

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 6

Wednesday, February 27, 2019

1965 Room, 3:00 p.m.

Presiding Officer: Gail Trimberger, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 5

February 6, 2019 (rescheduled from January 30, 2019) [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Form K reorganization of the College of Science, Engineering, and Technology (second reading) [page 7]
Presented by Associate Dean Amanda Nelson

5. NEW BUSINESS

- a. Slate of Candidates for Elective Faculty Committees [page 11]
Presented by Jon Shelton, Chair of the Committee on Committees and Nominations
- b. Request for Authorization to Implement a Master of Science – Sport, Exercise, and Performance Psychology at UW–Green Bay (first reading) [page 13]
Presented by Jenell Holstead, Chair of Human Development
- c. Request for New Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Report (written report on page 26)
- b. University Committee Report – Presented by UC Chair Courtney Sherman
- c. Faculty Representative Report – Presented by Christine Vandenhouten
- d. Academic Staff Report – Presented by Jamee Haslam
- e. University Staff Report – Presented by Theresa Mullen (page 33)
- f. Student Government Report – Presented by Abbie Wagaman

8. ADJOURNMENT

[draft]

MINUTES 2018-2019
UW-GREEN BAY FACULTY SENATE MEETING NO. 5

Wednesday, February 6, 2019 (postponed from January 30, 2019 due to weather)
1965 Room, University Union

Presiding Officer: Gail Trimberger, Speaker of the Senate

Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Heather Clarke (BUA), Jason Cowell (HUD), Christin DePouw (EDUC), Mike Draney (NAS), Joan Groessl (SOCW), Richard Hein (Manitowoc-NAS), Maruf Hossain (NAS), Ray Hutchison (PEA-UC), Mark Klemp (Marinette-NAS-UC), Jim Loebel (BUA-UC), Kaoime Malloy (THEATRE), Paul Mueller (HUB), Rebecca Nesvet (HUS), Megan Olson Hunt (NAS), Uwe Pott (HUB), Matthew Raunio (Sheboygan-BUA), Sawa Senzaki (HUD), Jon Shelton (DJS), Courtney Sherman (HUS-UC), Gail Trimberger (SOCW-UC), Brenda Tyczkowski (NUR), Kristin Vespia (HUD-UC), Aaron Weinschenk (PEA), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Greg Davis (Provost, ex-officio), Hernan Fernandez-Meardi (HUS), Stefan Hall (HUS), Dana Johnson (SOCW), Gary Miller (Chancellor, ex-officio), Sampath Ranganathan (BUA), William Sallak (MUSIC), Katie Turkiewicz (ICS), Sam Watson (AND), and Abbie Wagaman (SGA)

REPRESENTATIVES: Bao Sengkhamee (ASC) and Kim Mezger (USC)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Paula Ganyard (Director, Cofrin Library), Lisa Grubisha (Asst. Prof., NAS), John Katers (Dean, CSET), Ryan Martin (Associate Dean, CAHSS), Sheryl Van Gruensven (Vice Chancellor for Business and Finance), and Christine Vandenhouten (Faculty Representative)

1. CALL TO ORDER

Due to last week's brutal cold and wind chill, Speaker Gail Trimberger had to wait an additional week to get the first Faculty Senate meeting of the new calendar year started, which she did at 3:01 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4, December 12, 2018

The one-week postponement of Faculty Senate meant that it took an extra seven days to declare the minutes from the 12 December 2018 Faculty Senate meeting peachy and considered approved via consensus.

3. CHANCELLOR'S REPORT

Postponing Faculty Senate by one-week also brought the meeting right up against the Regents Meeting in Madison. Chancellor Miller, still unable to figure out how to be in two places at one time, could not attend Faculty Senate.

4. OLD BUSINESS

a. Request for Authorization to Implement a M.S. in Applied Biotechnology (second reading)

Assistant Professor Lisa Grubisha provided an overview of the details within the RAI document that was included in the Faculty Senate agenda. Scheduled to start in Fall 2019, this Master's program is an online collaborative with seven other UW System universities. There are three different tracts within this Master's program (Quality Assurance and Compliance, Business, and Research and Development). The program is comprised of six core courses taken by all students, then they select at least one tract on which to focus their studies. Each collaborative institution will teach two different courses; UW-Green Bay will teach a core course (ABT 705) and a course in the Quality Assurance and Compliance tract (ABT 745). To-date, everything is on track for approval of the program. Everything is either approved or working its way through the approval process via Course Leaf. NAS is currently searching for a full-time lecturer to teach the new courses. Revenue is shared among all the collaborative institutions no matter from which institution the students matriculate. **Senator Vespia moved to accept the RAI, seconded by Senator Pott.** When the floor was opened for discussion, Lisa was cautioned about revenue sharing among the participating institutions not always being a good thing. **The motion to accept the RAI carried 25-0-0.**

5. NEW BUSINESS

a. Form K reorganization of the College of Science, Engineering, and Technology (first reading)

John Katers, Dean of the College of Science, Engineering, and Technology, provided a brief history regarding the reorganization of the College. When the four-college model was implemented in July 2016, the College of Science and Technology was established and housed the interdisciplinary units of Human Biology and Natural and Applied Sciences. In July 2018, the Richard J. Resch School of Engineering was formed and the College also absorbed Computer Science, leading to the College's name change to the College of Science, Engineering, and Technology. The purpose of this Form K is to restructure the College into three separate areas. Human Biology is untouched by this reorganization. Natural and Applied Sciences "gives up" mathematics and computer science, which transfers to the Resch School of Engineering. The benefit of this reorganization is that we have three units of relatively equal size. Throughout the process, every unit has approved the reorganization unanimously. Dean Katers then took questions. There was one. "Will this reorganization require additional administration support (i.e., a third Associate Dean)?" A third Associate Dean is unlikely, but additional administrative support (e.g., an ADA) will probably be needed.

b. Provost Listening Session

Vice Chancellor for Business and Finance, Sheryl Van Gruensven, who is serving as Search and Screen Chair for the Provost/Vice Chancellor for Academic Affairs position, came forward to provide Faculty Senate with an update on the search as well as to conduct a listening session. Thus far, eleven listening sessions have been conducted with various groups across the campus community (all-campus; direct-reporters; Council of Trustees; Chancellor's Cabinet; faculty, academic staff, university staff governance representatives) and now Faculty Senate is being provided their opportunity to weigh-in.

Vice Chancellor Van Gruensven shared the timeline for the search. Currently, the search committee is working on the position profile and the institutional profile; the desire is to finish the listening sessions before finalizing the profile document. The consulting firm completed the first draft of the profile document last Friday (2/1/19). Chancellor Miller, Executive Director of Marketing and University Communications Janet Bonkowski, and Vice Chancellor Van Gruensven are working through the draft document before sharing it with the search committee. The profile will be shared with the entire search committee by Monday for review and feedback, with the hope that the position announcement and profile will be posted next week. The plan is to accept nominations and applications through the middle of March. The first screening of candidates is planned for March 14; off-site interviews are planned for April 3 and 4; and on-campus interviews are planned for the last week in April. There will be opportunities for all employees to provide feedback on the on-campus interviewees. The goal is to have a new Provost hired by summer.

In the prior listening sessions, the search firm asked three questions of the participants. Those questions are listed below with a summary of faculty senate responses:

- 1) What characteristics are you looking for in the new Provost?
 - Desire to bring in someone tenure-able, most likely at the rank of Full Professor. (Vice Chancellor Van Gruensven reminded Faculty Senate of the Regent Policy, passed in 2016, stating that "...a UW institution may not adopt a policy or rule, or use a position description for a job advertisement that requires a candidate for a Vice Chancellor position to have served as a UW System faculty member or as a faculty member at another institution of higher education or to have been granted tenure..." So that cannot be put in the minimum qualifications, but can be put in the preferred qualifications).
- 2) What does the new Provost need to accomplish in the next 3-5 years to be successful?
 - Put faculty and staff at the center of their work
 - Lead a successful 4-campus community
 - Commitment to diversity, evidence of increased diversity in faculty, staff, and student body over the next 3-5 years
 - Transparency and faculty inclusion in decision making processes; respect for shared governance
 - Respect for the Wisconsin Idea and "the pursuit of truth" even when the consequences of truth might not be advantageous
- 3) What points of pride about the university and the Green Bay community should we emphasize to the candidates?
 - Pride in our vision and movement in terms of program growth
 - Commitment to interdisciplinarity
 - Our history with sustainability and ecology, pride in being Eco U
 - Relatively small classes so we know our students
 - Our focus on student, but also our community connections
 - Desirable communities surrounding all four campuses

On the Provost Search website, there is a link for feedback. So, if anyone has additional thoughts regarding the three questions, they can do so through that link.

c. Request for Future Business

The Faculty Senate with heart
Was all for doing its part
With no admin in sight*
We took our delight
And in thirty-five minutes depart

(*no disrespect intended to Vice Chancellor Van Gruensven, I was referring to the fact that both the Chancellor and Provost could not attend this Faculty Senate meeting)

6. PROVOST'S REPORT

Provost Davis could not attend today's Faculty Senate meeting.

7. OTHER REPORTS

a. University Committee Report. UC Chair Courtney Sherman informed Faculty Senate that since Ryan Martin crossed over to the "dark side" (i.e., 50% administration, based on his appointment as Co-Associate Dean of CAHSS), Ray Hutchison will be taking Ryan's seat on the UC for the remainder of this academic year.

b. Faculty Representative Report. Faculty Representative Christine Vandenhouten shared that the Faculty Reps met last Friday, discussing a number of issues including the credentials in position description for the new UW-Whitewater Chancellor. In response, UWW's Faculty Senate put forth a resolution regarding the stated qualifications of a Chancellor candidate. [The search and screen process for finding a new Chancellor (based on Regent Policy), raised concerns of several UWGB senators. There was a very short amount of time between the resignation of the former Chancellor and the posting of the position description for the new Chancellor (Christine believes it was only 24 hours, and the posting occurred over winter break). The process has basically been devoid of faculty consultation. The procedures being used for this Chancellor search is setting a very bad precedent.]

The Faculty Reps continue to monitor the status of the Program Productivity Policy (the comment period ended in late December). The Faculty Reps and a number of Faculty Senates endorsed a proposal put forward by the Faculty Reps to modify the Program Productivity Policy. Surprisingly, some administration (including President Cross) agreed with the sentiment conveyed in the Faculty Reps proposal.

c. Academic Staff Committee Report. Bao Sengkhammee noted that the ASC has been working to provide names of Academic Staff to serve on the Provost search and screen committee. Likewise, they are working on providing names to serve on the Dean of the AECSOB search and screen committee.

d. University Staff Committee Report. Kim Mezger, who takes over as Chair of the USC for the remainder of the academic year (due to Jan Snyder's retirement) reported that the USC is also working on submitting names of University Staff to serve on the search and screen for the Business Dean. Kim also made note that there are no University Staff on the UWW Chancellor search. When President Cross was asked to reconsider that decision, he declined.

e. Student Government Association Report. SGA President Abbie Wagaman could not make today's Faculty Senate meeting.

8. ADJOURNMENT at 3:35 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**UW-Green Bay
Academic Unit Actions**

Note: Due to the complexity of the proposed action and the limitations and inaccuracies of the current, published Form K, this Form is being created to track governance actions and approvals.

Academic Unit(s): Computer Science, Engineering, Mathematics and Statistics, Natural and Applied Sciences

Proposer: John Katers

Form Prepared By: John Katers

Action(s) Requested:

1. Move Computer Science (CS) in the College of Science, Engineering, and Technology (CSET) from Natural and Applied Sciences (NAS) to the Richard J, Resch School of Engineering (ENG).
2. Move Mathematics and Statistics (MATH) in the College of Science, Engineering, and Technology (CSET) from Natural and Applied Sciences (NAS) to the Richard J. Resch School of Engineering (ENG).

New Unit Information:

1. Natural and Applied Sciences will be composed of Biology, Chemistry, Environmental Science, Geoscience, and Physics and will begin operation July 1, 2019.
2. The Richard J. Resch School of Engineering will be composed of Computer Science, Engineering Technology (Electrical, Environmental, and Mechanical), Mathematics and Statistics, and Mechanical Engineering and will begin operation on July 1, 2019.

Rationale:

The changes outlined above are being made as part of an overall reorganization of the College of Science, Engineering and Technology to reflect the recent addition of Computer Science the establishment of the Richard J. Resch School of Engineering and the Mechanical Engineering program. Computer Science and mathematics are more closely aligned pedagogically with engineering, with faculty in CSET expressing strong interest in being aligned in this manner. The University will benefit from the continued growth of these programs, which will likely be enhanced by this new academic configuration.

Personnel:

Tenure and Appointment Assignments:

Iftexhar Anam – Assistant Professor – CSET/ENG [new assignment]
 Ankur Chattopadhyay – Assistant Professor – CSET/ENG [new assignment]
 Benjamin Geisler – Lecturer – CSET/ENG [new assignment]
 Golam Ahsan – Assistant Professor – CSET/ENG [new assignment]
 Woo Jeon - Associate Professor – CSET/ENG [new assignment]

Tetyana Malysheva - Assistant Professor – CSET/ENG [new assignment]
Mark Norfleet - Assistant Professor – CSET/ENG [new assignment]
Megan Olson Hunt - Assistant Professor – CSET/ENG [new assignment]
Theresa Adsit- Senior Lecturer – CSET/ENG [new assignment]
Mary Guy - Senior Lecture – CSET/ENG [new assignment]
James Meyer - Senior Lecturer – CSET/ENG [new assignment]
Devin Bickner - Associate Professor – CSET/ENG [new assignment]
Dennis Crossley - Senior Lecturer- CSET/ENG [new assignment]
Synde Kraus - Senior Lecturer – CSET/ENG [new assignment]
Phillip Walkenhorst - Senior Lecturer – CSET/ENG [new assignment]
Yongjun Yang - Associate Professor – CSET/ENG [new assignment]
Laxmi Chataut - Assistant Professor – CSET/ENG [new assignment]
Tonya Meisner – Lecturer – CSET/ENG [new assignment]
Brian Murphy - Associate Professor – CSET/ENG [new assignment]
Megumi Onoda - Associate Professor – CSET/ENG [new assignment]
Christopher Deubler – Instructional Academic Staff - CSET/ENG [new assignment]

Program Assignments:

Richard J. Resch School of Engineering

Computer Science

Iftekhar Anam (Assistant Professor)
Ankur Chattopadhyay (Assistant Professor)
Benjamin Geisler (Lecturer)
Golam Ahsan (Assistant Professor)

Mathematics and Statistics

Woo Jeon (Associate Professor)
Tetyana Malysheva (Assistant Professor)
Mark Norfleet (Assistant Professor)
Megan Olson Hunt (Assistant Professor)
Theresa Adsit (Senior Lecturer)
Mary Guy (Senior Lecture)
James Meyer (Senior Lecturer)
Devin Bickner (Assistant Professor)
Dennis Crossley (Senior Lecturer)
Synde Kraus (Associate Lecturer)
Phillip Walkenhorst (Senior Lecturer)
Yongjun Yang (Associate Professor)
Laxmi Chataut (Assistant Professor)
Tonya Meisner (Lecturer)
Brian Murphy (Associate Professor)
Megumi Onoda (Associate Professor)
John Phillips (Lecturer)

Program Chair Assignments:

NAS:	Mike Draney
Richard J. Resch School of Engineering:	Patricia Terry
Computer Science:	Mike Zorn
Mathematics:	Woo Jeon

Reviews and Recommendations:

Natural and Applied Sciences

Date: October 4, 2018
Chair: Mike Draney
Recommendation: NAS votes unanimously (28-0-0) to support this.

Richard J. Resch School of Engineering

Date: September 25, 2018
Chair: Patricia Terry
Recommendation: Engineering votes unanimously (6-0-0) to support this.

Computer Science

Date: October 2, 2018
Chair: Mike Zorn
Recommendation: Computer Science voted unanimously (6-0-0) to support this.

Mathematics and Statistics

Date: October 11, 2018
Chair: Woo Jeon
Recommendation: Mathematics and Statistics Faculty voted unanimously (13-0-0) to support this.

Academic Affairs Council

Date: 12/12/2018
Chair: Mimi Kubsch
Recommendation: The AAC voted unanimously (5-0-0) to support this.

Personnel Council

Date: 12/18/2018

Chair: Heidi Sherman

Recommendation: The PC voted in favor of the reorganization.

Authorizations:

Dean CSET – John Katers

Date: October 18, 2018

Approved: X

Denied:

University Committee

Date:

Chair: Courtney Sherman

Approved:

Denied:

Faculty Senate

Date:

Speaker: Gail Trimberger

Approved:

Denied:

Provost – Gregory Davis

Date:

Approved:

Denied:

Chancellor – Gary Miller

Date:

Approved:

Denied:

Faculty Senate Old Business 4a 2/27/2019

NOMINEES FOR 2018-2019 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2019-2020 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Staff no later than 1 March 2019.

UNIVERSITY COMMITTEE

Six tenured members: one from each of the four voting districts and two at-large, no more than two from a single voting district. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Gail Trimberger, PS, at-large; Jim Loebel, PS; Julie Wondergem, NS

Nominees for three tenured faculty slots (2019-22)

One from At-Large: Mark Karau, AH; and Jon Shelton, SS

One from AH: Alison Gates and Heidi Sherman

One from SS (one-year replacement): Ray Hutchison and Christine Smith

COMMITTEE OF SIX FULL PROFESSORS

Six full professors: one from each voting district plus two at-large (with no more than two from a single voting district). Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Greg Aldrete, AH; Dean VonDras, SS

Nominees for four full-professor faculty slots (2019-22)

One from At-Large: Berel Lutsky, AH, and Thomas Uebelherr, AH

One from PS: Gaurav Bansal and Karl Schindl

One from NS (one year replacement): Robert Howe and John Luczaj

One from At-Large (one year replacement): Jeffrey Entwistle, AH, and Laura Riddle, AH

ACADEMIC AFFAIRS COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Christin DePouw, PS; Minkyu Lee, AH; Michael McIntire, NS; Thomas Nesslein, SS

Nominees for one tenured faculty slot (2019-22)

One from At-Large: Woo Jeon, NS, and Dan Kallgren, AH

PERSONNEL COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Adam Gaines, AH; Katia Levintova, SS; Tim Kaufman, PS; Brian Merkel, NS
Nominees for one tenured faculty slot (2019-22)

One from At-Large: Ryan Currier, NS, and Dana Atwood, SS

GENERAL EDUCATION COUNCIL

Six tenured members: one from each of the four voting districts, plus two at-large members (with no more than two from a single voting district). Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

Continuing members are:

Heidi Fencl, NS; Deb Pearson, At-Large; Mussie Teclezion, PS

Nominees for three tenured faculty slots (2019-22)

One from AH: Vince Lowery and Kaoime Malloy

One from SS: David Helpap and Dean VonDras

One from At-Large (2-year replacement term): Jennifer Flatt, AH, and Rebecca Stone Thornberry, AH

GRADUATE ACADEMIC AFFAIRS COUNCIL

Five tenured members of the graduate faculty, one from each college housing a graduate program and one at-large, graduate faculty.

Continuing members:

David Voelker, CAHSS; Sampath Ranganathan, AECSOB; Christine Vandenhouten, At-Large, CHESW

Nominees for two tenured graduate faculty slots (2019-22)

One from CHESW: Mark Kiehn and Gail Trimberger

One from CSET: Megan Olson Hunt and Patricia Terry

COMMITTEE ON COMMITTEES AND NOMINATIONS

Five faculty: one from each voting district and one at-large. Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

Continuing members are:

Adam Gaines, AH, at-large; Jon Shelton, SS; Janet Reilly, PS; Tetyana Malysheva, NS

Nominees for one faculty slot (2019-22)

One from AH: Linda Toonen and Dinesh Yadav

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

Five tenured faculty: one from each voting district plus one at-large. Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

Continuing members are:

Mike Hencheck, NS, at-large; Lora Warner, SS; PS; Hye-Kyung Kim, AH

Nominees for one tenured faculty slot (2019-22)

One from PS: Mimi Kubsch, Jolanda Sallmann, and Brenda Tyczkowski

One from NS: Rebecca Abler and Le Zhu

Faculty Senate New Business 5a 2/27/2019

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE – SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY
AT UW–GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay seeks a Master of Science in Sport, Exercise, and Performance Psychology in the College of Arts, Humanities, and Social Sciences. The M.S. in Sport, Exercise, and Performance Psychology (MS SEPP) is an interdisciplinary subfield of psychology that applies psychological knowledge and clinical approaches to optimize the performance and well-being of athletes, exercisers, and other performers (e.g., military, musicians). The field considers the developmental and social aspects of sport and performance participation, and systemic issues associated with sport and performance settings and organizations. The proposed degree requires 39 credits offered primarily through face-to-face meetings during the fall, spring, and summer semesters. Students will complete the program in five semesters (2 years), with one course required in the summer semester between the first and second year. The program aligns with the city of Green Bay’s internationally recognized sport and entertainment industries, UW-Green Bay’s Division 1 athletic classification, our large and highly acclaimed Psychology program, and ongoing efforts to increase graduate offerings aligned with campus and regional strengths. Program coursework satisfies the application requirements to be a certified mental performance consultant (CMPC) under the Association for Applied Sport Psychology (AASP). Performance psychologists work as behavior coaches, as consultants in private practice or with performance improvement consulting firms, for university athletics departments, sports clubs or youth academies, or in related occupations focused on performance improvement (e.g., Army, pilots, surgeons). These positions require educational attainment of a master’s degree or higher and the market for youth sports is growing rapidly. Health behavior coaches work for health-related companies such as Bellin Health, Prevea, and Aurora to design and implement programs aimed at preempting and preventing health-related problems, a growing need in the United States. The American Psychological Association (APA) released the Annual Trend Report in November 2018 and highlighted the growing demand for sport psychologists, indicating a current growth in the job market for this profession.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Sport, Exercise, and Performance Psychology

Degree/Major Designation

Master of Science

Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Courses will be delivered using a combination of predominately face-to-face instruction, with some independent work and online course offerings.

Projected Enrollments and Graduates by Year Five

Table 1. Enrollment projections for the MS SEPP across the first five years. Student completion rates are expected to be 90%, based on retention rates for other graduate programs at UW-Green Bay; for simplicity we assume attrition occurs between year one and two of the program. By the end of the fifth year we expect 94 students to have enrolled, and 66 students to have graduated. Additional capacity needs will be addressed based on demand.

Table 1: Five Year Degree Program Enrollment Projections (Headcount)

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Student Admits (#)	16	18	20	20	20
Continuing Students (#)	0	14	16	18	18
Total Enrollment (#)	16	32	36	38	38
Cumulative Graduating Students (#)	0	14	30	48	66

Tuition Structure

Students enrolled in the MS SEPP will pay the standard UW-Green Bay graduate tuition rate, which for the Academic Year (AY19) was \$432.97 per credit or \$3,896.73 per semester for students within the plateau (≥ 9 credits). Student segregated fees are \$87.78 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program. We assume a 2% increase in tuition for the 2021-2022 academic year, and an additional 2% increase in 2023. We assume no changes in student segregated fees or distance education fees.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Department of Psychology within the College of Arts, Humanities, and Social Sciences.

Proposed Term and Year of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The program requires 39 credits consisting of thirteen graduate-level courses, with only one elective. Classes will be infused with a variety of hands-on and applied activities. Supervised practicum and internships will also be offered. An emphasis will be placed on teaching and student learning. The program will admit approximately 20 new students per year. Students will take courses in both regular 14-week semesters (fall and spring), in addition to one course in the Summer between years one and two of the program. Courses will be delivered using a

combination of predominately face-to-face instruction, with some independent work and online course offerings.

Student Learning Outcomes and Program Objectives

The curriculum includes specialized knowledge in the eight areas of knowledge identified by AASP for the development of competence of sport psychology practitioners:

1. Professional Ethics and Knowledge
 - a. Understanding of the ethics and standards related to professional practice
2. Sport Psychology
 - a. Understanding of theory and research in sport psychology
 - b. Ability to apply these theories and research
3. Sport Science
 - a. Understanding of physiological, biomechanical, motor, sociocultural, and philosophical bases of behavior in sport
4. Psychopathology
 - a. Understanding of abnormal human behavior
 - b. Ability to identify various mental health disorders
5. Helping Relationships
 - a. Understanding of counseling theories
 - b. Ability to apply counseling theories
 - c. Understanding of helping and consulting processes
6. Research Methods and Statistics
 - a. Understanding of methodology and statistical analysis
 - b. Ability to critically consume research
7. Psychological Foundations of Behavior
 - a. Understanding of the biological, cognitive, affective, social, and individual difference bases of behavior
8. Diversity and Culture
 - a. Understanding of diversity, multiculturalism, and cultural awareness

Students will develop skills in:

1. Developing rapport, explaining their professional roles, and adjusting expectations of clients
2. Assessment of clients
3. Setting consultation goals, planning for specific outcomes, and deciding on interventions
4. Choosing and applying sport psychology theories that best fit different performance and exercise psychology cases
5. Evaluating the outcomes of the consultation with clients
6. Considering ethical and diversity factors when working with various clients

Program Requirements and Curriculum

The M.S. in Sport, Exercise, and Performance Psychology will accept students who hold an undergraduate degree in psychology, sport sciences (or another related major), or demonstration of equivalent professional experience as determined by the graduate selection committee. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. The program requires students to complete 39 credits of graduate coursework (Table 2), with three courses offered each 14-week session, and one offered in summer. Teaching responsibilities will be part of the regular teaching load of faculty.

Table 2: Program Requirements

Required Graduate Courses (39credits)	Existing Credits	New Credits
First-Year Fall		
Professional Ethics in Psychology		3
Counseling Theories and Practices		3
Theories of Sport, Exercise, and Performance Psychology		3
First-Year Spring		
Statistics		3
Applied Sport and Performance Psychology		3
Multicultural Counseling and Mental Health	3	
First-Year Summer		
Research Methods in Psychology		3
Second-Year Fall		
Sport Sociology		3
Internship I/Thesis I		3
Abnormal Psychology OR Principles of Sport Physiology (Hum Bio 333)	3	
Second-Year Spring		
Internship II/Thesis II		3
Psychology of Sport Injury		3
Elective (Bus Adm 589, Management 750, Management 730, PU EN AF 615, Social Work 727, Social Work 767, HWM 740, HWM 750, Psych 555 Group Dynamics, Psych 589 Cogneuro)	3	
TOTAL	9	30
TOTAL CREDITS	39	

Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed by a psychology graduate assessment committee. The committee will establish an assessment plan for evaluating how well students are meeting the program's learning outcomes. Assessment will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses. The committee is responsible for suggesting necessary curricular changes to the curriculum committee. Furthermore, the internship site personnel (e.g., coaches,

coordinators) will be asked to provide feedback regarding students' ability to provide effective services.

Diversity

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

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The M.S. in Sport, Exercise, and Performance Psychology program establishes learning outcomes that are embedded in curricular programming. Historically, diversity content and preparing students to work a multicultural society has been, and will continue to be, an important part of the learning outcomes. Therefore, a number of courses that are part of the M.S. in Sport, Exercise, and Performance Psychology curricula include multicultural awareness and diversity content.

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion by taking a holistic approach to student admission. No single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice for accurately predicting student readiness and academic success, and more importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the College of Humanities, Arts, and Social Sciences, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the M.S. in Sport, Exercise, and Performance Psychology instruction. Program faculty and staff will involve industry leaders from Green Bay area and beyond in various capacities. The M.S. in Sport, Exercise, and Performance Psychology will engage local partners in curriculum development and adoption, as guest lecturers, and as placement opportunities for internships and practicums.

Projected Time to Degree

The projected time to degree is four semesters (2 years), including one summer course. Students will take three separate courses each 14-week session. Students failing to complete a course will need to wait for the next offering cycle.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the M.S. in Sport, Exercise, and Performance Psychology program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Arts, Humanities, and Social Sciences. This five-year cycle coincides with the required self-study documents that the accrediting agency requires. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

Accreditation

There are currently no official accrediting bodies for Sport, Exercise, and Performance Psychology programs. However, the Association for Applied Sport Psychology (AASP) offers a certification (CMPC) for consultants and many job openings will request applicants to have that accreditation. Obtaining that certificate requires students to complete particular courses, have a minimum of 400 hours of monitored experience, and complete a certification exam. The proposed M.S. curriculum is designed to help students obtain this certification. AASP is currently working on a formal accreditation, but it could take several years until it is finalized. UW-Green Bay will work with AASP to establish our program on a national stage, and to assure that our students receive industry accreditation standards when available. This plan has taken into account expected costs for accreditation.

JUSTIFICATION

Rationale and Relation to Mission

The proposed Master of Science in Sport, Exercise, and Performance Psychology is consistent with UW-Green Bay's current mission, "to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world." Sport, exercise, and performance psychology is an interdisciplinary subfield of psychology that brings together aspects of counseling psychology, health psychology, kinesiology, human biology, and other disciplines. The program is also consistent with the mission of the College of Humanities, Arts, and Social Sciences: "We create unique communities of learners that engage critically and creatively around issues, problems, and

solutions. Central to our mission is the promotion of problem-based, engaged learning through close relationships with our students to ensure successful, fulfilling careers and lives.” Importantly, this program aligns with where the University is strategically headed. UW-Green Bay approved a revised mission in fall 2018, and while Board of Regents approval is still pending, the revised mission clearly addresses an intent to meet the Green Bay Metropolitan region’s need for professional graduate programing, and build upon our regional economic and cultural strengths. Sports and performance related industries are strong in NE Wisconsin, allowing opportunities for the program to develop the “community-based partnerships, [and] collaborative faculty scholarship and innovation” emphasized in the revised mission. In addition to the Packers, NE Wisconsin supports multiple other professional and semi-professional teams, including the Green Bay Blizzard (indoor football), Green Bay Booyah (baseball), Green Bay Gamblers (hockey), and Wisconsin Timber Rattlers (baseball). The region also supports robust and thriving performing arts communities in Door Co., the Green Bay Metropolitan area, and the along the Fox River Valley. As articulated by Chancellor Gary L. Miller, this vision will serve the region “through the power of innovation, the power of higher education as an agent of transformation, and the power of place...”

The proposed program compliments the suite of undergraduate, graduate, and certificate programs developed around the central theme of health, sports, and performance at UW-Green Bay (e.g. BS in Psychology, BS in Human Biology (Health Sciences, Exercise, and Nutritional Science emphases), Masters in Athletic Training, Masters in Nutrition and Integrated Health, BA in Theatre & Dance, BA in Music, MS in Health and Wellness, etc.). UW-Green Bay’s Division I athletic status and world-class theater, the Weidner Center for the Performing Arts, provide a valuable opportunity for partnership, allowing for high quality on-campus internship and consultation experiences. Similar relationship already exist between the Psychology department and the athletics department. Furthermore, high school teachers and coaches in the region have expressed their interest in starting classes and/or receiving services in sport psychology. These organizations and personnel offer numerous opportunities for student internships and consultation experience. Undoubtedly, this M.S. program fits the economic signature of our region.

Institutional Program Array

Building on the existing foundation of the undergraduate programs in the College of Arts, Humanities, and Social Sciences, the proposed M.S. in Sport, Exercise, and Performance Psychology will expand available graduate coursework in research methods, statistics, counseling, and sport psychology. Curricula will align with the standards of the Association of Applied Sport Psychology for master’s-level programs. The addition of graduate students in this area will further expand faculty scholarship in the Department of Psychology and partner programs. Having a graduate program in psychology will provide additional research opportunities for faculty and undergraduates as well, increasing student opportunities for high impact experiences. Opportunities for graduate students to complete internships in the community will build upon existing partnerships.

To date, UW-Green Bay psychology students complete their undergraduate psychology degree,

then apply to other schools to obtain their Masters; many at out-of-state or private institutions. UW-Green Bay has a strong undergraduate program in psychology, and many of our alumni desire a UW-Green Bay Masters degree. Psychology is an existing strength and area of future emphasis within the College of Arts, Humanities, and Social Sciences. The proposed M.S. in Sport, Exercise, and Performance Psychology aligns with UW-Green Bay's current array of business, health-initiatives, and medical programs, and our growing array of professional graduate programs, and our focus to better align our curriculum with the regional economy (manufacturing, sports, hospitality, entertainment, business, and healthcare). This program meets unmet student demand within the broader mid-west. Faculty currently meet HLC accreditation requirements to teach at the graduate level.

Other Programs in the University of Wisconsin System

There is only one other program related to sport psychology in the state of Wisconsin, at the University of Wisconsin-Milwaukee; the M.S. in Kinesiology with an emphasis in Integrative Human Performance program. The M.S. in Kinesiology, however, is quite different than the Sport, Exercise, and Performance Psychology program we are proposing at UW-Green Bay. For example, it is located in the Department of Health Science, rather than in a psychology department. Therefore, it focuses more on exercise physiology and kinesiology than our proposed program, which focuses on psychological aspects of exercise and performance. The low number of sport psychology programs in WI is unusual for the Midwest, where most states have multiple programs: Illinois (4), Indiana (2), Iowa (2), Minnesota (2), and Michigan (2).

Need as Suggested by Current Student Demand

The Association for Applied Sport Psychology (AASP), the leading organization of sport psychology in the U.S., administered a member needs assessment survey and created a strategic plan for 2016–2018 (<https://appliedsportpsych.org/about/strategic-plan/>). With a 40% student membership, AASP has prioritized increasing the offerings and standardization of graduate programs aligned with specific certification requirements. This focus is linked with a call for increased awareness and connection of higher education to specific post-graduation employment opportunities. The proposed MS SEPP meets this call; the minimum degree requirement is a master's degree to practice as a sport psychology professional. Additionally, UW-Green Bay will actively pursue a partnership with AASP as they seek stricter curriculum and training accreditation requirements for this field of study to ensure we prepare students to pass certification requirements.

The Division 47 (Sport, Exercise, and Performance Psychology) of the American Psychology Association (APA) also updated a petition for recognition of sport psychology (<https://www.apa.org/ed/graduate/specialize/sport.pdf>), indicating an increasing but still insufficient number of available SEPP graduate programs. Specifically, there are currently over 100 sport psychology graduate programs in kinesiology (i.e., sport science) departments, only 12 programs nationally (none in Wisconsin) satisfy recognition as a sport psychology specialty in psychology. In addition, the Bureau of Labor Statistics reports that sport psychologists are expected to grow in number by 11% nationwide between 2012 and 2022. The field of Sport Psychology can expect to see approximately 1,400 new jobs by 2022, according to BLS projections (source: Occupational Employment Statistics, Bureau of Labor and Statistics, July

2015).

With a very large student body (550+ majors) and two tenure-track faculty members with specialization in sport psychology (the only certified mental performance consultants in Northeast Wisconsin) within UW-Green Bay's Psychology Department, our City's international reputation for sports, and our region's robust performance economy, UW-Green Bay is positioned to be a national leader in sports, exercise, and performance psychology. After reviewing similar master's programs across the Midwest, we have concluded that we are well positioned to meet a demand that currently surpasses available programmatic space. For example, 40-60 applicants apply to the Sport Psychology Master's program at Minnesota State University in Mankato, MN, with only 10-12 students accepted. Similarly, 45-60 applicants apply to the Sport Psychology Master's program at Ball State University in Muncie, IN, for 12-17 spots.

Need as Suggested by Market Demand

As an emerging field there is relatively little direct market data on Sport Psychologist demand. For example, the Occupational Outlook Handbook, does not list sports psychologists as a separate career from psychologists. However, the American Psychological Association describes the field as a "Hot Career" (<http://www.apa.org/gradpsych/2012/11/sport-psychology.aspx>), and included the growing demand for sport psychologists in its 2018 Annual Trends Report (Trend #3). The Association for Applied Sport Psychology (AASP) also describes the area as an up and coming field that has seen a substantial increase in attention over the last decade (<http://www.appliedsportpsych.org/about/about-applied-sport-and-exercise-psychology/>).

It is hard to define the exact number of Sport, Exercise, and Performance Psychologists currently working full-time in the field because many have private practices, open consulting businesses (e.g., Vision Pursue LLC), or work with a more diversified clientele (e.g., counseling). Still, AASP has reported growth in the number of professionals hired by the Army, professional teams, and athletic departments across the country. In addition, AASP has seen a rise in its membership and conference attendance, especially by students who are increasingly interested in the field. The latest move by AASP involves the improvement of its certification process and development of an accreditation process for Sports Psychology graduate programs. These changes are expected to build confidence within the job market for certified sports psychology professionals. This AASP initiative is ideally timed with the development and launching of this proposed MS Degree at UW-Green Bay.

Graduates of UW-Green Bay's Sports, Exercise, and Performance Psychology program will find numerous job opportunities within the well-developed sports and medical economy of NE Wisconsin. For instance, graduates with interest in exercise psychology could work as health behavior coaches for health programs such as Well Wisconsin; for health-related companies such as Bellin Health, Prevea, Aurora; for insurance companies (e.g., designing and implementing programs for prevention of health-related problems); or could improve their personal training career by understanding psychological aspects of exercise and health. Graduates interested in working with sport psychology could also work with companies such as Bellin Health, Prevea, and Aurora to serve athletes going through various psychological issues associated with their

physical problems. Graduates can work for one of the local professional or Collegiate teams aforementioned, work with other performers, such as surgeons, pilots, musicians, and actors, or develop their own private practice. High School and club athletes are the largest portion of private practice clients for sport and performance psychologists. This master's program will also take advantage of its faculty's strengths in research methods and practice to prepare its students for a PhD or PsyD programs.

**COST AND REVENUE NARRATIVE
MASTER'S OF SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY
AT UNIVERSITY OF WISCONSIN (UW)-GREEN BAY**

Introduction

The University of Wisconsin-Green Bay proposes the establishment of a MS in Sport, Exercise, and Performance Psychology in the College of Arts, Humanities, and Social Sciences. The proposed program will admit students annually and requires 39 credits offered primarily through face-to-face meetings during the fall and spring semesters. Students will complete the program in five semesters (2 years), with one course required in the summer between the first and second year. The program aligns with the city of Green Bay's internationally recognized sport and entertainment industries, UW-Green Bay's Division 1 athletic classification, our large and highly acclaimed Psychology program, and ongoing efforts to increase graduate offerings aligned with campus and regional strengths. Two existing tenure-track faculty lines are already in place for the proposed program. The program seeks standard UW-Green Bay graduate tuition.

Section I - Enrollment

Enrollment projections assume an annual matriculation of 16 new students in year one, growing to 20 students annually by year 4. A retention rate of 90% from start to finish is assumed, based on retention rates for other graduate programs. Based on these parameters, we expect the program to carry 38 students by year 4, and to graduate 66 cumulative students by the fifth year.

Section II - Credit Hours

A total of 39 credits are required of students; 30 credits are new to the university, and nine credits are available from existing courses.

Section III - Faculty and Staff Appointments

The Department of Psychology has strategically hired two tenure track lines to meet student interest in Sport, Exercise, and Performance Psychology. Revenue generated from the proposed MS program will support additional instructional academic staff to offset instruction re-directed from the undergraduate Psychology program. In total, two FTE of instructional academic staff will shift to the MS program when at full enrollment. In year one, an increase of 0.17 FTE of administrative support will coordinate and support prospective and active graduate student activities. The instructional support budget also includes chair effort during the academic year (2 course releases to support clinical placement) and summer (approximately 1 month of support spread across the summer).

Section IV - Program Revenues

Program revenue projections are based on expected tuition generated at the standard UW-Green Bay tuition rate. Tuition estimates use the Spring 2019 (plateau of \$3,896.73/semester; and \$432.97 per credit during summer) graduate tuition rate as a starting point, assuming a 2% increase over this level for year 1, another 2% increase in year 3, and another 2% increase in year 5 for cost of living adjustments.

Section V - Program Expenses

Expenses - Salary and Fringe

Direct faculty and instructional staff costs for program delivery are estimated using an average annual salary of approximately \$55,000 plus fringe (45% of salary), which reflects the salary of an average tenure track assistant professor line in the Psychology Department. An additional ~\$10,000 is budgeted annually for the 17% administrative support position (University staff) at \$16.50 per hour with a fringe rate of 66% in year 1. Annual increases of 2% to total salary and fringe are included in all estimates.

Other Expenses

Startup: Includes \$17,600 over the first two years to support the development and significant modification of new and existing courses, and to cover small, general expenses.

Program Marketing: Includes \$10,000 per year (plus 2% annual increases) for integrated marketing of UW-Green Bay Psychology programs via print, radio, outdoor, and digital marketing.

Accreditation, travel, and memberships: Assumes \$2,000 per year per faculty FTE for programmatic-based conferences, an additional \$2,000 per year for anticipated accreditation costs, plus 2% annual adjustments.

Professional Development, and S&E: Assumes \$2,000 per year per faculty FTE for professional development and general program S&E, roughly \$1,3000 per year per FTE for computers, licensing, and support, a \$1,000 per year for travel to clinical sites, and 2% annual adjustments.

Indirect Expenses: A central tax of 30% of total tuition will be charged to the program beginning in year four, once the program is established. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI - Net Revenue

Net revenues will be directed to support continued growth within the College of Arts, Humanities, and Social Sciences.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program in Sport, Exercise, and Performance Psychology						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	16	18	20	20	20
	Enrollment (Continuing Student) Headcount	0	14	16	18	18
	<i>Enrollment (Total Student) Headcount</i>	16	32	36	38	38
	Enrollment (New Student) FTE	16	18	20	20	20
	Enrollment (Continuing Student) FTE	0	14	16	18	18
	<i>Enrollment (Total Student) FTE</i>	16	32	36	38	38
II	Total New Credit Hours (# new sections x credits per section)	15	15	0	0	0
	Existing Credit Hours	3	24	39	39	39
III	FTE of New Faculty/Instructional Staff	0.00	0.00	0.00	0.00	0.00
	FTE of Current Fac/IAS	1.00	2.00	2.00	2.00	2.00
	FTE of New Admin Staff	0.17	0	0	0	0
	FTE Current Admin Staff	0	0.17	0.17	0.17	0.17
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$127,189	\$272,927	\$313,522	\$332,441	\$339,090
	Total New Revenue	\$127,189	\$272,927	\$313,522	\$332,441	\$339,090
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$79,750	\$168,810	\$172,186	\$175,630	\$179,143
	<i>Other Staff - Director of DPD</i>	\$9,685	\$9,879	\$10,076	\$10,278	\$10,483
	Other Expenses					
	<i>Startup</i>	\$11,000	\$6,600	\$0	\$0	\$0
	<i>Marketing</i>	\$10,000	\$10,200	\$10,404	\$10,612	\$10,824
	<i>Accreditation, travel, memberships:</i>	\$4,000	\$6,000	\$6,120	\$6,242	\$6,367
	<i>Professional development, S&E:</i>	\$4,300	\$7,752	\$7,907	\$8,065	\$8,226
	<i>Indirect Expenses:</i>	\$0	\$0	\$0	\$99,732	\$101,727
	Total Expenses	\$118,735	\$209,241	\$206,694	\$310,560	\$316,771
VI	Net Revenue	\$8,454	\$63,686	\$106,828	\$21,881	\$22,319
Provost's Signature:			Date:			

Assumes a fixed annual cohort of 20 students					
Assumes a 90% retention rate					
	assumes 2% of S19		assumes 2% of YR1		assumes 2% of YR3
	YR 1	YR 2	YR 3	YR 4	YR 5
Semster	\$ 3,974.66	\$ 3,974.66	\$ 4,054.16	\$ 4,054.16	\$ 4,135.24
Summer	\$ 1,324.89	\$ 1,324.89	\$ 1,351.39	\$ 1,351.39	\$ 1,378.41
spring '19	\$ 3,896.73				
summer '19	\$ 1,298.91				

Faculty Senate New Business 5b 2/27/2019

**Academic Affairs Committee Report for Faculty Senate
27 February 2019**

On 9 November 2018, the following course and program changes were approved by the AAC:

1. ART 235 : Introduction to Woodworking and Furniture Design. New Course Proposal
2. ART 250 : Introduction to Fibers/Textiles-updated college, effective date, added gen ed category of fine arts and gen ed skills of interdisciplinarity and problem focused, added instructor.
3. ARTS MGT 357 : Gallery & Museum Studies – minor changes?
4. COMM 305 : Principles of Public Relations/Corporate Communications – New Course Proposal- provided more rationale
5. COMM 381 : Principles of Public Relations/Corporate Communications – updated college, program, Unit name, effective date, should be deactivation? Provided same rationale as for 305
6. COMM PUBLIC REL : Public Relations Emphasis- deleted COMM 381 added COMM 305
7. DJS INTERNAT : U.S. and the World Emphasis – deleted HISTORY 354 and 358 on elective list
8. DJS WOMENS : Women's and Gender Studies Emphasis- deleted HISTORY 354, 356 and 358 on elective list
9. EDUC 405 : Student Teaching - revised catalog description
10. ENGLISH 206 : Women in Literature – updated college, effective date, revised catalog description, changed periodicity to every fall and spring
11. ENGLISH 264 : TOPICS IN LITERATURE - new course proposal
12. ENGR 198 : First Year Seminar – not sure what change is being requested?
13. ENGR 204 : Programming for Engineers - not sure what change is being requested?
14. ENGR 301 : Engineering Materials - not sure what change is being requested?
15. ENGR 324 : Engineering Thermodynamics - not sure what change is being requested?
16. GLOBAL-I : Global Studies Minor- updated effective catalog year, delted HIST 358, 354, 356 as UL Choices
17. HISTORY 480 : Seminar in History- fee changed from 150 to 0
18. PHYSICS 103 : Fundamentals of Physics I – gen ed category of Natural Sciences removed.
19. POL SCI : Political Science Major - updated college, effective catalog year, deleted HIST 358 from UL course additional credits list
20. PUB ADM 498 : DIRECTED STUDY- Course Deactivation Proposal
21. SOCIOL 202 Intro to Sociology - – updated college, program, effective date, added instructor. Requested renumbering to SOCIOL 101based on revised catalog description.

On 12 December 2018, the following Course Leaf requests were approved:

1. Program Change Request- AAS : Associate of Arts & Sciences- the UW-Green Bay AAS would be offered on all four campuses beginning Fall 2019.

2. Program Change Request- COMM HEALTH COM : Health Communication – updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
3. Program Change Request- COMM ORG COM : Organizational Communication Emphasis– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
4. Program Change Request- COMM SOCMED : Social Media Communication ECOMM ORG COM : Organizational Communication Emphasis– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
5. Program Change Request- COMM SPORT : Sports Communication– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
6. Course Change Request- GEOG 370 : Geography of South America- updated program, college, unit name , effective date, eliminated jr st and env sci 102 or Geog 22 as prereqs, removed gen ed category of global culture, added gen ed skills of communication, interdiscipinarity, information liger act, added instructor.
7. Course Change Request - MUSIC 120 : Video Game Music - New Course Proposal
8. Course Change Request- MUSIC 170 : Fundamentals of Music- New Course Proposal

On 4 February 2019, the following Course Leaf requests were approved:

1. ACCTG 478 : Honors in the Major- course change request - updated effective date- changed default section size to 1-
2. ACCTG 497 : Internship- course change request- updated effective date-changed default section size to 24-
3. BIOLOGY 200 : Principles of Biology Discussion: Cellular and Molecular Processes – New Course Proposal
4. BIOLOGY 449 : Wetland Ecology - New Course Proposal
5. BIOLOGY ANIMAL : Animal Biology Emphasis- Program change request – updated college to CSET- updated catalog effective year – added 5 upper level course choices, Biology 457, Biology 401, ENV SCI 337, 401, 403
6. BIOLOGY ECOLOGY : Ecology and Conservation Emphasis Program change request – updated college to CSET- updated catalog effective year - added 4 upper level course choices, Biology 457, Biology 401, ENV SCI 337, 403
7. BUS ADM 478 : Honors in the Major - course change request—updated program, college, unit, effective date – reduced default section size to 1 – added TBS Bus Adm for instructor
8. Biology Eco Acc: Accelerated Ecology and Conservation, new program
9. Bioogy Animal Acc: Accelerated Animal Biology, new program
10. BUS ADM 497 : Internship course change request, updated effective date, changed default section size to 24
11. BUS ADM 498 : Independent Study course change request, updated effective date, reduced default section size to 1
12. COMM 382 : Public Relations Writing course change request, updated college and effective date, added Communication, COMM 305 as required pre req

13. COMM 480 : Cases in Communications and Media Management course change request, updated college and effective date, added Communication, COMM 305 as required pre req, changed instructor to TBA
14. GEOG-I : Geography Minor Program Change Request, updated Effective Catalog Year 2019-2020, eliminated [GEOG 321](#) as upper level course choice
15. Computer Science 221 – added prereq of comp sci 251 or 256
16. HUM STUD 480 : Humanities Seminar, Course Change Request, updated program, college, unit, effective date, added instructor, changed that could be taken 2 times repeatable for credit, designated capstone experience and satisfied gen ed Communication (Written and Oral), Interdisciplinarity, Problem-focused Thinking
17. INFO SCI 411 : Statistical Techniques and Decision Modeling, Course Change Request, revised course description,
18. ORG LEAD LDR PUB NP MGT S : Public and Nonprofit Management Leadership in Public Service Emphasis, Program Change Request, course title change, change catalog effective date to 2019-2020 2018-2019, change program title to Public and Nonprofit Management Leadership in Public Service Emphasis , substantially adjusted program requirements
19. POL SCI 333 : Political Science Research Lab, New Course Proposal
20. PU EN AF 406 : State and Local Government, course change proposal, updated program, college, unit, effective date, added instructor
21. ORG LEAD ARTS : Arts Emphasis, Program Deactivation Proposal
22. ORG LEAD HUM DEV : Human Development Emphasis, Program Deactivation Proposal
23. ORG LEAD NONPROFIT : Nonprofit Leadership Emphasis, Program Deactivation Proposal

On 11 February 2019, the following Course Leaf requests were approved:

1. ACCTG 299 : Travel Course, course change request, change college, program, unit, effective date, reduce section size, add TBA instructor
2. ACCTG 499 : Travel Course, course change request, changed effective date, reduce section size.
3. BIO 307 – Cell Biology, course change request, prerequisite changed
4. BUS ADM 299 : Travel Course, course change request, change college, program, unit, effective date, reduce section size, add TBA instructor
5. BUS ADM 499 : Travel Course, course change request, change college, program, unit, effective date, reduce section size, add TBA instructor
6. CHEM 108 : Survey of General, Organic and Biochemistry General Chemistry, course title change, changed college, change effective date, revised catalog course description
7. CHEM 109 : Survey of General, Organic, and Biochemistry Laboratory General Chemistry Laboratory, course title change, changed program, college, change effective date, periodicity, added TBA instructor
8. CHEM CHEM PRO : Chemistry Professional Program, program change request, changed catalog effective year, changed college, added Bio 201 and 202 a supporting course choices,

9. COMP SCI 201 : Introduction to Computing & Internet Technologies, course change request, changed program, college, unit, effective date, revised catalog description, changed to 3 lecture contract hours from 4 to 3, increased section size, added instructor
10. COMP SCI 292 : Introduction to Mobile Platforms and Apps, course change request, changed college, unit, effective date, changed require pre req to P: COMP SCI 201 and COMP SCI 256 with at least a C grade in both, added instructor..
11. COMP SCI 316 : Advanced Software Design, course change request, changed college, unit, effective date, changed require pre req to P: COMP SCI 256 with at least a C grade
12. COMP SCI 351 : Data Structures, course change request, changed college, unit, effective date, change required pre req to (s) P: COMP SCI 240 AND COMP SCI 316 with at least a C grade in bot, added instructor
13. COMP SCI 352 : Computer Graphics and Animation, course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 240 with at least a C grade., added recommended repreq COMP SCI 371.
14. COMP SCI 357 : Theory of Programming Languages course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 316 with at least a C grade, changed periodicity to every fall, added instructor
15. COMP SCI 361 : Information Assurance and Security course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 256 with at least a C grade. changed periodicity to every fall,
16. COMP SCI 371 : Advanced Object-Oriented Design course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 316 with at least a C grade
17. COMP SCI 450 : Theory of Algorithms course change request, changed college, unit, effective date, change required pre req to P: 18 COMP SCI 240, COMP SCI 316, MATH 202 with at least a C grade in all three, changed periodicity to every spring, added instructor.
18. COMP SCI 451 : Database Systems and Big Data Processing course change request, changed college, unit, effective date, change required pre req to : COMP SCI 221 with at least a C grade, added instructor.
19. COMP SCI 452 : Operating Systems Using Linux , course change request, updated program, college and effective year, added required prereq of COMP SCI 240 with at least a C grade. Recommend: COMP SCI 371. added instructor
20. COMP SCI 464 : Artificial Intelligence course change request, changed college, unit, effective date, change required pre req to COMP SCI 240 with at least a C grade Recommend: COMP SCI 351 and MATH 202, changed periodicity to every fall, added instructor. .
21. COMP SCI SECURITY : Information Assurance and Security Emphasis, program change request, updated unit, college and catalog effective year, added to supporting courses [COMP SCI 231](#), [MATH 202](#), [COMM 166](#) as choice, deleted [COMM/INFO SCI 308](#)
22. COMP SCI SOFTWARE : Computer Science - Software Engineering, program change request, updated unit, college and catalog effective year, added to supporting courses [COMP SCI 231](#), [MATH 202](#), [COMM 166](#) as choice, deleted [COMM/INFO SCI 308](#), added [COMP SCI 452](#)

23. DJS 198 : First Year Seminar course change request, changed effective year, changed periodicity to Every Fall & Spring, added topics American Democracy through Film and Television and The National Parks, added special fee, and field trip required
24. DJS 198 : First Year Seminar, course change request, updated effective date, change periodicity to Every Fall & Spring, added topic choices Every Fall & Spring and The National Parks, added fee of \$50 and required field trip
25. FRENCH 320 : Intermediate Composition and Conversation. New course proposal
26. GEOG 321 : Coastal Resources Policy and Management, course deactivation
27. GEOG 470 : Glacial Geology & Landscapes Quaternary Geology, Course change request, course title change, updated program, college, unit, effective date, revised catalog description, changed periodicity to Fall Even Years, cross listed with GEOSCI 670, added instructor.
28. GEOSCI 470 : Glacial Geology & Landscapes Quaternary Geology, Course change request, course title change, updated program, college, unit, effective date, revised catalog description, changed periodicity to Fall Even Years, designated 3 contact hours for lab and 2 contact hours for lecture, cross listed with GEOSCI 670, field trip required and added instructor.
29. GERMAN 225 : Intermediate German Conversation and Composition. Course deactivation request
30. GERMAN 320 : Intermediate German Conversation and Composition, new course proposal
31. GERMAN 325 : Advanced German Conversation and Composition, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
32. GERMAN 329 : Representative German Authors, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
33. GERMAN 333 : Literary Themes, Course change request, updated program, college, unit, effective date, added instructor
34. GERMAN 335 : Literary Eras, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
35. GERMAN 345 : Advanced German Grammar, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
36. GERMAN 350 : Major German Drama, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
37. GERMAN 351 : Major German Prose Fiction, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
38. GERMAN 355 : Deutsche Kultur und Landeskunde, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
39. GERMAN 356 : German Culture, Course change request, updated program, college, unit, effective date, changed required pre requisite to none and recommended to German 225 or 320, added instructor

40. GERMAN 357 : German Cinema, Course change request, updated program, college, unit, effective date, changed required pre requisite to none and recommended to German 225 or 320, added instructor
41. GERMAN 420 : Business German, Course change request, updated program, college, unit, effective date, changed required pre requisite to German 225 or 320, added instructor
42. GERMAN 425 : German Translation Studies, Course change request, updated program, college, unit, effective date, changed required pre requisite to German 225 or 320, added instructor
43. HISTORY-I : History Minor, program change request, deleted History 354 and 358 from UL course choices
44. HISTORY : History Major, program change request, deleted History 358 from Category III, Non-Western History course choices
45. HUM BIOL CYTOTECH : Cytotechnology Emphasis, program change request, updated college, catalog effective date, added [HUM BIOL 221](#) & [HUM BIOL 222](#) as A & P options,
46. HUM BIOL EXERCISE : Exercise Science Emphasis, program change request, updated college, catalog effective date, added [HUM BIOL 221](#) & [HUM BIOL 222](#) as A & P options
47. HUM BIOL HEALTH SCI : Health Science Emphasis, program change request, updated college, catalog effective date, added [HUM BIOL 221](#) & [HUM BIOL 222](#) as A & P options
48. HUM BIOL HUB-GEN : General Human Biology Emphasis, program change request, updated college, catalog effective date, added [HUM BIOL 221](#) & [HUM BIOL 222](#) as A & P options
49. HUM BIOL NUT SCI : Nutritional Sciences/Dietetics Emphasis, program change request, updated college, catalog effective date, deleted [HUM DEV 102](#) and or [PSYCH 102](#) as supporting courses and added [HUM BIOL 221](#) & [HUM BIOL 222](#) as A & P options, [PSYCH 102](#) or [PSYCH 203](#)
50. HUM BIOL PUB HEALTH : Applied Public Health Emphasis, program change request, updated college, catalog effective date, added supporting courses [NUT SCI 212](#), [HUM BIOL 221](#) and [222](#), deleted [FRENCH 102](#), German 102, Spanish 102 as literature course choices and added One year of college-level foreign language. Deleted [HUM BIOL 422](#) s required UL course, add UL course choices Bio 304, 308, 322, 340, 349, 408, HUM BIO 341, CHEM 331, HUM BIO 351, 361, 403, 423, NUTR 329, deleted HUM BIO 495, 497, 498 as courses to consider. Added Electives, as needed, to acquire 30 credits of upper level coursework. Options to fulfill this requirement include upper level courses in Human Biology, Nutritional Science, Biology and Psychology
51. HUM BIOL-I APPLIED : Human Biology Minor - Applied, program change request, updated college, catalog effective date, added supporting courses [HUM BIOL 221](#) and [222](#),
52. HUM BIOL-I HUB-GEN-I : Human Biology Minor – General, program change request, updated college, catalog effective date, added supporting courses, added supporting courses [HUM BIOL 221](#) and [222](#),
53. PSYCH CULTURAL – Gender and Diversity – Deactivated

54. PSYCH Developmental Emphasis – New Program to accommodate Psych and Human development merger.
55. PSYCH Brain Beha: Brain Behavior Health, Program Change to accommodate Psych and Human development merger.
56. PSYCH General: Psychology Major, Updated to accommodate Psych and Human development merger.
57. PSYCH Mental Health Emphasis - Updated to accommodate Psych and Human development merger.
58. PSYCH Minor - Updated to accommodate Psych and Human development merger.
59. PU EN AF 102 : Environment and Society, course change request, changed catalog description
60. PU EN AF 323 : Sustainable Land Use description, course change request, changed catalog description, added gen ed category of social science, and gen ed infusion skills of Interdisciplinarity and Problem-focused Thinking, added instructor
61. PU EN AF 324 : Transitioning to Sustainable Communities, course change request, update effective date, revised catalog description changed periodicity to Every Fall & Spring
62. PU EN AF 326 : Philanthropy: Civic Engagement through Giving, new course proposal
63. PU EN AF 345 : Public and Nonprofit Human Resource and Risk Management, , course title change, updated college and effective date, revised catalog description, changed periodicity to Every Fall & Spring, added instructors
64. PU EN AF 351 : Water Resources Policy and Management, updated program, college, unit and effective date, changed contact hours to 3, deleted required pre req of Pu En Af 102 or Env Sci 102, added gen ed infusion skills of interdisciplinarity and problem focused, added instructor
65. PU EN AF 408 : Public Policy Analysis, course change request, updated program, college, unit and effective date, added instructor
66. PU EN AF 425 : Fundraising and Marketing for Nonprofits, course change request, updated effective date, deleted from pre req Pu En Af 215; REC Pu En Af 315
67. PU EN AF 426 : Strategic Philanthropy: Civic Engagement Through Giving, course deactivation request
68. SUPPLY : Certificate in Supply Chain Management , New program request added the following courses [BUS ADM 334](#), 380, 381, 383, 384
69. THEATRE 228 : Jazz Dance II, course change request, updated program, college, unit and effective date, deleted recommended pre req to conc enroll in ballet or modern dance. Added instructor
70. THEATRE 335 : Production Practicum: Crews, course change request, updated program, college, unit and effective date, changed pre req to Major or Minor status in Theatre and Dance. Non majors/minors are invited to seek permission to register, added gen ed infusion skills of Communication (Written and Oral) Problem-focused Thinking, Added instructors

**University Staff Committee Report for Faculty Senate
February 27, 2019**

- Teri Ternes has accepted a voting position on the university staff committee that was vacant due to Jan Snyder's retirement. ☺
- The university staff committee voted Holly Keener into the vice chair position, for the remainder of her term, spring 2020. Teri Ternes will assume the position of Secretary for the remainder of her term, spring 2019.
- The university staff committee has completed their Interest Survey. The upcoming election will fill 19 vacancies for 2019-20 academic year, unfortunately only received 24 replies to the survey. The USC will be contacting members with committee information that will include an estimation of the time commitment and concise committee descriptions, and setting up a booth in a high-traffic area to answer questions in hopes of engaging more members. Due to these efforts, the election timeline will be extended and ballots will be open from March 22-29th.
- The university staff committee representative from UWGB-Manitowoc, April Peissig, resigned effective Thursday, February 14, 2019. The position on the UWGB – Sheboygan campus remains vacant. The CEOs from each campus will be asked for assistance in identifying replacements. If replacements are not found, the positions will remain open until the academic year.
- University Staff Governance will hold a teleconference on February 28, 2019 at 10am with Dr. Shenita Brokenburr to discuss professional development for all university staff. The UWS Rep and Professional Development Committee members will participate in the teleconference.

Respectfully submitted,

Kim Mezger, Chair
University Staff Committee