

: SPORTS LEADERSHIP

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New Program Proposal

Changes saved but not submitted

Viewing: : Sports Leadership

Last edit: Tue, 09 Feb 2021 19:42:03 GMT

Final Catalog

Rationale for Inactivation

Is this a Template?

No

Name of the school or college academic planner who you consulted with on this proposal.

Name

Maddie Sychta - EDU

Proposal Abstract/Summary:

The University of Wisconsin-Madison proposes to establish a Master of Science degree in Sports Leadership (MSL) in the Department of Educational Leadership and Policy Analysis (ELPA). The development of the MSL responds to the need to train leaders to understand the particular demands associated with sports programs, a growing field within educational leadership. Key areas for sports leadership include athletic administration, coaching, justice in sport, legal and financial issues, and sports psychology. Graduates will be prepared for leadership positions within sports programs across levels of play, spanning K-12 and youth programs, colleges and universities, semi-professional, and professional teams. The MSL is unique in that it leverages both the practical and scholarly insights about leadership in athletics, provides an avenue to develop and transmit academic knowledge about sports leadership, and permits students to explore multiple careers associated with sports leadership. The MSL will also bring the University of Wisconsin-Madison into parity with other Big Ten institutions that already provide an opportunity to study sports leadership. The program will be comprised of 30 credits, which will include nine required courses and one elective course.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

Basic Information

Program State:

Active

Type of Program:

Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

BOR-MS in Sports Leadership 012521 clean.docx

Parent Audience:

Who is the audience?

Graduate or professional

2 : Sports Leadership

Parent Home Department:

Home Department:

Ed Leadership & Policy Analysis (ELPA)

Parent School/College:

School/College:

School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Yes

Award:

Master of Science

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Sports Leadership

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

No

Is this a non-admitting named option for a master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Jackson, Jerlando	jfjackson@wisc.edu	608/262-8866	
Faculty Director	Miller, Peter	pmmiller2@wisc.edu	608/262-3771	
Primary Dean's Office Contact	Kelley, Carolyn	ckelley@wisc.edu	608/263-5733	
Primary Contact	Mead, Julie	jmead@wisc.edu	608/263-3405	

List the departments that have a vested interest in this proposal.

Departments

Kinesiology (KINESIO)

Are all program reviews in the home academic unit up to date?

Yes

Please explain.

Are all assessment plans in the home academic unit up to date?

Yes

Please explain.

Are all assessment reports in the home academic unit up to date?

Yes

Please explain.

Mode of Delivery:

Distance Education (100% online)

Provide information on how any lab courses required for the degree will be handled.

There are no lab components to this program.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

Summer 2022 (1226)

Year of three year check-in to GFEC (3 years after first student enrollment):

2025

Year of first program review (5 years after first student enrollment):

2027

If this proposal is approved, describe the implementation plan and timeline.

Admissions to the MSL are accepted on a rolling basis. Recruitment will start upon approval of the MSL program. Students will begin to take courses in Summer 2022.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

The importance of and demand for inquiry and coursework on sport is widely recognized. As sports participation and interest in the U.S. have reached peak levels, many universities and private enterprises have developed programming to advance research, teaching, and outreach relating to sports. In fact, the UW-Madison is one of only two Big Ten institutions that lack systematic academic programming in sport. All other Big Ten institutions offer graduate degrees in sports leadership and/or management. In addition to the role that sports play in colleges and universities, athletic leadership is also needed in elementary and secondary schools. Currently the Wisconsin Interscholastic Athletic Association (WIAA) lists over 500 member schools, all of which require leaders to ensure safe athletic opportunities and compliance with WIAA rules and policies. In addition to leadership positions in schools, colleges, and universities, youth club sports, semi-professional, and professional sport groups also need strong leaders to manage their programs. The MSL will also allow students to study various aspects of sports leadership, including both administration and coaching.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

ELPA's departmental mission seeks "to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world." The MSL will contribute to this mission by preparing students to lead athletic activities with a particular focus on how sport leadership relates to creating opportunities for all students. The program will complement existing departmental programs available to students interested in the study of leadership.

The MSL will contribute directly to the mission of the UW System by providing students with "heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise" related to sports leadership. Moreover, as a leader in NCAA Division I sports for both men and women, UW-Madison has considerable expertise – both academic and practical – in sports leadership. By leveraging the expertise of UW-Madison, this program will help to disseminate this knowledge beyond the boundaries of campus.

The UW-Madison mission states that it seeks to provide learning environments that permit students to "discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." Relatedly, "[t]he university seeks to help students to develop an understanding and appreciation for the complex and physical worlds in which they live and to realize their highest potential of intellectual, physical, and human development." The proposed MSL program supports the institutional mission of UW-Madison by contributing to the development and dissemination of knowledge around sports leadership and by developing students who understand the complex nature of the athletic leadership and the role sports play in the quality of life for both participants and spectators.

The MSL also supports each of the five major themes in UW-Madison's Strategic Plan. The MSL directly relates to these strategic goals as it will provide a world-class experience in the study of sports leadership for students to pursue careers in the field, through high-quality online offerings. The MSL will contribute to Excellence in Teaching and Educational Achievement as well as Research and Scholarship. The MSL Program connects to the Wisconsin Idea by providing a means to extend what is known and learned on

campus about sports leadership to other colleges, schools, clubs, and teams within and beyond Wisconsin. By helping students understand the role sports play in the quality of life for individuals and the ways in which athletics builds community for an organization, the MSL will contribute to building A Vibrant Campus Community. The MSL Program also contributes to the goal of A High-Performing Organization by providing a revenue generating program that serves the interests of students who wish to assume any of the important roles in sports leadership.

Do current students need or want the program? Provide evidence.

To gauge student demand, the UW-Madison Division of Continuing Studies conducted a market analysis on behalf of the Department. Their research found that there is existing considerable student interest and potential to attract large numbers of students. They found that similar programs conferred between 74 and 528 degrees in 2017. The majority of these programs deliver curriculum through in-person modalities of instruction. As the MSL program is designed to deliver course work remotely through high quality online courses, it may be possible to serve a higher number of students. That analysis also indicates that likely competitor programs at Michigan State University, the University of Minnesota, and Northwestern University are relatively small, suggesting that a program offered by UW-Madison would be attractive.

ELPA has also been offering athletic administration as an emphasis for students seeking a Master's Degree in Higher Education for some time. Based on the popularity of those courses, the Department began to explore this degree.

What is the market, workforce, and industry need for this program? Provide evidence.

As mentioned previously, the UW-Madison Division of Continuing Studies conducted a market analysis in 2018, which found that there is considerable student interest in sports leadership and the potential to attract large numbers of students.

The Bureau of Labor Statistics projects increased need for appropriately trained leaders in a number of categories. The job outlook for coaches is expected to increase by 12%. The outlook for athletic administrators in elementary, middle, and high schools projects a 4% increase, as does the need for leaders in post-secondary institutions. The projected job growth for coaches and administrators in both higher education and K-12 suggests that there is enough demand to support the development of the MSL at UW-Madison in addition to the existing and developing programs among UW System institutions.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

The sports industry has rapidly grown in recent years, creating an increased demand for high quality coaches and leaders. From youth through professional levels, coaches and administrators demonstrate consistent impact on those they serve.

Several examples illustrate these trends. Youth sports, which used to take shape in local little leagues and informal volunteer organizations, is now a \$15.3 billion industry that has grown by over 50% over the past five years. Local leagues have been replaced by a professionalized youth sports culture that competes across regional, national, and even international boundaries. This rapid development is currently not accompanied by adequate opportunities for coaching/leadership growth and formation. The MSL will provide a mechanism to address this new direction in leadership -- a vibrant new educational niche for children, families, and leaders.

Similar growth and change can be seen at the college level, where Division I athletic departments like UW-Madison's now employ over 300 coaches, leaders, and staffers. The social, educational, and economic impact of these departments is greater than ever, creating a heightened need for learning and growth opportunities in the field of sports leadership.

Finally, the impact of professional sports on American society -- and, in particular, Wisconsin communities, is more evident than ever. The Bucks, Packers, and Brewers are beloved long-standing community organizations. Additionally, up and coming teams like Forward Madison and multiple minor league baseball teams demonstrate promising new areas for leadership impact across the state. The MSL will present leaders of professional organizations with rigorous opportunities to develop and propel their teams into the next generation of innovation and success.

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

The MSL curriculum reflects ELPA's commitment to developing leaders for an integrated and multicultural society. MSL courses include learning resources and learning outcomes that address matters of diversity and social justice. MSL required courses rely on the expertise of authors and contributors from diverse backgrounds, integrating discussions of diversity and social justice issues into the curriculum. All MSL students will be presented with semesterly opportunities to develop leadership skills for a multicultural society, including the opportunity to put ideas learned in course work into practice when enrolled in the required field experience.

What gap in the program array is it intended to fill?

UW-Madison is one of the few Big Ten institutions that does not currently have a sports leadership program. While ELPA has successfully drawn a consistent stream of students into several courses on sports leadership, the department does not currently respond to the demand for a full degree in this area, especially as it relates to coaching.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The mission of the Department of Educational Leadership and Policy Analysis (ELPA) is to create, evaluate, exchange, and apply knowledge about leadership, learning, and organizational performance to prepare scholars and scholar practitioners who cultivate equity and educational opportunity in a diverse and changing world. The MSL curriculum reflects this commitment and will further this departmental mission. Every MSL course includes learning resources and learning outcomes that address matters of diversity and social justice and includes authors and contributors from diverse backgrounds. ELPA 751: Leadership and Justice in Sports is wholly focused on increasing justice in and through sports. Thus, all MSL students will be presented with opportunities to cultivate equitable teams and organizations on a semesterly basis. Students will also have the opportunity to put ideas learned in course work into practice when enrolled in the required field experience.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

In addition to the social justice orientation of the department and the MSL, ELPA also has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. A strategic direction of ELPA is to “Expand and enhance the focus on equity, diversity, and difference in instruction, as well as within the faculty, staff, and student body.” The MSL provides the department with exceptional opportunities to follow this direction. Historically, students who have pursued ELPA’s concentration in “sports administration” are among the unit’s most diverse in terms of race, geography, and experience. We anticipate and will actively recruit a similar, although expanded, pool of students – one that is rich in diversity.

Our recruitment efforts will be assisted bolstered by the program’s convenience and accessibility from a distance via online participation.

The MSL staff will also work closely with the School of Education and with the Graduate School and Division of Continuing Studies recruitment teams in developing marketing plans for this program. In order to recruit a diverse body, faculty and staff will also reach out to organizations that support women and under-represented minorities interested in coaching and sports leadership. For example, the MSL will contact the Milwaukee Coaches Association, the Wisconsin Basketball Coaches Association, and the Wisconsin Football Coaches Association to invite diverse members of their groups to apply and enroll in the MSL. Finally, to better reach underrepresented populations, the Graduate School Office of Diversity, Inclusion and Funding will be consulted, and recruitment materials sent to recognized school districts, club sports organizations, and community sports programs. Recruitment strategies include outreach to undergraduate programs on campus and well as participation in graduate school recruitment fairs across the country. Information about the MSL Program will also be disseminated through connections with various sports organizations within and beyond the state.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

One of ELPA’s core values is to maintain: “A learning community that celebrates wholeness while, at the same time, values the richness of differences in life experiences, cultural backgrounds, ways of knowing, and perspectives of its individual members. The department seeks to renew itself continually by attracting faculty and students who contribute to this diversity as well as enhance the larger community.

As such, with regard to faculty, staff, and student recruitment, the MSL will make positive contributions to ELPA’s culture. ELPA’s current faculty reflects the department’s active recruiting of a diverse set of scholars who comprise the core instructional staff for the MSL. In fact, the department has made great strides in realizing this goal over the last decade and continues to actively embrace this objective with opportunity to add to the department’s instructional corps, whether full time or part time. As such, ELPA will seek to hire and support a diverse cadre of instructors by leveraging current contacts and relationships within and beyond the academy. All new members of the MSL learning community will be introduced to ELPA’s mission and strategic focus on diversity and inclusion. During each semester’s opening, all will take part in the opening MSL seminar on leadership and engagement of diverse teams and communities. MSL faculty and staff will actively participate in creating and sustaining a positive, inclusive learning environment. Like

all ELPA programs, MSL faculty and students will draw from broader departmental, school, and university resources on diversity and inclusion.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

UW-Madison's Division of Diversity, Equity, and Educational Achievement also provides guidance to departments and programs. The ELPA department communicates about this division's opportunities available to faculty, staff, and students.

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

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Miller, Peter	Ed Leadership & Policy Analysis (ELPA)	Professor, Director of MSL
Jackson, Jerlando	Ed Leadership & Policy Analysis (ELPA)	Professor, ELPA Chair
Mead, Julie	Ed Leadership & Policy Analysis (ELPA)	Associate Dean, Professor

What resources are available to support faculty, staff, labs, equipment, etc.?

The MSL program will rely on equipment, support, and other resources provided by the ELPA Department. This program is fully online and does not require space or classrooms.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Miller, Peter	Ed Leadership & Policy Analysis (ELPA)	Program Director

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

MSL students will be supported by the MSL program director, the MSL coordinator (position not yet posted), and by MSL program faculty. The MSL director will provide oversight and guidance on all operational matters each semester. The coordinator will advise students on application, admission, enrollment, and field placement processes. The coordinator will also work in conjunction with the MSL director to establish key field placement partnership sites as well as innovative learning opportunities across courses. The MSL program faculty will advise students on matters directly pertaining to the courses they teach and will also provide individualized advising and support as needed.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Yes

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program?

Yes

Upload the 131 spreadsheet.

131Budget_MSL_12042020.xls

What is the tuition structure for this program?

Online/Distance per-credit tuition

Select a tuition increment:

\$900/credit

What is the rationale for selecting this tuition increment?

We arrived at the tuition rate of \$900/credit by analyzing the tuition structures of 24 similarly focused programs throughout the country. This analysis was conducted by the UW-Madison Department of Continuing Studies. Additionally, we examined similar 131 programs that have recently started at UW-Madison.

Among the 24 competing programs that we studied, cost per credit varied widely, with an average of \$713/credit. Based on similar institutional/program profile, four programs, in particular, lend appropriate comparisons for setting UW-Madison's MSL tuition rate:

University of Minnesota \$711 24 months

University of Michigan \$837 24 months

Michigan State University \$830 28 months

University of Miami \$2,020 24 months

Although the MSL's \$900/per credit tuition rate is higher than some public institution competitors, students can complete UW-Madison's program in just 30 credits (as opposed to 36) and 15 months (as opposed to 24 or more), which offers efficiencies of time and cost not found in other programs. Locally, the \$900/credit rate is commensurate with other ELPA program rates and in the same range as other programs at UW-Madison.

Will segregated fees be charged?

No

If segregated fees will be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

OnlineTuitionForm_MSL_012721.docx

Provide a summary business plan.

The MSL will have a tuition rate of \$900 per credit for a total of 30 credits per student. Enrollment is projected to be 35 students in year one and grow to 90 students by year five. Costs for the program include instruction (faculty, one teaching assistant, and temporary instructional staff) and administration (Program Director and ELPA administrative staff.) The MSL will be funded by 131 funds.

The program will realize a net revenue positive position by the second year, and is forecast to earn \$197,000 in the fourth year. The department plans to use program revenues to provide multi-year student funding packages for incoming PhD students enrolled in other ELPA programs.

The MSL Program Director, ELPA Department Chair, and ELPA administrative staff will monitor and manage funds and budget planning. The program will also monitor admission and retention.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

The program will be funded by 131 funds. See attached budget spreadsheet and budget narrative.

What is the marketing plan?

The MSL staff will also work closely with the School of Education, the Graduate School, and the Division of Continuing Studies recruitment teams in developing marketing materials for the MSL. The MSL program director will engage school districts, sports clubs, and communities throughout Wisconsin and the midwest.

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

In the first year of the MSL program, funds will be transferred from other ELPA revenue generating programs, including the ELPA PhD - Wisconsin Idea Executive, ELPA MS - Global Higher Education, and ELPA MS - Whitewater Cooperative Program. It is expected that the tuition from the MSL will fully cover program costs by the second year.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Instruction for the MSL will be staffed by 0.88 FTE faculty, a Program Director, one teaching assistant, and three temporary instructional staff. The Program Director and instructional staff will be funded by revenue transferred from other revenue generating programs in ELPA (see above.) ELPA administrative staff will contribute 0.25 FTE to support the MSL. It is expected that the tuition from the MSL will fully cover program costs by the second year.

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

ELPA core faculty teaching will not be impacted by the MSL. The MSL will benefit from administrative oversight of the Program Director and instructional support of adjunct faculty. Staffing needs won't spill over beyond MSL.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

MSL students will be eligible to apply for ELPA, School of Education, and University funding sources. Decisions about their funding will follow the same processes that are in place for other ELPA students. MSL students are not eligible for assistantships.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

The MSL does not require substantial new resources.

Are new Library resources needed to support this program?

No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

MSL students will be eligible to apply for ELPA, School of Education, and University funding sources. Decisions about their funding will follow the same processes that are in place for other ELPA students. MSL students are not eligible for assistantships.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet** the minimum requirements (<https://grad.wisc.edu/apply/requirements/>) **of the Graduate School as well as the program(s)**. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/apply/>).

Requirements	Detail
Fall Deadline	July 1
Spring Deadline	December 1
Summer Deadline	April 1

GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Applications to the MS in Sports Leadership program will be accepted on a rolling basis.

Applicants must submit the following:

1. Essay statement (not to exceed two pages).
2. Official transcripts of prior undergraduate and graduate course completion.
3. Resume or CV.
4. Supporting document if the undergraduate GPA is below 3.00. The statement will include: an explanation regarding why the applicant's GPA does not accurately reflect potential, documentation of high potential for leadership, and a description of relevant experiences that affect abilities to serve in leadership roles.

Describe plans for recruiting students to this program.

MSL faculty and staff will reach out to all Wisconsin school districts and all of its major sports organizations to promote the program and recruit new student. Special efforts will be made to share information at existing gatherings, such as leadership conferences, coaching clinics, and sports events. This will include efforts to connect with organizations that support women and under-represented minorities interested in coaching and sports leadership. For example, the MSL will contact the Milwaukee Coaches Association, the Wisconsin Basketball Coaches Association, and the Wisconsin Football Coaches Association to invite diverse members of their groups to apply to and enroll in the MSL.

What is the recruiting and admissions strategy for underrepresented students?

To better reach underrepresented populations, the Graduate School Office of Diversity, Inclusion and Funding will be consulted, and recruitment materials sent to recognized school districts, club sports organizations, and community sports programs. Recruitment strategies include outreach to undergraduate programs on campus and well as participation in graduate school recruitment fairs across the country.

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	35
Year 2	72
Year 3	79
Year 4	83
Year 5	90

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

If the MSL enrollment significantly exceeds projections, we will hire one or two part-time advisors/instructors to assist with student teaching and advising loads.

If the MSL enrollment is significantly lower than anticipated, we will re-examine and expand recruiting efforts. The program's relatively modest operational budget (the only new hire is the program coordinator and most teaching will be conducted by existing faculty and/or adjuncts) provides a degree of diminished fiscal risk in under-enrollment situations.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

major requirements

mode of instruction

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
No	No	Yes	No	No

Mode of Instruction Definitions

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

curricular requirements

Requirements	Detail
Minimum Credit Requirement	30 credits
Minimum Residence Credit Requirement	16 credits
Minimum Graduate Coursework Requirement	24 credits out of 30 total credits must be completed in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide (https://registrar.wisc.edu/course-guide)).
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	None.
Language Requirements	None.

Required courses

The Master of Science in Sports Leadership is a 30-credit master's degree in the department of Educational Leadership and Policy Analysis (ELPA). With program approval, students may take other ELPA courses not listed below as electives.

Code	Title	Credits
Core Courses		
ELPA 700	Field Experience in Educational Leadership	3
ELPA 710	Introduction to Intercollegiate Athletics Administration	3
ELPA 750	Coaching Athletics 1: Everyday Practices of Top Leaders	3
ELPA 751	Leadership and Justice in Sports	3
ELPA 752	Coach as Teacher: Mastering Instructional Practice On and Off the Field	3
ELPA 753	Psychology and Coaching in Sports	3
ELPA 754	Running a Championship System: The Badger Sports Leadership Road Course	3
ELPA 755	Coaching Athletics 2: A Bell Cow Way	3
ELPA 777	Higher and Post-Secondary Education Capstone Seminar	3
Electives - Choose one 3 credit course		

KINES 325	Group Development and Behavior Management	3
KINES 527	Principles of Strength and Conditioning	3
KINES 555	Sports Science & Athlete Monitoring	3

Total credits required:

30

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Graduate School Policies

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

major-specific policies

prior coursework

Graduate Work for Other Institutions

Requires program director approval.

UW-Madison Undergraduate

No credits from a UW-Madison undergraduate degree are allowed to count toward the degree.

UW-Madison University Special

With program approval, students are allowed to count no more than 6 credits of coursework numbered 300 or above taken as a UW-Madison special student. If necessary to meet the Graduate School minimum graduate credit requirements for the degree, special student coursework may need to be converted to graduate credits. Once converted, students are assessed the difference in tuition between special and graduate tuition. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

probation

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

advisor/committee

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

The program director advises students in the MSL program.

credits per term allowed

12 credits

time constraints

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Grievances and appeals

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
 - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for all students to seek grievance assistance and support)
- Employee Assistance (<http://www.eao.wisc.edu/>) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)

- Employee Disability Resource Office (<https://employeeedisabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.
2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.
3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
4. If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.
5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (<https://compliance.wisc.edu/>), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

other

Students in the MS in Sports Leadership program are not permitted to hold assistantships with tuition remission.

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Students may complete the program as full-time students in approximately 18 months, including summer enrollment (e.g., summer, fall, spring, summer semesters). Alternatively, students may complete the program on a part-time basis, as the program will appeal to working professionals interested in career advancement.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	Articulate, critique, or elaborate the theories, research methods, and approaches to scholarly inquiry or practice in educational settings.
2	Identify sources and assemble evidence pertaining to questions or challenges in the field of sports leadership.
3	Demonstrate understanding of sports leadership in a historical, social, or global context.
4	Identify and address social inequalities in educational opportunities and outcomes in sports leadership.
5	Select and/or utilize the most appropriate methodologies and practices.
6	Evaluate or synthesize information pertaining to questions or challenges in the field of sports leadership.
7	Communicate clearly in ways appropriate to the field of sports leadership.

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

Student learning is assessed directly with the capstone rubric. The rubric includes the capstone paper, course performance, and/or the culminating portfolio. Every three years, the department indirectly assesses student learning via a short online alumni survey that examines alumni perceptions of program contribution to learning goals since graduation. The ELPA Assessment Coordinating Committee conducts student assessment, interprets results, writes a summary of findings, and makes recommendations for improvement. The ELPA department chair and the program committee chair informally monitor implementation of report recommendations.

Department Approved Assessment Plan:

MSL Assessment Plan.pdf

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

The MSL will be the only sports leadership program at UW-Madison. The Department of Kinesiology offers a Master of Science in Athletic Training. Students in the MSL may be interested in taking some Kinesiology courses as electives in this program. The departments, both in the School of Education, are collaborating on the MSL.

Master's degree programs related to sports leadership are currently offered at the University of Wisconsin-Whitewater (Master of Science in Higher Education Athletic Administration) and the University of Wisconsin-Parkside (Master of Science in Sport Management), and an NOI has been circulated for a new program at the University of Wisconsin-Platteville (Master of Science in Sport Administration). Like programs at other UW institutions, students will have opportunities to study college athletic administration. However, the MSL will complement and expand opportunities for those wishing to study sports leadership in Wisconsin in five distinct ways. First, students in the MSL program will learn about policy and competitive matters that are unique to the Division I, Big Ten context. Second, the MSL will uniquely offer students an opportunity to study coaching, and will leverage the UW-Madison's status as an NCAA Division I institution to prepare coaches for the particular demands of Division I collegiate athletics. The program's classes will also cover teaching and leadership methods used by coaches, as well as the role that coaches have in working in concert within their school or organization. Third, the MSL examines coaching and leadership across school, university, and community settings. In particular, with the increasing presence of club sports in Wisconsin's communities, the MSL presents a new opportunity to learn how to successfully lead safe, productive sporting experiences. Fourth, the program incorporates a focus on social inequalities, opportunity, and justice in sport, true to the ELPA Department's expertise. For example, in ELPA 751: Leadership and Justice in Sports, students examine race, poverty, and activism related to youth sports, college sports reform, and leadership. This emphasis on diversity, inclusion, and social justice is central to the MSL's design and distinguishes this program from others in Wisconsin. Finally, the program intends to recruit students already part of UW-Madison, including former student athletes and undergraduates interested in sports leadership. For example, the MSL will provide a new possible academic home for student athletes who have completed undergraduate degrees and have remaining NCAA eligibility.

Commitments

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Yes

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

Name (Last, First)	Date of contact/ support letter received	School,College, or Department	Comment by contact person	On behalf of
Diffee, Gary	10/30/20	Kinesiology (KINESIO)		

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Kinesiology support for MSL.pdf
 MSL Letter of support Alvarez.pdf
 MSL Support Letter- Mark Nelson.pdf
 MSL letter of support Schlitz.pdf

Additional Information:

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:

Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Key: 1192