGRAM JUSTIFICATION

Rationale

The M.S.E. Reading Instruction and Dyslexia Intervention will contribute directly to the mission of the Universities of Wisconsin by developing skilled educational professionals and extending knowledge of effective reading instruction and dyslexia intervention beyond the boundaries of its campuses. The program will serve and stimulate society by developing reading specialists with heightened intellectual, cultural, and humane sensitivities and who have a sense of purpose in providing effective reading instruction to promote equity among all students in Wisconsin. The Wisconsin Idea is embraced by preparing reflective school professionals committed to quality education and access to education reaching all citizens of the state. Support has been expressed by the leaders of state government and by leaders of Wisconsin reading associations including the Wisconsin Reading League, WI-Reads, and the Literacy Task Force of Wisconsin.

Currently, UW-Whitewater is the only UW school offering a graduate certificate program in the science of reading and dyslexia intervention. With its second cohort entering practicum in fall 2023, the program has grown from nine students in the first cohort to 15 students in the second. Cohort three enrollment is on target to meet the 20-student enrollment goal. The development of the proposed program responds to weekly requests from prospective students for the Certificate in Dyslexia and LBLD and a graduate program that prepares them in reading pedagogy, structured literacy (science of reading), dyslexia, and one that combines training for reading teachers and reading specialists with training in dyslexia interventions. The M.S.E. in Reading Instruction and Dyslexia Intervention will be the first of its kind in Wisconsin and in surrounding states. This new M.S.E. brings together the graduate programs in reading and special education for a combined degree opportunity in which graduate students will complete licensure requirements for Wisconsin Reading Teacher and Wisconsin Reading Specialist and will complete the Certificate in Dyslexia and LBLD; thus bringing highly qualified reading administrators, reading coaches, and dyslexia interventionists into Wisconsin public schools.

Graduate degrees in the areas of reading and training for reading specialists focus on a “balanced approach” to teaching reading. This emphasis is reflected in most Wisconsin, Illinois, Iowa, Minnesota, and Michigan graduate reading programs. Inclusion of dyslexia intervention preparation into graduate reading programs may support improvement of student reading scores in Wisconsin. A Milwaukee Journal Sentinel article published in February 2023 reported that 2022 state testing results indicated that only 37% of 3rd-8th-graders were proficient or advanced in reading, 34% were at basic proficiency, and 26% were below basic skills (3% did not take the state tests).¹ Post pandemic, parents and especially parents of children with dyslexia are demanding a change to more empirically supported reading instruction.^{2,3}

In addition to parents, professional organizations, and legislative groups seeking evidence-based practices in reading instruction, DPI now encourages districts in Wisconsin to use empirically supported practices to teach reading. The science of reading includes instruction that is systematic and explicit and focused on phonological awareness and phonics which provides a foundation for advanced reading skills. DPI has included in its budget funding to provide reading coaches within school districts who will train teachers in how to implement phonics instruction systematically and effectively. In a recent Milwaukee Journal Sentinel article, Jill Underly, State Superintendent of Education, endorses teaching phonics alongside instruction in fluency, vocabulary, comprehension, and other literacy skills that are evidence-based. This conclusion is supported by science of reading advocates. This shift in pedagogy results in a field in need of training and advanced degrees of this reading instruction priority.⁴

Statistics identifying that 30%-40% of students need the explicit instruction emphasized by the science of reading are resulting in legislative support across the U.S. calling for a shift from “balanced literacy” to the science of reading.⁵ As of 2023, every state

¹ Borsuk A. (2023, Feb 28). A bipartisan consensus could be growing on how to teach reading statewide. Milwaukee Journal Sentinel Online. Retrieve at <https://www.jsonline.com/story/news/education/2023/02/28/wisconsin-legislators-meet-to-consider-science-of-reading-approach/69951132007/>

² Closson, T. (2023, May 25). The surprising obstacle to overhauling how children learning to read. New York Times Online. Retrieve at <https://www.nytimes.com/2023/05/25/nyregion/nyc-public-schools-reading.html?searchResultPosition=3>

³ Hollingsworth, H. (2023, April 20). Why more U.S. schools are embracing a new science of reading. PBS News Hour Online. Retrieve at <https://www.pbs.org/newshour/education/why-more-u-s-schools-are-embracing-a-new-science-of-reading>

⁴ Borsuk A. (2023, Feb 28). A bipartisan consensus could be growing on how to teach reading statewide. Milwaukee Journal Sentinel Online. Retrieve at <https://www.jsonline.com/story/news/education/2023/02/28/wisconsin-legislators-meet-to-consider-science-of-reading-approach/69951132007/>

⁵ Hollingsworth, H. (2023, April 20). Why more U.S. schools are embracing a new science of reading. PBS News Hour Online.

has passed legislation defining dyslexia, requiring reading skills to be screened, and mandating or recommending that teachers receive training in the most effective strategies.⁶ The proposed master's program will prepare reading teachers to develop interventions, lessons, and programs that apply best practices in their support of school students and reading specialists with the system-level knowledge necessary to identify opportunities and challenges in the teaching of reading and to support teachers in the pedagogy of reading at the school and district levels.

Institution and Universities of Wisconsin Program Array

The UW-Whitewater mission states that the university “prepares students to be creative, innovative and adaptable in dynamic and diverse work and life environments.”⁷ The proposed M.S.E. Reading Instruction and Dyslexia Intervention program supports the mission and vision by contributing to equity and social justice within public education by providing transformational and empowering educational experiences and cultivating reading professionals who utilize their expertise to increase accessible, inclusive, and equitable reading instruction. Furthermore, the proposed program supports major themes in the university's Strategic Plan, such as developing a culture of collaboration and developing engaged citizens and outstanding candidates for careers. The proposed M.S.E. Reading Instruction and Dyslexia Intervention reflects the collaborative culture within the College of Education and Professional Studies in which faculty from across departments team to meet a societal and educational need. This collaboration results in a novel program pulling some of the best from both academic fields to innovate a highly specialized and original graduate program.

Three UW universities, UW-La Crosse, UW-River Falls, and UW-Superior, offer master's degree programs in reading and teaching instruction and UW Oshkosh offers a master's degree program in Language and Literacy. UW-La Crosse offers their program in the mode of distance and face-to-face. Other UW universities offer coursework or certificates leading to teacher licensure in this area. In addition, most UW schools, including UW-Whitewater, offer some form of graduate reading teacher/reading specialist training, however UW Whitewater is currently the only UW school offering a graduate certificate program in the science of reading and dyslexia intervention.

Need as Suggested by Student Demand

A useful measure of student demand for educator preparation programs (EPPs) is the number of Wisconsin school teachers who are currently working on emergency licenses, which occur when school districts hire staff who are not licensed for their respective positions due to shortages in the teacher pipeline. School district teachers and staff working on emergency licenses are encouraged or required to complete their

⁶ International Dyslexia Association. Retrieved December 2023 from <https://dyslexiaida.org/dyslexia-legislation-interactive-map/>

⁷ Please see <https://www.uww.edu/campus-info/mission-vision-values>

licensing requirements (therefore needing to complete an EPP). In 2021-2022 (the most recent available Wisconsin DPI data on emergency licenses), there were 86 reading teachers and 11 reading specialists working on emergency licenses within the state of Wisconsin, indicating a considerable need for licensed teachers and administrators in the instructional area of reading.

The Wisconsin Act 20⁸ known as the Reading Instruction Act was passed in July of 2023 and requires teachers to complete specific training in science-based early reading instruction and reading curricula. The curricula will be selected by a state council on early literacy curricula rather than districts. The teacher professional development necessitated by these changes may entice teachers to continue their own understanding of science-based reading instruction and to become licensed reading teachers to better support their students and gain a certification that is desirable across all districts.

In addition to district need and the added urgency for reading teachers and specialists created by Wisconsin Act 20, current enrollment in related programs at UW-Whitewater suggests there is strong student demand for the proposed M.S.E. in Reading Instruction and Dyslexia Intervention. Students in the non-degree seeking programs including the Certificate in Dyslexia and Language Based Learning Disabilities and the reading teacher and reading specialist licensure programs can seamlessly apply their credits to the proposed program in order to expedite their completion of the master's degree. Currently, there are 34 students across these programs who may have an interest in continuing into the proposed master's program. Also, the dyslexia certificate, which was initiated in 2021, has generated significant interest from prospective students. The current and prospective students frequently ask if the certificate can be completed within a degree leading to Reading Specialist licensure. While this data has not been explicitly tracked, the number of prospective students asking about this proposed program averages to about one per week.

Further demand will be supported through school districts partnerships once the program is approved. As well, since the closing of Cardinal Stritch University, UW-Whitewater has entered into partnerships that incentivize the completion of a master's degree program. It is expected these new school partners will lead to additional opportunities to partner with districts who incentivize the completion of master's programs in addition to additional licenses.

Need as Suggested by Market Demand

In 2022, UW-Whitewater's College of Education and Professional Studies Office of Clinical Experiences conducted a survey of administrators in education to identify needs

⁸ 2023 Wisconsin Act 20

<https://docs.legis.wisconsin.gov/2023/related/lcactmemo/act020#:~:text=Act%2020%20creates%20a%20Council,the%202023%2D24%20school%20year>

and trends within the region's schools. The survey was completed by 115 administrators across the southern region of Wisconsin. The survey asked which areas of study would be of most interest to schools and districts for online degrees, post-baccalaureate, and graduate programs. Over half (58%) of the administrators indicated a master's program in reading would be of interest. The only program in which they expressed more interest was an online bachelor's degree in special education (66%).

The recent Wisconsin Reading Instruction Act (Act 20) has created a sudden and significant need for additional reading teachers and specialists in Wisconsin districts. While school districts are already required to have a reading specialist, Wisconsin Act 20 mandates specific reading supports that go beyond common current practices in many Wisconsin schools. For instance, districts must develop personal reading plans for pupils identified as "at-risk" and DPI is charged with developing a model policy for promoting a pupil from the 3rd to the 4th grade. The model includes personal reading plans, intensive instructional services, progress monitoring, remediation support, and intensive summer reading programs. It is expected that districts will require more reading teachers to implement this level of support, which necessitates more individualized instruction and assessment than many districts currently provide. There are at least 421 school districts in Wisconsin, and Wisconsin Statute § 118.015 requires a minimum of one reading specialist for every district. Additionally, reading teachers have been consistently listed for Wisconsin within the U.S. Department of Education's teacher shortage areas for the past five years or more.⁹

Moreover, Wisconsin Act 20 states that the DPI's new Wisconsin Reading Center will contract up to 64 full-time literacy coaches across state districts. Although a reading teacher license may not be absolutely required for these new positions, the license is likely to be a preferred qualification, and the preparation that is offered in the reading teacher coursework is strongly aligned with the background in science-based early literacy instruction the literacy coaches are expected to have.

On a national level, the projected job growth for reading teachers in the United States is 3% from 2018-2028 with an average salary of \$55,452 and an anticipated 53,000 new jobs over the next decade according to Zippia.com.¹⁰ The reading teacher or specialist specific data is not available within the Bureau of Labor Statistics. Although several reading teacher and specialist master's programs are available nationwide¹¹, the proposed program is unique in that it includes dyslexia certification and is available fully online.

⁹ U.S. Department of Education Teacher Shortage Areas: <https://tsa.ed.gov/#/reports>

¹⁰ Zippia Reading teacher overview: <https://www.zippia.com/reading-teacher-jobs/>

¹¹ U.S. News, Master's degrees in reading and literacy: <https://www.usnews.com/education/online-education/reading-literacy-masters-degree>

University of Wisconsin - Whitewater						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	12	13	15	17
	Enrollment (Continuing Student) Headcount	3	9	10	12	14
	Enrollment (New Student) FTE	10	12	13	15	17
	Enrollment (Continuing Student) FTE	3	9	10	12	14
II	Total New Credit Hours	170	204	221	255	289
	Existing Credit Hours	54	162	180	216	252
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	0.5	1	1	1	1
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.25	0.25	0.25
IV	Revenues					
	Tuition	\$108,752	\$175,676	\$192,407	\$225,869	\$266,221
	Special course fee (materials)	\$60	\$180	\$200	\$240	\$280
	Program Revenue (Grants)	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	GPR (re)allocation	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$108,812	\$175,856	\$192,607	\$226,109	\$266,501
V	Expenses					
	Salaries plus Fringes					
	Faculty Salary	\$34,500	\$70,380	\$71,788	\$73,223	\$74,688
	Instructional Academic Staff	\$5,400	\$16,200	\$16,200	\$16,200	\$16,200
	Administrative and Student Support Staff	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Faculty and Academic Staff	\$16,263	\$33,960	\$34,493	\$35,038	\$35,593
	Fringe University Staff	\$0	\$0	\$0	\$0	\$0
	Fringe Other Staff	\$0	\$0	\$0	\$0	\$0
	Facilities and Capital Equipment					
	University buildings and space	\$0	\$0	\$0	\$0	\$0
	Capital Equipment	\$0	\$0	\$0	\$0	\$0
	Operations	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Marketing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Materials	\$60	\$180	\$200	\$240	\$280
	Total Expenses	\$69,223	\$133,720	\$135,681	\$137,701	\$139,761
	Net Revenue	\$39,589	\$42,136	\$56,926	\$88,408	\$126,740

Provost's Signature:



Date:

10/11/2023

Chief Business Officer's Signature:



Date:

10/11/2023

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-WHITewater
MASTER OF SCIENCE IN EDUCATION IN
READING INSTRUCTION AND DYSLEXIA INTERVENTION**

PROGRAM INTRODUCTION

The University of Wisconsin (UW)-Whitewater proposes to establish a Master of Science in Education (M.S.E.) in Reading Instruction and Dyslexia. The proposed program elevates an existing emphasis within the M.S.E. in Professional Studies program and adds certification in dyslexia as a component of the degree, thereby making the program more visible to students and attracting more enrollments than the current emphasis. The program will be offered fully online and will rely primarily on resources that are currently in place. The courses making up the curriculum exist with the exception of one new three-credit course and the courses are regularly taught by existing faculty and instructional staff. The facilities needed for student learning are in place. Any additional costs will be covered by tuition revenue and fees garnered by anticipated increases in enrollment.

COST REVENUE NARRATIVE**Section I – Enrollment**

Student headcount reflects anticipated new student enrollment based on current enrollment trends in the Certificate for Dyslexia and Language Based Learning Disabilities (LBLD) program, enrollment trends in the Reading Teacher Certificate, a paucity of comparable graduate programs within the state and region, national trends, and the accessibility created by offering the program fully online.

It is anticipated 10 new students will enroll in the first year, and enrollments will grow by 15% in each of the next four years. By the end of Year 5, it is expected that 70 students will have enrolled in the program and 48 will have graduated. In Year 1, continuing students are those students who first enrolled in the Reading Teacher Certificate and Dyslexia and LBLD Certificate and will choose to enroll in the new M.S.E. in Year 1. There may be additional continuing students in year one who elect to change to the proposed program from the M.S.E. Special Education Evidence Based Practices emphasis. In Years 2-5, continuing students are those enrolled as new students in the prior years but haven't completed the degree. The student retention rate is projected to be 90% based on the retention rates within the School of Graduate Studies at UW-Whitewater.

Section II – Credit Hours

The M.S.E. in Reading Instruction and Dyslexia Intervention program requires 35 credits, all attributed to major/program requirements. Credit hours are multiplied by 17 during Year 1, and 18 during Year 2, to represent the expected coursework schedule as described above.

Considering the program targets working professionals in the field of education, it is assumed that each student (headcount) will take three credits during summer of their first year, 14 credits during their first academic year (seven credits each fall and spring semester), six credits during the second summer, and 12 credits during their second academic year (six credits each fall and spring semester). Therefore, each student headcount is projected as 1.0 FTE during the academic year, given full-time status is 18 credits per year.

Section III – Faculty and Staff Appointments

The proposed M.S.E. in Reading Instruction and Dyslexia Intervention program will be shared between the Department of Curriculum and Instruction and the Department of Special Education. Faculty who are currently teaching courses in the M.S.E. Professional Studies - Reading emphasis (C&I) and within the Dyslexia Certificate (Special Education) will continue to teach in the new program. Eight (8) course sections will be offered per academic year, and three courses per summer session which are offered on a self-supporting basis at UW-Whitewater. Most courses within the program are three credits with two courses at four credits. Current full-time and adjunct faculty will teach all of the fall/spring sections (0.50 FTE in Year 1 and 1.0 FTE in Years 2-5). Faculty in UW-Whitewater's College of Education and Professional Studies typically teach four courses per semester. As demand grows beyond Year 5, additional course sections will be needed, and additional FTE may be required.

A faculty coordinator is required to administer the program (market, recruit, and admit students, advise students, etc.). The faculty coordinator will receive a one-course reassignment per semester (.25 FTE) and a summer stipend of \$3,000 to meet all academic admissions and advisement obligations.

Section IV – Program Revenues

Tuition

Tuition estimates for the proposed program are \$492.09 per credit hour. During the summer session of their second year, students will take one credit beyond the tuition plateau. Students are expected to take six credits during the second summer session, whereas UW-Whitewater summer tuition plateau is five credits. Therefore, summer tuition is calculated by multiplying headcount by a factor of five, rather than the six credits students are expected to take during their second summer session.

Program/Course Fees

Students pay a \$20 materials fee in one course in their second year.

Section V – Program Expenses

Salary and Fringe

Faculty and part time instructors are in place to teach the courses in the proposed program. New FTE attributable to the program are included in the salary and fringe estimates. As detailed in Section III, current faculty/instructional staff is calculated at .5 FTE during Year 1, and 1.0 FTE during Years 2-5. In addition, the program will require 0.25 for administrative staff/program coordination. The program coordinator will also receive a \$3,000 stipend during summer sessions to process summer admissions and marketing. Salary expenses are calculated using average salaries for staff already in place, with 37.91% fringe added and 2% salary increase per year to reflect faculty promotions and other salary increases. Compensation for summer instruction occurs on a course-by-course basis, where instructors receive \$5,400 for each 3-credit course regardless of title and was included under salary for instructional academic staff.

Facilities and Capital Equipment

Current facilities will be utilized for this program. The program will benefit from the anticipated Winther/Heide Hall renovations; however, the program does not require any specific new construction or facility investments, therefore no expenses are attributed to the program.

Other Expenses

The Department of Curriculum and Instruction and Department of Special Education receive sufficient library resources from the College of Education and Professional Studies to support the program. Program marketing will be an additional expense, UW-Whitewater intends to commit \$10,000 per year to market this proposed program. The materials for the special course fee will be an additional expense, covered by the special course fee.

Section VI – Net Revenue

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



December 11, 2023

Jay Rothman
President, UW System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Rothman,

Please accept UW-Whitewater's Letter of Commitment for our new Master of Education Science (M.S.E.) program in Reading Instruction and Dyslexia. The University of Wisconsin (UW)-Whitewater is proposing to establish a Master of Science in Education (M.S.E.) in Reading Instruction and Dyslexia Intervention. This program is an elevation of UW-Whitewater's M.S.E. in Professional Studies with a Reading Emphasis to a stand-alone M.S.E. Focusing on program growth and development, this new M.S.E. brings together collaboratively the graduate programs in reading and special education for a degree opportunity in which graduate students complete licensure requirements for Wisconsin Reading Teacher (1316) and Wisconsin Reading Specialist (5017) while also completing the Certificate in Dyslexia and Language Based Learning Disabilities, bringing highly qualified reading administrators and coaches into Wisconsin public schools.

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

1. The M.S.E. in Reading Instruction and Dyslexia Intervention has been designed to meet the UW-Whitewater's definition and standards of quality and will contribute to our mission, overall academic plan, and academic degree program array. The program was developed in collaboration between two academic departments in response to student demand.
2. There is university-wide support for the program, through every phase of our university governance processes. The proposal was approved by the Department of Curriculum and Instruction, the College of Education and Professional Studies Curriculum Committee, the Interim Dean of the College of Education and Professional Studies, and the UW-Whitewater Graduate Council. All required approvals have been obtained on campus with enthusiastic support.
3. The necessary financial, capital, and human resources are in place and/or have been committed to implement and sustain the master's program. Department and college staff have thoroughly considered and planned for all of the resources needed to launch and

maintain the program. A financial plan is in place to support and sustain the program.

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

Sincerely,



John Chenoweth
Provost and Vice Chancellor for Academic Affairs

cc: Johannes Britz, Vice President of Academic Affairs and Student Affairs
Tracy Davidson, Associate Vice President of Academic Affairs
Corey King, Chancellor
Kristin Plessel, Associate Vice Chancellor for Academic Affairs
Lana Collet-Klingenberg, Interim Dean, College of Education and Professional Studies
Matt Vick, Dean, School of Graduate Studies

**MODIFICATION OF UW SYSTEM UNDERGRADUATE
APPLICATION FEE STRUCTURE**

REQUESTED ACTION

Adoption of Resolution D., removing the assessment of an application fee after three free applications have been submitted to all UW universities, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison.

Resolution D. That, upon the recommendation of the President of the UW System, the UW System Board of Regents approves a proposed request to rescind Resolution 12057 and establish an application fee of \$0 for all undergraduate admission to UW universities, excepting UW-Eau Claire, UW-La Crosse, and UW-Madison, effective August 1, 2024.

SUMMARY

The proposed request would undo the current application fee structure of three free applications and \$25 for each subsequent application for all UW universities except UW-Eau Claire, UW-La Crosse and UW-Madison and return to a free application for all applications submitted to all UW universities except UW-Eau Claire, UW-La Crosse and UW-Madison. UW-Eau Claire, UW-La Crosse, and UW-Madison will continue to charge undergraduate applicants their current fees of \$25, \$25, and \$70, respectively. All institutions would retain the right to waive undergraduate application fees for those students who meet the conditions of financial hardship previously set forth in UW System Administrative Policy 805.6.A.18. The proposed request would take effect on August 1, 2024.

Presenter

- Julie Amon, Ed.D., Associate Vice President for Enrollment & Student Success, Universities of Wisconsin

BACKGROUND

The current application fee structure was adopted in response to a desire to reduce the number of students who apply to an excessive number of universities without a real interest in attending most of them. The hope was that the new fee structure would make it easier for UW universities to model yield. The UWs have been monitoring progress in this model and the data analysis makes it clear that it is working as designed. Overall applicants are not declining, while the number of super-appliers is.

However, three recent factors have compelled a return to the previous structure in which applications are free for all UWs except UW-Eau Claire, UW-La Crosse and UW-Madison:

1. The largest motivating factor is [Direct Admit Wisconsin](#), which will admit qualifying students without requiring the student to complete application or pay a fee. Approximately 350 high schools have signed on to participate in Phase I of the UWs' direct admission program. Given the substantial number of high schools participating in the program and the fact that the UWs were able to implement it faster than initially expected, it would make it inequitable moving forward to require students applying outside of direct admission to pay an application fee while those directly admitted would pay no fee.
2. Additionally, Guaranteed Admission, which is part of a UW agreement with the Wisconsin Legislature and is now moving through the legislative process, will alter the admission landscape and student behavior. Although most students eligible for guaranteed admission were already likely to be admitted by most applicable UWs, it still represents a change that may impact how students apply and enroll.
3. Finally, this change further demonstrates a commitment to access and affordability, which have been key factors influencing application fees and other enrollment-related decisions in recent years.

Therefore, given this changing context, and the timing of the application and recruitment cycle, the Universities of Wisconsin have decided to remove application fees now to allow UW HELP and the 10 impacted UW universities to communicate this change as soon as possible to prospective students, families and high schools.

Previous Actions

The current Universities of Wisconsin Application fee was set through [Resolution 12057](#), adopted in July, 2023. Prior to that, four recent resolutions modified the undergraduate application fee:

- [Resolution 11415](#) adopted April 2, 2020, reduced the application fee from \$50 to \$25 for all institutions besides UW-Madison, which remained at \$60.
- [Resolution 11564](#), adopted December 10, 2020, reduced the application fee to \$0 for two years for all campuses besides UW-Eau Claire, UW-La Crosse, and UW-Madison. UW-Eau Claire and UW-La Crosse remained at \$25 and UW-Madison at \$60.
- [Resolution 11802](#) adopted February 2022 extended Resolution 11564 indefinitely.
- [Resolution 12037](#), adopted June 9, 2023 raised the UW-Madison undergrad application fee to \$70, for applications received on or after August 1, 2023. ¹

Related Policies

- Wis. Stat. § 36.11(3)(d) "[Admission of Applicants](#)"
- Regent Policy Document 32-8: "[Application Fees and Waiver](#)"
- UW System Administrative Policy 805.6.A.18: "[Application Fees and Waiver](#)"

¹ Prior to the December 2020 resolution, many UW universities had application fee waiver campaigns from August-October, so the application fee was effectively \$0 for the majority of Fall 2021 term applications.

**UW-MADISON HOST CAMPUS PRESENTATION
“UNDERGRADUATE RESEARCH: OPPORTUNITIES AND IMPACT”**

REQUESTED ACTION

For information and discussion.

SUMMARY

UW-Madison provides a wealth of opportunities for students, including undergraduate students, to gain valuable research experience, working directly with faculty and research staff experts to advance scientific understanding, contribute to scholarship in an array of fields, and address real-world challenges. Additionally, UW-Madison is a leader in studying effective mentor and mentee relationships in research settings and in applying this research on campus through evidence-based programming. This presentation will provide insight into these research opportunities and research mentor/mentee approaches, with first-hand descriptions of those experiences from two of UW-Madison’s outstanding undergraduate student scholars and one outstanding faculty mentor.

Presenters

- Charles L. Isbell, Jr., Provost and Vice Chancellor for Academic Affairs and Hilledale Professor of Computer Sciences
- Professor Trina McMahon, Vilas Distinguished Achievement Professor of Civil and Environmental Engineering and of Bacteriology
- Josh Baston, Major: Materials Science and Engineering, College of Engineering
- Dominique Eliana Gooden, Major: Biomedical Engineering, College of Engineering
- Sophia Schoenfeld, Major: Biology, Certificates: Global Health, Health Policy, College of Agricultural & Life Sciences

THE IMPACT OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) ON THE EDUCATIONAL MISSION OF THE UNIVERSITIES OF WISCONSIN

REQUESTED ACTION

For information and discussion.

SUMMARY

This panel will focus particularly on the evolving impact of generative artificial intelligence (AI) on the educational mission of the Universities of Wisconsin.

Generative AI refers to AI techniques that learn a representation of artifacts from data, and use it to generate brand-new, unique artifacts that resemble...the original data. Generative AI can produce totally novel content (including text, images, video, audio, structures), computer code, synthetic data, workflows, and models of physical objects.¹ Chat GPT is a chatbot and generative AI language tool launched by OpenAI in November 2022. The wide availability of ChatGPT beginning in fall 2022 sent reverberations across higher education.

Though automated data processing has been widely present in computing for some time, easy access to large language models raised significant questions for many on our campuses about the future of our core academic activities. Following a general overview of developments in AI, the discussion will focus on how AI is transforming the work to support student success, career readiness, academic integrity, and the craft of teaching.

Presenters

- Charles Isbell, Jr., Provost & Vice Chancellor for Academic Affairs, UW-Madison
- Glendalí Rodríguez, Provost & Vice Chancellor for Academic Affairs, UW-Stout
- John Zumbrunnen, Senior Vice Provost for Academic Affairs and Vice Provost for Teaching and Learning, UW-Madison

Resources

- <https://teachlearn.wisc.edu/generative-ai/>
- <https://ctlm.wisc.edu/self-serve-resources/artificial-intelligence-and-chatgpt/>
- <https://conduct.students.wisc.edu/artificial-intelligence/>

¹ <https://www.gartner.com/en/information-technology/glossary/generative-ai>