

1/30/2013

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

2:30 p.m. Education Committee – 1820 Van Hise Hall Thursday, February 7, 2013
Room 1820, Van Hise Hall
1220 Linden Drive
Madison, WI

a. Consent Agenda:

1. Approval of the Minutes of the December 6, 2012, Meeting of the Education Committee;
2. UW-Stevens Point: Bachelor of Science in Nursing;
[Resolution I.1.a.(1)]
3. UW-Stevens Point: Bachelor of Science in Nursing @ Home (BSN@home online collaborative degree);
[Resolution I.1.a.(2)]
4. UW-Parkside: Bachelor of Science in Accounting.
[Resolution I.1.a.(3)]

b. UW-Stout: Doctor of Education (Ed.D.) in Career and Technical Education.
[Resolution I.1.b.]

c. Charter School Authorizations and Renewals:

1. UW-Milwaukee: Renewal of Bruce Guadalupe Community School;
[Resolution I.1.c.(1)]
2. UW-Milwaukee: Renewal of Woodlands School;
[Resolution I.1.c.(2)]
3. UW-Milwaukee: Authorization of Woodlands School East.
[Resolution I.1.c.(3)]

d. UW-Platteville: First Reading of Revised Mission.

e. Report of the Senior Vice President:

1. Flexible Option Update.

Program Authorization (Implementation)
Bachelor of Science in Nursing
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.a.(1):

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 be authorized to implement the Bachelor of Science in Nursing at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN NURSING
UNIVERSITY OF WISCONSIN-STEVENS POINT**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>), the new program proposal for a Bachelor of Science in Nursing (BSN) at the University of Wisconsin–Stevens Point is presented to the Board of Regents for consideration.

This request accompanies agenda item I.1.a.(2) requesting approval of the participation of UW-Stevens Point in the existing and Board-approved BSN@Home online collaborative degree program currently offered by UW-Madison, UW-Eau Claire, UW-Milwaukee, UW-Oshkosh, and UW-Green Bay.

The comprehensive authorization document submitted by UW-Stevens Point contains information on both the BSN and the BSN@Home. The two proposed programs are essentially identical and have the same curriculum, while serving different pipelines of students. The institution's Provost has submitted relevant attachments and a letter of institutional commitment to sustain both the on-campus and the collaborative online BSNs.

REQUESTED ACTION

Approval of Resolution I.1.a.(1), authorizing the implementation of the Bachelor of Science in Nursing program at the University of Wisconsin–Stevens Point.

DISCUSSION

The development of the proposed on-campus BSN responds to a mandate included in the 2009-2011 State of Wisconsin budget that called for UW-Stevens Point to develop a BSN degree completion program as well as a collaborative nursing education and advising center. The proposed BSN is designed for students who are registered nurses (RNs) possessing an associate degree in nursing. This campus-based program will utilize face-to-face and online modes of delivery and will provide students with knowledge and skills necessary to continue and practice nursing with increased attention to safety, quality, and health outcomes. Graduates will be better equipped to assume leadership positions in acute, ambulatory, and other community healthcare settings. The BSN program will be comprised of 120 credits, which will include 60 transfer credits from a nursing degree program. Students will complete an additional 30 upper-level nursing credits and 30 additional general education and degree credits designed to support the learning outcomes required for the BSN program and other graduation requirements at UW-Stevens Point.

The BSN is in demand by health care facilities within the geographic area served by UW-Stevens Point. Specific to the North Central Wisconsin Workforce Development Region, Office

of Economic Advisors (OEA) occupational 2008-2018 projections indicate an increase of 950 registered nursing positions. The Wisconsin Hospital Association (2007) posits that a good number of future vacancies will require experience and RNs holding at least the BSN degree.

The BSN completion program requires accreditation and approval from professional disciplinary organizations. Procedures to achieve initial accreditation from the American Association of Critical-Care Nurses (AACN) and the Commission on Collegiate Nursing Education (CCNE) will begin immediately upon approval by the Board. Likewise, program approval will be sought from the Wisconsin Board of Nursing.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(1), authorizing the implementation of the Bachelor of Science in Nursing program at the University of Wisconsin–Stevens Point.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

Program Authorization (Implementation)
Bachelor of Science in Nursing@Home
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.a.(2):

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 be authorized to implement this new program that will make UW-Stevens Point the sixth partner in the existing collaborative online Bachelor of Science in Nursing@Home.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN NURSING@HOME
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

EXECUTIVE SUMMARY

BACKGROUND

This proposal is presented to the Board of Regents for consideration in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). UW-Stevens Point requests approval to join – as the sixth academic campus – the collaborative Bachelor of Science in Nursing @ Home program (hereafter BSN@Home).

This request accompanies agenda item I.1.a(1), requesting approval of a Bachelor of Science in Nursing (BSN) completion program at UW–Stevens Point. Whereas two separate resolutions are presented to the board and a separate executive summary accompanies each resolution, the comprehensive authorization document submitted by UW-Stevens Point contains information on both the BSN and the BSN@Home.

The two proposed programs are essentially identical and have the same curriculum, while serving different pipelines of students. The institution’s Provost has submitted relevant attachments and a letter of institutional commitment to sustain both the on-campus and the online collaborative BSNs.

REQUESTED ACTION

Approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Science in Nursing @Home collaborative degree program at the University of Wisconsin–Stevens Point.

DISCUSSION

UW-Stevens Point proposes to become the sixth academic campus partner in the BSN@Home Collaborative Degree Program. This baccalaureate-level degree completion program designed for practicing Registered Nurses (RN) is currently offered by UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh. The program is administered by UW-Extension through the Division of Continuing Education, Outreach, and E-Learning. It features an online delivery of courses that enables RNs to complete graduation requirements for a baccalaureate degree while remaining with their current employers and within their local communities.

The BSN@Home – whether delivered online or on-campus -- is in demand by healthcare facilities within the geographic area served by UW-Stevens Point. The healthcare environment in the North Central region changed dramatically through the opening of a new tertiary hospital immediately north of Stevens Point in 2005. Two other area hospitals earned Magnet status, a program designation that recognizes healthcare organizations for quality, excellence, and

innovations in professional nursing practice. This Magnet status requires a high percentage of institutional RNs to hold the BSN degree. The proposed program will serve to fill an anticipated shortage of qualified RNs to fill a variety of leadership roles within their organizations. Inclusion of UW-Stevens Point as a partner in the BSN@Home program will enable more practicing RNs to complete their BSN and thereby meet the anticipated growth and demand for BSNs within the North Central region and the state.

The BSN@Home will provide students with the same knowledge and skills necessary to continue to practice nursing, and increase knowledge relating to safety, quality, and health outcomes, as with the on-campus BSN. The BSN@Home program is comprised of 120 credits, which will include 60 transfer credits from a nursing associate degree program. Students will complete an additional 30 upper-level nursing credits and 30 additional general education and degree credits designed to support the learning outcomes required for the BSN program.

The curriculum and courses for the BSN@Home will be delivered by UW-Stevens Point and the partnering academic campuses. A program director housed at UW-Extension administers financial and general programming, including the maintenance of a central student database. The program is governed by the BSN@Home Steering Committee which is comprised of a representative from each collaborating institution. The Steering Committee oversees administration of the program, including financial planning, and develops program curricula. Steering Committee members serve as a liaison to their home institution's nursing program and faculty. A UW-Stevens Point nursing faculty member has participated in the Steering Committee since 2010.

To participate in the BSN@Home program, each of the partner campuses in the collaboration must obtain and maintain its own accreditation and approval from professional disciplinary organizations. Procedures to achieve initial accreditation from the American Association of Critical-Care Nurses (AACN) and the Commission on Collegiate Nursing Education (CCNE) will begin immediately upon approval by the Board. Likewise, program approval will be sought from the Wisconsin Board of Nursing.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(2), authorizing UW-Stevens Point to offer the BSN@Home collaborative degree program as the sixth academic campus.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN NURSING AND
BACHELOR OF SCIENCE IN NURSING@HOME
AT UW-STEVENSON POINT
PREPARED BY UW-STEVENSON POINT**

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Bachelor of Science in Nursing (BSN) degree completion program as well as to become the sixth academic campus partner to join the Bachelor of Science in Nursing@Home (BSN@Home) degree completion program offered collaboratively by UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh. The aforementioned collaborative program is administered by UW-Extension through the Division of Continuing Education, Outreach, and E-Learning. The development of these programs responds to a mandate included in the 2009-2011 State of Wisconsin budget that called for UW-Stevens Point to develop a BSN degree completion program as well as a collaborative nursing education and advising center. Establishing these two programs at UW-Stevens Point will provide students with a local BSN option by traditional instruction, the BSN@Home program, or a combination of campus-based and online courses to earn the BSN degree. This affords students the greatest flexibility in completing the BSN. The goal of the two BSN programs at UW-Stevens Point will be to provide students with knowledge and skills necessary to continue and practice nursing and increase knowledge relating to safety, quality, and health outcomes. Graduates will be better equipped to assume leadership positions in acute, ambulatory, and other community healthcare settings. Each program will be comprised of 120 credits of shared curriculum, which will include 60 transfer credits from a nursing associate degree program. Students will complete an additional 30 upper level nursing credits.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stevens Point

Title of Proposed Program

Bachelor of Science in Nursing (BSN)

Degree/Major Designations

Bachelor of Science in Nursing (BSN) (Completion Program) and BSN@Home

Mode of Delivery

The BSN at UW-Stevens Point: Single institution degree completion program that combines face-to-face and online instruction.

BSN@Home: Collaborative online degree completion program.

Projected Enrollments by Year Five

BSN at UW-Stevens Point:

Figure 1 represents enrollment and graduation projections for students entering the campus-based BSN completion program over the next five years. By the end of year five, it is expected 108 students will have enrolled in the program and 64 students will have graduated from the program.

Figure 1: UW-Stevens Point Campus-Based BSN Completion Program

Year	Implementation year 2013-2014	2 nd Year 2014-2015	3 rd Year 2015-2016	4 th Year 2016-2017	5 th Year 2017-2018
New students admitted	8	16	24	30	30
Continuing Students	0	7	16	25	34
Total enrollment	8	23	40	55	64
Graduating students	0	6	14	20	24

BSN@Home – UW-Stevens Point Home Campus:

Figure 2 represents enrollment and graduation projections for students entering the BSN@Home program over the next five years. By the end of year five, it is expected that 52 students will have enrolled in the program and 26 students will have graduated from the program.

Figure 2: BSN@Home Program

Year	Implementation year 2013-2014	2 nd Year 2014-2015	3 rd Year 2015-2016	4 th Year 2016-2017	5 th Year 2017-2018
New students admitted	4	6	10	16	16
Continuing Students	0	4	7	12	18
Total enrollment	4	10	17	28	34
Graduating students	0	2	4	8	12

Strong student advising and support services will help the majority of BSN students persist in their studies until graduation. It is reasonable to expect that students enrolled in the BSN@Home program may take longer to complete their degree than students enrolled in the BSN campus-based program. Students who enroll in the BSN@Home program are most likely to be practicing RNs who remain employed and are part-time students. Students who enroll in the campus-based BSN program are more likely to be traditional aged, full-time students who were either enrolled in UW-Stevens Point's pre-nursing program, or who transferred directly from one of the area technical colleges, after completing coursework for the RN degree.

Tuition Structure

UW-Stevens Point Campus-Based BSN Completion Program

For students enrolled in the on-campus BSN completion program, standard tuition and fee rates apply. For the current academic year, the residential tuition and segregated fees total \$3,755.56 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$535.60 is attributable to segregated fees and \$67.80 is attributable to textbook rental. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$312.96 per credit, of which \$44.88 is attributable to segregated fees and \$5.65 is attributable

for textbook rental fees. No differential or course fees will be charged. BSN tuition increases will occur each time the Board of Regents approves increases in university tuition. Segregated and textbook rental fees are established annually per UW System and UW-Stevens Point policy.

BSN@Home Program

BSN@Home tuition and fees are charged per credit. In the current academic year, residential students enrolled in the BSN@Home program pay \$452.00 per credit. These tuition rates include distance education fees. UW-Stevens Point segregated fees will not be charged for BSN@Home courses. The BSN@Home program abides by UW System Administration (UWSA) Distance Education Policies, including Principles for Pricing Distance Education Credit Courses, Degree, and Certificate Programs. All six participating institutions establish and agree to charge a uniform fee, which combines each institution's actual tuition rate and a variable distance education fee.

BSN@Home tuition increases occur each time the Board of Regents approves increases in university tuition. The BSN@Home tuition increase is the average of the tuition increases across the six participating institutions, rounded to the next logical increment. The UW-Extension Business Services Director calculates and recommends changes to the tuition and distance education fee. The fee changes are approved through the appropriate approval processes at each institution and subsequently, UW-Extension and UW System Administration. UW-Stevens Point segregated fees will not be charged for BSN@Home courses. The BSN@Home partner campuses established a financial model to distribute and disburse tuition revenues for this program.

Department or Functional Equivalent

UW-Stevens Point Campus-Based BSN Completion Program

The proposed BSN completion program will reside at UW-Stevens Point within the School of Health Care Professions where Pre-nursing majors have been advised for many years. The School of Health Care Professions also offers majors in the areas of Clinical Laboratory Science, Health Science, and Health Information Management and Technology.

BSN@Home Program

UW-Extension serves as the administrative site for the BSN@Home program. Students completing course work through this program will have the opportunity to declare UW-Stevens Point as their home campus. All student advising and verification of students' completion of the BSN degree requirements will be processed through the UW-Stevens Point School of Health Care Professions.

College, School, or Functional Equivalent

The proposed BSN completion program will be housed within the College of Professional Studies. In addition to the majors offered through the School of Health Care Professions, other health-related majors in the College include athletic training, dietetics, communicative disorders, and health promotion and wellness.

Proposed Date of Implementation

Pending approval by the UW System and its Board of Regents, and in compliance with the regulations outlined by the Wisconsin Board of Nursing and the Higher Learning Commission, classes will be offered in Fall 2013.

INTRODUCTION

Rationale and Relation to Mission

Several factors over time led to UW-Stevens Point's decision to propose a BSN completion program and request participation in the BSN@Home collaborative online degree program. The area's technical colleges historically have furnished the majority of RNs in northern and central Wisconsin; however, most leadership positions in hospitals, ambulatory, and long-term care settings today require a BSN. The registered nurse who earns the BSN degree completes coursework in leadership, culture and ethics, evidence-based practice, and team-based collaboration, all of which are components needed for interdisciplinary practice in current healthcare systems.

The BSN is in demand by healthcare facilities within the geographic area served by UW-Stevens Point. A number of organizations, including the Wisconsin Center for Nursing, the Wisconsin Hospital Association, and the Department of Workforce Development Office of Economic Advisors (OCE), project a need for nurses both within the geographic region and statewide. Within the North Central region, many of these positions will require the BSN. The healthcare environment in this region changed dramatically through the opening of a new tertiary hospital immediately north of Stevens Point in 2005. Two other area hospitals earned Magnet status, a program designation that recognizes healthcare organizations for quality, excellence, and innovations in professional nursing practice. This Magnet status requires a high percentage of institutional RNs to hold the BSN degree. Leadership within each of the three systems expressed support for the BSN completion program as a solution to address the shortage of qualified RNs to fill a variety of leadership roles within their institutions. Inclusion of UW-Stevens Point as a partner in the BSN@Home program will enable more practicing RNs to complete their BSN and thereby meet the anticipated growth and demand for BSNs within the North Central region and the state.

Establishment of the BSN completion program and participation in the BSN@Home collaborative online degree program will enable UW-Stevens Point to best comply with legislative mandates as part of the 2009-2011 State of Wisconsin budget, and subsequent UW System directives. The legislation called for UW-Stevens Point to develop a BSN degree completion program, and also to develop a collaborative nursing education and advising center. The aim of the nursing education and advising center is to foster meaningful collaborations between the healthcare agencies in Wisconsin and the UW System institutions offering nursing education opportunities. Starting in Fall 2010, UW-Stevens Point began working closely with the nursing program at UW-Oshkosh to develop and implement these new alliances.

The BSN degree completion programs contributes directly to the mission of the UW System by developing human resources, by discovering and disseminating knowledge, by extending knowledge and its application beyond the boundaries of its campuses, and by

developing professional expertise in its students. The UW-Stevens Point mission states, “Through the discovery and dissemination of knowledge, UWSP stimulates intellectual growth, provides a liberal education, and prepares students for a diverse and sustainable world.” The BSN degree programs will allow associate degree holders to gain a liberal education through its mix of general education and courses in the major that are attuned to a changing society, its system of healthcare, and its people’s healthcare needs. Both BSN degree programs support the institutional mission of UW-Stevens Point by contributing to the core of liberal education by developing communication, critical thinking, problem-solving, decision-making, leadership, and collaboration skills. Furthermore, it provides opportunities for interdisciplinary practice in healthcare through its approach to health system issues, population health, and individual healthcare concerns. In doing so, students’ abilities to think in terms of systems and interrelationships are honed.

The BSN@Home program serves to fulfill UW-Stevens Point’s mission to work cooperatively with UW-Extension in the development and coordination of programming. Collaborative degree programs, such as the BSN@Home, also serve to fulfill the core mission of the UW System University Cluster of institutions. The University Cluster Core Mission states that each institution within the cluster shall: “Assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination,” as well as “Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.”

The proposed BSN nursing program at UW-Stevens Point strongly supports major themes in the university’s Strategic Plan. These major themes charge UW-Stevens Point to: advance learning, enhance living, develop and leverage resources, and respect and advance their legacy. Central to this Strategic Plan is the commitment to serve the communities located throughout central Wisconsin, collaborate with other educational institutions, and establish meaningful support networks with business partners and healthcare providers.

As an outgrowth of this Strategic Plan, UW-Stevens Point has embarked on a new Partnership for Thriving Communities and this partnership also aligns well with the proposed BSNs. This new Partnership is built on four main themes, each of which contributes to the overall well-being of any community. A thriving community is: *vibrant* (arts, culture, democracy), *prosperous* (economically sound, entrepreneurial, inventive), *sustainable* (ecological stewardship, resource conservation, food production), and *healthy* (healthcare, education, wellness). While each of these four themes will be developed into comprehensive outreach efforts, UW-Stevens Point has already introduced is Healthy Communities Initiative, which aims to develop professional programs in healthcare and wellness, partner with regional healthcare organizations and educational institutions, and contribute to the overall health and well-being of the region.

Consequently, campus planning for a BSN completion program has been underway since 2006 at the university, community, and regional levels. Support has been expressed by the leaders of the three major healthcare systems and from leaders of other healthcare agencies specific to the clinical educational needs required in a BSN completion program. UW-Stevens Point was also a participant in the year-long UW System Nursing Taskforce meetings in 2008

regarding the future of nursing education in the state. During this time, UW-Stevens Point presented its case for joining the collaborative BSN@Home program.

Need as Suggested by Current Student Demand

UW-Stevens Point Campus-Based BSN Completion Program

UW-Stevens Point has enrolled, on average, more than 100 pre-nursing students in each of the last five years. The vast majority of these students, if given their preference, would complete the BSN nursing program through UW-Stevens Point. Offering the on-campus completion program will provide the avenue for them to complete the BSN program through UW-Stevens Point.

Both area technical colleges, Northcentral Technical College and Mid-State Technical College, have agreed to articulation agreements with UW-Stevens Point that will allow students to complete the BSN degree at UW-Stevens Point. An advisor for UW-Stevens Point will be located at the Nicolet Technical College campus and this may support a potential third articulation agreement for the BSN completion program. Letters of support from these three technical colleges are on file with the UW System Office of Academic and Student Affairs. Area hospitals have expressed interest in current employees advancing their careers through the UW-Stevens Point BSN completion program. The UW-Stevens Point campus-based BSN completion program will provide the opportunity for these cohort groups to advance their careers. BSN completion program courses could also be offered at healthcare facilities in Wisconsin Rapids, Wausau, and possibly other northern Wisconsin sites.

BSN@Home Program

Based on available data, total enrollment in the BSN@Home has consistently grown over the past eight years. Course waitlists have been created since 2007 for all core courses, offered every semester including the summer session. In 2010, the number of core course sections was increased to three per semester; however, waitlists continue to be generated, prompting partner schools to solicit additional instructors for additional sections to meet increasing demand. With UW-Stevens Point becoming the sixth partner in the BSN@Home program, greater numbers of students can be served. This also provides flexibility for students because students could also complete a combination of some BSN@Home courses online and other courses on the UW-Stevens Point campus.

Need as Suggested by Market Demand

UW-Stevens Point Campus-Based BSN Completion Program and the BSN@Home Program

The overall job outlook for healthcare professions within the state and nationwide is favorable based on latest workforce and need statistics. Although the numbers of overall nursing degrees conferred (inclusive of Associate Degree, diploma, and Bachelor's Degree) have increased substantially over the past several years, it is doubtful that degrees conferred will keep pace with the demand and attrition rates expected within the profession. The Wisconsin Hospital Association (2007) stated labor shortages in healthcare workers will be exacerbated by an aging population. The Association estimates that by 2030, the number of residents over the age of 65 will nearly triple, resulting in increased demand for healthcare services. As well, the Department of Workforce Development Office of Economic Advisors (OEA) projected a statewide gap of

more than 22,000 positions, between the base demand for RN positions and the base supply, by 2035.

According to the latest survey conducted by the Wisconsin Center for Nursing, there will be a need for over 8,000 new healthcare workers per year through 2018 to fill new jobs, and nurses are in the greatest demand of all occupations in the state (Wisconsin Center for Nursing, 2010). Specific to the North Central Wisconsin Workforce Development Region, OEA occupational projections indicate a need to fill 950 registered nursing positions within the region by 2018 (OEA, 2011).

In the future, many of the nursing position openings will be due to retirements. The median age of registered nurses is older than the general labor force, at 45-49 years old (Wisconsin median workforce age is 40-44), and 46 percent are 50 years of age or older. Locally, according to the Health Retirement and Departure Intention Survey conducted by Centergy in 2008 on Central Wisconsin's workforce, 28% of RNs intend to retire within 10 years (Health Retirement and Departure Intention Survey, 2008).

Of further concern is the need to fill nursing leadership position vacancies. The Wisconsin Hospital Association (2007) posits that increasing the number of new graduates with nursing degrees will not address this gap, stating that these positions require experience and RNs holding a minimum of a BSN degree. Within the region, many of these positions will require the BSN. The BSN is also in demand by health care facilities within the geographic area served by UW-Stevens Point. The healthcare environment in this region changed dramatically through the opening of a new tertiary hospital immediately north of Stevens Point in 2005. Two other area hospitals earned Magnet status, a program designation that recognizes healthcare organizations for quality, excellence, and innovations in professional nursing practice. This Magnet status requires a high percentage of institutional RNs to hold the BSN degree.

The above projections present compelling arguments for advancing strategies that address future workforce needs and mobility within the profession. The BSN is a degree that is in demand by Wisconsin employers and that develops student competencies that enable graduates to help Wisconsin employers meet complex patient care needs. The proposed BSN programs also serve employers by allowing students to remain employed. The BSN@Home program is targeted at adult and nontraditional students and thus broadens access to educational opportunities provided by the UW System. Students enrolled in BSN@Home courses are better able to juggle work and school responsibilities because of the online, asynchronous nature of the course offerings. Conversely, students that prefer face-to-face classes will also have access to that avenue of learning. The program's appeal is evident through its capacity to allow UW-Stevens Point students to fluctuate between registering for a course through the BSN@Home or to take the same course on campus at its point of offering.

Emerging Knowledge and Advancing New Directions

Nationally, academicians and organized nursing professionals, including the American Association of Colleges of Nursing and the National League for Nursing, have long recommended the bachelor's degree as the minimum educational requirement for professional

nursing practice. The reasons are founded in the need for refined critical thinking skills gained through additional education to meet the need for quality, safe, healthcare delivery.

The need for a nursing workforce holding the BSN degree was further strengthened through a two-year joint initiative between the Institute of Medicine of the National Academies and the Robert Wood Johnson Foundation, the purpose of which was to assess the nursing profession and produce an action plan for the future (Institute of Medicine, 2011). Of the eight key recommendations, the fourth proposed to “increase the proportion of nurses with a baccalaureate degree [BSN] to 80 percent by 2020”. The report further states that “academic nurse leaders across all schools of nursing should work together [...] partner with education accrediting bodies, private and public funders, and employers to ensure funding, monitor progress, and increase the diversity of students to create a workforce prepared to meet the demands of diverse populations across the lifespan.”

The Wisconsin Center for Nursing has carried forth the charge through its formation of regional coalitions working on degree progression for the state’s nursing workforce. The UW System BSN@Home is a key strategy in accomplishing this goal.

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

UW-Stevens Point Campus-Based BSN Completion Program and the BSN@Home Program

Both proposed programs fit well with other healthcare programs on the UW-Stevens Point campus. Campus-based completion programs are available for Clinical Laboratory Science, Health Sciences-Health Care Administration, and Health Sciences-Health Care Informatics through articulation agreements with Northcentral Technical College (NTC) and Mid-State Technical College (MSTC) with additional agreements in process with Nicolet Technical College. The BSN@Home program is designed as a collaborative degree program as are other degree programs offered at UW-Stevens Point, such as the Health Information Management and Technology Program (HIMT).

While the College of Professional Studies has long held the Clinical Laboratory Science and Pre-nursing majors, UW-Stevens Point has engaged in expansion efforts in health-related programming for several years in response to the needs of area healthcare industry. For example, in 2006, the School of Health Care Professions implemented the Bachelor of Science in Health Science major. This major, with its four options of study, prepares students for careers in healthcare administration, healthcare informatics, or pre-professional programs in occupational or physical therapy. Likewise, a collaborative online bachelor’s degree completion program, Health Information Management and Technology (HIMT), was approved in 2011. Designed in response to changes in the ways in which healthcare is provided, administered, and funded, this new collaborative degree provides training regarding the use of technologies in numerous aspects of healthcare, including storage, sharing, and use of information. Offered jointly through UW-Stevens Point, UW-Parkside, and UW-Green Bay, and with support from UW-Extension, the first enrollees in the HIMT program were accepted in Fall 2012.

UW-Stevens Point has a strong tradition of nursing program advising with the established Pre-nursing major wherein students are advised for eventual admission to one of the UW System's nursing programs, or any number of other options depending upon their individual circumstance. UW-Stevens Point will continue its record of quality advising to pre-licensure and registered nurses desiring to further their education by becoming the sixth partner in the BSN@Home program.

Other Programs in the University of Wisconsin System

Currently, five UW System institutions, UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh, offer the BSN and the BSN@Home. Some institutions offer the BSN at satellite locations. For example, UW-Eau Claire offers such a program at St. Joseph's Hospital in Marshfield. Students may enroll in the BSN@Home program from any location in the state. However, despite these current options, local interest from area technical colleges and healthcare institutions regarding UW-Stevens Point's involvement as a partner is evident. Program inquiries reflect students' desire to take nursing-related and general education courses from a home institution in their local geographic area and students indicate they prefer to have the option to take coursework in a variety of formats – traditional, online, and hybrid. Students also cite the advising and other student support systems available on the UW-Stevens Point campus as reasons for wanting to declare UW-Stevens Point as their home campus. Area technical colleges have also forwarded letters of support for the BSN program at UW-Stevens Point.

Collaborative Nature of the Program

The BSN@Home program is an innovative online program that enables RNs to complete the BSN while remaining in their local communities. The UW-Extension is a non-degree granting partner with the five existing BSN@Home institutions, and provides an essential connection to UW System resources, neutral facilitation for problem-solving, and assistance with monitoring fiscal and operational issues of the collaboration. The nursing curriculum and teaching responsibilities are shared among the five nursing programs. The BSN@Home program employs a program Director that coordinates the program among institutions and maintains a centralized database of student information, enrollment, and graduation data. The Director provides accountability reports to assist the BSN@Home Steering Committee in decision-making.

The BSN@Home Steering Committee is comprised of one representative from each of the collaborating institutions (one of whom acts as committee Chair), UW-Extension representatives, and the program Director. The Steering Committee is responsible for curriculum development, administration of the program, approval of decisions concerning expenditures, and the overall financial model. The Steering Committee shares information with Nursing Deans, BSN@Home faculty and staff, and others involved at home institutions. A UW-Stevens Point nursing faculty member has participated in the Steering Committee since 2010, providing input to the revised financial model, assisting with major curriculum revisions, and providing support for other related issues.

Each of the five partner institutions shares in offering sections of the core and nursing electives online; therefore, students enrolled in the BSN@Home program may be taught by

faculty from each member campus at some point in the program. As a partner in the BSN@Home program, UW-Stevens Point will provide lead instruction for one of the nursing core courses, offering multiple sections online on a frequency schedule determined by the Steering Committee. The Committee approved the Chronic Care Management course in Fall 2012 as that core course. UW-Stevens Point will also offer an in-kind online nursing elective course, Health and Aging, also approved by the Steering Committee.

Diversity

According to the American Association of Colleges of Nursing (AACN), “[i]ncreasing globalization of healthcare and the diversity of this nation’s population mandate an attention to diversity in order to provide safe, high quality care” (AACN, 2008, p.6). It has published nine standards for program accreditation that effectively integrate diversity concepts throughout each of the standards’ criteria. The Steering Committee and home institutions build courses according to this plan to ensure that diversity and other select areas are addressed meaningfully throughout the curriculum, including both theory and practicum courses.

Student Learning Outcomes

Program Objective

UW-Stevens Point Campus-Based BSN Completion Program and the BSN@Home Program

Student learning outcomes and program objectives are the same for both proposed programs. The overall goal of the two BSN programs at UW-Stevens Point will be to prepare knowledgeable and skillful professional RNs to continue the practice of nursing in healthcare settings with increased attention to safety, quality, and health outcomes. They will be better equipped to assume leadership positions in acute, ambulatory, and other community healthcare settings. To this end, graduates of the BSN program will be able to:

1. Synthesize concepts from a liberal arts education and the science of nursing to the provision of optimal care.
2. Develop professional values within a legal and ethical framework of nursing practice.
3. Apply standards of written and verbal communications to interactions with recipients of care and to communication requirements inherent in academic and professional settings.
4. Adapt concepts of nursing practice to community healthcare settings and population health.
5. Apply the principles of research and quality improvement to the safe, effective, and efficient provision of care.
6. Integrate theoretical perspectives of leadership and management to patient care across the continuum of care.
7. Utilize and continually develop technology skills toward provision of care and promotion of healthy lifestyles, to improve practice, and to support communication.

Assessment of Objectives

UW-Stevens Point Campus-Based BSN Completion Program

All courses offered through the campus-based BSN completion program will be subject to standard home institution course evaluation measures. The campus-based program will be assessed based upon the Assessment Procedure as outlined and published in the School of Health Care Professions. This is a newly developed, comprehensive plan providing for evaluation of student achievement for twelve learning outcomes, which has been approved on the UW-Stevens Point campus. The BSN degree program will be subject to home institutional policies and reporting procedures as outlined in Chapter 7 of the UW-Stevens Point's *University Handbook*. This assessment policy calls for a program to undergo formal reporting and review a minimum of every five years. Additional information regarding assessment measures are on file with the UW System Office of Academic and Student Affairs.

BSN@Home Program

Although a common core curriculum exists, each partner institution in the BSN@Home program creates its own curriculum framework including mission, philosophy, and student learning outcomes. Student learning outcomes are subject to the home institution's assessment policies and, in the case of a BSN completion program, to national accreditation standards set forth by the AACN and the Commission on Collegiate Nursing Education (CCNE).

The student learning assessment process is conducted from two perspectives: that of the BSN@Home collaborative and the home institution. The collaborative has adopted a uniform course evaluation instrument for online courses supported by the BSN@Home program. It conducts periodic program evaluations that examine quality and availability of student services; educational technologies and technology support; impacts of the program on graduates' careers, communities, and healthcare services; program access; and time-to-degree completion.

UW-Stevens Point Campus-Based BSN Completion Program and BSN@Home Program

The procedure for assessment of program objectives and student learning objectives, including how results will be used for program improvement, will be developed in the coming year, prior to the program's first semester of implementation. A local BSN program administrator will prepare assessment reports that will include a summary of results of each measure, an interpretation and implication analysis of results, and a concluding plan of action. The final report will be shared with faculty, the program advisory committee, and other interested stakeholders. Quality improvement decisions, such as instructional strategies or methods of assessment, will be made by the program administrator and faculty based on feedback.

Assessment of learning at the course level will occur through measurement of student performance in each course against the program's student learning outcomes at the end of each term and student course evaluations conducted at the end of each course. Based on those results, course improvements will occur on a predetermined cyclical basis. From a programmatic perspective, the assessment process will measure defined benchmarks of success including diversity elements, grade point averages, employment placement, employer satisfaction surveys, and alumni surveys. Combined, the two processes form the basis for a continuous quality

improvement plan. Additional information regarding the assessment of student learning outcomes is on file with the UW System Office of Academic and Student Affairs.

Program Curriculum

UW-Stevens Point Campus-Based BSN Completion Program and the BSN@Home Program

Both the BSN@Home program and the campus-based BSN completion program will meet the 120 credit minimum, and include 18 required core nursing credits. For the BSN@Home program, each partner school contributes in-kind teaching responsibilities. Each participating institution has the freedom to determine the remaining 12 credits of approximately 30 upper level nursing credits. The remaining credits of general degree and support course requirements are reflective of institutional requirements and similar requirements in the major found in other UW programs of nursing.

BSN Support Courses:

English 202	3 credits
Chemistry 101 or 105	5 credits
Chemistry 203 (Survey of Biochemistry)	3 credits
Math 355 (Elementary Statistical Methods)	4 credits

General education courses required for graduation:

Humanities ¹	3 credits
Arts ¹	3 credits
History ¹	3 credits
Environmental Responsibility ¹	3 credits
Global Awareness ²	3 credits
Wellness	1 credit

Nursing Major Courses:

Foundations of Professional Nursing Practice ³	3 credits
Research & Evidence-Based Practice ³	3 credits
Leadership and Management ³	3 credits
Information Management and Health Care Technology ³	3 credits
Community Health Nursing ³	3 credits
Chronic Care Management ³	3 credits
Professional Essentials	1 credit
Concepts in Nursing Practice	3 credits
Health and Aging	3 credits
Selected Topics in Nursing	6 credits

¹ Six credits within the Humanities, Arts, History, and Environmental Responsibility general education requirements must be completed at the 300/400 level

² The Global Awareness requirement may be satisfied in conjunction with other required coursework.

³ These courses will be available both online through BSN@Home program and through the UW-Stevens Point campus-based BSN completion program.

Projected Time to Degree

UW-Stevens Point Campus-Based BSN Completion Program

The proposed campus program will likely attract traditional students continuing their career advancement by entering the UW-Stevens Point campus-based completion program directly from the technical college. Working professionals with associate degrees may also

select the campus-based program if they prefer courses taught face-to-face. Full-time students who are continuously enrolled in the program may complete coursework in four semesters, or two years.

BSN@Home Program

The target audience for the BSN@Home program is nontraditional learners who are likely to be employed as RNs, place-bound, and with learning styles conducive to online instruction. The program is self-paced, non-cohort-based, allowing for part-time enrollment wherein the student may take as little as one class at a time. Students enrolling in the program full-time, including a summer session, may complete the program in four semesters or less. Considering family and work responsibilities, most students can reasonably expect to finish in three years. UW-Stevens Point will give strong consideration to requiring degree completion in five years.

Program Review Process

Institutional Review

UW-Stevens Point has a rigorous program review process that integrates assessment of student learning and evaluation of program effectiveness. Two faculty governance subcommittees, the Department Review Subcommittee and the Assessment Subcommittee, provide guidance to every department and program and conduct periodic reviews of all academic programs. Every academic program is expected to provide a comprehensive assessment report every five years, along with a comprehensive department review self-study every ten years. These new BSN degree programs would be integrated into the pre-existing reporting cycle for the School for Health Care Professions, and include both assessment reports and program reviews. UW-Stevens Point's assessment and program review process emphasizes the notion of assessment as continuous improvement as well as open and frank discussions of the effectiveness of each program and the kinds of resources required to sustain high-quality academic programs. UW-Stevens Point's *University Handbook* (Chapter 7) includes additional details about the expectations, process, and support regarding both assessment reports and program reviews.

Accreditation

UW-Stevens Point Campus-Based BSN Completion Program

The BSN completion program requires accreditation and approval from professional disciplinary organizations. A systematic evaluation plan for accreditation will be designed based on the Baccalaureate Essentials (AACN, 2008) that also integrates data from the above processes, including results from the curriculum work of the BSN@Home Steering Committee. Procedures to achieve initial accreditation from AACN and CCNE will begin immediately pending Board of Regent and UW System approval to proceed with implementation. Likewise, program approval will be sought from the Wisconsin Board of Nursing. The Wisconsin Board of Nursing reviewed the UW-Stevens Point request for authorization to establish a BSN completion program and has formally indicated their support of this request.

BSN@Home Program

To participate in the BSN@Home program, each of the partner schools in the BSN@Home collaborative must obtain and maintain its own accreditation process.

Institutional Commitment

The attached Letter of Commitment from Greg Summers, UW-Stevens Point's Interim Provost and Vice Chancellor for Academic Affairs, indicates firm commitment of the University of Wisconsin-Stevens Point to the proposed Bachelor of Science in Nursing (BSN) degree completion. The letter iterates:

1. How the program will play an integral role in UW-Stevens Point's new strategic plan, the Partnership for Thriving Communities, and, especially, the Healthy Communities Initiative.
2. Clear institution-wide support for the nursing programs at UW-Stevens Point, including the commitment of financial and human resources.
3. Demonstrated commitment through the creation of the Central Wisconsin Nursing Education Center.
4. Assurance that the programs will be fully integrated into campus assessment and program review procedures to ensure their academic quality, regular evaluation, and continuous improvement.

In addition to this letter, the Presidents of three area technical colleges, the CEO and Dean of UW-Marathon County, and the Executive Director of Grow North submitted letters of support and commitment. Copies of these letters are on file with the UW System Office of Academic and Student Affairs.

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University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

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www.uwsp.edu/admin/acadaffairs

TO: Kevin Reilly, President, University of Wisconsin System
FROM: Greg Summers, Interim Provost and Vice Chancellor for Academic Affairs
RE: Authorization to Implement a Bachelor of Science in Nursing
DATE: November 1, 2012

A handwritten signature in black ink, appearing to read "Greg Summers", written over the "FROM:" line of the header.

Dear Kevin,

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Bachelor of Science in Nursing (BSN) degree completion program for which we are presently seeking authorization. The BSN is intended for registered nurses holding an associate degree in nursing. As part of this program, UW-Stevens Point will become the sixth partner in UW System's existing BSN@Home online degree completion program. The university will also offer its own BSN degree completion program face-to-face.

As indicated in the authorization proposal, the program will play an integral role in UW-Stevens Point's new strategic plan, our Partnership for Thriving Communities, and especially the Healthy Communities Initiative, one of its four key components. The initiative is aimed at aiding communities in central and northern Wisconsin to improve the health and wellbeing of their citizens. The shortage of bachelor's-trained nurses is among the region's principal challenges in providing adequate health care. This nursing degree completion program will help to address this problem, especially when joined together with the area technical college associate degree programs with which we are determined to collaborate. Letters of support from our partner institutions are included with the authorization proposal.

There is clear institution-wide support for the nursing program at UW-Stevens Point. We have worked for years to win approval of this degree, and in preparation we have already committed substantial resources. We have two nursing faculty on staff in our School of Health Care Professions, for example, and we have budgeted resources to hire a third tenure-track position and an academic staff position to ensure appropriate staffing of the new degree. In addition, as requested by UW System, we have created a Central Wisconsin Nursing Education Center (<http://www.uwsp.edu/cps/cwnec>) to work with community partners to increase the visibility of existing BSN completion programs available to nurses in central Wisconsin, coordinate the expansion of clinical sites to support all UW nursing programs in the region, and to gather data to aid in understanding stats, trends and needs of the nursing profession. Finally, the program will be fully integrated into campus assessment and program review procedures to ensure its academic quality, regular evaluation, and continuous improvement.

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

Program Authorization (Implementation)
Bachelor of Science in Accounting
UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.a.(3):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Science in Accounting.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN ACCOUNTING
UNIVERSITY OF WISCONSIN-PARKSIDE**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>), the new program proposal for a Bachelor of Science in Accounting at the University of Wisconsin-Parkside is presented to the Board of Regents for consideration. UW-Parkside has submitted an authorization document, relevant attachments, and a letter of institutional commitment from the university's Provost.

REQUESTED ACTION

Approval of Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Science in Accounting at the University of Wisconsin-Parkside.

DISCUSSION

The proposed Bachelor of Science in Accounting is designed to prepare students studying in the field of business to prepare, analyze, and verify financial documents. Courses in advanced accounting, individual and business taxation, auditing, and business law will provide students with a solid knowledge base and the strong quantitative skills necessary for a successful career in the Accounting profession. Further, the program will prepare students to successfully sit for the Uniform Certified Public Accountant (CPA) Examination.

The current concentration in Accounting offered by the Department of Business is prominent within the UW-Parkside program array. There will be no need to immediately create new courses or hire new faculty to implement this program. The curriculum for the new Accounting major is based on the required coursework currently offered through the submajor. Course requirements and learning outcomes within the existing submajor are equivalent to those found in an accounting major at many other business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB). High student demand is indicated by the current enrollment of 200 students in the submajor who are likely to migrate to the Accounting major, if approved. Elevating the submajor in Accounting to a major will make the degree more visible to student and employer markets.

RECOMMENDATION

The University of Wisconsin System recommends approval of I.1.a.(3), authorizing the implementation of the Bachelor of Science in Accounting at UW-Parkside.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy Document 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN ACCOUNTING AT UW-PARKSIDE
PREPARED BY UW-PARKSIDE**

ABSTRACT

UW-Parkside proposes to establish a Bachelor of Science in Accounting. The program is designed to prepare students studying in the field of business to prepare, analyze, and verify financial documents. Courses in advanced accounting, individual and business taxation, auditing, and business law will provide students with a solid knowledge-base and the strong quantitative skills necessary for a successful career in the Accounting profession. Further, the program will prepare students to successfully sit for the Uniform Certified Public Accountant (CPA) Examination. The current concentration in Accounting offered by the Department of Business is prominent within the UW-Parkside program array. The curriculum for the new Accounting major is based on the required coursework currently offered through the submajor. High student demand is indicated by the current enrollment in the submajor of 200 students who are likely to migrate to the Accounting major, if approved. Elevating the submajor in Accounting to a major will make the degree more visible to student and employer markets.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Parkside

Title of Proposed Program

Accounting

Degree/Major Designation

Bachelor of Science in Accounting

Mode of Delivery

Classroom instruction on campus

Single Institution or Collaboration

Single institution

Projected Enrollment by Year Five

230

Tuition Structure:

A standard tuition structure will be used. Based on AY 2012-13 tuition rates, the estimated tuition cost will be at \$262.43 per credit (in-state) or at \$3,149.16 per semester if enrolled full-time for 12-18 credits. Segregated fees will be at \$41.20 per credit or at \$ 494.40 per full-time semester.

Department or Functional Equivalent

Business

College, School, or Functional Equivalent
College of Business, Economics, and Computing

Proposed Date of Implementation
Fall Semester, 2013

INTRODUCTION

Rationale and Relation to Mission

UW-Parkside proposes to establish a Bachelor of Science in Accounting designed for students studying in the field of business to learn how to prepare, analyze, and verify financial documents. As a concentration within the B.S. in Business, Accounting has existed at UW-Parkside for decades. The academic program has continuously expanded and evolved beyond what is typically considered to be a concentration. The current concentration is essentially equivalent to an Accounting major at many other institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB). UW-Parkside's business program also holds accreditation by this organization. Establishment of the Accounting degree will not require the creation of new courses immediately or the hiring of additional faculty.

The current classification of Accounting – as a concentration rather than a major – is often confusing or misleading to local communities, potential students, and employers. The term “concentration” is often interpreted as being less than a major. This misperception may prevent students from enrolling in the current Accounting concentration, even though the concentration is structured and staffed equivalent to an Accounting major at comparable AACSB-International accredited institutions.

The mission of the University of Wisconsin-Parkside is to provide high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population and its local, national, and global communities. The Department of Business mission aligns with the institutional mission, and the Department of Business provides high-quality business education and management expertise and continuously advances business knowledge through research and community engagement.

Furthermore, UW-Parkside and the Department of Business organize goals and objectives around five major themes: improvement in academic programs, student success, enrollment, community engagement, and faculty involvement. The institutional and departmental goals and objectives include developing students as effective citizens of the world, with a quality education that also prepares them for academic, professional, and career success. The B.S. in Accounting will provide students with a solid knowledge-base and the strong quantitative skills necessary for a successful career in the Accounting profession.

Contributing to the UW System *Growth Agenda* is a key aspect of the Department of Business' vision. The majority of UW-Parkside and Department of Business graduates continue to live and work in Southeastern Wisconsin. Over the last five years, the placement rate for the Accounting concentration students is 92 percent, and 79 percent of these UW-Parkside graduates

stayed in Wisconsin. UW-Parkside and its Department of Business, therefore, collectively serve as a major engine of growth for Wisconsin’s Southeastern regional economy.

Given the large and steadily increasing number of students in the Accounting concentration, converting this submajor into a major will contribute to the growth of the institution with expanded enrollment, impressive retention, and more graduates from UW-Parkside. In addition, the Business Department’s Strategic Plan includes priority action items that emphasize converting “[...] targeted concentrations (e.g., Accounting) to majors.” Implementation of this action item is important to making the high quality Accounting program at UW-Parkside more visible and better recognized by important constituencies such as prospective students, parents, high school guidance counselors, and employers.

As at other AACSB-International accredited universities in the region, the accounting courses offered at UW-Parkside meet the requirements for taking the CPA exam in Wisconsin and Illinois, and they effectively prepare students for careers in the Accounting profession. A review of other UW System institution Accounting programs found that the required coursework to complete the Accounting concentration at UW-Parkside is almost identical to that of other Accounting majors at UW institutions. Furthermore, an external reviewer of the concentration stated that, “The curriculum in business and accounting as described in the documents reviewed appears to be very solid and thorough program of study leading to a successful career in accounting. It appears comparable to many other accounting major programs in many comparable AACSB institutions.” These findings well support the request for Board of Regents approval to establish the Bachelor of Science in Accounting, thereby converting the submajor to a major.

Need as Suggested by Current Student Demand

The Accounting discipline has contributed significantly to enrollment growth in the Department of Business at UW-Parkside. There are 216 undergraduate students at UW-Parkside who have declared Accounting as their concentration, and enrollments in the Department of Business continue to increase. The following table, Figure 1, highlights the growth in the Accounting concentration. Projections for future enrollment assume about a 1% increase per year for the first five years and accelerated growth of 2.5 percent per year in the next five years. Graduation projections assume 22 percent of students graduate per year.

Figure 1

B.S. in Accounting: Enrollment History and Goals			
	Year	Number of Enrolled Students	Number of Graduates
B.S. in Business: Concentration in Accounting	2002-2003	106	25
	2007-2008	161	39
	2012-2013	216	32*
B.S. in Accounting	2017-2018	230	50
	2022-2023	260	57

*The decrease from 2007-2008 reflects a small senior class in 2011-2012.

Need as Suggested by Market Demand

There is a growing demand for Accounting graduates in the workplace, including the Southeastern Wisconsin region. The number of accountants and auditors needed in the local three-county area (Racine, Kenosha, and Walworth) is projected to increase by 6.9% between 2008 and 2018, or an average of 30 open positions per year, according to the Department of Workforce Development Office of Economic Advisors (OEA) Southeast Workforce Development Area Occupational Projections, 2008-2018 (2011). The projected national occupational growth between 2010 and 2020 is 16%, according to the Occupational Outlook Handbook published by the Bureau of Labor Statistics (2012). Consequently, UW-Parkside has witnessed a significant increase in the number of Accounting concentration students and a rise in the number of graduates.

Emerging Knowledge and Advancing New Directions

As the profession is preparing for the transition from US Generally Accepted Accounting Principles (GAAP) to the International Financial Reporting Standards (IFRS), the program will prepare students to graduate to an IFRS world by internationalizing our curriculum. In addition, the program emphasizes education in ethics to prepare students to deal with ethical issues.

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

The current Accounting concentration is already a prominent part of the institutional program array and academic plan. The academic plan, created by the Committee on Academic Planning and approved by the Faculty Senate in April 2012, clearly points to the expansion of UW-Parkside's professional programs, such as in business and accounting. Goal 2.3 of the academic plan states that the university will "Identify and respond to the current and future demands for professions and occupations in the region." The academic plan further states "Planning for the future of specialized programs also needs to take into account regional and national projections of the demand for various fields of study and the career experiences of recent alumni. "According to OEA data, the bachelor degree-level occupations that are projected to be most in demand in Southeastern Wisconsin and the Milwaukee area during the next few years are: registered nurses, teachers, accountants, computer systems analysts, human resource specialists, business operations specialists, network systems and data communication analysts, and software engineers. UW-Parkside is committed, through the necessary resource allocations, to support the accounting major to address market needs.

The Accounting program will contribute to fulfilling the curriculum goals of the UW-Parkside Academic Plan through inclusion of the following components in its curriculum: writing at the professional level; training in the competent and ethical use of information technology and other technology important to the field of accounting; sophisticated diversity content; global perspectives; and career knowledge and readiness. The projected enrollment growth of the program and the high graduation rates also contribute to fulfilling the goals of the academic plan.

Other Programs in the University of Wisconsin System

UW-Parkside is uniquely located in Southeastern Wisconsin. The proposed Accounting major will serve a student population which is ethnically diverse, largely self-supporting, and primarily first generation. Many of UW-Parkside's students are place-bound due to employment and family obligations. The nearest AACSB-International accredited business programs with Accounting majors are Marquette University (35 miles away), UW-Milwaukee (40 miles away) and UW-Whitewater (64 miles away). These universities are not an option for most of our students. Carthage College, a private university, lies three miles to the east. However, Carthage is not AACSB accredited and offers fewer business and accounting courses than UW-Parkside.

Collaborative Nature of the Program

The Accounting major is a single-institution program.

Diversity

To prepare students for an integrated and multicultural society, every student is required to take an approved ethnic/racial diversity class in the general education program. Further, the Department of Business, the academic home for the accounting major, assesses all students regarding diversity issues (see Program Level Learning Goal 5 below). Content and activities designed to build skills and knowledge related to integrated and multicultural society is included in required business courses such as Legal Environment of Business (BUS 272), Organizational Behavior (MGT 349), and Marketing Principles (MKT 350). As well, teamwork and global issues are covered in a variety of accounting courses, in particular Auditing (ACCT 404) and Advanced Accounting (ACCT 400). Many accounting students enroll in the volunteer income tax assistance (VITA) course. This course provides students with opportunities to assist low income families to complete their state and federal taxes forms.

Finally, the demographics of the program's student population will give our students a unique opportunity to interact and learn with other students in an integrated and multicultural environment. Based on Spring 2011 and Fall 2012 enrollment reports, approximately 52 percent of the students enrolled in the current Accounting concentration are women and 25 percent of students are from underrepresented racial minority groups.

Student Learning Outcomes

Program Objectives:

All students in the Department of Business, including students within the Accounting major, must demonstrate the following Program Level Learning Goals (PLLGs). These PLLGs are assessed regularly.

1. **PLLG1:** Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.
2. **PLLG2:** The students can write effectively about a business problem or issue.
3. **PLLG3:** The students can make an effective oral presentation on a business problem or issue.

4. **PLLG4:** Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.
5. **PLLG5:** Students will be able to articulate important diversity issues – including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status and political/religious/sexual orientation – in business management.
6. **PLLG6:** Students will be able to effectively use computer technology to support a business decision.

In addition to these PLLGs, students in the Accounting major will be assessed for the following:

1. Students will be able to prepare corporate financial statements and to analyze corporate annual reports.
2. Students will be able to understand, apply, and communicate theory, methodology, and solutions of cost concepts, cost systems, and cost behavior for product pricing, performance evaluation, and other managerial decisions.
3. Students will be able to develop and implement an audit plan, and create audit reports related to internal auditing, governmental auditing, and operational auditing.
4. Students will be able to prepare tax returns for individuals, “C” corporations, “S” corporations, and partnerships.
5. Students will be able to analyze cases and develop solutions that require applying principles from the Uniform Commercial Codes, the law of contracts, other areas of law, and professional ethical guidelines.

Assessment of Objectives

The above stated learning objectives will be continuously evaluated utilizing an assessment plan developed by the Accounting faculty. As well, the learning objectives will be assessed through carefully designed AACSB International assessment plans. AACSB standards of assessment may be found at <http://www.aacsb.edu/resources/assessment/relatedstandards.asp>. The standards include assurances of learning outcomes, learning goals, content, and time and coverage of curriculum to ensure students have acquired and can demonstrate knowledge and capacity to perform general and discipline-specific functions that will enable the student to operate within a complex business environment. The assessment plans currently used by the department of business can be found at <http://www.uwp.edu/departments/business/accreditation/assurance.of.learning/index.cfm>. These assessment plans and outcomes were reviewed positively by the AACSB during the five year maintenance visit that occurred in fall 2010.

Program Curriculum

The proposed program is designed for business students who wish to prepare, analyze, and verify financial documents. The accounting-specific courses provide students with a solid knowledge base and the strong quantitative skills necessary for a successful career in the

Accounting profession. Often described as "the language of business," Accounting is the effective management of the financial affairs of a business entity. There are three main fields of Accounting: Public, Private, and Governmental. Each field requires that the student acquire precise skills in order to successfully meet the work requirements of the respective field. These skills are continually emphasized through both course material and internships/externships taught by UW-Parkside faculty.

UW-Parkside students who complete the current Accounting concentration and will complete the proposed major are well prepared to sit for the Uniform Certified Public Accountant (CPA) Exam. The accounting-related requirements to sit for the CPA exam in Wisconsin are at least 24 semester hours in Accounting at the undergraduate level, including courses covering financial accounting, auditing, taxation, and management accounting. These courses are all offered by UW-Parkside and are cited in the list of courses presented below. Students must also complete 150 credits of course work. The National Association of State Boards of Accountancy recommends that the additional credits needed beyond the 120 hours obtained through the baccalaureate degree should be acquired by enrolling the student in a Master's degree program. Illinois' requirements are similar.

Specifically, the Accounting major at UW-Parkside includes fundamental and business preparation courses (31 credits), upper-level foundation courses (18 credits), and accounting courses (24 credits). In addition to these 73 credits, the UW-Parkside general education program requires 36 credits in general education, fulfillment of the foreign language requirement, and fulfillment of the ethnic diversity requirement described above.

Fundamental and business preparation courses:

MATH112:	College Algebra
ECON 120:	Microeconomics
ECON 121:	Macroeconomics
ACCT 201:	Financial Accounting
ACCT202:	Managerial Cost Accounting
QM 210:	Business Statistics I
QM 310:	Business Statistics II
BUS 272:	Legal Environment of Business
SPCH 105:	Public Speaking
ENGL 201, 202, or 204:	Written Communication

Upper-level foundation courses:

QM 319:	Operations Management
MIS 320:	Management Information Systems
FIN 330:	Managerial Finance
MGT 349:	Organizational Behavior
MKT 350:	Marketing Principles
BUS 495:	Strategic Management

Accounting courses:

ACCT 301:	Intermediate Accounting I
ACCT 302:	Intermediate Accounting II

ACCT 305:	Individual Taxation
ACCT 306:	Business Taxation
ACCT 400:	Advanced Accounting
ACCT 403:	Advanced Cost Accounting
ACCT 404:	Auditing
BUS 372:	Business Law
ACCT 405:	Volunteer Income Tax Assistance (optional)

The Accounting major curriculum is based on the Accounting concentration curriculum. Additional information about the Accounting program may be found at:

<http://www.uwp.edu/departments/business/accounting/index.cfm>. Course descriptions and catalog copy is located at: <http://www.uwp.edu/catalog/pdfs/bus.pdf>.

Projected Time to Degree

Full-time students will be able to complete the requirements of this major within four years.

Program Review Process

Institutional Review

Like all majors at UW-Parkside, the Accounting major, if approved, will undergo a program review every seven years. The program review will be conducted by UW-Parkside's Committee on Academic Planning. This committee comprised of six elected faculty members, the Vice Chancellor or designee, one elected academic staff, and one student, reviews all proposed programs with respect to demand and need, resources required, and implementation plans. The committee also ensures academic programs are in compliance with the institution's Academic Plan. The program review will utilize data obtained from UW-Parkside's Office of Institutional Effectiveness, a comprehensive report written by the faculty comprising the major, and an external review. The program will also be reviewed as part of AACSB maintenance of accreditation in the B.S. in Business every five years. Maintenance of accreditation by AACSB-International is critically important to demonstrating the quality of the Accounting major.

Accreditation

Like most small universities, UW-Parkside does not plan to seek special AACSB-International accounting accreditation. AACSB-International accredits the Department of Business at UW-Parkside. AACSB-International positively evaluated the Department of Business' educational program, including its strategic plan, and assessed the business program to be of high quality.

Institutional Commitment

The attached letter from UW-Parkside Interim Provost Fred Ebeid communicates the commitment of the UW-Parkside leadership to the proposed Accounting major. The letter indicates the design of the proposed program was reviewed and is supported by faculty, external reviewers, and the UW-Parkside Committee on Academic Planning. The letter also indicates a commitment to support staffing of the program.



December 11, 2012

Dr. Kevin Reilly, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison WI 53706

Dear President Reilly,

UW-Parkside proposes a new Bachelor of Science degree in Accounting, and I am writing now to communicate the full commitment of the Provost Office and the campus to this program, if approved.

This degree would convert our current Accounting Concentration, within the B.S. in Business Management degree, to a separate major. The design and staffing of the Accounting Concentration is already equivalent to an accounting major at comparable AACSB-accredited institutions. Upgrading this program to a major would making the program more visible and it would clearly communicate to potential students that they can become fully prepared to begin a career in Accounting and qualify for the CPA Exam at UW-Parkside. We do not plan any changes to our current Accounting curriculum at this time. However, based on inquiries we have received from prospective students, we believe the availability of a major in Accounting would increase our enrollment.

The program, as a concentration within the Business Management degree, has undergone examination as a part of our periodic internal program review and AACSB accreditation review. To prepare for this proposal, the program was reviewed by three external reviewers. In addition, the UW-Parkside Committee on Academic Planning, and the Faculty Senate have reviewed and approved the design and staffing of the program.

Projections from the Labor Economist of the Racine Workforce Development Center indicate that southeastern Wisconsin is experiencing a long term shortage of qualified accountants. This program would contribute to filling this need, and thus would help to strengthen the economic health of the region. Some of our graduates would also go on to graduate degrees, possibly helping to fill a parallel nation-wide shortage of faculty in accounting.

The new Bachelor of Science in Accounting would be consistent with UW-Parkside's new Academic Plan; it would give UW-Parkside students a high quality educational program with strong career potential; and it would help fill a regional need.

Sincerely,

A handwritten signature in cursive script that reads "Fred Ebeid".

Fred Ebeid, PhD
Interim Provost and Vice Chancellor for Academic Affairs

Program Authorization (Implementation)
Doctor of Education in Career and Technical Education
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.b:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Doctor of Education (Ed.D.) degree in Career and Technical Education at UW-Stout.

**NEW PROGRAM AUTHORIZATION
DOCTOR OF EDUCATION IN CAREER AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-STOUT**

EXECUTIVE SUMMARY

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Doctor of Education (Ed.D.) in Career and Technical Education (CTE) at the University of Wisconsin-Stout is presented to the Board of Regents for consideration. The institution has submitted the authorization document, relevant attachments, letters of support from constituents, and a letter of institutional commitment from the university's Provost.

REQUESTED ACTION

Approval of Resolution I.1.b, authorizing the implementation of Doctor of Education in Career and Technical Education degree program at the University of Wisconsin-Stout.

DISCUSSION

Professional doctorates are terminal degrees that emphasize applied learning, versus research. Increasingly, comprehensive institutions (both private and public) throughout the nation are seeking to expand their traditional degree-granting authority in order to offer doctoral degrees. Growth in the development of professional doctorates has arisen in response to multiple factors, which include: the need to increase knowledge and depth in certain professional fields; changing accreditation and professional licensure requirements; changing workforce demands for graduate-level training; new knowledge in content areas; and technological advancements.

Professional doctorates require at a minimum a bachelor's degree for entry, as well as in-depth study of applied or clinical research and/or advanced practice. As a professional doctorate the Ed.D. will provide preparation in the body of knowledge needed for professional practice in a specific field, as well as preparation for professional licensure and accreditation. The Ed.D. is regarded as a terminal degree for those engaged in Education at a high professional and leadership level. Other professional doctorates represented in the UW System program array include, among others, the Medical Doctor (M.D.), the Juris Doctor (J.D.), the Doctor of Physical Therapy (D.P.T), the Doctor of Audiology (Au.D.), and the Doctor of Nursing Practice (D.N.P).

In 2009, UW System Administration created *University of Wisconsin System Criteria for Approving the Establishment of Professional Doctorate Programs at UW Comprehensive Institutions* (available at: http://www.uwsa.edu/acss/planning/Doctorates_Spring09.pdf). Two Principles guide the program approval process: Proposals for professional doctorate programs at

UW comprehensive institutions must: (1) enhance access to professional degrees; and (2) enhance efficiencies and avoid unnecessary duplication. Institutions must address nine criteria, which include:

1. Ordinarily, professional doctorates should be offered only where Master's degrees with established high-quality already exist (with existing faculty, laboratories, resources, etc.). The proposal should demonstrate that the proposed professional doctorate program is high-quality in terms of the rigor of its curriculum and program objectives, and its available resources, including faculty and facilities. The establishment of a professional doctorate at an institution that does not have a Master's degree program in the discipline may be approved if the discipline does not include the Master's degree. In such a case, it will be necessary for the institution seeking such an approval to demonstrate that it has, in addition to physical and financial resources, adequate faculty with the qualifications and significant experiences in instructing and supervising graduate students.
2. Geographic location of programs should be appropriate to ensure that the state's workforce needs are effectively addressed, and that students have reasonable access to the education necessary to meet those needs.
3. The degree should prepare students for professional practice in a specific field. The proposals should demonstrate that the degree is necessary based on new practice requirements, accreditation requirements, or for licensure in the professional field of study.
4. The proposal should demonstrate that the doctoral degree does not reduce the integrity of the institution's undergraduate mission, does not take away resources devoted to undergraduate education, and does not undermine the strength of undergraduate program array offerings.
5. The proposal should assure that offering a professional doctorate will not lead to adjuncts being overly or highly utilized in the offering of undergraduate classes.
6. The proposed professional doctorate program should be carefully targeted to align with the goals, mission, strategic plan, or direction of the specific institution. The program should also align with the UW System's mission and Growth Agenda for Wisconsin.
7. Professional doctorate proposals should demonstrate national, regional, and local market needs.
8. The cost and price for offering a professional doctorate program at an institution should be competitive.

9. New and emerging fields of study, that do not currently exist at the Bachelor's level at the comprehensive institutions or within the UW System, will be offered through UW-Madison and UW-Milwaukee.

Before the Board began approving the first professional doctorates at the comprehensive institutions within the UW System during the last decade, the Board limited the approval of doctoral degrees to the doctoral cluster. Within the last few years, the Board approved several health sciences practice doctorates, including the Au.D. at UW-Stevens Point in collaboration with UW-Madison, the D.P.T at UW-La Crosse in collaboration with UW-Milwaukee, the stand-alone D.N.P. at UW-Oshkosh, and the stand-alone D.N.P. at UW-Eau Claire. The Board did not require UW-Stevens Point, UW-La Crosse, UW-Eau Claire, and UW-Oshkosh to go through a mission change process as a condition of approval.

The approval of UW-Eau Claire's and UW-Oshkosh's stand-alone D.N.P. degrees involved a lengthy process with the Board that established the foundation for University Cluster institutions to offer applied doctorates. When the two D.N.P. degrees received approval from the Board to implement, the Board did change to the University Cluster mission statement. In August of 2012, an independent D.P.T. at UW-La Crosse was approved by the Board following the approved dissolution of the consortial degree in D.P.T. with UW-Milwaukee. No statutory or mission changes were required for Board approval at that time. The UW System University Cluster Mission does not limit these institutions to Master's degrees but specifically states that they may offer "graduate degrees." A review of individual University Cluster institutional mission statements found that none contained any language that would restrict any one of them from offering an applied doctoral degree.

The Ed.D. in Career and Technical Education proposed by UW-Stout was developed to address changing professional requirements in the fields of education, in higher education, and in the teaching of Career and Technical Education at the college level. The proposed professional doctorate will meet growing workforce demand for doctorate-credentialed educators in Wisconsin and elsewhere, particularly within technical and community colleges. UW-Stout's proposal enjoys strong support and involvement of the practice community. Increasing the UW System's capacity to provide more graduate education for educators is one important way to meet the workforce needs in this field and prospective students' educational needs.

UW-Stout already offers a high-quality M.S. and an Education Specialist (Ed.S.) degree in Career and Technical Education. If approved, the Ed.D. at UW-Stout will be the first professional doctorate in education offered by a comprehensive university within the UW System and would begin in Fall 2013. The proposed 60-credit Ed.D. in CTE will utilize online and hybrid delivery to prepare working adults to assume administrative and leadership positions and conduct applied research to solve real-world problems in career and technical education. Aligned well with UW-Stout's mission as Wisconsin's Polytechnic University, the program is housed in the School of Education within the College of Education, Health, and Human Sciences.

The Ed.D. in CTE will be based on an education model of cohort-based instruction and hybrid delivery. The first cohort will comprise 15 students, and by 2018 the program will enroll approximately 43 students. Students will pay a customized tuition, at \$700 per credit. The

curriculum will include advanced coursework in methodologies, educational leadership, statistics, systems analysis, strategic planning, program evaluation, and applied research design and practice in CTE.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.b., authorizing the implementation of the Doctor of Education Degree in Career and Technical Education at the University of Wisconsin-Stout.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

**AUTHORIZATION TO IMPLEMENT A
DOCTOR OF EDUCATION (Ed.D.) IN CAREER AND
TECHNICAL EDUCATION (CTE)
PREPARED BY UNIVERSITY OF WISCONSIN-STOUT**

ABSTRACT

In March, 2009, UW System Administration adopted principles and criteria for approving the establishment of professional doctorates at comprehensive institutions within the UW System. The proposed Doctor of Education (Ed.D.) in Career and Technical Education (CTE) meets these criteria and will be a career-oriented, professional doctorate designed to meet the needs of workforce development professionals who need the degree in order to move into upper administrative roles or assume other positions with more responsibilities within technical colleges. The proposed 60-credit Ed.D. in CTE will utilize online and hybrid delivery to prepare working adults to assume administrative and leadership positions and conduct applied research to solve real-world problems in career and technical education. Aligned well with UW-Stout's mission as Wisconsin's Polytechnic University, the program will use an education model of cohort-based instruction and hybrid delivery. The curriculum will include 60 credits of advanced coursework in methodologies, educational leadership, statistics, systems analysis, strategic planning, program evaluation, and applied research design and practice in CTE. The sequential cohort program is designed to ensure that students are able to complete all requirements for the doctorate, including a dissertation, in three years.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stout

Title of Proposed Program

Career and Technical Education

Degree/major Designation

Doctor of Education (Ed.D.)

Mode of Delivery

Hybrid delivery including weekend face-to-face and online classes

Single Institution or Collaboration

Single institution

Projected Enrollment by Year Five of the program

43 (Cohort 1 = 15 students, Year Five Graduating Class = 13)

Tuition Structure

Differential (customized) tuition at \$700 per credit.

Department or Functional Equivalent

School of Education

College, School, or Functional Equivalent

College of Education, Health, and Human Sciences

Proposed Date of Implementation

Fall, 2013

INTRODUCTION**Rationale and Relation to Mission, Vision, and Strategic Plan**

The proposed Ed.D. in CTE will be the first professional doctorate in education offered by a comprehensive university in the UW System. Unlike traditional Ph.D. programs in which the curriculum focuses on developing basic research skills and building theoretical knowledge for research and academia (Baez, 2002), the Ed.D. program will target the acquisition of professional and applied research skills for graduates to be successful in performing leadership roles in technical colleges. Given that the Stout Institute became the second of the State Colleges and Universities in Wisconsin that were granted legislative authority to offer graduate degrees (i.e., masters of science degrees in industrial education and home economics in 1935), offering the first professional doctorate in career and technical education will be a logical extension of UW-Stout's historical underpinnings and its current graduate program array. In addition, this proposed program is strongly aligned with UW-Stout's designation as Wisconsin's Polytechnic University, as this Ed.D. in CTE program proposal clearly will advance the Mission, Vision, and Enduring Goals of the University of Wisconsin-Stout (see italics below).

Mission

The University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate *applied learning, scientific theory*, humanistic understanding, creativity and *research to solve real-world problems, grow the economy, and serve a global society*.

In relation to the mission of UW-Stout, Career and Technical Education is integral to the development and growth of Wisconsin's economy. The proposed doctoral program will interface with the workforce development mission of the Wisconsin Technical College System (WTCS). Teachers and leaders within the WTCS prepare students to earn pre-baccalaureate degrees that are strategically aligned with current and future labor markets and trends. UW-Stout's doctoral graduates will play an important role in articulations between the two-year and four-year college systems in Wisconsin. Additionally, UW-Stout's undergraduate and graduate programs have played a role globally. Due to UW-Stout's reputation as a global leader in the discipline, hundreds of international students have selected UW-Stout's CTE programs over the years.

Vision

UW-Stout will build on its position as a distinguished polytechnic institution and as an *international leader in higher education* to prepare *lifelong learners, ethical leaders*, and responsible citizens through collaborative programs that integrate *applied learning*, theory, and *research* with *business, education, industry*, arts, and the government.

UW-Stout has distinguished itself as a significant partner with technical colleges throughout the state. According to Dr. Bryan Albrecht, President of Gateway Technical College, “UW-Stout has a storied history in providing leadership in the profession of Career and Technical Education (CTE). Throughout Wisconsin and the nation, UW-Stout is recognized for developing some of our nation’s top educators, counselors, and administrators at both the secondary and post-secondary levels.”

UW-Stout has consistently ranked in the top three of the comprehensive universities within the UW System for postsecondary/associate degree articulations leading toward the completion of baccalaureate degrees. Significant to Wisconsin’s economic growth agenda, such collaboration recognizes previous coursework and degrees, providing associate degree holders opportunities for degree completion. Because of these existing relationships, many of the technical college instructors and administrators choose UW-Stout for its M.S. and Ed.S. in CTE programs. Offering an Ed.D. in CTE, a program proposed to be rich in practitioner- and leadership-development focus, is a logical extension of UW-Stout’s program array. The proposed Ed.D. in CTE is designed to provide additional career opportunities for those engaged in workforce development who are seeking to meet current and future employer demand for doctorate-credentialed educators.

Recently, new practice requirements have been put in place for leaders in CTE. Historically, an Education Specialist (Ed.S.) degree was considered sufficient for executive administrators in community and technical college settings. However, current job postings increasingly specify a doctorate as a minimum or preferred qualification. In a recent review of job postings on *higheredjobs.com*, 50 percent of the administrative postings over a one-month period included a doctorate as a required, strongly preferred, or preferred qualification for the job. A recent review of Presidents of the Wisconsin Technical College System reveals that all but one of the 16 Presidents hold doctorates (i.e., a Ph.D., Ed.D. or J.D.)

Strategic Plan

The program proposal also fits into UW-Stout’s overall strategic plan to “offer *high quality, challenging academic programs* that influence and *respond to a changing society*.” Additionally, one of UW-Stout’s 2015 strategic action items is to increase the enrollment of transfer, *graduate*, and *customized instruction students*. Anticipated outcomes of this strategic goal include increasing the enrollment of non-traditional students and expanding the number of programs, courses, and certificates available via distance education and hybrid delivery, including cohort and executive education types of programming.

Need as Indicated by Current Students

Annual graduate follow-up studies and interviews with current and prospective students in CTE include repeated requests for a doctoral program at UW-Stout. The demand for the program is also supported by the enrollment trends and graduation rates of UW-Stout’s M.S. and Ed.S. in CTE over time. Enrollments in the M.S. and Ed.S. in CTE programs at UW-Stout have been solid; significant growth has been realized in both programs; and, specifically, growth in the Ed.S. has been impressive over the past few years. The following table shows the enrollment history of the M.S. and Ed.S. programs in Career and Technical Education at UW-Stout:

Enrollment History – M.S. and Ed.S. in CTE at UW-Stout

Figure 1

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
M.S.	14	12	23	30	19	15	45	44	61	55	46
Ed.S.	4	1	3	4	12	6	18	17	18	13	25
Total	18	13	26	34	31	31	63	61	79	68	71

Need as Indicated Market Research

In a study conducted by Mooney and Lee (2010), it was discovered that 22 percent of UW-Stout’s M.S. in Vocational Education/CTE graduates had pursued and earned additional degrees beyond their master’s degree at some point in their careers. The longitudinal follow-up study involved 1,009 individuals who graduated from UW-Stout’s M.S. in CTE program between 1960 and 2010. Four hundred twenty-three M.S. in CTE degree holders responded to the survey. Of the respondents who had earned a degree beyond their master’s degree, 34 percent obtained an Ed.S. degree, 29 percent indicated “other” (i.e., ABD/candidacy; certifications, second masters), 25 percent obtained a Ph.D., and 12 percent attained an Ed.D. These results indicate that a significant number of the M.S. in CTE graduates, as well as future graduates, will likely pursue advanced doctoral study in CTE at UW-Stout. Hybrid delivery of the proposed degree will also reach graduates of other programs who may need to use distance learning options to earn an advanced degree.

In addition to the graduate follow-up study, conversations with graduates, and input from key program stakeholders, the need and demand for a professional doctorate is supported by survey research conducted by the higher education consulting firm EduVentures. Results of the 2011 EduVentures study, entitled *Market Assessment for Doctorate of Education (Ed.D.)*, suggested that Ed.D. programs should target practitioners rather than researchers. Furthermore, they found that “Ed.D. prospects are slightly more inclined to have previous online education experience and want to study in an online format than Ph.D. prospects.” EduVentures found that of the 100 most active online institutions in their internal database, only 13 institutions offered a total of 30 online Ed.D. programs. Nova Southeastern University and Capella University had the largest enrollments. EduVenture results pointed to an increasing demand for the

“Executive Ed.D.” model. Like UW-Stout’s proposed program, this “Executive Ed.D.” model is designed with flexible scheduling options and/or online/hybrid delivery modalities for working adults.

Other data indicate educational services and their related occupations are projected to grow around 13 percent annually. Next to kindergarten, elementary, and middle school teachers, educational administrators are projected to have the greatest growth through 2018; vocational educators and administrators have a projected growth of 10 percent. All educational services occupations are projected to grow 13-15 percent through 2018 (U.S. Bureau of Labor Statistics, 2011). In addition, the 2011 *U.S. Occupational Outlook Handbook* states that job prospects for education administrators will be excellent until 2018 due to the large number of baby boomers expected to retire.

DESCRIPTION OF PROGRAM

General Structure and Institutional Program Array:

The Ed.D. in CTE will complement and extend UW-Stout’s existing program array in career and technical education (i.e., at the level of B.S., M.S., and Ed.S.). The proposed curriculum will include advanced courses offered by faculty within the disciplines of Career and Technical Education (CTE) and Education (EDUC), both of which are housed in the School of Education and the College of Education, Health, and Human Sciences. Program faculty and dissertation chairs will have expertise, doctorates and professional experience in CTE. To further ensure program quality, program faculty will be required to attain Graduate Faculty status by UW-Stout’s Graduate School for approval as doctoral dissertation advisors and committee members. As key members serving as instructors and research advisors in the proposed Ed.D. in CTE program, all faculty will maintain active research and publication records, serve as editors of journals and on editorial review boards, and regularly present papers at national and international conferences. To avoid a reduction in the resources allocated to our current undergraduate and graduate programs in CTE, it is expected that additional faculty with the aforementioned characteristics will be hired to support this degree.

A full array of graduate courses is currently offered for the M.S. and Ed.S. in CTE. Given that this will be the first doctoral program at UW-Stout, the curriculum has been designed to meet the advanced objectives and goals that have been established specifically for this terminal degree based on Program Advisory Committee and stakeholder feedback.

It is proposed that a customized instruction/differential fee structure be utilized to support the Ed.D. in CTE program. Graduate tuition at UW-Stout is \$351.00 per credit with customized instruction graduate tuition set at \$500 for the M.S. and Ed.S. in CTE. The Ed.D. in CTE program will result in higher costs than the M.S. and Ed.S. due to its smaller class sizes and the increased expenses incurred by hiring additional qualified faculty, providing scholarships for admitted students in need, advising dissertations, and delivering a customized program. Thus, it is proposed that the tuition rate for the Ed.D. in CTE be set at \$700 a credit to support program costs. This rate will be comparable to the tuition rates established for doctoral programs in education at UW-Madison (\$714 per

credit), UW-Milwaukee (\$649 per credit), and University of Minnesota (\$1,200 per credit).

Other Programs in the University of Wisconsin System

An analysis of the University of Wisconsin System program array demonstrates that UW-Madison and UW-Milwaukee offer doctoral programs most similar to the proposed Ed.D. in Career and Technical Education. UW-Madison offers a Ph.D. program in Educational Leadership and Policy Analysis (ELPA) with three different specializations, including: 1) higher education, 2) postsecondary education, and 3) continuing education. Other specializations within UW-Madison's ELPA include: 1) PK-12 leadership, and 2) educational policy. One hundred and ninety-six degrees were awarded between 2001 and 2010 in UW-Madison's ELPA program.

UW-Milwaukee offers a Ph.D. program in Urban Education, with a specialization in adult and continuing education. Educational administration is another specialty area. In UW-Milwaukee's doctoral program, 158 students graduated between 2001 and 2010.

While UW-Madison and UW-Milwaukee have strong Ph.D. programs, UW-Stout's graduates of the M.S. and Ed.S. degrees in Career and Technical Education have needs unmet by these institutions. For example, location is a big factor. Both UW-Madison and UW-Milwaukee's programs are primarily residential in nature. As indicated by market research, an unmet need exists for working and regionally place-bound educational professionals who are seeking terminal, professional degrees in CTE. Both UW-Madison and UW-Milwaukee's location in the southeastern section of the state create geographic and logistical challenges for working adults in northeastern, central, western, and northwestern Wisconsin. In addition, the programs at UW-Madison and UW-Milwaukee are traditionally delivered and research-focused degrees, whereas the proposed Ed.D. in CTE at UW-Stout will be a practitioner-focused, applied research program of study offered online and through weekend delivery. As Dr. Jim Brown, Professor of Organizational Leadership, Policy, and Development at the University of Minnesota states, "[c]learly, this proposal provides evidence that other somewhat similar degree programs elsewhere in Wisconsin, and throughout the country, do not adequately address the educational needs emphasized by this program."

Collaborative Nature of the Program

Several UW System universities have been invited to be a part of a collaborative program delivery effort, including UW-La Crosse, UW-Madison, UW-Superior, UW-River Falls, UW-Eau Claire, and UW-Platteville. Program leaders in the M.S. in Adult Education distance education program at UW-Platteville have discussed opportunities for collaborating with UW-Stout, which included the possibility of developing an articulation agreement with its M.S. in Adult Education, vocational concentration.

Deans in the Schools of Education at UW-Superior, UW-River Falls and UW-Eau Claire were contacted to determine their interest in collaborating on the proposed program. Initially, none of these institutional leaders communicated an interest in a collaborative proposal. More recently, the Dean of the College of Education and

Professional Studies at UW-River Falls indicated that they are in the very preliminary stages of discussion regarding possible expansion into doctoral level preparation. Although UW-River Falls understood that UW-Stout's proposal was ready for submission, an interest was expressed regarding the possibility for future collaboration. UW-Stout remains interested in further discussion regarding collaborations with other universities.

Diversity

Diversity is a core value at UW-Stout, as is evidenced by its mission: <http://www3.uwstout.edu/geninfo/mission.cfm>. UW-Stout strategically employs a number of institution-wide diversity initiatives, including academic and social support for students of color; grants for minority and disadvantaged students; the Chancellor's Equity, Diversity, and Inclusion Coalition (CEDIC); and the UW System Equity Scorecard Project. All of these initiatives work to attract a diverse student population.

UW Stout's implementation of Inclusive Excellence incorporates those initiatives above, as well as goals to increase the number of students from a variety of backgrounds through opportunities for financial aid, scholarships for underserved groups, and initiatives to improve retention rates for non-traditional and diverse students.

Due to the structure and format of the proposed Ed.D. in CTE, institutional increases in minority enrollment are predicted because of the expected geographical stratification of applicants. Using accelerated, hybridized, and blended (face-to-face and online) courses, in addition to a very specialized degree, should appeal to all demographics. A proposal will be developed to engage, attract, and retain individuals from historically underrepresented populations to the program.

Program Objectives/Student Learning Outcomes:

The Ed.D. in CTE program will prepare graduates to:

1. Collect, analyze, and utilize data and current research to plan, evaluate, and engage in continuous quality improvement practices for CTE and workforce development programs at the secondary and postsecondary levels.
2. Describe, articulate a need for, and promote comprehensive CTE programs that connect education, work, and economic development at all levels.
3. Develop relationships with internal and external stakeholders to support program and local community goals.
4. Hire, supervise, train, and motivate CTE teachers and other personnel.
5. Prepare budgets, administer recordkeeping, and identify opportunities/develop strategies to secure funding through grants and projects for CTE and other programs.
6. Develop and guide professional development plans (for self and for use in a supervision setting).
7. Demonstrate effective leadership traits appropriate for a professional Career and Technical Educator in an administrative setting.

8. Conduct research, including program evaluation studies, to improve programming and enhance competencies as a teacher and leader within CTE
9. Demonstrate a philosophy and practice of CTE that connects education, work, and economic development at all levels.

Students who complete this program will be capable of providing leadership to build capacity within workforce education and development in the state of Wisconsin.

Assessment of Objectives

Student learning outcomes will be used to develop the *Assessment in the Major* plan and prepare the annual report for the Ed.D. in CTE program submitted for review to the Associate Vice Chancellor for Academic and Student Affairs. Several measures will be put into place to measure learning and development as students progress in the program.

Initially, applicants will be evaluated as to their preparation for the program. It will be important for admitted students to have experience as instructors, faculty, staff, or leaders in career and technical education. Additionally, students must have completed a master's degree from an accredited institution prior to admittance.

Students will complete a rating tool related to the program objectives as a self-assessment in their first and their final semesters. An analysis will be conducted by staff in UW-Stout's Planning, Analysis, Research, and Quality Office to compare the pre- and post-test assessments; it is expected that students' ratings will increase significantly over time. The pre- and post-test analysis will assist in the continuous evaluation of the program and the possible need for curricular revisions.

Students will need to maintain a 3.25 grade point average throughout the program. Student grades will be monitored throughout their enrollment. Students failing to maintain a 3.25 G.P.A will be put on probation for one term; if they are not able to bring their grades up in the subsequent semester, they will be dismissed from the program.

Further, preliminary examinations will be conducted prior to the dissertation phase. The preliminary examination will consist of two components, a written examination and an oral presentation. The written test will consist of questions relative to the doctoral coursework and individual development. The second component will be a research proposal presentation. Students will present their research proposal to a dissertation committee made up of three faculty members, with one named as the committee chair. Successful presentation of the dissertation proposal will be required prior to a student's moving forward with the dissertation research. Successful completion of the preliminary exam will result in ABD (all-but-dissertation) status.

Curriculum Structure

This 60-credit, post-master's degree program is being proposed to operate as an executive education program. The first required course will be an Introduction to Doctoral Studies in CTE. In this course, students will be introduced to cohort and

learning communities; develop a program plan; establish goals; and propose a research agenda. The purpose of the introductory course will be for students to begin the program with the end in mind, by starting to conceptualize research ideas and work collaboratively with their colleagues. Because the majority of students in the program will be working adults, a synergy of ideas, resources, and connections will emerge. Learning communities among adult learners has been a proven research model for retention of students in academic programming.

Each term will feature an on-campus experience through a weekend course offering. Face-to-face instruction will be supplemented with online courses. Faculty will be trained in the blended instructional format so that students will be connected to the university and to their colleagues throughout each semester and the program. The program will be delivered as a cohort model: students starting the program will be enrolled with the same group of peers throughout their academic experience.

The Ed.D. dissertation will be structured such that students enroll in two subsequent terms. Each student will select a faculty member as committee chairperson and a dissertation committee that will guide him or her through their research project. The dissertation will be the culminating research experience, built upon program competencies and a relevant topic based on the individual's area of expertise. Included in the research design will be the identification of dissemination opportunities, guided by the dissertation faculty chairperson.

The following table outlines the specific program curriculum:

COURSE SEQUENCE

Fall 2013	Credits	Delivery
Introduction to the Ed.D. in CTE Program	1	Weekend (1)
Philosophy and Practice of CTE	3	Blended - 1 Weekend/online
WinTerM 13		
Educational Leadership in CTE	3	Online
Spring 14		
Social and Economic Foundations of CTE	3	Weekend (3)
CTE Curriculum Systems	3	Online
Summer 14		
Statistical Analysis	3	Blended -4 days/online
Fall 14		
Comparative Systems in CTE	3	Weekend (3)
Quality Initiatives in CTE	3	Online
WinTerM 14		
Educational Policy and Leadership	3	Blended-1 Weekend/online

Spring 15

Program Planning, Development and Evaluation	3	Online
Research Seminar	2	Weekend

Summer 15

Quantitative Research Methods	3	Weekend
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Fall 15

Qualitative and Mixed Research Methods	3	Weekend
Dissertation Credits	6	Independent

WinTerM 15

Strategic Planning and Administration in CTE	3	Blended- 1 Weekend/online
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Spring 16

Dissertation credits	6	Independent
Electives	9	

Total	60	
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Projected Time to Degree

The sequential cohort program above is designed to ensure that students are able to complete the degree in three years.

Program Review Process

Academic program directors at UW-Stout submit a yearly *Assessment in the Major* report in which indirect and direct assessment data are reported to determine whether or not students acquire needed competencies and skills while in the program. The program director of the Ed.D. in CTE degree will use the assessments outlined previously to form the basis of this report. As students graduate from the major, the program director will survey alumni and employers in conjunction with UW-Stout's Planning, Assessment, Research and Quality Office, as is protocol for most UW-Stout programs, for inclusion in the report. The program director, key faculty, and the Program Advisory Committee will monitor retention, time-to-graduation, graduation rates, and placement rates to further assess the overall effectiveness of the program. Questions measuring how students perform relative to the program objectives will be included as a supplement to the standard survey. Results from the yearly *Assessment in the Major* report will be examined to determine the need for future curricular and program revisions and to help assess and maintain the quality of the program.

The university-wide Planning and Review Committee (PRC) also conducts formal reviews of all university degree programs on a seven-year cycle. As part of this review, present and past students, faculty, and program advisory committee members are surveyed. The program director develops a self-assessment report which is reviewed in a

formal hearing conducted by the PRC, with final results presented to the Faculty Senate and the Provost.

Quality

UW-Stout ensures program quality through systematic continuous improvement procedures in which student learning outcomes are assessed regularly to determine the need for curricular or programmatic revisions. Program quality will be maintained by the annual *Assessment in the Major* process in which student competencies defined by the learning objectives will be evaluated. In addition, our internal program review process, conducted by the Planning and Review Committee of the Faculty Senate, will be utilized to confirm the quality of the Ed.D. in CTE.

Accreditation

No appropriate accreditation body for the Ed.D. in Career and Technical Education exists. The program director of the Ed.D. in CTE will not seek program-specific accreditation, but will become a member of the University Council for Workforce and Human Resource Education, a nonprofit organization representing the nation's leading universities. The Council provides leadership for teaching, research, and service initiatives in career and technical education and human resource development, including doctoral program delivery.

In addition to the quality measures identified above, the B.S., M.S., and Ed.S. in CTE programs have an active Program Advisory Committee made up of leaders and instructors from technical colleges in Wisconsin and Minnesota, well as internal stakeholder representatives. This group meets regularly and is highly engaged in program operations, development, curriculum matters, and student enrollment activities. The Ed.D. in CTE's Program Advisory Committee will be an integral partner to continuously ensure program quality.



Office of the Provost & Vice Chancellor
Academic & Student Affairs

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

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715-232-2421 (office)
e-mail: provost@uwstout.edu

December 14, 2012

Dr. Kevin Reilly, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear Dr. Reilly:

I am writing to you to express my support for the Ed.D. in Career and Technical Education.

This degree was developed as a professional doctorate and career-oriented degree designed to meet the needs of working professionals in the field of Career and Technical Education (CTE). The program will prepare individuals to successfully lead, develop, and evaluate CTE programs. Central to our mission as Wisconsin's Polytechnic University, the program will use an executive education model of cohort-based instruction and hybrid delivery to integrate applied learning, scientific theory, creativity and research to solve real-world problems, grow the economy and serve the global society. The curriculum builds on our existing undergraduate and graduate CTE programming to include advanced coursework in CTE, educational leadership, statistics, systems analysis, strategic planning, program evaluation, and research. A plan is in place to assess learner outcomes.

The program has been vetted through our School of Education; the College of Education, Health, and Human Sciences; the Curriculum and Instruction Committee and the Planning and Review Committee of the Faculty Senate; the Academic Affairs Administrative Team; and data from an external survey of professionals who have endorsed the need, design, and value of the program.

As a result of dialogues both on and off campus as well as survey data regarding the need for an Ed.D. in Career and Technical Education, I am confident that UW-Stout is moving in the right direction to meet a need in the field. The university has the facilities, faculty, and financial resources to implement a plan to ensure its sustainability and maturation. Given the program will be supported through customized tuition, we expect the program to be self-supporting in a few years.

The university will work with the UW-Stout Graduate School and UW-Stout Online to partner with the academic departments to assure quality programming and advisement services. Further, UW-Stout will contact leaders at UW-River Falls and others with specialties in this area to pursue collaborative initiatives in the future.

Sincerely,

Mary Hopkins-Best, Ed.D.
Interim Provost and Vice Chancellor for
Academic and Student Affairs

The University of Wisconsin-Milwaukee
Charter School Contract Renewal
Bruce Guadalupe Community School

EDUCATION COMMITTEE

Resolution I.1.c.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the renewal of the charter school contract with United Community Center, Inc., maintaining a charter school known as the Bruce Guadalupe Community School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
BRUCE GUADALUPE COMMUNITY SCHOOL
CHARTER RENEWAL**

EXECUTIVE SUMMARY

BACKGROUND:

In 1998, s. 118.40, Wis. Stats., was amended to grant authority for the University of Wisconsin-Milwaukee (UW-Milwaukee) to authorize charter schools within the city of Milwaukee (City). The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and, in turn, demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals.

The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional five-year period. A school may, however, receive a renewal of less than five years if significant improvements are required. Renewal of a charter is based on evidence of meaningful progress on key measures of performance, as follows: student well-being; academic success; faithfulness to the charter; ability to communicate and transmit the mission; parent and student satisfaction; staff satisfaction with professional and organizational growth; viability of the charter school; fiscal stability of the charter school; and contractual compliance.

The United Community Center, Inc., was granted a charter by the University of Wisconsin System Board of Regents in 2008 to open the Bruce Guadalupe Community School (BGCS) in September 2009. The school operates at 1028 South 9th Street in the city of Milwaukee. Mr. Jose Oliveri currently chairs the twenty-member board. Mr. Ricardo Diaz is the executive director working with Pascuel Rodriguez, the lead principal, and Santiago Navarro, the middle school principal.

The UW-Milwaukee Office of Charter Schools (Office), Chancellor Michael Lovell, and Provost Johannes Britz recommend that the Bruce Guadalupe Community School receive a full five-year charter renewal.

REQUESTED ACTION

Approval of Resolution I.1.c.(1), authorizing the extension of the charter school contract with the United Community Center, Inc., to operate a public school known as Bruce Guadalupe Community School.

DISCUSSION

School Profile

Bruce Guadalupe Community School (BGCS) started as a Parish school in the latter half of the 1800s. It operated as a Non-Instrumentality Charter School authorized by Milwaukee Public Schools (MPS) from 2000-2009. BGCS began its charter with UW-Milwaukee in July of 2009. Located on the near south side of downtown Milwaukee, it serves over 950 students from kindergarten to eighth grade. The school operates within the United Community Center, which houses the school in two of its buildings. Offering strong educational programs is a primary emphasis of the Board of Directors of the United Community Center. Bruce Guadalupe is rooted in a mission to provide a solid education, to develop language skills in English and Spanish, to nurture a cultural awareness of ethnic identity and cultural heritage, and to provide an environment fostering both an increase in academic ability and a sense of self-worth. Instruction is delivered in English, except for Spanish classes, which are provided in first through eighth grade.

BGCS is governed by a twenty member School Board (Board) composed of prominent leaders in business and education. Led by President Jose Oliveri, the Board meets ten times during the year. An Education Committee meets monthly to discuss operational policies and program accountability outcome data of the school.

Students

BGCS presently serves 951 students in four-year old kindergarten through eighth grade. The enrollment has steadily increased since the first year of operation, when the school served 791 students. The school would like to increase its enrollment to 1,300 by 2020. The school population is predominately Latino(a), reflecting the demographics of the immediate neighborhood. Eighty-two percent of the students come from homes in poverty. About nine percent of the students are identified as requiring special education. The average daily attendance is 95 percent. Year-to-year, approximately 95 percent of the students who attended BGCS return to school the following year. Only one student was retained in the same grade for the 2011-12 school year. Student behavior is excellent, with just two percent of students being suspended and no expulsions.

Educational Program

BGCS hosts a monolingual program focusing on preparing students to be healthy, confident, academically high performing, and well-rounded students. This is accomplished through a traditional academic program that emphasizes reading, writing, and mathematics. Its early childhood education program helps to develop a strong foundational beginning to a student's education.

Each grade level addresses the five main core subject areas (language arts, reading, math, science, and social studies). The curriculum also features Spanish, family and consumer education, technical education, computer instruction, physical education, art, music, and English

as a Second Language. Student success in mastering the curriculum is supported by a mandatory five-week summer school program. Finally, an extended school day (After School Achievement Program) is offered and intended to build skills for targeted students.

BGCS uses many instructional methods that are research-based and geared specifically towards improving the academic achievement of students who come from at-risk and English Language Learner (ELL) backgrounds. Specific strategies employed by teachers are: direct; whole group and small group instruction; flexible grouping; mastery learning and practice; and homework.

Improvement Goals

The program has focused current improvement efforts in the following areas:

- Meet or exceed state averages on the Wisconsin Knowledge and Concepts Examination (WKCE) on the complete battery for fourth and eighth grade.
- Maintain an 80 percent placement of BGCS' graduates in College Prep High Schools.
- Incorporate Odyssey Compass Learning program, which provides online personalized instruction, into classrooms from grades 1 – 8 and after school program.
- Increase parental involvement.

Faculty and Staff

BGCS is staffed by an executive director, an elementary principal, a middle school principal, a director of curriculum, 42 regular education teachers, two and a half art teachers, two foreign language teachers, two music teachers, two physical education teachers, a librarian, three special education teachers, three resource teachers, a speech and language teacher, and 49 support staff. The ethnic mix of the faculty is 78 percent white and 23 percent Latino. Over the last three years, 89 percent of the teachers have returned each year. The classroom teacher-to-student ratio is one to 25. Teachers have, on average, 9.2 years of experience in education. All teachers are properly licensed.

Special Education Program

Bruce Guadalupe serves about 65 students with special education needs, with disabilities ranging from specific learning disabilities, to speech and language impairments, to autism and orthopedic impairment. To service these students, the school employs three full-time special education teachers, one diagnostic teacher/case manager, and one speech pathologist. The program is primarily a pull-out resource program, but does provide classroom inclusion support as needed for students. Additionally, BGCS contracts for the services of a school social worker and a school psychologist.

Financial Condition

BGCS is fiscally sound. The revenue per pupil is \$11,115. The major portion of the revenue is state-per-pupil-aid of \$7,775. BGCS also received federal flow-through funds for special education, federal Title I and II dollars, and donations.

Although BGCS' expenditures exceeded its revenues in 2011-12, its parent organization, UCC, Inc., provides additional funding for such overages.

Legal and Contractual Requirements

BGCS has met all federal and state legal requirements and UW System contractual obligations during the term of the contract.

Proficiency

BGCS is one of the highest-achieving schools in Milwaukee. Thus, rather than comparing BGCS to surrounding schools within Milwaukee Public Schools (MPS), comparisons are made with overall state performance, the performance Hispanic students within the city of Milwaukee and the state, and Milwaukee County suburban school districts.

Figure 1 shows the percentage of BGCS students scoring proficient or advanced in reading compared to students scoring proficient or advanced in the state for 2010 and 2011. BGCS results exceed the state results by an average of 2.45 with an average of 84 percent of students testing as proficient or advanced.

Figure 1: Comparison of combined (grades 3-8) WKCE Reading results for BGCS students and students across the state

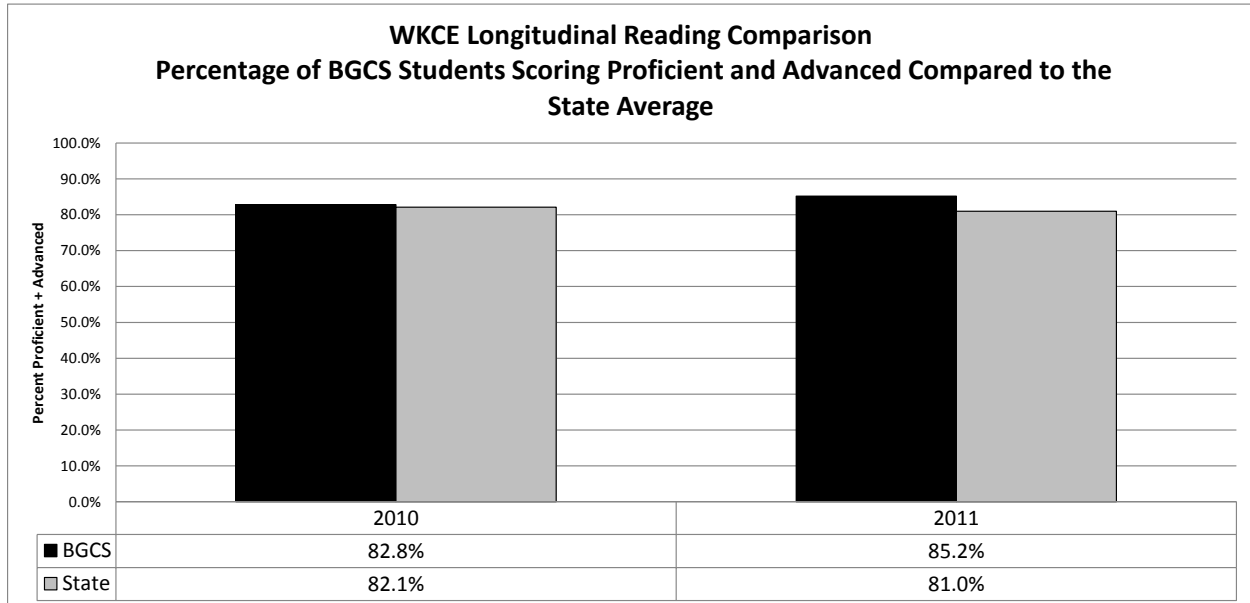
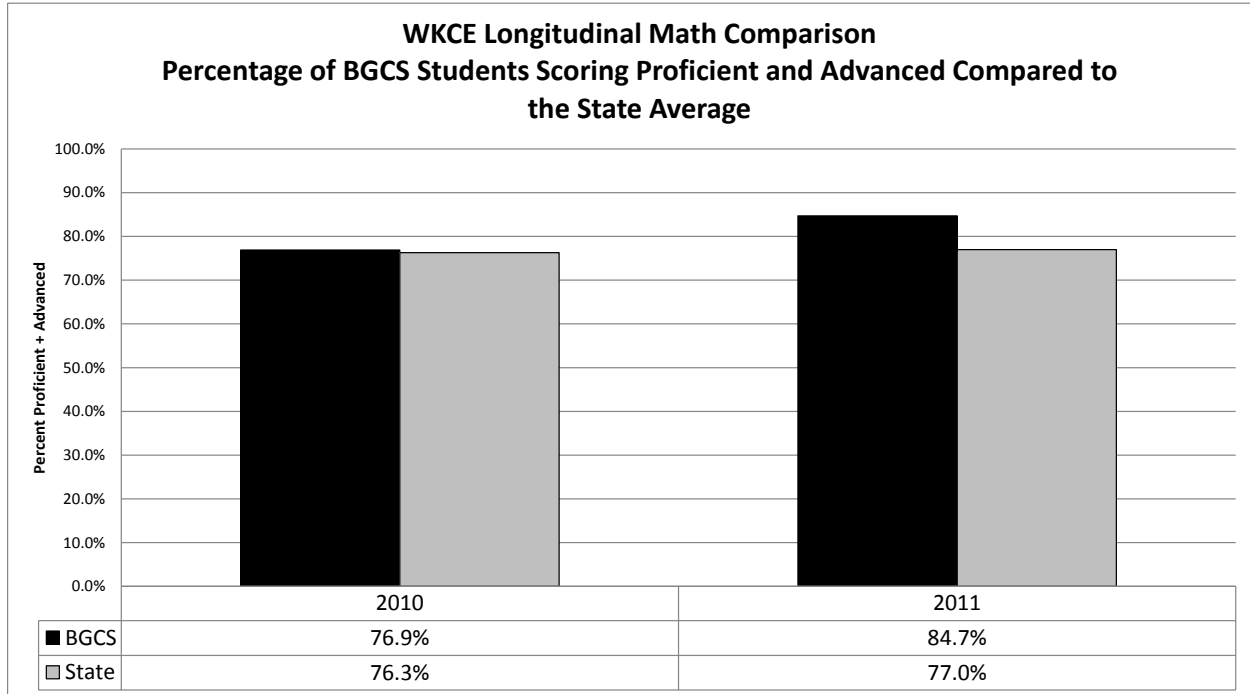


Figure 2 shows the percentage of BGCS students scoring proficient or advanced in mathematics compared to students scoring proficient or advanced in the state for 2010 and 2011. BGCS results exceed state results by an average of 4.15 with an average of 80.8 percent of students testing as proficient or advanced.

Figure 2: Comparison of combined (grades 3-8) WKCE Mathematics results for BGCS students and students across the state



BGCS has shown growth in the areas of reading and math and is performing comparably to the state. Approximately 99 percent of BGCS students are Latino(a). When comparing their performance to their peers in the city and state, their achievements in reading and mathematics exceed that of their peers. Figures three and four compare the performance of students at BGCS to students at Seeds of Health Elementary (SoHE), another UWM charter school with predominately Latino(a) students, as well as the performance of Hispanic students in the city of Milwaukee and the state.

Figure 3 shows the reading proficiency level of BGCS students being 84.9 percent. That is 8.9 percent higher than students at SoHE, 16.1 percent higher than Hispanic students in the state, and 21.2 percent higher than Hispanic students in Milwaukee.

Figure 3: WKCE Reading results for BGCS and Hispanic students at Seeds of Health Elementary (SoHE) School, the State, and Milwaukee Public Schools (MPS)

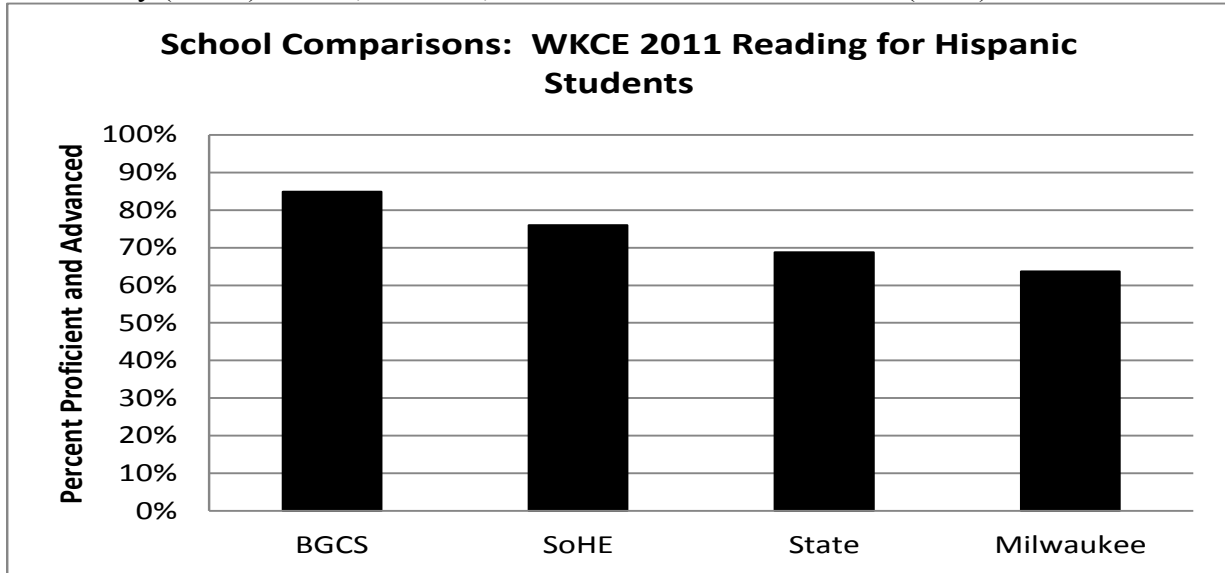
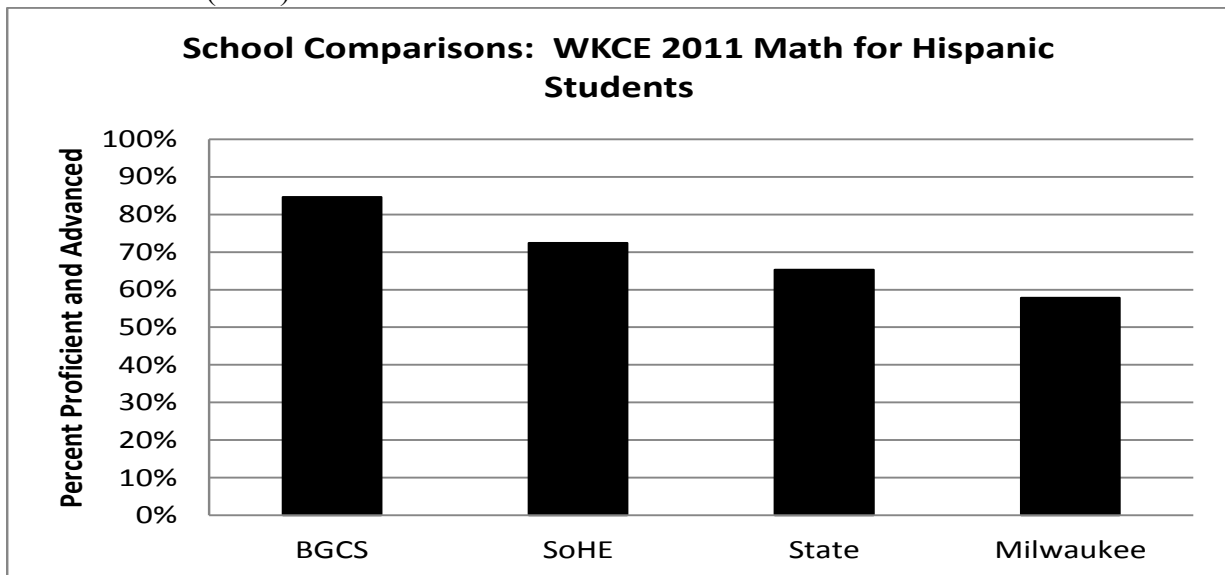


Figure 4 shows the mathematics proficiency level of BGCS students at 84.7 percent. That is 12.3 percent higher than students at SoHE School, 19.4 percent higher than Hispanic students in the state, and 26.8 percent higher than Hispanic students in Milwaukee.

Figure 4: Comparison of combined (grades 3-8) WKCE Mathematics results for BGCS and Hispanic students at Seeds of Health Elementary (SoHE) School, the State, and Milwaukee Public Schools (MPS)

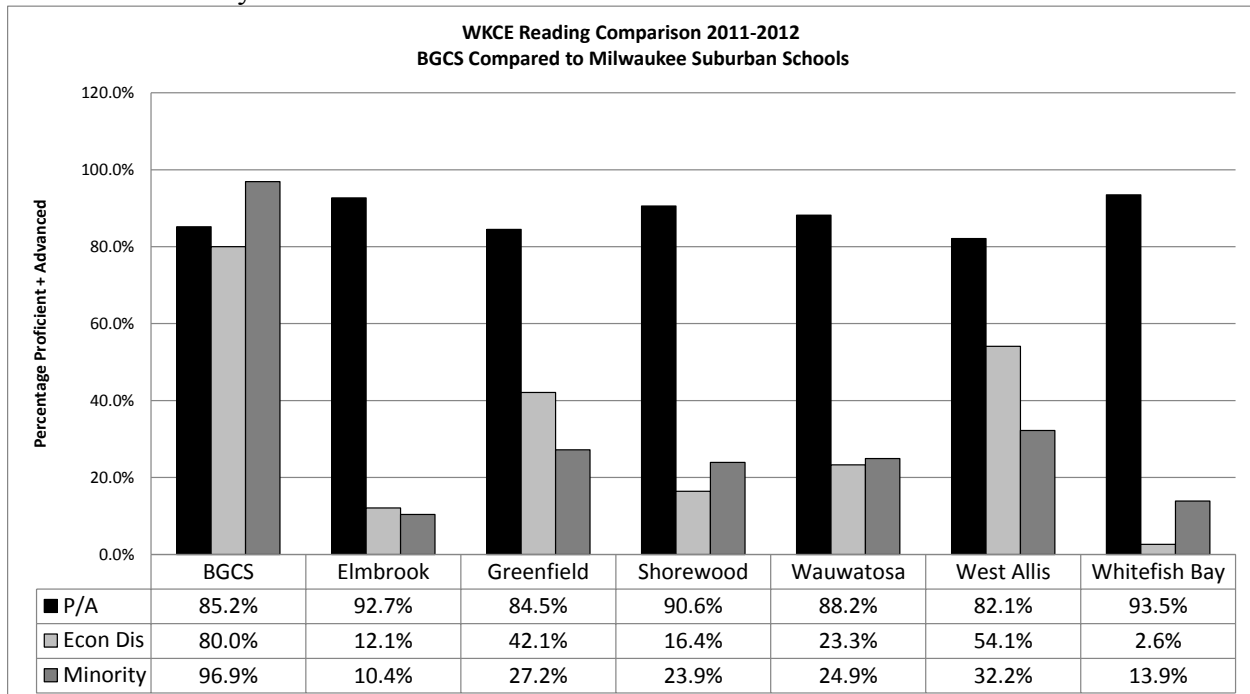


BGCS is the third-highest performing UWM charter school in reading (85.2 percent), and the second-highest performing in math (84.8 percent). In the tested subjects, BGCS students performed the best in social studies (92.0 percent). The lowest performing area for

BGCS is language arts, with 72.6 percent of the students performing at the proficient or advanced level.

Figures 5 and 6 compare the reading and math performance of students on the WKCE at BGCS to the performance of students on the WKCE in suburban schools surrounding Milwaukee. The tables also include the percentage of students in BGCS that are economically disadvantaged as well as the percentage of students that are economically disadvantaged in each of the suburban districts. Additionally provided is the percentage of minority students attending the school or school district.

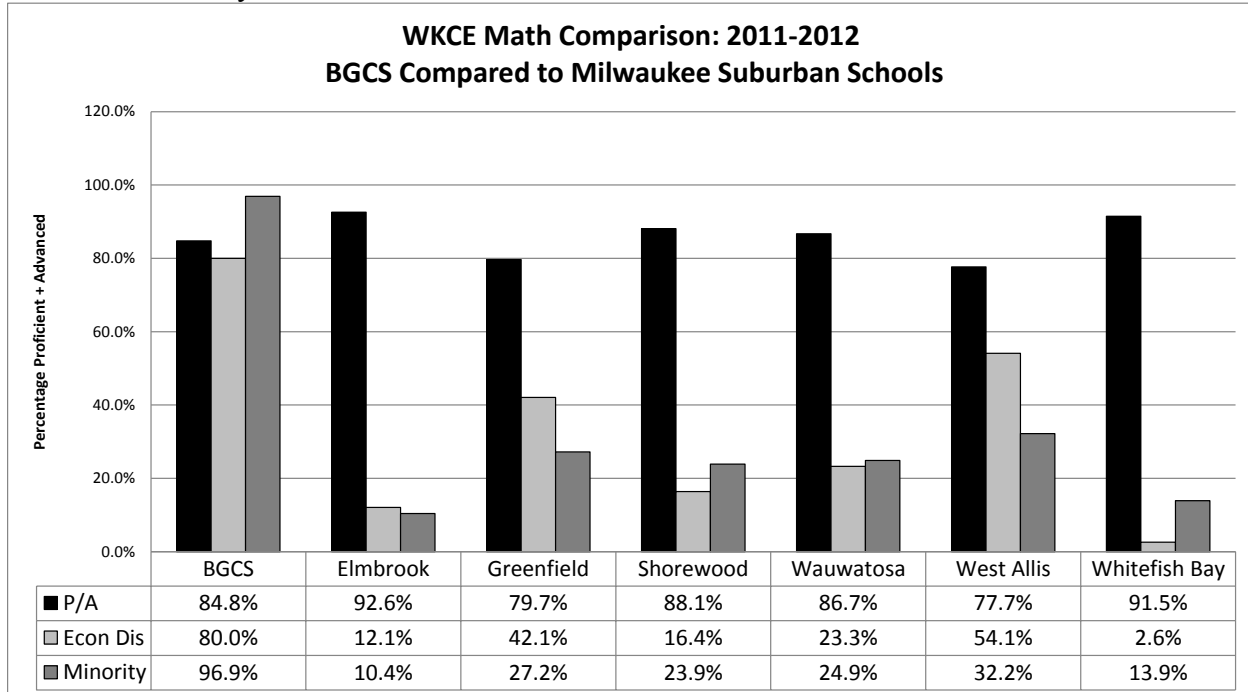
Figure 5: Comparison of combined (grades 3-8) WKCE Reading results at BGCS and Milwaukee County suburban schools.



P/A = Proficient + Advanced

Econ Dis = Economically Disadvantaged

Figure 6: Comparison of combined (grades 3-8) WKCE Mathematics results for BGCS and Milwaukee County suburban schools.



P/A = Proficient + Advanced

Econ Dis = Economically Disadvantaged

As the previous tables indicate, the performance on the WKCE for students at BGCS exceeds two of the suburban schools' performances in both reading and mathematics, and is comparable to all of Milwaukee County suburban schools.

Value-Added Growth Measures

The Office of Charter Schools has implemented the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) exam for all UW-Milwaukee authorized charter schools to determine value-added growth.

Figures 7 and 8 display the results of Fall 2011 and Spring 2012 MAP assessments in reading and mathematics for students in kindergarten through eighth grade. The achieved growth is compared to the expected growth norms for the assessment in all tested grades. In reading, students in all grades but kindergarten and fourth grade exceeded their expected growth. The fourth grade class fell just short of targeted growth. In mathematics, all tested grades except kindergarten exceeded the expected growth.

Figure 7: MAP Reading

Figure 8: MAP Mathematics

Grade	Reading					Math					
	Fall 2011	Spring 2012	Growth	Expected Growth	Difference	Fall 2011	Spring 2012	Growth	Expected Growth	Difference	
K	145.0	158	13.0	15.1	-2.1	144.0	157.6	13.6	16.0	-2.4	
1	155.0	175.7	20.7	16.6	4.1	155.5	176.5	21.0	15.9	5.1	
2	171.3	186.3	15.0	13.7	1.3	174.9	190.5	15.6	13.2	2.4	
3	188.0	198.4	10.4	9.3	1.1	190.3	205.8	15.5	11.0	4.5	
4	196.3	203	6.7	6.8	-0.1	202.3	214.2	11.9	8.7	3.2	
5	195.8	205.3	9.5	5.2	4.3	209.1	220	10.9	8.1	2.8	
6	200.3	212.8	12.5	4.1	8.4	212.6	227.2	14.6	6.0	8.6	
7	205.5	216.1	10.6	3.4	7.2	224.3	235.6	11.3	4.9	6.4	
8	212.8	221.5	8.7	3.2	5.5	229.9	237.4	7.5	4.3	3.2	
	Met or exceeded growth norm			Grew, but didn't meet growth norm			Decline				

Growth should continue to be the focus of BGCS’ academic efforts. The use of the MAP from NWEA is critical to making the maximum amount of progress. BGCS should use improved data analysis to determine specifically which students are not making appropriate gains and the reasons the gains are not being made. Student-specific plans should continue to be made to improve the progress of these students.

Major Recommendations for Improvement

The Office of Charter Schools, along with the Charter School Evaluation Committee makes the following recommendations based on the comprehensive evaluation of the charter school: (1) There needs to be a rigorous process for deploying instructional requirements and expectations. There must be measures in place to determine the extent and quality of the deployment of each requirement. (2) A greater effort needs to be made by the administration and the Board to involve staff in a more meaningful way in the change process, both as the school deals with the new practices that the state is proposing for schools, as well as dealing with the anticipated expansion. (3) In planning for the expansion, monitor and ensure that class sizes do not get too large and, in turn, create a negative impact on student achievement.

RECOMMENDATION

It is recommended that Bruce Guadalupe Community School receive a full five-year charter renewal. No special conditions are recommended. Bruce Guadalupe Community School should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

The full Evaluation Report prepared by the UW-Milwaukee Office of Charter School for the Board of Regents may be found at: <http://www.uwsa.edu/news/2013/02/BGCS-Summative-Eval.pdf>.

The Bruce Guadalupe Community School Charter Contract may be found at: <http://www.uwsa.edu/news/2013/02/BGCS-Contract.pdf>.

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

The University of Wisconsin-Milwaukee
Charter School Contract Renewal
Woodlands School

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the renewal of the charter school contract with Woodland School, Inc., maintaining a charter school known as the Woodlands School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
WOODLANDS SCHOOL
CHARTER RENEWAL**

EXECUTIVE SUMMARY

BACKGROUND:

In 1998, s. 118.40, Wis. Stats., was amended to grant authority for the University of Wisconsin-Milwaukee (UW-Milwaukee) to authorize charter schools within the city of Milwaukee. The central purpose of the charter school legislation is to eliminate a significant portion of statutory requirements and administrative rules and regulations imposed on public schools and, in turn, demand a new type of public accountability tied to actual performance. Accountability requirements for annual improvement and charter renewal of operating charter schools employ a high degree of rigor. An initial charter is granted for a five-year period during which the school must demonstrate progress toward stated goals.

The renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the terminal date of an existing contract, so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. Renewal of a charter is usually for an additional five-year period. A school may, however, receive a renewal of less than five years if significant improvements are required. Renewal of a charter is based on evidence of meaningful progress on key measures of performance as follows: student well-being; academic success; faithfulness to the charter; ability to communicate and transmit the mission; parent and student satisfaction; staff satisfaction with professional and organizational growth; viability of the charter school; fiscal stability of the charter school; and contractual compliance.

The Woodlands School, Inc. (WS), was granted a charter by the University of Wisconsin System Board of Regents in 2003 to open the Woodlands School (WDS) in August 2004. In 2008, the charter was renewed by the UW System Board of Regents. Ms. Loretta Cephus currently chairs the thirteen-member board, and Maureen Sullivan serves the school as its principal.

The UW-Milwaukee Office of Charter Schools (Office), Chancellor Lovell, and Provost Britz recommend that the Woodlands School receive a full five-year charter renewal.

REQUESTED ACTION

Approval of Resolution I.1.c.(2), authorizing the extension of the charter school contract with the Woodlands School, Inc., to operate a public school known as Woodlands School.

DISCUSSION

School Profile

WS was granted a charter by the Board in June of 2003 to operate WDS as a charter school authorized by the University of Wisconsin-Milwaukee. The charter holder opened WDS as a charter school in August of 2004. WDS had operated as a private school many years prior to becoming a charter school. It first opened its doors as the Alverno College Campus School in 1936. In 1988, it separated from Alverno College and became an independent private school. The present school operates from a campus at 5510 W. Bluemound Road, Milwaukee, Wisconsin 53210, which it leases from Secular Institute of the Schoenstatt Sisters of Mary, Inc.

The mission of WDS is “Creating the character of the community through diverse education.” WDS personnel and parents clearly understand the mission and work to achieve it in many ways. Many refer to the mission as the “Woodlands Way.” The Woodlands Way, appears to be embedded in the culture of the school and sets the school apart from most other public schools--whether charter or traditional.

A key component of Woodlands is the *Time for Living* character education program, which emphasizes educating the whole child by developing moral and ethical values, a positive self-image, and an appreciation of the uniqueness of each person.

WDS is governed by a thirteen-member School Board (Board), composed of leaders in business and education as well as parents. Led by President Loretta Cephus, the Board meets bi-monthly, with additional meetings scheduled as necessary to review operational policies and program accountability outcome data.

Students

WDS presently serves 333 students in four-year-old kindergarten through eighth grade. There has been consistent growth in the enrollment, from the 251 students enrolled in 2006-2007. The school population is four percent Asian, 28 percent Black, 14 percent Hispanic and 54 percent white. Students enrolled in WDS come from 34 different zip-codes within the city. Twenty-three percent of the students come from homes in poverty. About ten percent of the students are identified as requiring special education. In the 2011-12 school year, all students were promoted to the next grade level. Student behavior is excellent, with just one percent of students being suspended, and no expulsions. The average daily attendance is 96 percent. Year-to-year, approximately 96 percent of the students who attended Woodlands return to the school the next year.

Educational Program

The educational program at WDS encourages discovery, exploration, and creativity. The focus is on the whole child and the creation of life-long learners. Much of lesson development is guided by the belief that, learning to be flexible and live with an openness to change fosters in children the ability to cope with an increasingly complex body of knowledge and a rapidly changing society.

The core curriculum consists of reading/language arts, social studies, science, and mathematics. In addition, the school places a strong emphasis on the integration of music, art, physical education, library studies, and French into the core curriculum to enhance the educational experience. WDS participates in the ACE (Arts and Community Education) program sponsored by the Milwaukee Symphony Orchestra. The school has been accredited by the Independent Schools Association of the Central States since 1996.

The school's approach is one of discovery-based learning, in which the teachers work closely with one another to integrate individual disciplines into a common theme. Using themes allows students to put basic skills into real-life context. Teachers use a variety of resources for information about a theme, and the teaching tools are interactive. The goal is to provide multi-sensory experiences that engage all parts of the brain. Classes are organized into multi-grade units, consisting of four- and five-year-old kindergarten, first and second grade, third and fourth grade, fifth and sixth grade, and seventh and eighth grade.

Improvement Goals

The program has focused current improvement efforts in the following areas:

- Improve students' mathematics and language arts skills by integrating the curricula with the Common Core Standards across grade levels.
- Apply for state/national recognition for the character education program that has been implemented throughout the entire Woodlands community.
- Develop a faculty evaluation process based on performance and other criteria.
- Begin the process of disseminating the model for education at WDS with others.
- Create an evaluation process for the Board of Trustees.
- Continue to increase the donor base for the school.

Faculty and Staff

WDS is staffed by a principal, a business manager, a registrar, an administrative assistant, a dean of faculty, 17 regular education teachers, one art teacher, two French teachers, one music teacher, one physical education teacher, one reading specialist, one librarian, and three special education teachers. All regular education and art teachers have a teacher's assistant in the classroom. Roughly 50 percent of the teacher's assistants are licensed teachers. The ethnic mix of the faculty is 92 percent white, four percent Asian, and four percent Black. Over the last three years, 88 percent of the teachers have returned each year, and the teachers' attendance has consistently been 98 percent over several years. The classroom teacher-to-student-ratio is one to 20. All teachers are properly licensed, and, on average, teachers have 15 years of experience.

Special Education Program

Currently, approximately 11 percent of the students are identified as requiring special education. These students are served in programs for autism, cognitive disabilities, visual impairment, other health impairments, significant development delays, specific learning disabilities, and speech and language impairments. The special education population has more than doubled since WDS's first year as a charter school.

Financial Condition

WDS is fiscally sound. The revenue per pupil is \$8,740. The major portion of the revenue is state-per-pupil-aid in the amount of \$7,775. WDS also received federal flow-through funds awarded for special education, charter school dissemination grants, federal Title I and Title II dollars, and other donations.

Legal and Contractual Requirements

WDS has met all federal and state legal requirements and UW System contractual obligations during the term of this contract.

Proficiency

WDS is one of the highest achieving schools in Milwaukee. Thus, rather than comparing WDS to surrounding schools within Milwaukee Public Schools (MPS), comparisons are made with the overall state performance, the performance of high-achieving MPS schools with similar student demographics, other UW-Milwaukee authorized K-8 schools, and Milwaukee County suburban school districts.

Figures 1 and 2 show reading and mathematics proficiency levels of WDS students as compared to the state over a five-year period.

Figure 1: Five-year comparison of combined (grades 3-8) Wisconsin Knowledge and Concepts Examination (WKCE) Reading results for WDS and the state.

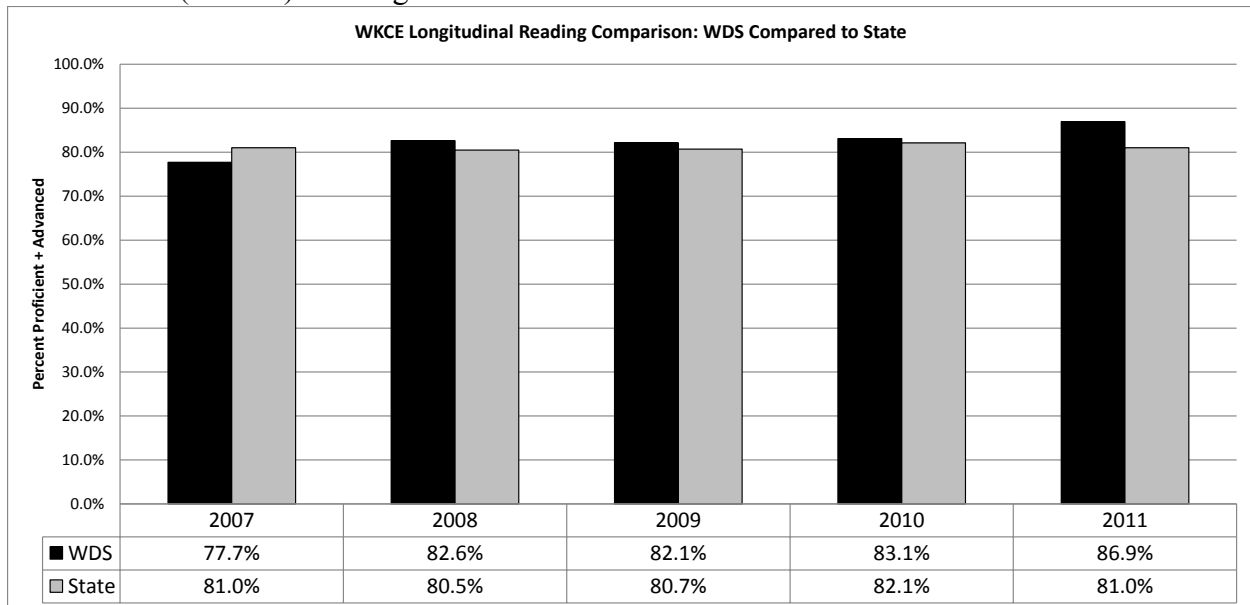
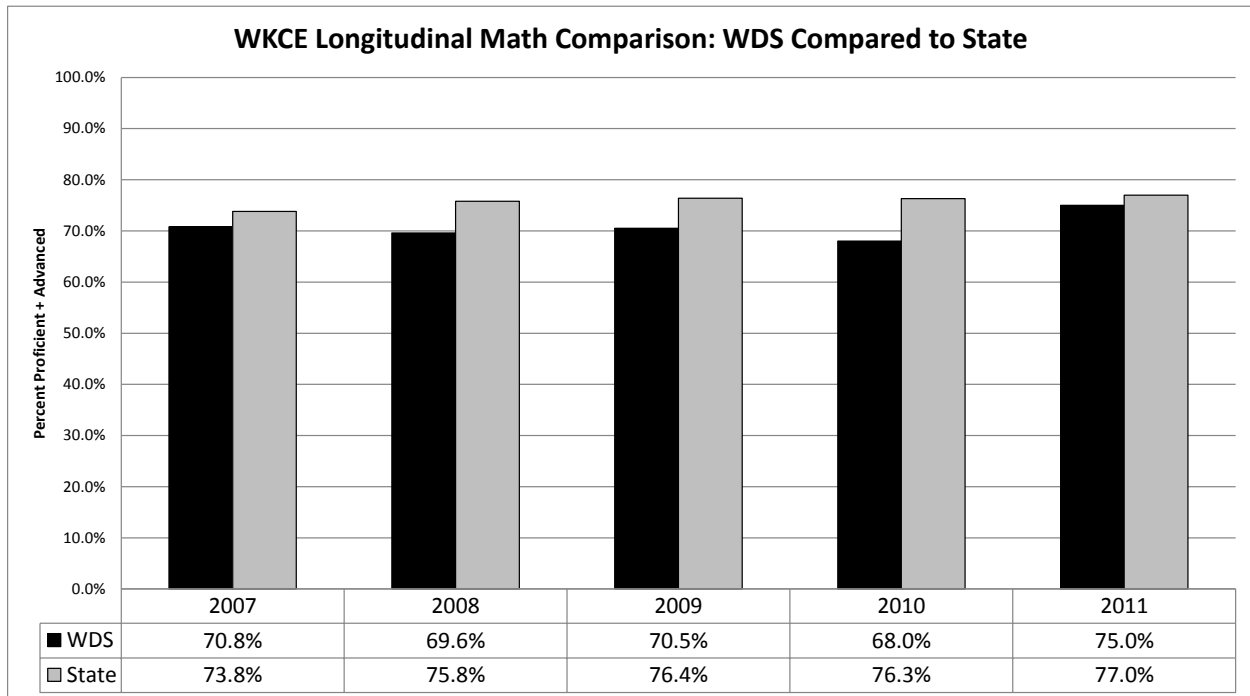


Figure 2: Five-year comparison of combined (grades 3-8) WKCE Mathematics results for WDS and the state.



WDS has shown consistent growth in the area of reading and was even performing statistically significantly better than the state in reading in 2011. In mathematics, WDS is performing comparable to the state.

Figures 3 and 4 provide a visual comparison of WDS performance on the WKCE to the performance of other UW-Milwaukee Charter Schools serving grades K–8 including: Bruce Guadalupe Community School (BGCS), Capitol West Academy (CWA), Milwaukee College Prep School (MCP), Seeds of Health Elementary (SOHE), Urban Day School (UDS), and Young Leaders Academy (YLA). The figures also indicate with a dashed line the percentage of proficient/advanced students in the state. A solid line indicates the percentage of student scoring proficient/advanced in Milwaukee Public Schools.

Figure 3: Comparison of combined (grades 3-8) WKCE Reading results for WDS and UW-Milwaukee K-8 schools

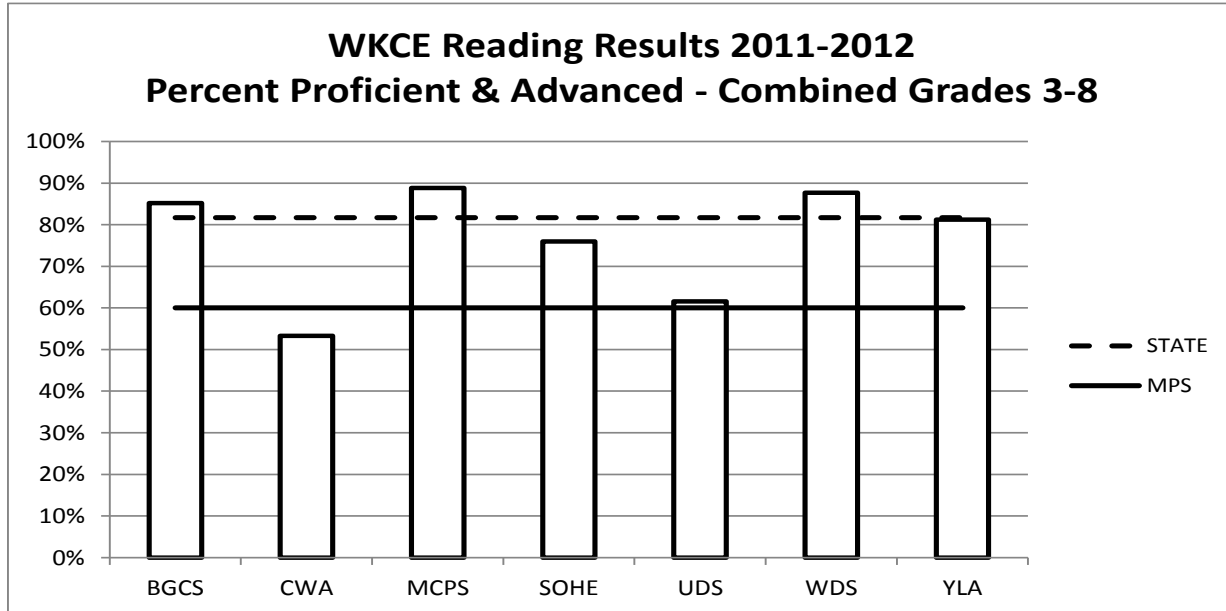
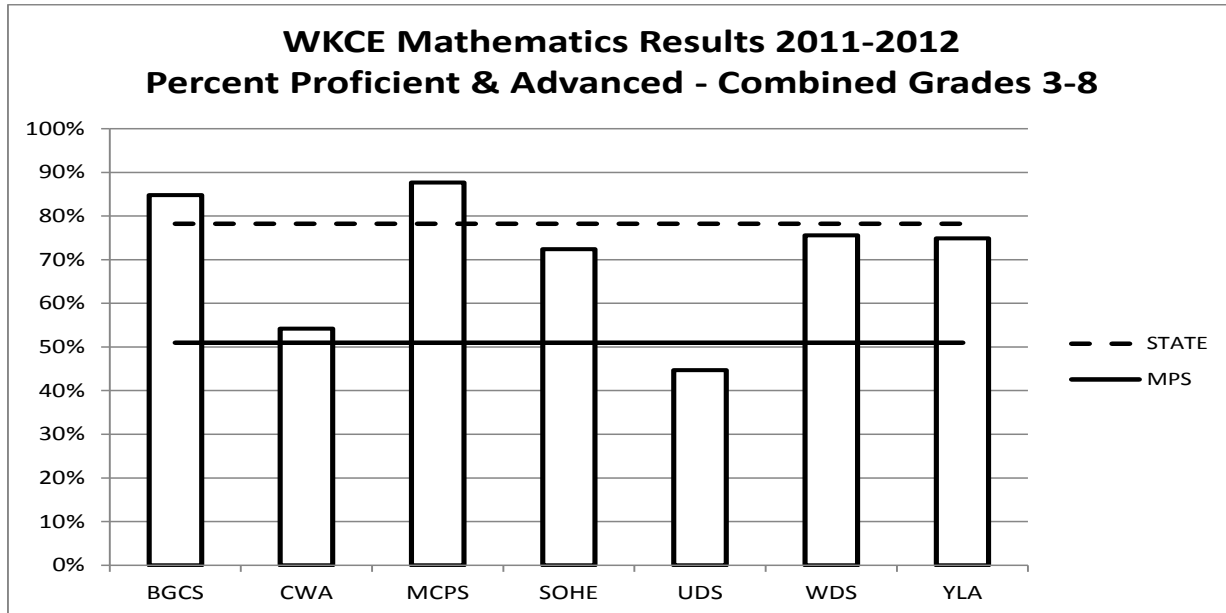


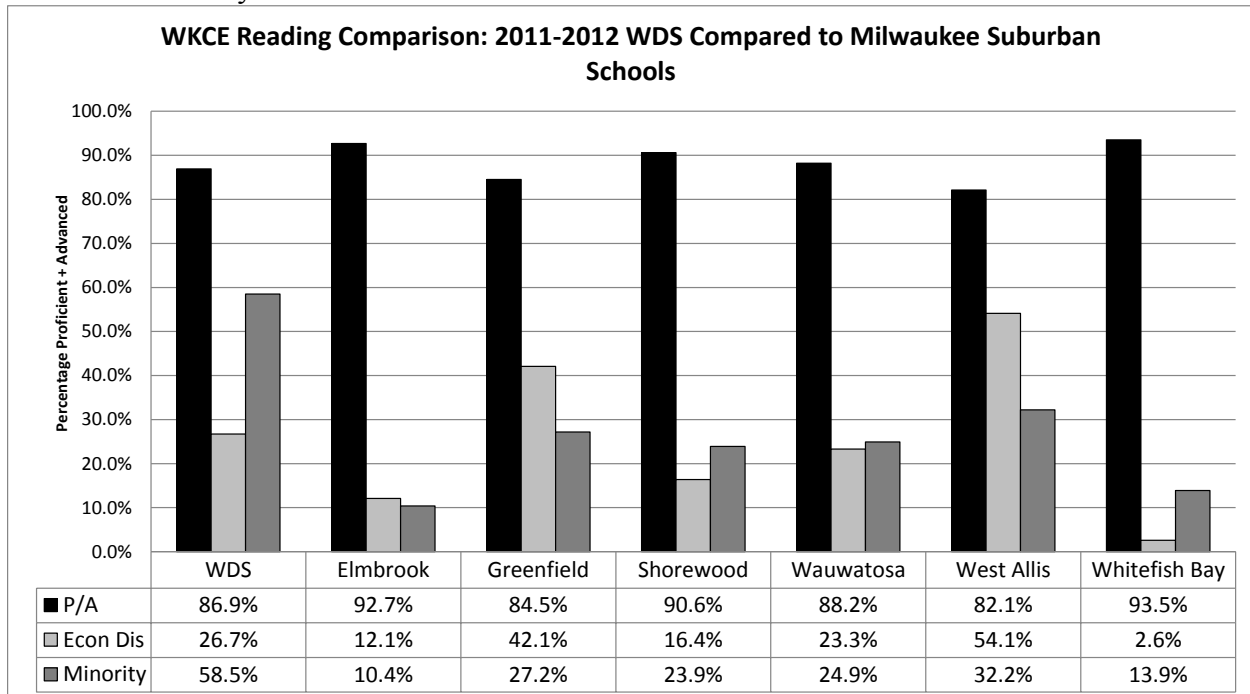
Figure 4: Comparison of combined (grades 3-8) WKCE Mathematics results for WDS and UW-Milwaukee K-8 Schools.



WDS is the second highest performing UW-Milwaukee charter school in reading (87.7 percent), and the third highest in mathematics (75.6 percent). In the tested subjects, Woodlands' highest area of achievement was reading. The lowest achievement area is language arts with 67.5 percent of the students scoring proficient or advanced.

Figures 5 and 6 compare the reading and math performance of students on the WKCE at WDS to the performance of students on the WKCE in suburban schools surrounding Milwaukee. The tables also include the percentage of students in WDS that are economically disadvantaged as well as the percentage of students that are economically disadvantaged in each of the suburban districts. Additionally, the percentage of minority students attending the school/district is provided.

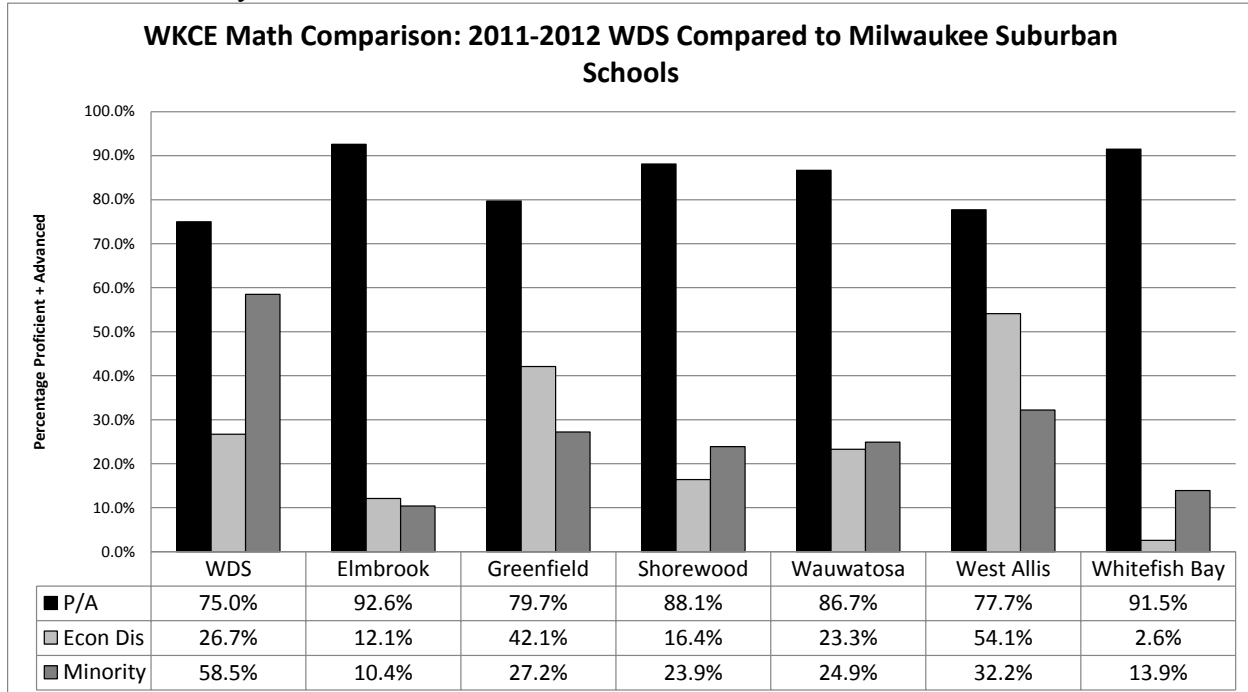
Figure 5: Comparison of combined (grades 3-8) WKCE Reading results for WDS and Milwaukee County suburban schools.



P/A – Proficient or Advanced

Econ Dis – Economically Disadvantaged

Figure 6: Comparison of combined (grades 3-8) WKCE Mathematics results for WDS and Milwaukee County suburban schools.



P/A – Proficient or Advanced

Econ Dis – Economically Disadvantaged

As noted above, WDS lags behind Milwaukee County suburban schools in mathematics, but performs better than two of the six districts in reading. WDS is exceeding the performance of Milwaukee Public Schools significantly on the WKCE in both reading and mathematics.

Value-Added Growth Measures

The Office of Charter Schools has implemented the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) exam for all UW-Milwaukee authorized charter schools to determine value added growth.

Figure 7 displays the results of Fall 2011 and Spring 2012 MAP Assessments in reading and mathematics for students in second through eighth grade. The achieved growth is compared to the expected growth norms for the assessment in the assessed grades. All grades tested except grade 7 exceeded the expected growth norms in reading. Grades 5, 6, 7, and 8 exceeded the expected growth norms in mathematics. All grades in both subjects showed growth from Fall to Spring. There were no grade levels that declined.

Figure 7: MAP Reading and Math.

Grade	Reading					Math				
	Fall 2011	Spring 2012	Growth	Expected Growth	Difference	Fall 2011	Spring 2011	Growth	Expected Growth	Difference
2	184.5	198.9	14.4	13.7	0.7	186.9	198.9	12.0	13.2	-1.2
3	195.8	205.3	9.5	9.3	0.2	193.8	204.1	10.3	11.0	-0.7
4	197.9	207.5	9.6	6.8	2.8	201.2	209.6	8.4	8.7	-0.3
5	209.0	216.2	7.2	5.2	2.0	209.2	219.1	9.9	8.1	1.8
6	214.6	221.3	6.7	4.1	2.6	217.5	225.4	7.9	6.0	1.9
7	217.6	220.7	3.1	3.4	-0.3	222.9	230.7	7.8	4.9	2.9
8	222.5	227.4	4.9	3.2	1.7	226.7	232.0	5.3	4.3	1.0

Value-Added Growth should continue to be the focus of WDS’s academic efforts across the board, and particularly in middle school reading. The use of the Measures of Academic Progress from the Northwest Evaluation Association is critical to making maximum progress. WDS should continue to use evidence-based data analysis to determine specifically which students are not making appropriate gains and the reasons the gains are not being made as well as continue to focus on closing achievement gaps between minority and non-minority students. Student-specific plans should continue to be made to improve the progress of these students.

Major Recommendations for Improvement

The Office of Charter Schools and the Charter School Evaluation Committee make the following recommendations based on the comprehensive evaluation of the charter school: (1) to continue to be a viable organization, to develop funds to augment state revenue; (2) to develop writing skills for strategic and annual goals that are measurable; (3) to monitor and address handicap accessibility issues; and (4) to make efforts to diversify staff to reflect the student population.

RECOMMENDATION

It is recommended that WDS receive a full five-year charter renewal. No special conditions are recommended. WDS should address the recommendations made in this report and continue to comply with all legal and contractual requirements.

The full Evaluation Report prepared by the UW-Milwaukee Office of Charter School for the Board of Regents may be found at: <http://www.uwsa.edu/news/2013/02/Woodlands-Summative-Eval.pdf>

The Woodlands Charter Contract may be found at: <http://www.uwsa.edu/news/2013/02/Woodlands-Charter-Contract.pdf>

RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999).

The University of Wisconsin-Milwaukee
Charter School Contract Approval
Woodlands East Charter School

EDUCATION COMMITTEE

Resolution I.1.c.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with the Woodlands School, Inc., establishing a charter school known as the Woodlands East Charter School, effective July 1, 2013.

**UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF CHARTER SCHOOLS
WOODLANDS SCHOOL EAST CHARTER SCHOOL**

EXECUTIVE SUMMARY

BACKGROUND

Charter schools are intended to offer quality education services to children through the creation of alternative public schools that would provide some flexibility regarding some of the rules and regulations in effect for most school districts. The charter school movement seeks to expand public school options in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee to charter public schools in the city of Milwaukee. Since then, the UW System Board of Regents and the Chancellor of UW-Milwaukee have approved charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children.

The Office of Charter Schools at UW-Milwaukee, Provost Johannes Britz, and Chancellor Lovell recommend that Woodlands School, Inc. (WS), be granted a charter to operate a public charter school known as Woodlands School East (WSE). If authorized, WSE will be one of twelve UW-Milwaukee charter schools operating as of July 1, 2013. The Office of Charter Schools undertook an extensive review process that began in February of 2012. The review included an in-depth analysis of the WSE Prospectus by the UW-Milwaukee Charter School Advisory Board and a three-step review of the WSE Application by the UW-Milwaukee Charter Application Review Committee. The UW-Milwaukee Charter School Advisory Board, the UW-Milwaukee Charter Application Review Committee, and the Director of the Office of Charter Schools at UW-Milwaukee recommend approval of the charter school contract to allow WSE to begin operating as a charter school in Fall 2013. WSE will be a replication of Woodlands School (WDS), which has been a UW-Milwaukee-authorized charter school since 2004 and has been in operation since 1936.

REQUESTED ACTION

Approval of Resolution I.1.c.(3), approving the charter school contract with Woodlands School, Inc., to operate a public school known as Woodlands School East, effective July 1, 2013.

DISCUSSION

School Profile

The development of Woodlands School East (WSE) charter school was initiated by Woodlands School Inc. (WS). WS is a non-stock, not-for-profit corporation in good standing

under Chapter 118 of the Wisconsin Statutes and 501(c)(3) of the Internal Revenue Code. Under the leadership of Maureen Sullivan, WS currently operates a UW-Milwaukee charter school known as Woodlands School (WDS), serving 333 students in grades kindergarten through eighth grade. The proposed WSE is essentially a replication of the existing WDS.

As determined in its most recent summative evaluation, WDS has an outstanding record of student achievement and financial management and has been granted federal funding to disseminate its model. It has used the funds to transfer successful practices in different contexts by training schools in the greater Milwaukee area in the critical cultural, organizational, and instructional characteristics of Woodlands. These trainings focus on the *Time for Living* character education program developed by Woodlands School and based on themes from the book *A Time For Living*, curriculum, and multi-age classrooms. The *Time for Living* character education program emphasizes educating the whole child by developing moral and ethical values, a positive self-image, and an appreciation of the uniqueness of each person. It appears a natural progression for WS to open an additional school where they can replicate their best practices. Lessons learned from disseminating the model to other schools will be used to increase the success of the replication.

The thirteen-member WS Board will serve as the school board for WSE. The WS Board of Trustees is comprised of both parents and community members whose areas of expertise include: the field of education, financial management, legal affairs, program management and organizational structure, healthcare, and facilities. The current members of the Board of Trustees are: Loretta Cephus, Portfolio Manager; Brad Hoeschen, Attorney; Matthew O'Neil, Attorney; Jan Smokowicz, Assistant City Attorney; Jennifer Mueller, Associate Professor; David Abelson, Family Physician; Jacquelin Coby-Beaver, Instructional Designer; Jennifer Maney, Institutional Director; Naryan Leazer, Director of Program Development; Paula Suozzi, Personal Trainer; Brenda Hartwig-Rahmani, McGraw-Hill Construction; and Susan Bay, Attorney.

WSE will be located at 3121 West State Street, Milwaukee, Wisconsin, a central location within the city that will help to create diversity within the school that is reflective of the greater Milwaukee community. In fact, WSE's mission is to create "the character of community through diverse education." WSE will initially serve approximately 144 students in kindergarten through second grade. An additional grade, through grade eight, will be added each year, with an expected maximum enrollment of approximately 360 students. WSE is projected to reach capacity in seven years. Enrollment in WSE will be open to all students living in the city of Milwaukee. The School will accept students of all races, creeds, ethnicities, and national origins. The goal of the school is to have 24 students in a homeroom and two homerooms at each grade level, with a certified teacher and a teaching assistant in each room.

Record of Student Achievement

The proposed WSE is a replication of the existing WS, and also seeks to replicate the latter's student academic achievement. Figures one, two, three, and four demonstrate that, in addition to having the second-highest reading achievement of UW-Milwaukee charter schools and the third-highest math achievement of UW-Milwaukee charter schools, WDS is performing comparably to other public schools in the state and local suburban districts.

Figure 1: Longitudinal Comparison of Woodlands reading achievement and State achievement on the Wisconsin Knowledge and Concepts Examination (WKCE)

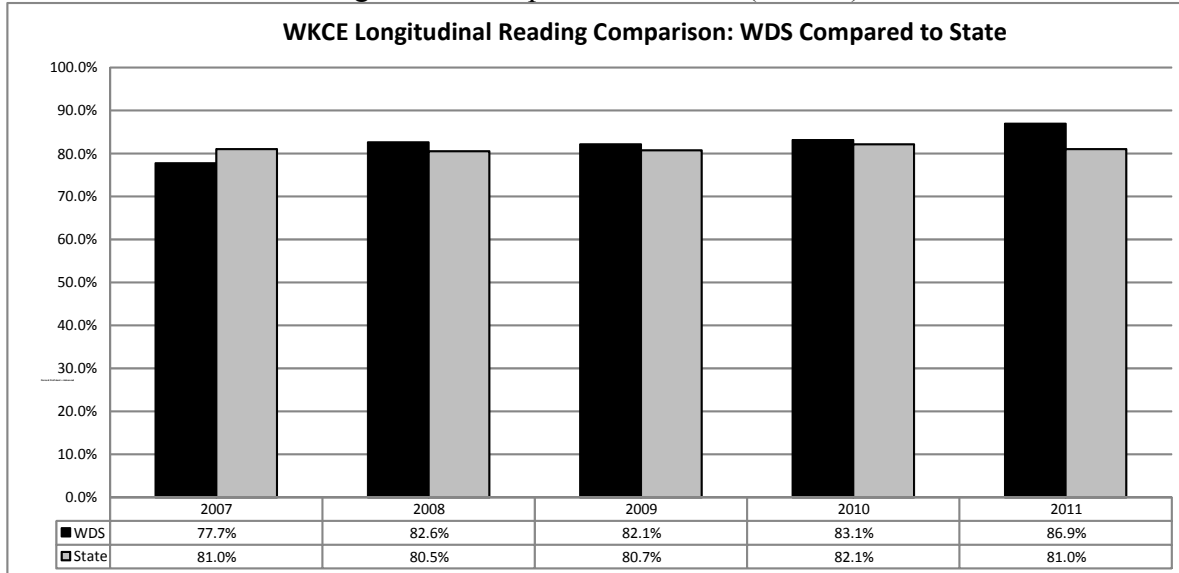
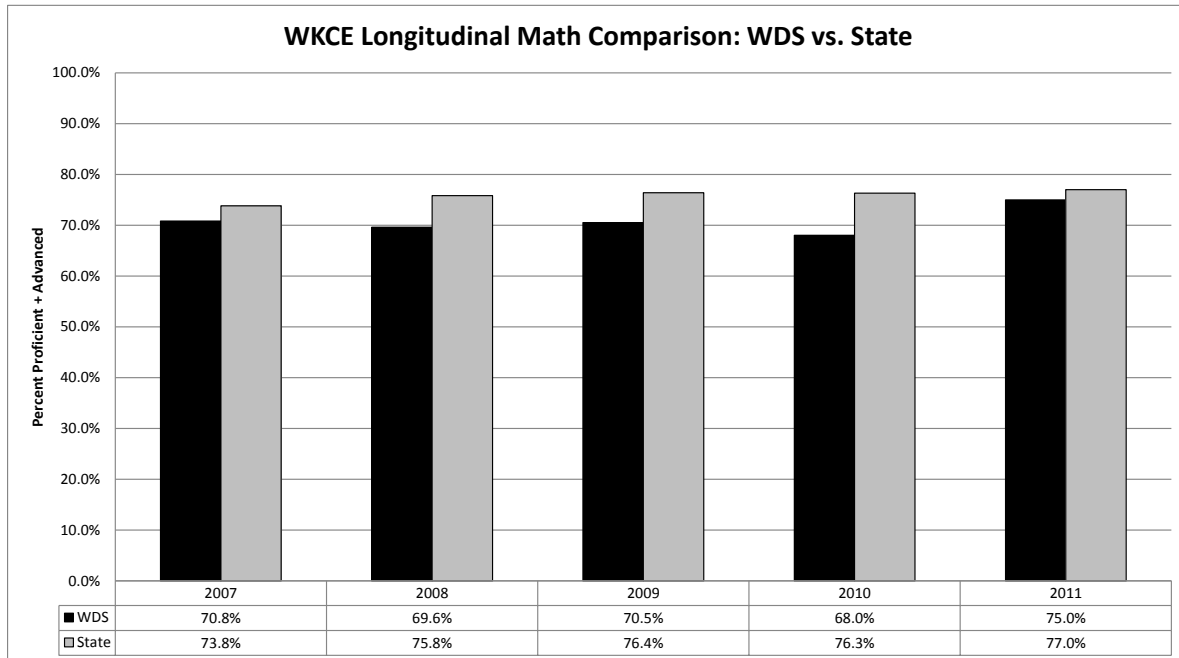
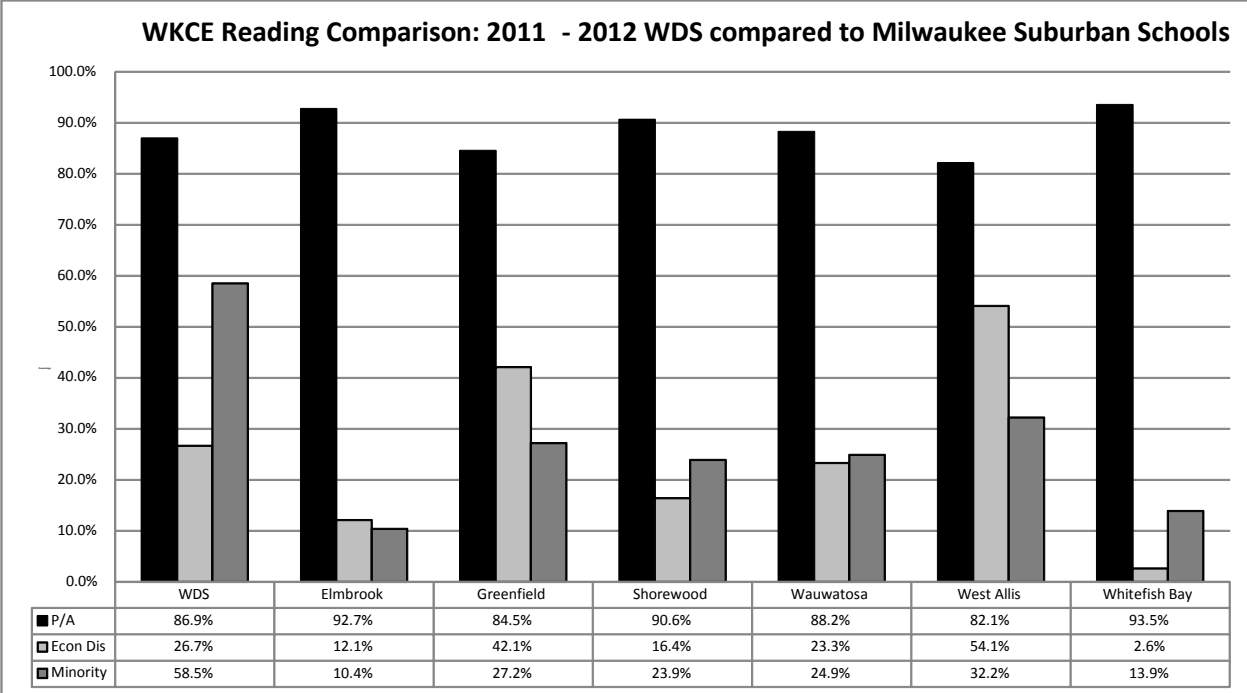


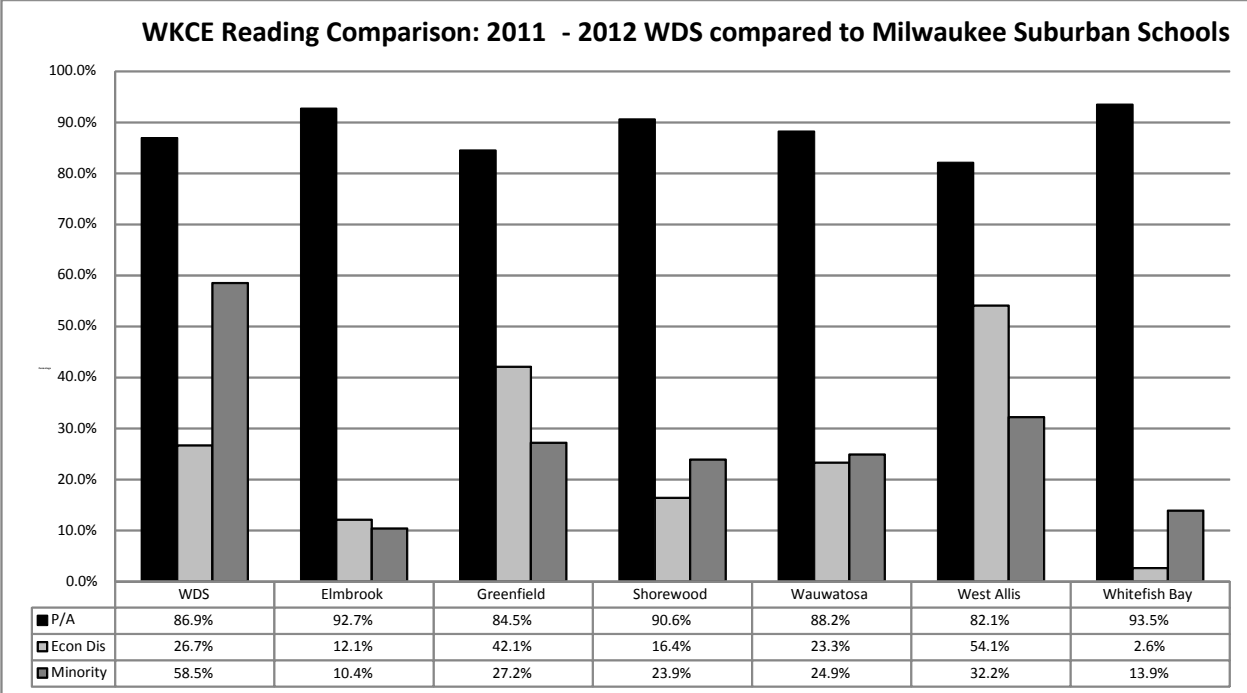
Figure 2: Longitudinal Comparison of Woodlands mathematics achievement and State achievement on the WKCE





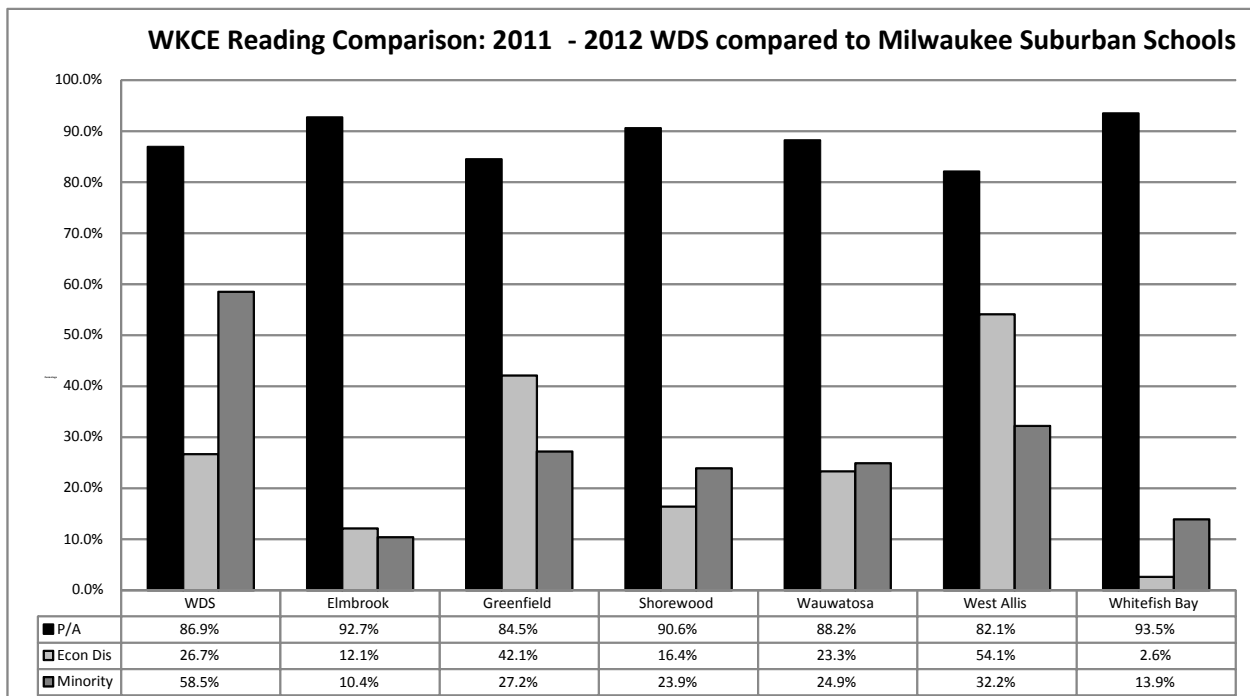
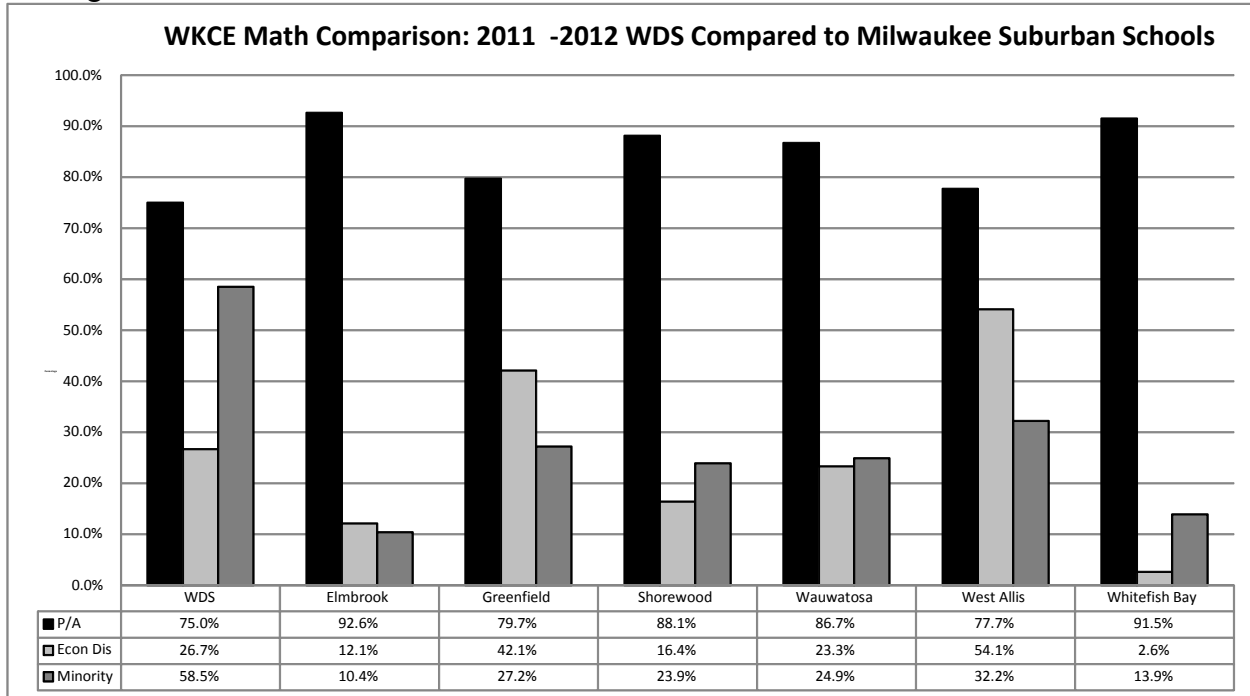
P/A = Proficient + Advanced
 Econ Dis = Economically Disadvantaged

Figure 3: Comparison of Woodlands reading achievement and local suburban school reading achievement on the WKCE



P/A = Proficient + Advanced
 Econ Dis = Economically Disadvantaged

Figure 4: Comparison of Woodlands mathematics achievement and local suburban school reading achievement on the WKCE



P/A = Proficient + Advanced
 Econ Dis = Economically Disadvantaged

School Design

WSE will replicate the educational blueprint that Woodlands School has created to ensure student success. Therefore, a cornerstone of Woodlands School East will be its core values as articulated in the following excerpt from the WSE Charter School Application:

Woodlands School East is a community, creating an environment in which teachers, parents and children share the responsibility for learning. Students are encouraged to discover, explore, and create in order to develop the attitudes and skills necessary for effective living. Prime consideration is given to developing ethical values, a positive attitude toward life and a healthy self-concept. The school design reflects the belief that learning to live with a flexible environment and an openness to change fosters in the child the ability to cope with an increasingly complex body of knowledge and a rapidly changing society.

The school philosophy further emphasizes that “involvement with people of many races and cultures enriches the growth of human understanding. Education founded on these beliefs gives rise to both a happy, sensitive, creative child and an adult who, while intellectually free, is morally and socially responsible.”

WSE’s educational program will focus on the “whole child.” The School's goal will be to develop lifelong learners through a multi-disciplinary approach to learning. Teachers will work closely with one another to integrate individual disciplines into a common theme. The curriculum will be anchored in the Wisconsin State Standards and the Common Core Standards. The core curriculum for all students will be in: language arts, mathematics, social studies, and science. To round out the student’s educational experience, WSE will place a strong emphasis on environmental education, and the integration of music, art, physical education, library studies, and a foreign language into the core curriculum. Structured sports, arts, dance, forensics, etc. will be offered for children seeking enrichment in specialty subjects. Specialty teachers and outside professionals will provide the instruction for the program.

WSE will operate before- and after school-programming, called Extension, from 7:00 a.m. to 8:00 a.m., and again from 3:20 p.m. to 6 p.m. During the morning-Extension, children will be able to engage in structured play, to read quietly, or complete homework in a supportive environment. After-school Extension will consist of a quiet study hall for older students and supervised play and structured activities for young children.

WS has been a long-standing participant in the Arts in Community Education program (ACE) in partnership with the Milwaukee Symphony Orchestra, and WSE will also be a participant. Music will be integrated into the overall curriculum, and WSE’s After-School Enrichment Program will offer on-site courses for children seeking private music or voice lessons.

WSE will seek to help students learn self-discipline. Woodlands School East believes that making appropriate choices, solving conflicts, and earning and giving respect are central to a child’s maturation and growth. Self-control is learned in an atmosphere of mutual respect, using

techniques such as: (1) guiding children by setting clear, consistent and fair limits for classroom behavior; (2) valuing mistakes as learning opportunities; (3) redirecting children to more acceptable behavior or activity; (4) listening when children talk about their feelings and frustrations; (5) guiding children to resolve conflicts and modeling skills that help children to solve their own problems; and (6) patiently reminding children of rules and their rationale, as needed.

One of the strengths of the current WS school is a stable staff. Many of the teachers' assistants at Woodlands School are licensed teachers trained in multi-aged classrooms and the Woodlands Way, and they will have the opportunity to move to WSE when it opens. Their expertise and experience with school culture will enhance the success of WSE. The proposed WSE plans to retain teachers by providing a supportive, creative, and collaborative work environment. A mentoring program will be put in place to mentor teachers throughout the year. Individual professional development plans, incorporating the ten Department of Public Instruction standards for teachers, will be used as the basis for the plans.

Governance and Leadership

WS has an established Board, which will govern WSE. Currently, there is one vacancy. WS has partnered with the Milwaukee-based organization *Partners Advancing Values in Education* (PAVE) to increase the capacity of its Board, especially in the area of fund development.

In order to capture the essence of what made the original model successful and allow for some local adaptation, Maureen Sullivan, the current principal of Woodlands School, will be the principal at Woodlands School East. Ms. Sullivan will initiate and evaluate educational development, administer the ongoing programs, supervise personnel, and act as a liaison with the Board, the parents, and the community. The school will operate under a shared leadership model where input from all stakeholders shapes the yearly theme, calendar, events and activities, and goals. Ms. Sullivan will also act as the Executive Director of Woodlands School, Inc.

The WSE Charter School Contract

The contract negotiated with WS meets all requirements of the UW-Milwaukee model charter school contract. WS is prepared to operate WSE in accordance with all applicable state and federal requirements for charter schools. The full contract may be found at: <http://www.uwsa.edu/news/2013/02/Woodlands-East-Contract.pdf>.

RECOMMENDATION

Approval of the contract by the UW System Board of Regents is necessary for the Woodlands School East to be chartered under Wisconsin law by UW-Milwaukee. The Office of Charter Schools at UW-Milwaukee believes that WSE has the potential to make a positive difference in the educational lives of Milwaukee's children and is worthy of UW-Milwaukee charter status.

RELATED REGENT POLICIES

Regent resolution 7905 (May 7, 1999).

**REVISED MISSION STATEMENT
UNIVERSITY OF WISCONSIN-PLATTEVILLE
(FIRST READING)**

EXECUTIVE SUMMARY

BACKGROUND

At the recommendation of its Chancellor Dennis Shields, the University of Wisconsin-Platteville (UWP) requests approval for its newly revised mission. Section 36.09(b), Wis.Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

Regent Policy Documents 1-1 (UW System Mission) and 1-2 (Approval of Mission Statements) and ACIS-1.0 indicate that as an institution in the University Cluster of the University of Wisconsin System, the University of Wisconsin- Platteville has the following core mission. Within the approved differentiation stated in their select missions, each university in the cluster shall:

- a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational and extra-curricular programs.
- c. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
- e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.
- f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

- h. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students, and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i. Support activities designed to promote the economic development of the state

Section 36.09.(1)(b), Wis.Stats., also requires that the mission include a listing of the general degrees offered by the institution. University missions must coincide with Higher Learning Commission (HLC) affiliation status. HLC Criteria for Accreditation Mission Components (effective January 1, 2013), are available at <http://www.ncahlc.org/Information-for-Institutions/criteria-and-core-components.html>).

Statement submitted by UW-Platteville

In January, 2012 UW- Platteville began developing a five-year strategic plan through a collaborative approach. Initially, the strategic plan steering committee did not intend to modify the mission statement. However, as the strategic planning process moved through campus-wide forums it became apparent that people were not familiar with the current mission statement – the mission statement was too long for people to know well. The intent of the revision was solely to develop a more focused mission statement that could be incorporated more fully into UW-Platteville’s routines.

As part of the strategic planning process, the steering committee hosted campus forums last spring for approximately 200 attendees. The need for a mission statement change was first raised at these forums. The steering committee, composed of 15 representatives from across the university, spent much of the summer revising the mission statement. A revised mission statement was presented for discussion at approximately 20 department and division meetings, for 500 attendees, in August and September. Based on the feedback received, a final draft mission statement was developed. This mission statement was presented at campus governance groups in October and November and further refinements were made. The mission statement was approved by the Student Senate on November 12, the Classified Staff Advisory Committee and the Faculty Senate on November 13, and Academic Staff Senate on November 19.

REQUESTED ACTION

No action is requested at this time. If the Board of Regents agrees, a public hearing will be scheduled. Following that hearing, the proposed revision will be brought before the Board for final approval.

DISCUSSION

On November 27, 2012, UW System Administration received UW-Platteville’s request for review and approval of a revision to UW-Platteville’s select mission. The Office of Academic, Faculty, and Global Programs, as part of its review process set forth in ACIS-1.0, solicited input from UW institutional provosts and chancellors.

Following the first hearing at the February Board meeting, UW-Platteville will conduct a public meeting on campus with a member of the Board of Regents presiding. This meeting shall be widely publicized and allow input from all interested constituencies, including campus administration, faculty, staff, students, and the general public. Upon completion of this process, the revised mission will be presented to the Board of Regents at a subsequent meeting. The Board will take final action at that time.

Mission Revision

A document containing the language of the current mission and a revised mission proposal was submitted by UW-Platteville to UW System Administration and follows verbatim below:

Current (Last revised in 2002):

The fundamental mission of UW-Platteville and the entire UW System is to serve the people of Wisconsin. This basic goal is expressed in detail in the mission statement adopted in 1988 and revised in 2002. In those statements, UW-Platteville pledges itself to:

1. Enable each student to become broader in perspective, more literate, intellectually morally astute, ethically more sensitive and to participate wisely in society as a competent professional and knowledgeable citizen.
2. Provide baccalaureate degree programs which meet primarily regional needs in arts and sciences, teacher education, business and information technology.
3. Provide baccalaureate degree programs and specialized programs in middle school education, engineering, technology management, agriculture and criminal justice which have been identified as institutional areas of emphasis.
4. Provide graduate programs in areas clearly associated with its undergraduate emphases in education, agriculture, technology management, engineering and criminal justice.
5. Provide undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice and engineering.
6. Provide agricultural systems research programs utilizing the Pioneer Farm in partnership with businesses, universities and agencies.
7. Expect scholarly activity, including applied research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs and its special mission.
8. Seek to serve the needs of all students and in particular the needs of women, minority, disadvantaged and nontraditional students. Furthermore, the university seeks diversification of the student body, faculty and staff.
9. Serve as an educational, cultural and economic development resource to southwestern Wisconsin.

These statements, along with the UW System and University Cluster mission statements, provide a guide to UW-Platteville in what it attempts and does not attempt to accomplish as an institution of higher education.

Revised:

The University of Wisconsin-Platteville promotes excellence across a broad spectrum of disciplines—from STEM programs and criminal justice to agriculture and the arts. We use a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.