

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 6

Wednesday, 17 January 2007, 3:00 p.m.

Phoenix Room C, University Union

Presiding Officer: Christine Style, Speaker

Parliamentarian: Professor Clifford F. Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO.5, DECEMBER 13, 2006 [page 2]

3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS:

- a. Change in General Education Requirements - Interdisciplinary Focus (second reading)
[page 5]

5. NEW BUSINESS

- a. Code Revisions to 53.11, General Education Programs (first reading) [page 6]
Presented by Professor Scott Furlong
- b. BAS Degree (first reading) [page 7]. Presented by Professor William Laatsch
- c. Change in General Education Requirements – Humanities Requirements
(first reading) [page 44]. Presented by Professor Brian Sutton, GEC Chair
- d. Mission Revision – discussion item [page 46]. Presented by Associate Provost
Timothy Sewall
- e. Calendar Revision – discussion item. Presented by Deans Hughes and Erickson
- f. Requests for Future Senate Business

6. PROVOST'S REPORT

7. UNIVERSITY COMMITTEE REPORT

Presented by Scott Furlong, Chair

8. ADJOURNMENT

MINUTES 2006-2007

UW-GREEN BAY FACULTY SENATE MEETING NO. 5

Wednesday, December 13, 2006
Phoenix Room C, University Union

Presiding Officer: Christine Style (COA-UC), Speaker

Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Derryl Block (NUR), Peter Breznay (ICS), Francis Carleton (URS), Sally Dresdow (BUA), Scott Furlong (PEA-UC), Clifton Ganyard (HUS), Allison Gates (COA), Cheryl Grosso (COA), Stefan Hall (HUS), Sue Hammersmith (Provost, *ex officio*), Tian-you Hu (NAS), John Katers (NAS), Harvey Kaye (SCD), Anne Kok (SCOW), Michael Kraft (PEA), Kaoime Malloy (COA), Daniel Meinhardt (HUB), Steven Meyer (NAS), Timothy Meyer (ICS), Terence O'Grady (COA-UC), Debra Pearson (HUB), Donna Ritch (HUB-UC), , Meir Russ (BUA), Bruce Shepard (Chancellor, *ex officio*), Brian Sutton (HUS), Kristin Vespia (HUD), Dean Von Dras (HUD-UC)

NOT PRESENT: Mark Kiehn (EDU), Pao Lor (EDU), Kevin Roeder (SOCW-UC)

REPRESENTATIVES: Paula Ganyard (Academic Staff Committee)

GUESTS: Dean Fritz Erikson, Associate Dean Regan Gurung, Interim Dean Fergus Hughes, Associate Provost Timothy Sewall

1. Call to Order. With a quorum present, Speaker Style called the Senate to order at 3:05 p.m.

2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 4, November 15, 2006. The minutes were approved with no objection.

3. Chancellor's Report The Chancellor mentioned issues under consideration by the Board of Regents, such as criminal background checks, but spent most of his time on two issues – the budget and the Weidner Center. On the budget he described how much of the planning is now waiting for the Governor's budget proposals to be announced, probably in February. At that point we should have clearer signals about the future of the Growth Agenda and the status of an "exercise" of making a 10% administrative cut across the System. On the Weidner Center the Chancellor described the work that has been done to separate the University's obligations to keeping the facility operating from the community's responsibilities through the group known as *Weidner Center Presents* for providing much of the programming. Whatever the success of that group, and the Chancellor reports that it has been working hard to gear itself up for some ambitious expectations, the University remains protected from the vagaries of the programming business. The Chancellor thanked in particular the work of Tom Maki in bringing this about.

4. Continuing Business

Resolution on UWS 7. University Committee Chair Furlong presented this resolution to endorse

a new chapter in the Wisconsin Administrative Code dealing with rules for dismissing faculty. Senator O'Grady moved adoption (second by Senator Ritch) of the resolution. The discussion focused on understanding how the current version differed from previous versions that had made many uncomfortable, especially over the prospects of dismissing faculty who were simply charged with a crime and over the definition of the "consultation" required between the Chancellor and faculty governance. Current and former UC members spoke on how this version offers more satisfactory protections and supported adoption of the resolution. With a final question on what other campuses were doing (UW-Madison apparently has passed the resolution), the matter was put to a vote and the resolution passed (23-0-2).

5. New Business

a. Change in General Education Requirements. Senator Sutton presented the first reading of two specific changes, both intended to add further breadth for students by outlawing certain combinations of selections from current categories. Questions centered on possible effects on transfer students and on how many students would have to change their selections under the new requirements. There was some speculation that effects would be minimal, but even so would offer symbolic support for interdisciplinarity.

b. Report of the Comprehensive Program Review Committee. The two deans presented this item. Dean Hughes began by reviewing the charge to the committee and the intent that the report start a dialog rather than be the final word. He stressed the five variables used in proposed program reviews: demand, quality, internal contributions, external contributions, and cost effectiveness. He also admitted some data problems (lack of data, lack of data comparability, unorganized data) and thus the need for programs to supply a richer context. Units have been asked to respond to the report by next March. Dean Erikson reviewed the six recommendations of the committee and offered the judgment that we do in fact have a pretty good program array. The extensive discussion began with a questioning of the data and categorizing of data and moved to comments about the need for data to be interpreted with judgment, on to questions of validity, reliability, and reification, then on to warnings about how measurable items tend to overwhelm unmeasured (or unmeasurable) items, and finally to worries that despite all the data, resources are most likely to follow student demand anyway. Mixed in with this thread was another about purposes and intents. Senators wanted to know what specifically was being asked of units in terms of response to the report, how this report would interact with prior efforts to review programs (assessment plans, accreditation efforts, and the work of the Academic Affairs Council to review programs), whether the intent was to establish baselines, whether we are asking the right questions, and whether the tone of the report was good for campus climate. After a comment that several senators might not be joining the discussion because many units had not yet reviewed and discussed the report, the chair urged the Senate on to other business.

c. Request for future Senate business. Speaker Style then asked for items for future business and Senator Carleton offered a concern about whether in non-unanimous decisions by faculty governance groups there should be a record by name of how people voted. He cited a case where members of a group had requested anonymity and he questioned the legitimacy of such action. Several senators were eager to discuss the matter but the Speaker ruled the discussion out of order since the Senate was just entertaining requests for future business at this point.

6. Provost's Report. The Provost referred to her written report and mentioned specifically the record number of sabbaticals recently awarded and the available release times for instructional development. The written report also included a resolution from the Student Senate urging faculty to take several actions to hold down the costs of textbooks.

7. University Committee Report. UC Chair Furlong reported the issues the UC has been discussing including general education proposals and the meaning of "recommend" as it appears in the Code.

8. Adjournment. Speaker Style efficiently gaveled adjournment at 4:56 p.m.

Respectfully submitted,

Clifford Abbott, Secretary of the Faculty and Academic Staff

CHANGE IN GENERAL EDUCATION REQUIREMENTS PROPOSAL

On October 19, 2007, the General Education Council unanimously passed the following proposal:

- When more than one course is required from a General Education domain, courses must be from different disciplines. This does not include interdisciplinary programs such as Humanistic Studies, Human Development, etc.
- All students must take at least 6 credits of interdisciplinary course work besides any courses counted toward their major and/or minor. In other words, a student cannot use the same course to satisfy the interdisciplinary requirement within General Education and also satisfy requirements for a major or minor. New courses may be created especially for this category; such courses may include, but need not be limited to, Interdisciplinary Freshman Seminars.

Faculty Senate Continuing Business 4(a)
17 January 2007

53.11 GENERAL EDUCATION PROGRAMS

Proposed Revisions – November 9, 2006

- A. General Education Programs. General Education Programs consist of those courses and programs developed to satisfy or support the Breadth, Ethnic Studies, Other Culture, and All-University Proficiency Requirements.
- B. Associate ~~Dean~~ **Provost for Academic Affairs**. The Associate ~~Dean of Liberal Arts and Sciences~~ **Provost for Academic Affairs** is appointed by the Provost/Vice Chancellor for Academic Affairs ~~on the recommendation of the appropriate Dean(s)~~ using the codified Search and Screen Procedures for Administrative Appointments. The Associate ~~Dean~~ **Provost** is a member of the Office of the Provost/Vice Chancellor for Academic Affairs.
- C. Faculty. The General Education faculty includes all members of the Faculty of the University. For purposes of governance of General Education, the faculty includes four groups: the Humanities and Fine Arts Domain, which includes Humanistic Studies, Communication and the Arts, half from Information and Computing Science; the Natural Sciences Domain, which includes Human Biology, Natural and Applied Sciences, and half from Information and Computing Science; the Social Sciences Domain, which includes Human Development, Social Change and Development, Urban and Regional Studies, and Public and Environmental Affairs; the Professional Programs, which include Business Administration, Education, Nursing, Physical Education, and Social Work. For purposes of General Education governance, faculty members may vote in each group to which they belong by these definitions.
- D. General Education Council. The General Education Council will advise the Provost/Vice Chancellor for Academic Affairs and the appropriate Dean(s) through the Associate ~~Dean of Liberal Arts and Sciences~~ **Provost for Academic Affairs** on all matters pertaining to General Education, including but not limited to courses appropriate to the General Education Curriculum.
- E. Curriculum Review. Course proposals to fulfill General Education requirements will ~~originate in~~ **be approved by** interdisciplinary units, ~~Professional Programs, and Educational Support Services~~ in the usual manner. Such units may collaborate in any manner they see fit in developing course proposals. ~~The Associate Dean of Liberal Arts and Sciences shall, on the advice of the Council, identify or solicit courses and curricula for the General Education Programs.~~ The Council shall determine and regularly review the suitability of any course for adoption or continuation as a General Education course, and so advise the Provost/Vice Chancellor and appropriate Dean(s) through the Associate ~~Dean~~ **Provost**. All new courses shall be submitted to the Academic Affairs Council for its normal review.

Faculty Senate New Business 5(a)
7 January 2007

Degree Proposal
Bachelor of Applied Studies (BAS) Degree
University of Wisconsin-Green Bay
January 10, 2007

Faculty Senate New Business 5(b)
17 January 2007

Acknowledgements

The proposed Bachelor of Applied Studies degree and curriculum were developed by a working group consisting of the following UW-Green Bay faculty:

Bill Laatsch, Chair (Urban and Regional Studies)
Cliff Abbott (Information and Computing Sciences)
Regun Gurung (Human Development)
Andy Kersten (Social Change and Development)
Anne Kok (Social Work)
Tim Meyer (Information and Computing Sciences)
Donna Ritch (Human Biology)

Jan Thornton (Associate Provost for Outreach and Adult Access) assisted Professor Laatsch in developing the full proposal and in securing COBE grant funding from UW-System for initial program marketing, recruitment, and advising.

External reviews of the proposal were provided by:

Dr. Daniel Burcham, Vice President for Student Affairs (formerly, a tenured English professor and Associate Dean of Arts and Sciences)
Ferris State University

Dr. Anne W. Zalenski, Associate Director for Distance Education
The University of Iowa Center for Credit Programs, University of Iowa

Table of Contents

EXECUTIVE SUMMARY	4
PROGRAM IDENTIFICATION	6
CONTEXT	7
NEED	10
PROGRAM DESCRIPTION AND EVALUATION	12
PERSONNEL	20
ACADEMIC SUPPORT SERVICES	22
FACILITIES	23
FINANCE	24
APPENDIX A: UW-GREEN BAY ADULT DEGREE COURSE OFFERINGS, SUMMER 2005 THROUGH SUMMER 2008	25
APPENDIX B: EXTERNAL REVIEW #1	28
APPENDIX C: EXTERNAL REVIEW #2	31

Executive Summary

Overall Description: The Bachelor of Applied Studies (BAS) is designed to enable residents of Northeast Wisconsin who hold technical degrees from the Wisconsin Technical College System to earn a liberal education baccalaureate degree at the University of Wisconsin-Green Bay (UWGB). The BAS is a 2+2 baccalaureate completion program which offers a curriculum of liberal learning as a complement to technical college education. BAS students will be able to transfer their associate degrees into UWGB as a block of 60 credits. At UWGB, BAS students will then complete 60 additional credits that (a) will satisfy UWGB's general education requirements, (b) will fulfill the requirements for UWGB's Interdisciplinary Studies Major, and (c) will satisfy all other UWGB baccalaureate graduation requirements.

Assumption: Learning grounded in liberal studies enables students to develop perspectives and competencies that are beneficial to them in any work or community environment. Thus, bringing a liberal education to technical college graduates will expand their horizons, make it possible for the graduates to see the world in new ways, enhance their earning power and increase their professional potential. It also will honor and build on the learning and education that has taken place previously in Northeastern Wisconsin's public technical colleges.

Why? According to the 2000 U.S. Census, Northeast Wisconsin includes over 62,000 people with associate degrees but no baccalaureate degree. The vast majority of these men and women have graduated from a Wisconsin Technical College System institution. Many of these individuals desire or plan to continue their education, and many recognize the value of liberal learning for their professional careers, personal lives, and community roles. We believe they should be allowed to pursue their educational dream of earning a University of Wisconsin degree without having to start over.

Faculty Oversight: UWGB's Interdisciplinary Studies Curriculum Committee will oversee all aspects of the quality of the program including ongoing assessment of learning outcomes and program reviews and questions relating to admission decisions. In 2006-07, this committee is chaired by Professor **William Laatsch** and includes Professors **Sally Dresdow**, **Brian Merkel**, **Tim Meyer**, and **Catherine Henze**, and Lecturer **Linda Toonen**.

Delivery: The Bachelor of Applied Studies Degree will be administered through UWGB's Adult Degree Program. It also, however, will be available to those who are able to take advantage of UW-Green Bay's residential on-campus program. The Adult Degree Program delivers courses in formats and timeframes that make it possible for nontraditional students to earn their degrees, including on-line, evening, Saturday, and summer intensive courses. We expect the biggest demand will come from those desiring nontraditional delivery formats.

Curriculum: The UWGB curriculum would consist of a minimum of 60 credits. Forty-two of these credits will fulfill UW-Green Bay's General Education requirements *above and beyond* any general education courses the student completed as part of the associate degree. Students will also complete a 12-credit, upper-level, interdisciplinary, area of emphasis; a 3-credit, upper-level critical thinking course; and a 3-credit, upper-level capstone course. Thus, at least 30 credits then will be at the upper level. The entire 60 credit package comprises the Interdisciplinary Studies major for the BAS.

Audience: The BAS degree is intended specifically for associate degree graduates from Northeast Wisconsin Technical College, Fox Valley Technical College, Moraine Park Technical College

and Lakeshore Technical College, and will be open to residents who have technical degrees from other institutions or states as well. This proposal is put forth against the backdrop of widespread recognition that Wisconsin is lagging in its percentage of four-year college graduates compared to other states and of growing demand from the state elected officials that public resources be used more seamlessly and therefore more efficiently. The BAS degree also reflects the commitment of NEW ERA (the Northeast Wisconsin Educational Resource Alliance), of which our institutions are members, to foster regional partnerships to serve the educational needs of our region and to use public resources efficiently and effectively.

Admission: Technical College transfer students applying to UWGB for the BAS will be subject to the same admissions standards as other transfer students. Transfer students will be required to have a minimum 2.5 grade point average on transferable coursework. Students may be placed on a waiting list for transfer admission if their grade point average is between 2.0 and 2.49.

Need: More than 62,000 residents of Northeast Wisconsin hold associate's degrees. The four technical colleges in this region together have produced more than 10,000 associate degree graduates in the last five years alone. According to statewide and regional data, we can expect that a sizable portion of those persons are interested in pursuing a baccalaureate degree. A survey conducted by Fox Valley Technical College in spring 2005 indicated a strong interest among FVTC graduates in transferring to a four year UW institution. At this time, however, a larger share of technical college associate degree graduates transfer to private institutions than do to UW institutions. Lakeland College, for example, receives the largest number of FVTC transfers annually. NWTC reports that currently 337 of that institution's graduates are enrolled at Lakeland. Enrollment and demographic data show that there will be a plethora of students in the technical college pipeline for many years to come.

Outcomes: All students who graduate will be expected to achieve the same skill-based outcomes listed as all UWGB graduates. The General Education program also emphasizes developing these skills.

- The ability to communicate effectively through listening, speaking, writing, and the use of computers.
- The ability to think critically
- The ability to exercise problem solving skills such as problem identification and analysis, solution formulation, implementation and assessment using an integrated, interdisciplinary approach.

Assessment: Assessment of anticipated student learning outcomes will be a primary and critical source of information to determine the effectiveness of this program. Specific learning outcomes and assessment strategies will be developed by the Interdisciplinary Studies Curriculum Committee. The program's Capstone course will be an important assessment component. The Capstone assesses student learning and helps shape future plans.

Finances: The BAS degree will be funded through program revenues (Fund 104) in the Division of Outreach and Adult Access. The same courses currently offered for other Adult Degree Program will serve BAS students. If and when additional, new sections are needed, Fund 104 will continue to be used. A new recruiter/advisor position will be funded during start-up by a Committee on Baccalaureate Expansion (COBE) grant from the University of Wisconsin System.

**Authorization to Implement
Bachelor of Applied Studies (BAS) Degree
University of Wisconsin-Green Bay
*January 2007***

1. PROGRAM IDENTIFICATION

1.1 Title

NEW ERA¹ Bachelor of Applied Studies (BAS) Degree

1.2 Department or Functional Equivalent

Adult Degree Programs, Interdisciplinary Studies Major

1.3 College, School or Functional Equivalent

Divisions of Outreach and Adult Access, and Liberal Arts and Sciences

1.4 Timetable for Initiation

Implementation goal is Fall 2007

1.5 Residential On-Campus program?

The Bachelor of Applied Studies Degree is designed to be a liberal arts baccalaureate completion program for adults in Northeast Wisconsin who already have completed an associate degree at a Wisconsin technical college or out-of-state community college. It will utilize UW-Green Bay coursework already offered for our Adult Degree Program's Interdisciplinary Studies Major. One fourth of these courses are delivered fully through the Internet. The rest of these courses are delivered on the Green Bay campus in nontraditional formats and time frames that meet the needs of working adults, including Saturday delivery, evening, and Internet-enhanced formats. Consequently, adult learners from a wide geographic area can conveniently participate in the program.

¹NEW ERA refers to the Northeast Wisconsin Educational Resource Alliance, a consortium of CEOs and other educational leaders from all of the public institutions of higher education in Northeastern Wisconsin. Participating institutions include University of Wisconsin-Green Bay, University of Wisconsin-Oshkosh, Northeast Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Moraine Park Technical College, UW Marinette, UW Manitowoc, UW Fox Valley, UW Fond du Lac, UW Sheboygan, and the College of Menominee Nation.

2. CONTEXT

2.1 History of Program

UW-Green Bay began an Extended Degree program in the 1970's. Designed to make a baccalaureate degree accessible to nontraditional students who have full work and family responsibilities, UW-Green Bay's Extended Degree began with independent study courses only but later expanded to include Saturday delivery, evening, Internet-enhanced, and full Internet delivery formats. UW-Green Bay also had an "Adaptable Degree Program" and the "University without Walls" to make college accessible to nontraditional students. All these programs were authorized by the UW Board of Regents.

In 2004, UW-Green Bay reaffirmed its commitment to adult education through a major reorganization to enhance the fiscal viability, academic credibility, and public visibility of the Extended Degree Program. The program was retitled "Adult Degree Program," and administrative responsibility for delivering the program was assigned to a new division of Outreach and Adult Access, which reports directly to the Provost. Since that time, this adult degree program has grown in both academic stature and enrollments. It now enrolls 270 students, all pursuing a Bachelor of Arts degree with an Interdisciplinary Studies major.

While the current program meets the needs of many students, it does not provide a viable degree completion opportunity for many graduates of the Wisconsin Technical Colleges in our region. Many residents of Northeast Wisconsin earn associate degrees from the Wisconsin Technical College System and then at a later point, for personal and/or professional reasons, desire to continue their educations. Recognizing the benefits of liberal education, many contact UW-Green Bay about entering our institution. Those who do continue at UW-Green Bay are typically good students. Many, however, are turned away by our inability to accept their prior coursework into our current degree structure. Hence, for Technical College graduates, the alternatives are costly. They can either complete a baccalaureate degree from one of the region's private colleges which do accept the technical college coursework but charge much higher tuition (e.g., St. Norbert, Lakeland, Silver Lake, the University of Phoenix), or they can complete a UW degree which grants them little transfer credit for their associate degree.

The proposed Bachelor of Applied Studies degree is a liberal arts baccalaureate completion program especially designed for men and women who hold technical associate degrees from Wisconsin Technical College institutions. The Bachelor of Applied Studies degree will provide these graduates with greater access to a baccalaureate degree by accepting 60 credits from the technical associate degree toward their baccalaureate degree requirements. These transfer students will then complete a 60-credit program of study in the liberal arts, which will satisfy both their general education requirements and the requirements for UW-Green Bay's Interdisciplinary Studies major.

In Northeast Wisconsin, 62,000 persons hold associate degrees, and the four technical colleges in Northeast Wisconsin have produced more than 10,000 associate degree graduates in just the last five years. If Northeast Wisconsin were a state, however, we would rank 49th in the number of citizens who hold baccalaureate degrees. Consequently, in Northeast Wisconsin, the need and market for the Bachelor of Applied Studies degree is great.

This BAS proposal is put forth against the backdrop of widespread recognition that Wisconsin as a state is lagging in its percentage of four-year college graduates compared to other states and growing demand from the state elected officials that public resources be used more seamlessly and therefore more efficiently. In the early 2000s, a Committee on Baccalaureate Expansion (COBE) was formed with representation from both the University of Wisconsin system and the Wisconsin Technical College System. This group's report, issued in 2004, called for the state's two public higher education systems to connect adult workers to new baccalaureate degree opportunities, including degree completion programs such as the Bachelor of Applied Studies. COBE has been embraced by the UW Board of Regents and supported with direct funding by Wisconsin Governor Jim Doyle.

In 2006, the University of Wisconsin-Green Bay and the University of Wisconsin-Oshkosh jointly submitted and received funding for one of six COBE grants to assist our two institutions with the development, marketing, and recruitment for our NEW ERA Bachelor of Applied Studies degree. In short, this degree proposal both builds on a rich tradition of adult education at UW-Green Bay and breaks new ground in bringing to Northeast Wisconsin the kind of degree completion program that is called for by the COBE initiative.

The Bachelor of Applied Studies degree will recognize that students come to college from many different paths in life. Many obtain an associate degree in a technical field, work for some years, and then at a later point in life, for personal or professional reasons, desire to continue their educations. Adding a new Bachelor of Applied Studies degree would enable these individuals to transfer seamlessly into UW-Green Bay to obtain a liberal education experience. The Bachelor of Applied Studies degree will recognize both their technical concentration and their interdisciplinary studies major. As such, it represents an innovative paradigm to bring liberal education to an expanded population of working adults in Northeast Wisconsin.

2.2 Instructional Setting of Program

Although students would be able to choose to attend traditional UW-Green Bay classes, the instructional setting for most of the BAS students will be a combination of face-to-face Saturday course delivery with intensive study, reading and writing (often Internet enhanced between class sessions), full Internet courses, and intensive summer courses.

2.3 Relation to Mission Statement and Strategic Academic Plan

The proposed BAS degree will embody UW-Green Bay's mission to provide "a distinctive academic plan characterized by strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs appropriate to a comprehensive institution." It is consistent with UW-Green Bay's mission to prepare students to evaluate critically and to address the complex issues of their professions and of the human experience including employing a problem-focused approach, with an emphasis on regional and national issues. The proposed degree is responsive to metropolitan and regional needs² and embodies UW-Green Bay's goal to "connect learning to life" in our region.

Implementation of a BAS degree was explicitly endorsed by UW-Green Bay's Academic Affairs Planning Committee and included in the "Academic Affairs Strategic Plan, 2006-2009" as a strategic action toward accomplishing our goal of offering "academic programs and services of high quality and integrity that are flexible and responsive to the needs of the region."³ The proposed BAS degree also reflects the mission of NEW ERA (Northeast Wisconsin Educational Resource Alliance). NEW ERA's mission is to foster regional partnerships and collaboration among the region's publicly supported institutions of higher education in order to better serve the educational needs of the people in this region and to use public resources efficiently and effectively.

2.4 Program Array History – UW-Green Bay

A. NEW MAJOR PROGRAMS STARTING IN OR SINCE 2000-01:

CAMPUS YEAR/TERM	LEVEL	MAJOR CODE	MAJOR NAME	BEGIN
GBY <i>As of 11/10/2005</i>	M	21041	Social Work	2003-04/F

B. MAJOR PROGRAMS DISCONTINUED IN OR SINCE 2000-01:

CAMPUS YEAR/TERM	LEVEL	MAJOR CODE	MAJOR NAME	END
GBY	B	22061	GEOGRAPHY	2001-02 S
GBY	B	04241	NUT. SCIENCES	2004-05 S

As of 11/10/2005

² Select Mission, University of Wisconsin-Green Bay

³ "Academic Plan, 2006-09, University of Wisconsin-Green Bay," 2006, p. 3.

3. NEED

3.1 Comparable Programs in Wisconsin

There is no other Bachelor of Applied Studies program in the state of Wisconsin. Consequently, the proposed Bachelor of Applied Studies degree will provide a unique opportunity for Wisconsin Technical College graduates in a wide array of fields to further pursue their education within the Wisconsin public higher education system. Currently, a number of private colleges and universities accept Wisconsin Technical College associate degrees toward baccalaureate degrees in a variety of fields, including liberal arts fields.

Currently, UW institutions accept a full technical college associate degree as transfer credits toward a baccalaureate degree only in the field of nursing. Five UW institutions – UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Eau Claire, and UW-Green Bay – accept Wisconsin Technical College associate degrees in nursing toward the Bachelor of Science in Nursing Degree.

Hence, the Bachelor of Applied Studies degree will be unique within the UW System. It will both recognize the technical associate degree as the first 60 credits toward the baccalaureate degree and provide a strong, interdisciplinary, liberal education as the degree completion program. Designating such a course of study as a BAS degree (rather than a BA or BS degree) will distinguish and avoid confusion between this unique educational configuration and that more traditional liberal arts bachelor degree.

3.2 Comparable Programs Outside Wisconsin

In other states, typically those with “community college” systems, students enjoy a variety of options for continuing their education. Institutions from other states that offer applied bachelor’s degrees include the University of Iowa, New Mexico State University, Ohio University, California State University-Dominguez Hills, University of Minnesota, University of Michigan-Dearborn, University of Virginia, Ferris State University (Michigan), University of Maine, Southwest Missouri State, Arizona State University, Northern Arizona University, Slippery Rock University (Pennsylvania), Boise State University (Idaho), and the University of Washington-Bothell.

3.3 Regional, State and National Needs

The need for this program is acute. *In Northeast Wisconsin, more than 150,000 residents have some postsecondary education, including 62,000 persons with associate’s degrees.*⁴ The four technical colleges in the NEW ERA region together have produced more than 10,000 associate degree graduates in the last five years. Yet, Northeast Wisconsin ranks very low in the portion of the population who hold baccalaureate degrees. Indeed, if

⁴ U.S. Census Bureau, 2000 Census data for the following counties in Northeast Wisconsin: Brown, Calumet, Dodge, Door, Fond du Lac, Green Lake, Manitowoc, Marinette, Marquette, Oconto, Outagamie, Shawano, Sheboygan, Waupaca, Waushara, and Winnebago.

Northeast Wisconsin were a state, it would rank 49th in the frequency of bachelor-degreed population.

According to statewide and regional data, we can expect that a sizable portion of those persons are interested in pursuing a baccalaureate degree. A survey conducted by Fox Valley Technical College in spring 2005 indicated a strong interest among FVTC graduates in transferring to a four year UW institution. At this time, however, a larger share of technical college associate degree graduates transfer to private institutions than do to UW institutions. Lakeland College, for example, receives the largest number of FVTC transfers annually. NWTC reports that currently 337 of that institution's graduates are enrolled at Lakeland. Enrollment and demographic data show that there will be a plethora of students in the technical college pipeline for many years to come.

Employers in Northeast Wisconsin have expressed the desire to develop employees who are able to communicate effectively; bring a broad and integrative world view to the workplace; think critically and problem-solve intelligently; work with diverse populations; manage change, and use change to grow; and understand that continuous improvement requires continuous learning. *A survey of area businesses conducted by a fall '05 UW-Green Bay business senior seminar class found that virtually all of the company respondents said that they would encourage their technical associate degree employees to pursue the BAS and that this degree would enhance their employees chances for promotion.*⁵ This entitlement will expand the capacity of UW-Green Bay to deliver degree completion options for working adults in many fields of employment in demand in Northeast Wisconsin.

3.4 Student Demand – Future Enrollment

The four technical colleges in the NEW ERA region together have produced more than 10,000 associate degree graduates in the last five years. According to statewide and regional data, we can expect that a significant portion of those persons are interested in pursuing a baccalaureate degree.

According to the U.S. Department of Education's National Center for Education Statistics, one in four community college students enroll with the specific intention of transferring to a four-year institution. In fact, a greater number (29%) actually do transfer to a four-year institution. *Of those who transfer, 79% do indeed earn their bachelor's degree within five years or are still enrolled toward their bachelor's degree.*⁶

5 Hebel, S., L. Muesch., A. Polster, R. Possley, J. Schuh, A. Tritz, and H. Trzebiatowski, "Employers' Profile," a survey conducted by a UW-Green Bay class, BUS ADM 490: Strategic Decision Analysis, Fall 2005.

6 Hoachlander, G., A. Sikora, and L. Horn. 2003. "Community College Students: Goals, Academic Preparation, and Outcomes." Education Statistics Quarterly 5(2).

3.5 Collaborative or Alternative Program Exploration

We are proposing the BAS as collaborative effort with UW-Oshkosh under the NEW ERA umbrella. UW-Green Bay and UW-Oshkosh would each offer its own Bachelor of Applied Studies Degree (UW-Oshkosh is submitting a separate request for authorization to implement), but the two institutions will work together to promote this program. Our institutions will jointly promote, recruit, market and advise students throughout our region, and in some cases throughout the state. All technical college graduates from the four NEW ERA technical colleges (Fox Valley Technical College, Northeast Wisconsin Technical College, Moraine Park Technical College, and Lakeshore Technical College) will be eligible to apply for admission. Depending on UW preferences, the BAS degree programs awarded by the UW-Green Bay/UW Oshkosh could be open to other technical college institutions throughout the state as well.

3.6 On-Campus Program

The BAS at UW-Green Bay will be offered both on campus and through UW-Green Bay's Adult Degree Program. We expect the biggest demand to be from working adults who have been in the workforce for a number of years and who will want to take advantage of alternative delivery formats. However, students whose schedules permit them to come to campus to attend classes during the day would be able to earn the BAS during the day since the required courses are available through UW-Green Bay's regular curriculum.

4. PROGRAM DESCRIPTION AND EVALUATION

4.1 Objectives

The Bachelor of Applied Studies (BAS), with a major in Interdisciplinary Studies, will provide technical college graduates with a ladder toward educational attainment for career advancement and human fulfillment. The degree will offer a curriculum of liberal arts and sciences and an interdisciplinary area of emphasis that has been approved by a faculty advisor as a complement to technical college education. The underlying assumption is that learning grounded in the liberal arts and sciences enables students to develop perspectives and competencies that are beneficial in their work and community environments as well as their personal lives.

To complete the 120 credit baccalaureate degree requirement, 60 credits will be accepted in transfer upon completion of any Wisconsin Technical College System Associate Degree. Currently, all WTCS Associate Degrees require completion of a minimum of 21 credits of general education coursework, and some require more. To expedite the credit transfer process, courses will appear on the UW-Green Bay transcript as a block of sixty lower-level elective credits.

The acceptance of 60 credits from the technical college will apply only toward the BAS degree. If a technical college graduate enters this BAS degree program and then decides to pursue a different baccalaureate program at UW-Green Bay (e.g., a BA degree with a

major in history), the student's transfer course work will be reevaluated on a course-by-course basis as is current practice.

Upon admission to the Bachelor of Applied Studies program, students will meet with a faculty advisor and develop a customized, 60-credit program of study designed to satisfy the remaining degree requirements. Specific courses selected will be based on the special interests of the student and the coursework completed as part of the Associate Degree.

UW-Green Bay's General Education Program provides a breadth of knowledge in a program designed to enhance students' ability to solve problems, think critically, and communicate effectively. Students will take courses in 6 broad areas—fine arts, humanities, social sciences, natural sciences, world culture and ethnic studies—which will fulfill both UWGB's general education requirements and the requirements for UWGB's Interdisciplinary Studies major.

All students who graduate from UW-Green Bay are expected to achieve the three skill based outcomes listed below. The General Education Program also emphasizes developing these skills.

- The ability to communicate effectively through listening, speaking, writing, and the use of computers.
- The ability to think critically.
- The ability to exercise problem solving skills such as problem identification and analysis, solution formulation, implementation and assessment using an integrated, interdisciplinary approach.

Technical College transfer students applying to UW-Green Bay for the BAS would be subject to the same standards as other transfer students. They will be expected to have a cumulative grade point average of 2.5 on transferable coursework but may be placed on a waiting list for transfer admission if their grade point average is between 2.0 and 2.49.

4.2 Curriculum

The BAS degree-completion program will require that students complete 60 credits (including at least 30 credits of upper-division course work) selected from existing UW-Green Bay courses. This will include:

- 42 credits in General Education course work ***above and beyond*** the 21 or more credits in general education which these students will have completed as part of their associates degree. At least 12 of these credits must be at the upper-division. These credits will ensure the student's completion of UW-Green Bay's General Education requirements (which will be the same as UW-Green Bay's General Education requirements for the BA and BS degrees). Courses currently offered in

alternate schedules and formats for Adult Degree students are listed in Appendix A.

- A 12-credit, upper-level interdisciplinary area of emphasis (approved by advisor). Areas of Emphasis course work offered in alternate schedules and formats for Adult Degree students are listed in Appendix A. These include a certificate in Organizational Communication, an emphasis in Human Development, and a variety of courses in business, economics, and accounting. Other areas of emphasis may be pursued with advisor approval.
- A 3-credit, upper level critical thinking course.
- A 3-credit capstone course.

The entire 60 credit package will satisfy the requirements of UW-Green Bay's Interdisciplinary Studies major as well as UW-Green Bay's general education requirements. The BAS degree requirements are enumerated in Table 1.

The courses that are currently offered by the UW-Green Bay Adult Degree Program for working adults in the Interdisciplinary Studies major are listed in Appendix A. A student may complete the BAS degree entirely with course work offered through the Adult Degree Program in nontraditional formats, including Saturday, evening, Internet-enhanced, or Internet courses. Alternatively, except for the required capstone course, if the student's schedule permits and the student so desires, the student may utilize UW-Green Bay's regular on-campus courses. Students should consult with their faculty advisors about regular courses which may apply to this degree.

4.3 Interrelationship with Other Curricula

The BAS degree will use the same coursework that is offered for UW-Green Bay's Bachelor of Arts (BA) Interdisciplinary Studies major. The difference between the BA degree and the BAS degree is that the BAS degree will accept 60 credits from the technical colleges. The BA degree normally accepts up to 30 credits where there is no program-to-program articulation agreement and up to 45 credits where there is a program-to-program articulation agreement. The capstone course and other courses offered through the Adult Degree Program will be open to both BA- and BAS-degree-seeking students.

Table 1. Bachelor of Applied Studies (BAS) Degree Requirements

I. Course Requirements	Credits
A. Associate Degree from an accredited institution, transferred in as a 60-credit block	60
B. General Education (≥ 12 credits at the upper level). This course work will consist of courses that fulfill each of UWGB's general education breadth requirements (H1, H2, H3, etc.) <ul style="list-style-type: none"> ▪ Fine Arts (3 cr.) ▪ Humanities (9 cr.) ▪ Social Sciences (9 cr.) ▪ Natural Sciences (12 cr.) ▪ Ethnic Studies (3 cr.) ▪ World Culture (3 cr.) ▪ English Competency, demonstrated by satisfactory test score (0 cr.) or completion of ENG COMP 100 (3 cr.) ▪ Math Competency, demonstrated by satisfactory test score (0 cr.) or completion of MATH 094 (3 non-degree cr.) Subtotal:	39-42
C. Interdisciplinary Area of Emphasis (all upper-division course work; must be approved by faculty advisor upon admission to the BAS degree program)	12
D. Upper-level critical thinking course	3
E. Capstone course	3
F. Elective courses to reach a minimum of 60 credits beyond the associate degree	0-3
TOTAL CREDITS	120
II. Other Degree Requirements	
A. UW-Green Bay courses must include two "Writing-Emphasis" courses.	
B. The student must have a UW-Green Bay cumulative grade point average of 2.0 or better.	
C. At least 30 credits must be completed at UW-Green Bay.	
D. At least half of the upper-level course work must be completed at UW-Green Bay.	

4.4 Method of Assessment of Evaluation

Assessment of anticipated student learning outcomes will be a primary and critical source of information to determine the effectiveness of this program and future quality improvement efforts. Specific learning outcomes developed by the Interdisciplinary Studies Curriculum Committee include the following:

I. Familiarity with the major concepts, theories and important works of the domain of knowledge represented by:

- Natural sciences and environmental issues
- Social sciences
- Humanities and fine arts

II. Communication skills as follows:

- Ability to give effective oral presentations
- Analysis, comprehension, and appreciation of written materials
- Writing skills
- Technological skills
- Numerical skills
- Interpersonal skills
- Ability to work cooperatively with others and demonstrate skill in intra-group relations

III. Ability to engage in various phases of problem solving:

- Problem identification
- Problem diagnosis
- Solution development
- Decision making
- Implementation of the chosen solution and evaluation of results

IV. Skills in information retrieval and management as demonstrated by:

- Ability to derive, retrieve, and evaluate information from a variety of sources
- Demonstration of computer skills
- Use of evaluation skills
- Presentation of data and information

V. Personal and social development in the following areas:

- Awareness of self
- Knowledge of own learning style
- Knowledge of cultural, racial, gender and economic diversity
- Ability to use persuasion and advocacy skills for social awareness

- Demonstration of a world view and an understanding of global interdependence with a willingness to act locally
- Development of a lifelong learning plan

The program's Capstone course will be an important assessment component. The Capstone assesses student learning and helps shape future plans. Alumni surveys and employer surveys also will provide important assessment and feedback.

The evaluation of the degree program itself will be based on the following measures of success:

- Number of students who enroll in the program.
- Number of student credit hours generated.
- Credits/time to degree.
- Graduation rate.
- Placement/employment of program participants.
- Academic success of enrolled students measured by satisfactory performance in degree completion coursework.
- Satisfaction of students with curriculum, instruction, and support services.
- Level of faculty/instructional staff involvement in orientation and faculty development activities. Number of faculty/instructional staff who participate.
- Faculty/instructional staff satisfaction with program administration and teaching experience.
- Number of faculty/instructional staff who carry out research projects related to degree completion programs and/or serving adult, nontraditional or transfer students.
- Level of employer involvement in steering committee activities.
- Employer satisfaction with program administration, employee learning, and curriculum.
- Employer support through tuition assistance or promotion.

Certain measures of success will not be truly measurable until 1 to 3 years after the program's implementation but are included here because they are longer term indicators of success. Formative evaluation will be carried out through formal and informal data collection throughout the first years. Process and programmatic adjustments will be made as appropriate. Semester data reports will track numbers of inquiries, course enrollments, demographic profile of students, academic performance, average credit load, and student credit hours generated. We will use surveys and interviews to gather feedback from stakeholders and to determine student, faculty, and employer satisfaction throughout the project. The project plan calls for the services of an external evaluator to carry out thorough and objective summative assessment of the project. The NEW ERA BAS curricular model and review of its operation will be available to UW System and WTCS institutions. Research projects and white papers related to the project will be shared throughout the state, published in adult and higher education journals, and/or presented as conference papers. In addition, project staff will be available to consult with other interested UW institutions.

4.5 Accreditation Requirement. Not applicable; no special accreditation beyond Higher Learning Commission's institutional accreditation will be pursued.

4.6 Diversity

Within the curriculum, ethnic diversity, gender diversity, and age diversity are found throughout the General Education Program. A brief review of the offerings provides these examples: COMN ART 272 Women in the Arts, 370 Modern American Culture; HUM STUD 201, 202 Introduction to the Humanities I, II; PHILOS 216, Introduction to Asian Philosophy; ANTHRO 100 Varieties of World Culture; POL SCI 100 Global Politics and Society; SOC C D, 345 Women, Race and Culture; HUM STUD 372 Indigenous Nations Oral Storytelling Traditions, and HUM STUD 213 Ethnic Diversity and Human Values. Diversity is addressed even more directly in the 3-credit Ethnic Studies Requirement where students are to understand the causes and effects of stereotyping and racism and an appreciation of cultural diversity in the United States. Finally, diversity is imbedded in the 3-credit World Culture requirement. This requirement seeks an understanding of contemporary global issues and problems through the study of beliefs, values, and ways of life in a country or culture other than the United States. Course lists pertaining to all of the above requirements can be found in the UW-Green Bay catalog and are available upon request.

The BAS degree program will also enhance the educational opportunities of underrepresented minorities within Northeast Wisconsin. Many of the region's minority students begin their post-secondary education at one of the region's technical colleges or at the College of Menominee Nation. Opening the new BAS degree will significantly enhance their access and opportunity to complete a baccalaureate degree.

4.7 Strengths or Unique Features

The Bachelor of Applied Studies will create a seamless public higher education system in Northeastern Wisconsin that provides citizens with a ladder toward educational attainment for career advancement and personal growth. The primary outcome of this project will be an increase in the number of baccalaureate degreed working adults in Northeastern Wisconsin.

Specifically, this degree completion program will offer a curriculum of liberal learning as a complement to technical college education. The underlying assumption is that learning grounded in liberal studies enables students to develop perspectives and competencies that are beneficial to them in any work or community environment. Thus, bringing a liberal education to technical college graduates will expand their horizons, make it possible for the graduates to see the world in new ways, enhance their earning power, and increase their professional potential.

4.8 Career Advising

UW-Green Bay is dedicated to meeting the individual educational needs of our students and recruitment needs of our region's employers. Our Office of Career Services helps students and graduates to explore opportunities, market themselves, and meet the needs of the regional economy. It is anticipated that many BAS students will already have a well-defined career path, given their technical competency, that will be enhanced by their liberal education BAS degree. Many may wish to move into a supervisory, management, or other role, and the Office of Career Services will be available to assist these individuals in such mid-career transitions as well.

4.9 Outreach

Service to the region is embedded in the Bachelor of Applied Studies Degree Program. Through our joint recruitment and marketing effort with UW-Oshkosh (underwritten by COBE initiative funds), a concerted effort will be made to reach and encourage technical college associate degree graduates throughout the region to pursue their baccalaureate degrees. This will have the effect of increasing the number of college graduates and contributing to a stronger economy in Northeastern Wisconsin. Our formats and delivery systems will fit into the busy lives of working adults.

4.10 Integration of Appropriate Technology and Instructional Design

The track record of success of the Adult Degree Program will underpin the delivery of the Bachelor of Applied Studies Degree. Most of our courses are Internet-enhanced and about one-fourth are delivered entirely through the Internet. The Adult Degree Program employs a half-time Distance Education coordinator (a D2L expert) who is also a staff member of UW-Green Bay's Learning Technology Center. This assures that appropriate technology and instructional design expertise are available to faculty and integrated into the curriculum of this program.

4.11 Collaboration and Distance Education

The entire Bachelor of Applied Studies Degree-completion program would be delivered through alternative delivery formats. Because the curriculum is taken from UW-Green Bay's existing curriculum, the same courses would be available for those who can attend traditional campus courses during weekdays. The entire program is collaborative under the NEW ERA umbrella with UW-Green Bay and UW-Oshkosh both offering a BAS degree and serving all of the technical colleges NEW ERA institutions. Moreover, the UW Colleges in our region can participate as well by offering some of the requisite course work as appropriate to particular students and sites.

4.12 Access for Individuals with Disabilities

UW-Green Bay complies with the Americans with Disabilities Act (ADA). All course accessibility is ADA compliant.

5. PERSONNEL

5.1. Faculty Participating Directly in the Program

As stated earlier, students may opt to enroll in UW-Green Bay's traditional courses, but it is anticipated that most will seek the alternative times and formats offered by the Adult Degree Programs. In the latter case, BAS students would enroll in already-existing Adult Degree courses, 90 percent of which are taught by UW-Green Bay faculty members along with a handful of faculty-approved ad hoc instructors each term. Additional sections will be created as needed through Fund 104.

The faculty teaching in UW-Green Bay's Adult Degree Program are broadly representative of UW-Green Bay's academic departments, and their participation ensures the institution's commitment to the highest standards of academic quality and integrity for Adult Degree students. Faculty scheduled to participate in UW-Green Bay's Adult Degree Program, 2004-2008, are listed in Table 2.

5.2 Advisory Faculty

The Interdisciplinary Studies Curriculum Committee will oversee all aspects of the quality of the program including ongoing assessment of learning outcomes and program reviews and questions relating to admission decisions. In 2006-07, this committee is composed of the following faculty:

William Laatsch, Chair (Urban and Regional Studies)
Sally Dresdow (Business Administration)
Brian Merkel (Human Biology)
Tim Meyer (Information and Computing Sciences)
Catherine Henze (Humanistic Studies)
Linda Toonen (Writing Center)

5.3 Additional Faculty Requirements

Initially no additional faculty are required to implement this program. If the Growth Initiative is funded, then the additional faculty positions which are created as part of the Growth Initiative will enable delivery of additional course sections to meet the needs of this program. If it is not funded, then the program will be allowed to grow only to the degree that can be supported through Fund 104 without additional UW-Green Bay faculty.

**Table 2. Faculty and Instructional Academic Staff Teaching in
UW-Green Bay's Adult Degree Program, 2004-2008**

Business Administration

Sally Dresdow
Don McCartney
Ken Knauf
Karl Zehms

Communication and the Arts

Paul Bhasin
Curt Heuer
Terry O-Grady
Sarah Meredith

Human Biology

Craig Hanke
Brian Merkel
Donna Ritch
Angela Bauer-Dantoin

Human Development

Ilene Noppe
Lloyd Noppe
Georjeanna Wilson-Doenges
Dean Von Dras

Humanistic Studies

Andy Fiala
Catherine Henze
Derek Jeffreys
Peter Kellogg
Hye-Kyung Kim
Rebecca Meacham
Jason Nice
Lisa Poupart
David Voelker

Information and Computing Sciences

Phil Clampitt
Victoria Goff
Jeanellyn Schwarzenbach

Natural and Applied Sciences

Greg Davis
Warren Johnson
John Lyon
Steven Meyer

Public and Environmental Affairs

Terri Johnson
Laurel Phoenix
Denise Scheberle

Social Change and Development

Kim Nielsen
Larry Smith
Lynn Walter

Urban and Regional Studies

Kumar Kangayappan
William Laatsch
Thomas Nesslein

Writing Center

Carl Battaglia
Dianne Gordon
Linda Toonen

5.4 Academic Staff

As the program unfolds, Fund 104 will underwrite any additional adviser or marketing positions needed.

5.5 Classified Staff

As the program unfolds, Fund 104 will underwrite any additional support positions needed.

5.6 Training and Support

Training and technical support is available in the Learning Technology Center and through the Adult Degree Program's distance education coordinator. The Learning Technology Center (LTC) is a part of the UW-System Learning Technology Development Council (LTDC). The mission of the LTDC is to encourage System-wide collaboration and individual campus efforts which promote professional development in the effective use of learning technologies and explore new teaching and learning applications of existing and emerging technologies.

6. ACADEMIC SUPPORT SERVICES

6.1 Library Resources

We project that no additional library resources will be needed. The existing NEW ERA library consortium will enhance our students' access to study resources throughout the region. The NEW ERA library consortium (of which UW-Green Bay is a member) enables BAS students to use the libraries at any of the other 11 participating NEW ERA colleges and universities. Participating libraries include UW-Oshkosh, UW-Fond du Lac, UW-Fox Valley, UW-Manitowoc, UW-Sheboygan, UW-Marinette, Fox Valley Technical College, Lakeshore Technical College, Moraine Park Technical College, Northeast Wisconsin Technical College, and the College of the Menominee Nation. For more information regarding the NEW ERA consortium visit www.neweraonline.org/libraries/newera.html.

6.2 Additional Support Resources

No additional state resources are required to implement this program, and any additional support needed will be underwritten through Fund 104. If additional faculty positions are funded as part of the Growth Initiative, then substantial program growth would be allowed. If no additional faculty positions are funded, then program growth will be limited by levels of staffing achievable through Fund 104.

6.3 Access to Library and Learning Resources

See 6.1, above.

6.4 Access to Student Services

Advising and other support services will be provided through UW-Green Bay's Adult Degree Program. If and when additional support is needed, costs will be underwritten through Fund 104.

6.5 Technical Support

Students will be primarily from Northeastern Wisconsin. For the Internet and Internet-enhanced courses, support will continue to be available from the Adult Degree Distance Education coordinator during work hours. Students will have access to all NEW ERA institution libraries throughout Northeastern Wisconsin. Textbooks are available on-line through the UW-Green Bay's bookstore as well as from other outlets such as Amazon.com. Adult Degree advisers are available throughout the work week through E-mail, telephone and drop-in service to consult with students. In short, the existing Adult Degree Program has experienced staff and a track record of serving nontraditional students at UW-Green Bay. Service to BAS students will be incorporated into and build upon that track record. Additional staff people, if needed, will be financed through Fund 104.

7. FACILITIES

7.1 Capital Resources

No additional facilities will be needed for this program because Adult Degree BAS classes on campus will be held on Saturdays. This means that current facilities actually will be scheduled more effectively and fully.

7.2 Capital Budget Needs

None additional projected.

7.3 Clinical Facilities

None needed.

7.4 Security

Established methods used successfully by the Adult Degree Program for the last 25+ years will ensure the integrity of student work and credibility of degrees.

8. FINANCE

8.1 Operating Budget Requirements

Fund 104 will be used to deliver the Bachelor of Applied Studies Degree. No new Fund 102 resources will be required. The same courses currently offered for the Adult Degree Program will serve BAS students. If and when additional, new sections are needed, Fund 104 will continue to be used. See attached budget sheet. If additional faculty positions are funded as part of the Growth Initiative, then substantial program growth would be allowed. If no additional faculty positions are funded, then program growth will be limited by levels of staffing achievable through Fund 104.

8.2 Operating Budget – S&E Requirements

Fund 104 will be used for all S&E including supplies, promotion, advertising, printing, and travel. See attached budget sheet.

8.3 Operating Budget Reallocation

The Bachelor of Applied Studies will be underwritten by Fund 104; no additional Fund 102 resources will be needed to implement this program. Currently, in the existing Adult Degree Program, Fund 102 supports three positions (two advisers and one classified support person) while all course delivery and S&E costs are underwritten by Fund 104.

The Adult Degree Program's current course array has capacity for additional enrollments and, as demand increases, Fund 104 will pay for new instructional and program costs.

8.4 Extramural Research Support

No extramural support is envisioned.

8.5 Costing Methodology

Students pursuing the BAS degree will be charged standard tuition. The experience of the Adult Degree Program delivered through Fund 104 is that standard tuition covers all direct and indirect costs, aside from the three staff positions that will continue to be funded through Fund 102.

8.6 Commitment to Maintain Program

Fund 104 will be used to ensure that appropriate faculty, equipment, facilities, and technical expertise will sustain the program over time.

Appendix A: UW-Green Bay Adult Degree Course Offerings

Summer 2005 through Summer 2008

The following courses are offered in nontraditional schedules or formats that are especially convenient for adults with substantial work or family responsibilities – e.g., on-line, weekend, or summer-intensive courses. Students whose schedules permit them to do so may also take any regular on-campus course that applies toward their degree requirements.

A. General Education Field of Study (42 required credits, with at least 12 credits at the upper-level); “WE” indicates Writing Emphasis courses

Fine Arts, 3 credits

Communication Arts 221 <i>Popular Music since 1955</i>	3 (Spring '06)
Communication Arts 328 <i>Musical Theater History</i>	3 (Spring '06)
Communication Arts 329 <i>World Music</i>	3 (Summer '06, '07, '08)
Communication Arts 371 <i>World Art</i>	3 (Spring '07, '08)

Credits (Semester)

Humanities, 9 credits

English 217 <i>Introduction to American Literature II: Race in the U.S.</i> (WE)	3 (Summer '07)
English 206 <i>Women in Literature</i> (WE)	3 (Summer '06)
History 206 <i>History of the U.S.: 1865-Present</i> (WE)	3 (Spring '07, Summer '08)
Humanistic Studies 102 <i>Foundations of Western Culture II</i>	3 (Spring '06, '07, '08)
Humanistic Studies 201 <i>Introduction to Humanities I</i>	3 (Fall '05, '06, '07, '08)
Humanistic Studies 202 <i>Introduction to Humanities II</i>	3 (Summer '05, '06, '08)
Philosophy 102 <i>Contemporary Ethical Issues</i>	3 (Spring '06, '07, '08)

Social Sciences, 9 credits

Anthropology 100 <i>Varieties of World Culture</i>	3 (Spring '06, '07)
Anthropology 304 <i>Family, Kin and Community</i> (WE)	3 (Spring '07, '08)
Business Administration 202 <i>Business and Its Environment</i>	3 (Spring '07)
Business Administration 206 <i>Law and the Individual</i>	3 (Spring '07)
Economics 202 <i>Macro-Economic Analysis</i>	3 (Spring '07)
Economics 203 <i>Micro-Economic Analysis</i>	3 (Fall '06)
Geography 342 <i>Settlement Geography</i> (WE)	3 (Summer '08)
Geography 371 <i>Geography of the U.S. and Canada</i>	3 (Summer '07)
Geography 377 <i>Analysis of Northern Lands</i>	3 (Summer '05)
Human Development 210 <i>Introduction to Human Development</i>	3 (Fall '06)
Human Development 344 <i>Dying, Death and Loss</i> (WE)	3 (Spring '06)
Political Science 101 <i>American Government and Politics</i>	3 (Spring '06, '07, '08)
Public and Environmental Affairs 102 <i>Environment and Society</i>	3 (Fall '06)

Social Change and Development 251 *Sustainable Development* (WE) 3 (Fall '06, '07)
 Social Change and Development 340 *Women, Work and Family* (WE) 3 (Spring '07)

Natural Sciences, 12 credits

Earth Science 222 *Ocean of Air: Weather & Climate* 3 (Fall '06)
 Environmental Science 102 *Introduction to Environmental Sciences* 3 (Summer '05, '07)
 Human Biology 102 *Introduction to Human Biology* 3 (Fall '06, '07)
 Human Biology 217 *Human Disease and Society* 3 (Spring '07)
 Human Biology 331 *Science and Religion: Spirit of Inquiry* (WE) 3 (Summer '07, '08)

Ethnic Studies, 3 credits

English 336 *American Ethnic Literature* (WE) 3 (Summer '07)
 First Nations Studies 226 *Introduction to American Indian Studies: American Indian Social Justice* (WE) 3 (Fall '05, Spring '08)
 First Nations Studies 372 *Indigenous Nations: Oral and Storytelling Traditions* 3 (Fall '06)
 History 207 *Roots of Black America* 3 (Spring '06)
 Human Development 346 *Culture, Development and Health* 3 (Spring '08)
 Humanistic Studies 213 *Ethnic Diversity/Human Values* (WE) 3 (Spring '07)

World Culture, 3 credits

Anthropology 100 *Varieties of World Culture* 3 (Spring '06)
 Anthropology 304 *Family, Kin and Community* (WE) 3 (Spring '07)
 Communication Arts 329 *World Music* 3 (Summer '06, '07, '08)
 Communication Arts 371 *World Art* 3 (Spring '07, '08)
 History 358 *Political History of Modern Latin America* 3 (Summer '05)
 Social Change and Development 251 *Sustainable Development* (WE) 3 (Fall '06, '07)

English Competency, 3 credits

English Composition 100 *College Writing* 3 (Spring '06, Fall '06, '07)
 English Composition 105 *Expository Writing* (WE) 3 (Fall '06, Spring '07, '08)

B. Critical Thinking Course (Upper Level), 3 credits

Human Development 424 *Development of Creative and Critical Thinking* (WE) 3 (Spring '07)
 Philosophy 321 *Professional Ethics and Problem Solving* 3 (Fall '06, '07)

C. Capstone Course (Upper Level), 3 credits

IST 400 *Capstone: Synthesis and Assessment of Learning* 3 (Fall '05, '06, '07)

D. Interdisciplinary Area of Emphasis Courses (Upper Level), 12 credits, must be approved by faculty advisor upon admission to the program

Human Development

Psychology 435 <i>Abnormal Psychology</i>	3 (Summer '05, '06, '07, '08)
Psychology 429 <i>Theories of Personality</i> (WE)	3 (Fall '05, '06, '07)
Human Development 331 <i>Infancy and Early Childhood</i>	3 (Fall '07)
Human Development 343 <i>Adulthood and Aging</i>	3 (Spring '06)
Human Development 344 <i>Dying, Death and Loss</i> (WE)	3 (Spring '06)
Human Development 332 <i>Middle Childhood and Adolescence</i>	3 (Spring '08)
Human Development 346 <i>Culture, Development and Health</i>	3 (Spring '08)

Business

Accounting 300 <i>Introductory Accounting</i>	3 (Summer '08)
Business Administration 306 <i>Quantitative Business Methods: Accounting and Finance</i>	3 (Fall '05)
Business Administration 308 <i>Qualitative Business Methods: Management and Marketing</i>	3 (Spring '06, '07)
Business Administration 309 <i>E-Commerce</i>	3 (Spring '06)
Business Administration 343 <i>Corporation Finance</i>	3 (Fall '05)
Economics 352 <i>Applied Economic Concepts</i>	3 (Fall '05)
Business Administration 382 <i>Introductory Management</i>	3 (Spring '06, '07)
Business Administration 202 <i>Business and Its Environment</i>	3 (Spring '07, '08)
Business Administration 206 <i>Law and the Individual</i>	3 (Spring '07)
Business Administration 322 <i>Introductory Marketing</i>	3 (Spring '07)
Economics 202 <i>Macro-Economic Analysis</i>	3 (Spring '07)
Economics 203 <i>Micro-Economic Analysis</i>	3 (Fall '06)
Business Administration 350 <i>Introduction to Management Information Systems</i>	3 (Fall '07)

Organizational Communication

Communication 333 <i>Persuasion and Argumentation</i> (WE)	3 (Summer '08)
Communication 335 <i>Organizational Communication</i>	3 (Spring '08)
Communication 336 <i>Theories of the Interview</i> (WE)	3 (Fall '05)
Communication 480 <i>Communications and Media Management</i>	3 (Fall '08)

Appendix B: External Review #1

The following review of the Bachelor of Applied Sciences degree proposal is provided by Dr. Daniel Burcham, Vice President for Student Affairs at Ferris State University in Michigan. Dr. Burcham is an expert on college transfer and articulation issues.

January 3, 2007

Sue Hammersmith, Ph.D.
Office of the Provost &
Vice Chancellor for Academic Affairs
David A. Cofrin Library, Suite 835
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

Dear Sue:

Thank you for this opportunity to review your university's Bachelor of Applied Studies. On a personal note, I heartily approve the degree proposal; it is well-conceived and carefully delineated. Further I am envious: I wish my university had such a degree. As you are aware, we offer a Bachelor of Integrative Studies (BIS), but it does not feature the ease of transfer that I see here. Neither do we have the support infrastructure, nor the online capabilities that you do.

The purpose of the degree meets a clear societal need. The enrollment growth in the technical and community colleges continues, and national demographics show clearly that United States higher education must provide non-traditional degree paths to students whose families did not historically enter higher education. Such students will be limited by finances, mobility, and certain formal skills. The UW-GB proposal addresses all these student limitations. The fact that your Bachelor of Arts degree experience enables you to make your coursework flexible in format and time makes this opportunity even more valuable to students. The numerous alternatives for course delivery, as discussed in your "Instructional Setting of Program," are appropriate and complete.

Moreover, the core of the degree is flexible: often a transfer bachelor degree suffers from what I call "hardening of the categories," the super-specificity of core requirements. Your committee has chosen wisely to formulate quite general requirements, allowing the student and advisor considerable choice. Not only will this flexibility assist students and advisors to construct a degree specifically designed for the workplace and the needs of the region, but such an approach encourages the transfer of other higher education coursework. It is not unlikely some students have earned credit beyond (or before) their technical degree.

Recommendations

- As soon as your degree is adopted, I suggest the formation of an advisory group from Wisconsin technical colleges. Include in this group both educational professionals and students. Perhaps this group could begin deliberations in formal sessions at certain central sites and progress to on-line discussions. I believe you would gain valuable insight and ownership from the group.
- The recruiter/advisor needs a provost-assigned group of professionals to tailor services to ease the transfer of entering Applied Studies students. Included in the group should be an admissions recruiter (to ensure seamless admission's processes), a personal counselor (to address stress and coping issues), and a financial aid staff member (to tailor financial aid and scholarship packages).
- I recommend that you seek articulation with 2-year colleges from surrounding states. This applied studies model would serve not only your technical college system, but other community colleges as well. Your flexible course delivery systems allow an aggressive recruitment across state borders. By development of this cohort, you may gain the cost efficiencies to build larger in-state educational capabilities.
- Perhaps any of your local Workforce Development boards or Economic Development groups could not only provide valuable insight into regional labor needs, but may also be a source of funding, particularly for specific professional skills within "interdisciplinary areas of emphasis." As you are aware, I sat on a number of workforce development boards in Michigan, and we would have looked quite favorably upon applied studies offerings.
- As I indicated by phone to you recently, the Business Interdisciplinary Area of emphasis will prove to be a valuable offering. My recommendation, based on my experience in Michigan, would be to provide a focus on Quantitative Measures, culminating in an emphasis in Continuous Quality Improvement. I believe this approach would serve well many business constituencies. Further, it may serve well other individuals who are degreed but who seek higher levels of responsibility.
- We also discussed by phone the advisability of a Health Care Administrative emphasis. The health care industry growth shows no signs of slowing, and many allied health professionals are caught mid-career with many opportunities for advancement if they can gain a degree. Further, as you are aware, our Michigan students often work on a Health Care Administrative degree while pursuing their technical degree. Last, please note that the University of Iowa offers a Certificate in Public Health.

University of Wisconsin-Green Bay

Page 3

January 3, 2007

- I applaud the discussion of Career Advising on page 18 of your proposal. Your point that “many may wish to move into supervisory, management, or other roles” is cogent. Many times this decision-making will be focused by the assistance of the Office of Career Services. Further, it is not only true that students’ “well-defined career path...will be enhanced by their liberal education BAS degree,” but that this path may be altered significantly by the immersion in liberal education, even as coursework continues. In brief, further career advising may be necessary as the student engages various courses, values, and perspectives of the university.
- We discussed also by phone the need for a “supportive learning environment” for on-line students. Notice that Emporia State University speaks to this need as part of their discussion of a Bachelor of Integrated Studies. Your planned Saturday morning meetings and on-line chats seem the very thing needed for these students, many of whom will not see other students if they do not travel to campus. You see from my recommendation regarding support for the Advisor/recruiter that I believe you may have to tailor support services for this student cohort. On-line tutoring comes immediately to mind.

Finally, I once again thank you for this opportunity. I find myself quite excited for this venture. Your degree leads the way to a more student-centered approach and addresses the state’s needs with reality-based solutions.

Sincerely yours

Daniel L. Burcham, Ph.D.
Vice President for Student Affairs

DLB:ljt

Appendix C: External Review #2

The following review of the Bachelor of Applied Sciences degree proposal is provided by Dr. Anne W. Zalenski, Associate Director for Distance Education at the University of Iowa Center for Credit Programs, University of Iowa.

Review of Degree Proposal Bachelor of Applied Studies (BAS) University of Wisconsin Green Bay 12.29.06

Executive Summary

Assumption and Rationale: The executive summary is a sound and thorough presentation of the proposed BAS degree. The University of Iowa successfully proposed a very similar, indeed, nearly identical degree program in June 2005 to the Board of Regents. The Regents approved the degree program and the first students were admitted July, 2005.

The basic rationale was the same in Iowa: that the plethora of students with technical degrees was poorly served by the prevailing credit transfer arrangement. While Wisconsin and Iowa are organized somewhat differently (Iowa having an extensive and strong community system instead of the branch campus and technical college system in Wisconsin), the difference is superficial in that both states have the same end result: a large pool of students with solid technical degrees who are not served adequately by the state school four-year degree programs.

The University of Iowa BAS degree was presented as an "inverted degree," in that the assumption was that the students had essentially completed a major area of study and needed to complete General Education Requirements and upper level requirements as well as the liberal arts "rounding" of areas of study not generally offered through technical programs. The students have determined a career path but to move upward through an organization, or to become a manager, or to advance in other ways would need a four year degree.

Faculty Oversight: This is an interesting and thoughtful approach to oversight. It differs from the oversight plan at the University of Iowa but I am tempted to adopt features of the Green Bay model. The University of Iowa has a University College which is administered by the Provost's Office. This is the body that grants the University of Iowa's BAS degree. Students are admitted to the University of Iowa through the Office of Admissions, after which point the Division of Continuing Education administers the degree. It is a particularly strong feature of the Green Bay model to engage faculty in learning assessment and outcomes. One question I have is how long committee members serve on this committee, and whether the assignment is voluntary. The degree to which faculty support the degree will be critical, particularly in the early years. It is also good to have some longevity with the assignment, as well as excellent record-keeping. Our experience with the first year of admissions was that we had many cases when the Office of Admissions called us to talk over a student and clarify our expectations for student applicants. Although we have clear standards, we have a three-year work experience requirement for admission which in many cases required discussion and judgment. We have had the same three people evaluate these decisions for 18 months and being able to compare and contrast rationales for discretionary decisions is very helpful.

Delivery: As with Green Bay the University of Iowa offers classes in nontraditional time frames and formats (Independent Study, online, Saturday & Evening and summer intensive) to make it possible for the nontraditional student

to take classes. It is possible for UI students to take all the courses online. Students continue to request online classes, and more time and energy is being devoted to expanding the number of offerings online. It appears that the Green Bay model is more open to traditional students taking courses in traditional formats and still be allowed to enter the BAS program. At the University of Iowa, this student type would be the exception rather than the rule as traditional students (even those with AA or AS degrees) are encouraged to select conventional majors and use on-campus offerings whenever possible. This is largely because our BAS degree, as well as its counterpart, the Bachelor of Liberal Studies (BLS, is considered a distance education degree.

Curriculum: The curriculum is similar to other BAS curricula. At the University of Iowa student are given the complete 60 hours of transfer credit earned through their technical degrees.

They then must complete 45 hours of upper level credit, 36 of which must be evenly divided between three Distribution Areas of study. (There are five available Distribution Areas: Humanities, Communication and Arts, Natural Sciences and Math, Social Sciences, and Professional Fields.) The other nine upper level hours are elective. Students use the remaining 15 hours to complete any General Education requirements they are missing, and I should note that the General education requirements are slightly modified to accommodate the experiences and nature of this unique degree program. Most significantly, we do not require a foreign language for BAS students (the UI has a four semester language requirement). The feature I find most promising about the Green Bay model is the capstone course. Our office has long debated the value of requiring two capstone courses, one upon entry and one prior to graduation. I would like to learn more about this as this program moves forward. It seems like a wise and very helpful feature of this program.

Audience: My expectation is that Green Bay will eventually see many more students than those targeted apply to this program. Initially we were just to serve Iowa students, but we have had applicants from several states apply, and interest indicated from many others. It makes good sense to assume your target audience is state/regional students but to consider other applicants as well.

Admission: This admissions policy is sound. We have the same policy. Rather than wait-listing students (since for us that assumes a finite number of students accepted each year, and we have in fact rolling admissions all year long and no cap on total students admitted), we ask students who do not meet the academic standards to take a class from us and demonstrate capability that way. So far, however, we have had very academically strong applicants. In addition to the grade point requirement and the degree, we require three years of work experience. The logic behind this was that most technical graduates work for a while in their chosen career and then a certain number will begin to rise to the top, seeking enhanced opportunities that require four year degrees. Requiring work experience ensures a more serious student with more specific goals. We require three letters of recommendation, with at least one from an employer and one from an academic source. This requirement is somewhat confounding and we have amended it accordingly. We had students who held part-time jobs while raising children, and women who had all the credentials except were not currently working as well as students experiencing layoffs. Thus if the three years is not straightforward, the Office of Admissions contacts us and we evaluate the applicants on a case by case basis.

Need, Outcomes, Assessment and Finances: Each of these sections is strong and specific.

I think of particular interest are the sections on outcomes and assessment. We do informal assessment of our programs, and solicit student feedback on all features of the program from advising services, to course evaluation, but as

noted before do not have a single committee set up to evaluate learning outcomes. I would welcome future exchanges on this subject and think this is an excellent feature to build in from the ground up. With regard to finances, we recently needed to approve a new position to advise this population specifically. We have 35 students in the program (in 18 months) and are learning that they are an advising-intensive group. We are in the process of hiring an advisor who will be BAS-specific.

1.5 Given that one fourth of courses are available online and the rest are offered in nontraditional formats and time frames, the degree is designed primarily for those students who live within a rather close radius of Green Bay. (We regard a ninety-mile radius of Iowa City as about the maximum amount a student will drive for on-campus classes.) This will limit the total number of students available, and will of course make the degree an entirely on-campus one. This will allow easier oversight of the program and make available more methods for student contact and assessment. It may make possible cohort groups, SUPPOI groups and tutorial groups, all of which pose a logistical challenge for distance education students.

2.1 The history of Green Bay's Extended Degree program and the University of Iowa's Bachelor of Liberal Studies degree run closely parallel, and it is interesting to see the parallel need and response for an Applied Studies degree as well. Wisconsin and Iowa share as well a lower than average number of baccalaureate degree holders. State officials in both states are asking state institutions to provide more seamless transitions to four year schools than previously existed, and all told, the path to establishing the BAS degree program was relatively smooth. The state support for and university support of this program in Wisconsin is promising.

2.2 It will be interesting to track enrollments and student progress to see how the Green Bay program works in contrast or comparison to a program such as the University of Iowa's BAS to help understand the effect of distance education.

2.3 The concept of regional partnerships is an ever present theme in education. The BAS program in Iowa is a particularly interesting example of partnerships insofar as we have worked very hard to partner with community colleges, in both the concept and delivery of this program. Interestingly, neither of the other two Regent Institutions in Iowa embraced the BAS at the time of inception so it is currently a University of Iowa specific degree option. The Green Bay model is certain to enhance local and regional partnerships in a way that should serve all the constituents well.

3.1 The absence of similar programs in the state is a powerful argument for the need for such a program. As is true in Wisconsin, in Iowa there has long been a successful transition from two year nursing degree programs to four year institutions, and it was this transfer arrangement that stood as a model during the planning and development of the BAS degree.

3.3 The relationship between planning for a BAS degree and surveying local employers is an excellent strategy. The letters of support received from employers is testimony to their support of the program and it is compelling to consider forging a more systematic relationship between employers and academic institutions. As with the oversight committee and the on-campus delivery model, this will be an interesting feature for other institutions without those features to observe over time.

3.4 It is positive to see a realistic time frame for students to complete a baccalaureate degree; within five years as a part time student is entirely reasonable. Our research suggests that between 5-6 years is routine, and that the primary way to measure likeliness of graduation is consistent enrollment each semester.

4.1 This is a thorough and consistent description of degree objectives which captures both the meaning and value of a liberal arts education with the need to work with the graduates holding technical degrees.

4.2 The curriculum is strong and focused, blending both the value, breadth, depth and diversity of the liberal arts with the past technical education of the students. It is particularly significant that the degree requirements parallel the Bachelor of Interdisciplinary Studies major. Building parallels helps establish credibility and maintains the sense of academic rigor which is important for widespread acceptance. Again the creation of a capstone course is a very sound idea, especially insofar as it provides an opportunity for the student to assess his or her work and plan for the future.

4.4 Evaluating the degree program itself is a critical component and very thoroughly thought out. Two points that stopped me were the ones related specifically to faculty (the number who participate and the level of their satisfaction). I am not always certain that getting faculty on board with a new and different program, especially one that has as its students graduates of technical degrees, is a fair way to assess the program. The program may well have substantial merit without a broad base of faculty support, though obviously it is important to have some strong support. It would be interesting to know how faculty are being encouraged to engage in the program, whether by some incentive program or as an expected part of their teaching load. The employer satisfaction is an excellent measure of success and seems to me an original and critical part of these programs.

4.5 I do not understand the "not applicable" point under accreditation. Is the degree folded into the accreditation already granted the UWGB?

4.6 Diversity is a key component of all university efforts of course. I think it is especially meaningful that BAS programs are more likely than other programs to capture members of ethnic minorities due the greater prevalence of said minorities beginning their education at technical colleges. The BAS is a superb way to begin to build bridges to these students, to increase the likelihood of access to four year institutions and to establish strong academic skills prior to attempting the rigor of a four-year program.

4.8 This is a very important point to emphasize. Not only will these students need good career advice, they may be especially well-situated to take it and use it meaningfully, given their orientation toward work already. This is a very significant component of student services.

4.10 Students new to the pedagogical aspects of the internet may find courses online to be challenging at first. We have developed an extensive "Technology FAQ" for students and are very clear about what sort of equipment they need for whatever class it is they are in. It is difficult to underscore the need for technological support that is both friendly and effective and available at the hours when student are most likely to encounter problems. We find that this is the area that consumes the most time and resources, both helping students and helping faculty.

5.0 Personnel issues handled exactly as needed here.

6.1 As with technical support, library services are very critical for these students. Many will be uncomfortable with library procedures. We have funded a library position specifically for distance education students, and it is a full time position. Using a library consortium is a good idea, and underscores the partnership process behind this degree.

Bachelor of Applied Studies (BAS) Proposal Revisions to Address Concerns of the AAC

The proposal entitled “Authorization to Implement Bachelor of Applied Studies (BAS) Degree” has been revised to address each of the concerns or questions expressed by the Academic Affairs Council in May of 2006. The result is a much stronger, clearer, and more complete proposal. The following table summarizes how each AAC concern or question has been addressed.

Specific Concerns/Questions	Current Bachelor of Applied Studies Proposal
Students should complete an interdisciplinary major	✓ Proposal has been revised so that BAS students will complete the Interdisciplinary Studies Major. In short, this is a new degree using an existing major.
The proposal requires the demonstration of the university’s writing competency but not the university’s math competency. Students should have to fulfill our math competency requirement, but this should not be part of the 60 credits they take after transferring into UWGB.	✓ Proposal has been revised so that BAS students are required to demonstrate UWGB’s required math competency, and ✓ If a math course is required, it will be above and beyond the 60 UW credits required for the BAS degree.
It wasn’t clear whether students would have to fulfill UWGB’s general education requirements.	✓ Proposal has been revised to explicitly state that BAS students will fulfill UWGB’s general education requirements, over and above the general education coursework which the student completed as part of his/her Associates degree. For instance, a student who transfers into the BAS degree with 24 credits of general education credit from NWTC still has to take 42 additional credits of university general education coursework after admission into the BAS program.
A 12-credit area of emphasis is not equivalent to a major.	✓ Proposal has been revised to avoid confusion between the major and the area of emphasis. The major is in Interdisciplinary Studies. The area of emphasis is just one component of that major.
Will this program have a different list of general education courses that students can take, or work with the existing UWGB list of general education courses?	✓ Proposal has been revised to clarify that the BAS degree will use the exact same list of approved general education courses as the rest of the University.
The Interdisciplinary Studies faculty should be fully engaged in overseeing the quality of the program.	✓ The proposal has been revised to strengthen the oversight responsibility of the Interdisciplinary Studies Executive Committee. As with any other academic program, the Executive Committee will be responsible for the assessment of learning outcomes, for the evaluation of the academic program, and if any weaknesses are discovered, for any program revisions which may be needed to enhance academic quality, student learning, and program effectiveness.
Does the program have a minimum GPA for admission?	✓ The proposal has been revised to include the 2.5 GPA requirement for admission to the program, as recommended by the Academic Affairs Council.

(over)

Bachelor of Applies Studies (BAS) Proposal Revisions to Address Concerns of the AAC

Specific Concerns/Questions	Current Bachelor of Applied Studies Proposal
Learning outcomes and assessment strategies should be included in the proposal before it is submitted for Faculty Senate discussion.	✓ The proposal has been revised to include a lengthy statement of learning outcomes and assessment strategies. These are the approved learning outcomes and assessment strategies for the current Interdisciplinary Studies major.

Last year's AAC also noted a general concern or question. Namely, we already have a number of program-to-program articulation agreements which allow technical college graduates to enter the Bachelor of Arts Interdisciplinary Studies program. Why not simply continue this practice and set up a program-to-program agreement for each technical college program on a case-by-case basis. The BAS proposal was not revised in this manner for the following reasons.

Case-by-case (program-by-program) articulation agreements are complicated and time-consuming to develop, administer, and market. They are necessary and beneficial when we want to align a specific associate degree with a specific baccalaureate major in a particular career field (e.g., College of Menominee Nation's associate degree in Human Services-Social Work transferring into UWGB's Bachelor of Social Work program). The program-to-program agreement matches up our course requirements with particular associate degree courses, with particular associate degree courses counting toward particular baccalaureate degree requirements in general education, supporting courses, or the major.

The BAS degree, however, is a different paradigm. It is designed to provide a solid, upper-level broad liberal education experience to enhance lifelong learning and personal development. Men and women may enter this intensive liberal education degree from a wide array of career paths. The BAS program accepts the associates degree in toto as a block of 60 credits, and then provides a 60-credit curriculum that ensures the student has completed UWGB's graduation requirements in general education, in the Interdisciplinary Studies major, and in every other respect *regardless* of which associate degree the student enters with. Hence, whether the student's associate degree is in business, graphics, nursing, early childhood, or criminal justice, the BAS completion program is applicable as a liberal education experience developing the learning outcomes indicated in the proposal. Completion of the BAS degree certifies a substantial liberal education experience *regardless* of which technical field the student studied earlier in life.

The proposed BAS degree is the most straightforward and expeditious method of portraying, administering, and marketing this program. Other Universities which have such degrees generally find the market for the degree to be with working adults who are highly self-selected, highly motivated, and highly engaged in their liberal learning experience. For this reason, we do not believe a plethora of program-to-program agreements would be a better alternative to the proposed BAS degree. Under the supervision of the BAS program faculty, vigorous outcomes assessment and program evaluation will be pursued to assure that BAS graduates are, in fact, achieving the baccalaureate-level competencies intended, and any problems which may be discovered will be rectified through program modification or refinement.

UNIVERSITY of WISCONSIN
GREEN BAY

December 14, 2006

To: Sue Hammersmith, Provost and Vice Chancellor for Academic Affairs
From: Mark Everingham, Academic Affairs Council chair
Re: NEW ERA Bachelor of Applied Studies Degree

On December 11, 2006, Bill Laatsch and Jan Thornton discussed the status of the proposal for the NEW ERA Bachelor of Applied Studies Degree with the members of the Academic Affairs Council. They indicated the proposal had been revised since the AAC's last action in May 2006. Some changes were discussed during the meeting of December 11, 2006, however, the AAC was not asked to conduct a formal review of the revised proposal. Instead, the focus was on the part of AAC's memo of May 10, 2006 that recommends the proposal be placed on the respective agendas of the University Committee and the Faculty Senate. While the AAC is not prepared to support the NEW ERA Bachelor of Applied Studies Degree, the University Committee and the Faculty Senate should begin formal deliberation of the proposal.

As of fall 2006, the AAC has three new members who were not present during the review of the Bachelor of Applied Studies Degree during spring 2006. Since the revised proposal was not submitted for formal review, the AAC cannot take further action. Therefore, a response to the Curriculum Consultation Form Z-AAC is unnecessary.

Thank you.

CC: Bill Laatsch
Jan Thornton
Scott Furlong
Academic Affairs Council

Attachment: AAC memo of May 10, 2006 on NEW ERA Bachelor of Applied Studies Degree

Fall 2006: revised 10/18/2006

Sorting of HUS Interdisciplinary and Disciplinary Courses Under the Three HUS General Education Learning Outcomes:

A.	First Humanities Learning Outcome (A): <i>The significance and chronology of major events and movements in Western civilization</i>	
	PHIL 213: History of Philosophy I (Pre-Modern)	F
	PHIL 214: History of Philosophy II (Modernity)	S
	HUS 101: Foundations of Western Culture I	FS
	HUS 102: Foundations of Western Culture II	FS
B.	Second Humanities Learning Outcome (B): <i>Knowledge about a range of literature representative of different literary forms and historical contexts</i>	
	HUS 201: Introduction to the Humanities I	FS
	HUS 202: Introduction to the Humanities II	FS
	GERM 329: Representative German Authors	F
	GERM 333: German Literary Themes	SE
	GERM 335: German Literary Eras	SE
	GERM 350: German Drama	SO
	GERM 351: Major German Prose Fiction	FE
	GERM 352: Major German Poetry	SO
	ENG 101: Introduction to Film	S
	ENG 104: Introduction to Literature	FS
	ENG 212: Introduction to Creative Writing	FS
	ENG 214: Introduction to English Lit. I (Anglo-Saxon to 1800)	F
	ENG 215: Introduction to English Lit. II (1800-present)	S
	ENG 216: Introduction to American Lit. I (exploration narratives to Melville)	F
	ENG 217: Introduction to American Lit. II (Melville to present)	S
	ENG 338: World Literatures	F
	SPAN 329: Representative Spanish and Latin American Authors	F
	SPAN 351: Major Spanish and Latin American Fiction	S
	SPAN 438: Major Spanish and Latin American Authors	SO
	FREN 329: Representative French Authors	S
	FREN 333: Literary Themes	FO
	FREN 355: Le Monde Francophone	SE
	HIST 205: U.S. History 1600-1865	F
	HIST 206: U.S. History 1865-Present	S
	FREN 354: France Today	FE
	GERM/HUS 356: German Culture	FO
	GERM/HUS 357: German Cinema	FE
	SPAN 361: Cultures of Spain	SO
	SPAN 355: Spanish and Latin American Cinema	SE
	SPAN 358: Latin America Today	FE
	SPAN 359: Cultures of the Americas	SO
	SPAN 360: Spain Today	FO
	FNS 372: American Indian Mythology and Literature	S

Faculty Senate New Business 5(c)
17 January 2007

C. Third Humanities Learning Outcome (C): *The role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values (understood here to include critical thinking amongst the relevant individual and social values)*

PHIL 101: Introduction to Philosophy	FS
PHIL 102: Problems in Ethics	FS
PHIL 105: Introduction to Social and Political Philosophy	S
PHIL 111: Elementary Logic	F
PHIL 208: Science and Human Values	F
PHIL 210: Philosophy of Culture	FS
PHIL 211: Philosophy of Art	S
PHIL 212: Philosophy, Religion, and Science	S
PHIL 216: Introduction to Asian Philosophy	S
PHIL 217: Introduction to the Philosophy of Religion	F
HIST 207: Roots of Black America	FS
HIST 209: U.S. Immigration History	F
ENG 206: Women in Literature	F
ENG 333: Literary Themes	S
SPAN 362: Travel Course: Mexico	SO
SPAN 363: Travel Course: Spain	S
SPAN 485: Study Abroad: Spain and Latin America	FS
GERM 355: Deutsche Kultur und Landeskunde	SE
GERM 361: Travel Course: Germany	?
GERM 485: Study Abroad: Germany	FS
FREN/HUS 366: Travel Course: Paris	?
FREN 367: Business French	SO
HIST 208: History of Science	F
HUS 335: Perspectives on Human Values (Medieval)	S
HUS 336: Perspectives on Human Values (Renaissance)	F
HUS 337: Perspectives on Human Values (Age of Reason)	S
HUS 382: Perspectives on Human Values (Romanticism to Modernism)	F
HUS 383: Perspectives on Human Values (Contemporary)	F
HUS 384: Perspectives on Human Values (Other Cultures)	FE
HUS 385: Perspectives on Human Values (American Indian Nations)	S
HUS 326: Non-Western Religions	SE
HUS 327: Religion and the Social Order	SE
HUS 350: Interdisciplinary Study of Great Works	FS
HUS 351: Interdisciplinary Themes in Humanistic Studies	FS
FNS 210: American Indians in Film	?
FNS 224: First Nations Tribal Religion	FS
FNS 374: Wisconsin American Indian Ethnohistory	S
FNS 391: First Nations Studies Seminar	F
FNS 392: First Nations Justice and Tribal Governments	SO
FNS 393: American Indians and Educational Policy	F

Draft #2

Select Mission of the University of Wisconsin-Green Bay

The University of Wisconsin-Green Bay provides a distinctive educational experience characterized by an interdisciplinary, problem-focused education. The University prepares students to think critically and to address the complex issues of a diverse and evolving world. The University enriches the quality of life for its students and the community, by cultivating the exchange of ideas and by serving as an intellectual, cultural and economic resource.

This is a draft document prepared by the Relations to External Constituencies Committee of the UW-Green Bay HLC/NCA Self-Evaluation. Initial draft date: October 16, 2006

Second draft October 19, 2006

Suggested Criteria to Use When Reviewing the Mission Statement

- Is short and sharply focused
- Is clear and easily understood
- Defines why we do what we do; why the University exists
- Does not prescribe means
- Is sufficiently broad
- Provides direction for doing the right things
- Addresses our opportunities
- Matches our competence
- Inspires our commitment
- Says what, in the end, we want to be remembered for

Faculty Senate New Business 5(d)
17 January 2007