

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 7

Wednesday, March 7, 2012

Alumni Rooms AB, 3:00 p.m.

Presiding Officer: Derek Jeffreys, Speaker

Parliamentarian: Clifford Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4 February 15, 2012 [page 2]

3. NEW BUSINESS

- a. Slate of Candidates for Faculty Elective Committees for 2011-12 [page 6]
Presented by Janet Reilly, Committee on Committees and Nominations
- b. Proposal to Dissolve Faculty Senate Committee on Planning and Budget
Presented by Michael Draney, UC Chair [page 9]
- c. Proposal to Modify Senate House Rules
Presented by Michael Draney, UC Chair [page 10]
- d. Proposal to Create a Master of Science in Nursing
Presented by Derryl Block [page 12]
- e. Requests for future business

4. REPORTS

- a. Academic Affairs Council [page 13]
- b. University Committee Report - Presented by Michael Draney
- c. Faculty Representative Report - Presented by Michael Dolan
- d. Academic Staff Representative Report - Presented by Kelly Kramp
- e. Student Government Report - Presented by Heba Mohammad

5. ADJOURNMENT

MINUTES 2011-2012
UW-GREEN BAY FACULTY SENATE MEETING NO. 6

Wednesday, February 15, 2012
Alumni Rooms, University Union

Presiding Officer: Derek Jeffreys, Speaker of the Senate

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

PRESENT: Kimberly Baker (HUB), Franklin Chen (NAS), Michael Draney (NAS-UC), Jorge Estevez (NAS), Clif Ganyard (HUS), Victoria Goff (ICS), Thomas Harden (Chancellor, *ex officio*), Doreen Higgins (SOWORK), Ray Hutchison (URS-UC), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Young Jin Lee (BUA), Kaoime Malloy (AVD), Amanda Nelson (HUB), Adam Parillo (URS), Deirdre Radosevich (HUD alternate), Courtney Sherman (AVD), Christine Smith (HUD), Alison Stehlik (AVD alternate), John Stoll (PEA), Mussie Teclezion (BUA), Christine Vandenhouten (NURS), Bryan Vescio (HUS-UC), Julia Wallace (Provost, *ex officio*)

REPRESENTATIVES: Heba Mohammad (student government), Linda Parins (academic staff)

NOT PRESENT: Andrew Austin (DJS), David Dolan (NAS-UC), Adolfo Garcia (ICS), Mark Kiehn (EDUC), Karen Lieuallen (EDUC), Christopher Martin (HUS), Cristina Ortiz (HUS), Alma Rodriguez Estrada (NAS).

GUESTS: Tim Sewall, Sue Mattison, Paula Ganyard, Scott Furlong

1. Call to Order. Delayed ever so slightly by a pre-meeting discussion of how to get Senate meetings to begin as promptly as the Chancellor's Leadership Council meetings, Speaker Jeffreys brought the meeting to order at 3:02 p.m.

2. Approval of Minutes of Faculty Senate Meeting No. 5, January 25, 2011. Speaker Jeffreys asked for any corrections and/or comments and, hearing none, accepted the minutes.

3. Chancellor's Report.

The Chancellor reported on a recent friend-raising trip to Florida as encouraging.

He predicted an announcement in the search effort for a VP for Business and Finance soon and thanked all involved in the search.

He reported that plans for the Weidner Center were progressing. Three aims there are to open the building more to on-campus groups, to change the fee structure to encourage more use by non-profit community groups, and to complete arrangements for a performance season (14-18 events) for next year.

He also mentioned a discussion at UW-System about each institution having separate boards. The Chancellor revealed his own position in this discussion. He is not in favor of separate boards

being governing boards because that complicates the role of the Board of Regents as the governing board for the System. He is in favor of advisory boards since UW-Green Bay already has a high-functioning and supportive advisory board in the Council of Trustees. There has been some talk of using local boards as vehicles for regional economic development but our region already has NEW ERA and NEW North, which serve that interest well. The Chancellor is also inclined not to encourage overlapping membership between advisory boards and Regents. The report of the System task force that stimulated these discussions is now available from UW-System.

4. Continuing Business.

a. Proposal for a Joint Committee on Legislative Affairs. UC Chair Michael Draney presented this item unchanged from its first reading a month earlier. **Senator Parillo (Senator Ganyard second) moved adoption** with the comment that it makes sense and has been de facto practice for several years now. **The Senate voted unanimous approval (22-0-0).**

b. Conversion of the Library and Instructional Technology Committee to a Joint Committee. **UC Chair Draney presented this item as unchanged from the first reading. He moved adoption with the second of Senator Ganyard.** He alerted the Senate to discussions with the Academic Staff Committee, which was pressing the position that joint governance committees ought to have equal membership of faculty and staff. Currently and thus in the conversion proposal the LITC has four faculty and two academic staff members. There was much discussion of procedures, rules, definitions, motivations, and effects of various actions (such as tabling, amending, and passing the proposal). The discussion generally moved in the direction of clarifying that joint governance committees need approval from both faculty (through the Faculty Senate) and the academic staff (through the Academic Staff Committee) so the Senate's passing this proposal does not effect change until the ASC does the same; that the rules for creating joint governance committees do not mandate equal membership of faculty and staff; that individual senators expressed differing opinions on whether a joint committee necessarily should be one with equal membership; and that the current membership of the LITC does not wish its current (four faculty and two staff) membership to change. With those clarifications **the Senate voted to approve the proposal (11-3-8).**

c. Conversion of Awards and Recognition Committee to a Joint Committee.

University Committee Chair Michael Draney presented the second reading as unchanged from the first reading and reiterated the same concern from the Academic Staff Committee about joint committees having equal representation of faculty and staff. (This committee currently has four faculty, three academic staff, one classified staff, and two students.) **Senator Vescio (Senator Vandenhouten second) moved adoption of the proposal.** Senator Baker reported that the Awards and Recognition Committee itself had voted approval of the proposal last year. There was some confusion about the connection between the Awards and Recognition Committee and the Honorary Degree Committee. (The responsibilities of the Honorary Degree Committee are not part of the Awards and Recognition Committee but the membership of the Honorary Degree Committee is set as whoever the four faculty members of the Awards and Recognition Committee are.) **The Senate approved the proposal (17-0-5).**

5. New Business.

a. Proposal to Amend Student Bereavement Policy UC Chair Draney presented this item and explained the consultative process (particularly with the policy's main advocate, Professor Illene Cupit) that led to it. Last year the Senate adopted a policy on Student Bereavement and its implementation brought to light that it wasn't working well for courses of short duration. The amendment to both the policy and the suggested language faculty might include in syllabi was a solution to that problem. **Senator Ganyard (Senator Estevez second) moved adoption.** One eagle-eyed senator noticed that the language of the policy and that of the suggested language for syllabi were slightly askew and with the general understanding that they should align the **Senate approved the changes unanimously (21-0-0).**

b. Requests for future business The Speaker made this routine request to no vocal response.

6. Provost's Report.

The Provost noted the impending loss of Associate Provost Tim Sewall, Assistant Provost Mike Marinetti, and Chief Information Officer Kathy Pletcher, whom she called the "guts" of Academic Affairs, all on July 1, 2012. Searches for replacements have been announced and are under way. She also reminded the Senate of one more search for a one-year (possibly renewable) faculty reassignment position for a special assistant to deal with assessment and reaccreditation issues. She offered this as a good opportunity for any faculty wishing some administrative experience for whatever value that may have in career advancement.

The Provost then announced a policy change in how students not in the Adult Degree Program may get access to ADP courses. Starting in the fall of 2012 instructor's permission would no longer be needed. This announcement generated questions and discussion among the senators. It raised questions about the difference between pedagogy and andragogy, to what extent courses with the same number had to be equivalent if taught in different formats, control of access for particular populations of students through explicit or implicit prerequisites, recognition of different ways face-to-face courses change when offered on-line, and whether the entire matter was a curricular matter or an issue of administrative implementation. UC Chair Draney reported that there seemed to be a difference of opinion between the UC and the Provost over whose approval is needed to make the change, even though the UC itself was mixed on whether to recommend a specific change.

7. Other Reports.

a. University Committee Report UC Chair Draney presented his report by noting three issues that may be coming to future Senate meetings. One may be a proposal to change voting rules to discourage abstentions. This resulted from some dismay over how few senators it took to pass an action at the previous Senate meeting. A second issue is that a proposal to eliminate the Senate Committee on Planning and Budget was likely in the future. The third item was that the Committee on Workload and Compensation has been active and may well have actionable issues for the Senate.

b. Faculty Reps Report Michael Draney filled in for Faculty Rep David Dolan and reported on

the latest meeting in Madison where there was apparently unhappiness over several issues: lack of progress on the expected solution to the May multiples problem with payroll (software can't handle it); membership and timing of workgroups on revamping the personnel system; an administrative revoking of faculty reassignments at UW-Parkside; and a lawsuit by the National Center for Teaching Quality against the whole UW for access to syllabi for all Education classes.

c. Academic Staff Report Linda Parins stood in for Kelly Kramp to report that the Academic Staff Committee had been discussing the nature of joint governance committees (as reflected in the discussion of the Senate's continuing business) and the work of the Professional Development Programming Committee. A meeting of the Academic Staff Assembly is scheduled for April 26th.

d. Student Government Report - Heba Mohammad reported the availability of a survey on the childcare issue and urged all faculty to complete the survey. The next step would be using the results of the survey to take a plan to the Chancellor.

8. Adjournment. With business concluded, the Speaker adjourned the meeting promptly at 4:26 p.m.

-NOMINEES FOR 2012-13 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2012-13 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Academic Staff no later than March 19.

ACADEMIC AFFAIRS COUNCIL -

5 tenured members: 1 from each of the 4 voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Dean VonDras, SS; Kaoime Malloy, AH

Nominees for 3 faculty slots

One from PS 3-year term: Susan Gallagher-Lepak

One from NS 3-year term: Peter Breznay and Franklin Chen

One at-large, 1-year replacement, Toni Damkoehler and Clifton Ganyard

PERSONNEL COUNCIL -

5 tenured members: 1 from each of the 4 voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Georjeanna Wilson-Doenges, SS; Christine Style, AH

Nominees for 3 tenured faculty slots

One from PS 3-year term: Peter Smith and Scott Ashmann

One from NS 3-year term: Michael Zorn and Atife Caglar

One from at-large, 1-year replacement: Amy Wolf and Brian Sutton

GENERAL EDUCATION COUNCIL

6 tenured members: 1 from each of the 4 voting districts, plus two at-large members (with no more than 2 from a single voting district). Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

Continuing members are:

Heidi Fencl, at-large NS; William Lepley, PS; Thomas Nesslein, SS; Jennifer Ham, AH

Nominees for 2 faculty slots

One at-large 3-year term: Illene Cupit and Jeff Entwistle

One from NS 3-year term: Forrest Baulieu and Woo Jeon

UNIVERSITY COMMITTEE -

6 **tenured** members: 1 from each of the voting districts, plus two at-large (with no more than 2 from a single voting district).

Continuing members are:

Bryan Vescio, at-large AH; Derek Jeffreys, AH

Nominees for 4 faculty slots

One at large 3-year term: Gregory Davis and John Lyon

One from PS 3-year term: James Coates and Mimi Kubsch

One from NS 3-year term: Steve Meyer and Patricia Terry

One from SS, 2 year replacement: Ryan Martin

COMMITTEE OF SIX FULL PROFESSORS

6 tenured, full professor members: 1 from each of the voting districts, plus two at-large (with no more than 2 from a single voting district).

Continuing members are:

Angela Bauer-Dantoin, at large NS; Robert Howe, NS; Tian-You Hu

Nominees for 3 faculty slots – cannot be a member of NS

One from AH 3-year term: Carol Emmons and Jeff Entwistle

One from SS 3-year term: Kim Nielsen and Regan Gurung

One from PS 3-year term: Derryl Block and Meir Russ

GRADUATE FACULTY BOARD OF ADVISORS -

2 tenured faculty at-large members-not from the same graduate program. At-large members are elected by Graduate Faculty only-holding the tenured associate or full professor ranks. No more than one member from any one graduate program on the Board. May not be elected for consecutive terms. New elected member must be a member of the Graduate Faculty.

Continuing member: Scott Ashmann, at-large, Applied Leadership in Teaching & Learning

Nominees for 1 slot

One at-large 3-year term: David Dolan and John Katers

LIBRARY AND INSTRUCTIONAL TECHNOLOGY COMMITTEE -

4 faculty members, 1 from each of the 4 voting districts, 2 Academic Staff (elective) members, 1 student

Continuing members are:

Katia Levintova, SS; Atife Caglar, NS;

Recommendations needed for 2 faculty slots:

One from PS 3-year term: Mary-Jo DeVillers and Young Jin Lee

One from AH 3-year term: David Severtson and Eric Hansen

COMMITTEE ON COMMITTEES AND NOMINATIONS -

5 members **nominated by the Personnel Council** with professorial rank only: One from each of the 4 voting districts, plus one at-large. No member is eligible for more than one consecutive term.

Continuing members are:

Adolfo Garcia, at-large AH; Katia Levintova, SS; Hye-Kyung Kim, AH

Nominees for 2 faculty slots

One from PS 3-year term: Derryl Block and Karen Lieuallen

One from NS 3-year term: Kim Baker and Steve Meyer

COMMITTEE ON RIGHTS AND RESPONSIBILITIES -

5 tenured members **nominated by the University Committee**: one from each of the 4 voting districts, plus one at-large. Members may serve up to 3 consecutive terms.

Continuing members are:

Kristin Vespia, SS; William Lepley, PS; Franklin Chen, NS;

Kathleen Burns, at-large SS, will be on sabbatical in Spring of 2013.

Nominees for 2 slots – tenured faculty only

One from AH 3-year term: Kaoime Malloy and Jennifer Mokren

One from at-large, 1 ½ year replacement beginning spring 2013: Tim Kaufman and Dean VonDras

Faculty Senate New Business 3a 3/7/2012

Proposal to dissolve Faculty Senate Committee on Planning and Budget

Whereas, members of the Faculty Senate Committee on Planning and Budget (FSCP) have repeatedly complained over the years of an inability to carry out their charge, despite thoughtful modifications to that charge, and

Whereas, the committee has been unable to acquire access to Planning and Budget information that is not duplicated by that available to the Chancellor's Council on Planning and Budget, and

Whereas, the University Committee has been unable to find ways to change the committee's charge or otherwise modify lines of communication to facilitate this committee's work, and

Whereas, the Chancellor's Council on Planning and Budget currently includes two Faculty Representatives, and the Chancellor has agreed in a memo to the University Committee to select future representatives from a list provided to him by the University Committee, and

Whereas, committees that do not have a unique and useful function are arguably a waste of valuable faculty time and should not persist if these criteria are not met,

Therefore be it resolved that the UW-Green Bay Faculty Senate hereby dissolves the Faculty Senate Committee on Planning and Budget.

Faculty Senate New Business 3b 3/7/2012

Proposal to modify UW-Green Bay Senate House Rules

We propose to add the following rule to the house rules. Subsequent rules would be renumbered.

5. Voting procedures

Since abstentions are not votes, they will neither be called for nor counted, nor do they affect the outcome of the vote: The majority of votes decides, and tied motions fail. However, abstention is an option; no Senator can be forced to vote.

Justification for modification of house rules: There are some legitimate reasons for failing to vote (a.k.a. abstaining from the vote): These include conflicts of interest and lack of necessary information or preparation needed to cast a legitimate vote (for example, if a Senator arrived after the relevant discussion, or failed to read a lengthy attachment to the Senate agenda). However, in order to conduct Senate business, Senators must, in general, vote. We are tasked with making decisions. So, the University Committee feels that being undecided, equivocal, or apathetic about an issue are not legitimate reasons to abstain, nor is the desire to avoid social consequences of a vote. We propose that abstentions may decrease if it is clear that yea and nay are the only options for a vote. Since abstention is not a vote, abstaining should not be counted nor recognized during a vote. The University Committee suspects that recognition and counting of abstentions only validates and encourages this rather undesirable action.

House Rules of the Senate

1. Meeting notification

Notification of Faculty Senate meetings shall be in accord with the state requirements of Wisconsin's open meetings law. An agenda must be available at least 24 hours before the meeting. No actions may be taken at the meeting that are not listed on the agenda as planned or possible actions.

2. Preparation of agenda

Preparation of the agenda is the responsibility of Secretary of the Faculty and Academic Staff, Speaker of the Senate, University Committee, and the Chancellor (52.07 B. 1.). Items for future agendas may come from: items introduced in a Senate meeting during New Business (52.06 F.); petitions from ten percent of the Faculty (52.08 B.); or requests from individual faculty members through a senator (52.08 B.) or through the University Committee.

3. Parliamentary procedure

Parliamentary procedure shall be governed by Robert's Rules or the Standard Code.

4. Quorum definition

A majority of Senate members, not counting ex-officio members, shall constitute a quorum.

5. Automatic consent

There shall be no "automatic consent" items on the Senate agenda, although there may be items such as the approval of minutes that are automatically included on the agenda.

6. Proxy, absences, subs

(For 2004-2005) Senators may be replaced as per (52.05) for the remainder of their terms, but if a Senator cannot make a particular meeting, there shall be no voting by proxy or substitution as per (52.03 B. 4).

(Beginning September 2005) Senators may be replaced as per 52.05 for the remainder of their terms. If a Senator cannot make a particular meeting, there shall be no voting by proxy, but a duly elected alternate may attend and vote as per 52.03 B. 4.

7. Speaking recognition and limits

The Speaker of the Senate must recognize all those who speak at a Senate meeting and may limit participation in the interests of full discussion. Robert's Rules suggest recognizing people who have not yet spoken before giving the floor to someone who has already spoken and that ten minutes is a reasonable limit for holding the floor.

8. Disposition of approved motions

Actions taken by the Senate shall be sent to the Chancellor for implementation. Resolutions calling for action should include a date of effectiveness.

9. Policy on first and second readings

Proposals to change codification or make significant policy change shall come before a meeting of the Senate for discussion prior to any action taken at a subsequent meeting.

10. New business

New Business may include: discussion items intended to be enacted at the next meeting (first readings of proposals); discussion items not intended for action; items (except code changes and significant policy changes) for immediate action; and proposing items for future consideration.

11. Open forum

An Open Forum is an opportunity for any member of the Senate to pose a question or raise an issue and an opportunity for other members to react. No motions may be enacted during an Open Forum.

12. Order of business

The categories of business before the Senate shall have the following order:

Call to Order; Approval of the Minutes; Chancellor's Report; Continuing Business; New Business; Provost's Report; University Committee Report; Open Forum; Adjournment.

13. Adjournment procedure

Adjournment happens automatically at 5:00 p.m. unless the meeting is extended by a two-thirds vote.

Adopted by vote of the Faculty Senate 12-10-2003, amended 2-18-2004

Faculty Senate New Business 3c 3/7/2012

UW-Green Bay
Degree, Major, Minor, Emphasis, Certificate

Date 11/14/2011

Interdisciplinary Unit Nursing
Unit Chair Derryl Block

Action(s) Requested

- Establish New Name Master of Science in Nursing
 Degree Major Minor Area of Emphasis Certificate Program
- Modify Existing Name _____
 Degree Major Minor Area of Emphasis Certificate Program
- Rename Existing Name _____
 Degree Major Minor Area of Emphasis Certificate Program
- Drop Existing Name _____
 Degree Major Minor Area of Emphasis Certificate Program

Important: Step-by-step instructions regarding the curriculum approval process for the action(s) checked above can be found at <http://www.uwgb.edu/provost/curriculum/guidebook.pdf>.

Authorizations

Proposal Prepared by

Name Susan Gallagher-Lepak Unit Nursing
Name Derryl Block Unit Nursing
Name _____ Unit _____

Disciplinary/Other Unit Executive Committee Action Approved Denied Date _____

Unit _____

Disciplinary Chair or Authorized Representative _____

Routing: Discipline Chair electronically submits completed form to the Interdisciplinary Unit Chair.

Interdisciplinary/Executive Committee Action Approved Denied Date 11/11/2011

Unit Nursing

Interdisciplinary Chair or Authorized Representative Derryl Block

Routing: Interdisciplinary Chair of initiating unit electronically submits completed form to each Interdisciplinary Chair of impacted units for individual's recommendations/authorization.

Other Interdisciplinary Unit Executive Committee(s)

List the names of other Interdisciplinary Units that are impacted by the new degree program or changes to an existing degree program being proposed. Electronically submit the original form to each Interdisciplinary Chair for approval.

FORM AA

**UW-Green Bay
Degree, Major, Minor, Emphasis, Certificate**

Unit _____ Chair _____ Support Do not support Date _____
Comments _____

Unit _____ Chair _____ Support Do not support Date _____
Comments _____

Unit _____ Chair _____ Support Do not support Date _____
Comments _____

Routing: Interdisciplinary Chair of impacted unit returns form electronically to the Interdisciplinary Chair of the initiating unit.

Routing: When all authorizations of impacted units are received, the Interdisciplinary Chair of the initiating unit electronically submits form to the Academic Dean's Office.

Graduate Faculty Board of Advisors (if the proposal involves a master's degree program)

Complete and attach form Z-GFBA

- Approved Date 12/7/2012
- Approved with modifications and concerns listed on form Z-GFBA
- Denied for reasons listed on form Z-GFBA

The initiating unit must respond to any concerns raised by the Board. This response must be in writing and included with the proposal as it progresses through the approval process.

Routing: GFBA Chair electronically submits completed Form Z-GFBA and the curriculum form to the Academic Dean's Office.

General Education Council

- Approved Date N/A
- Approved with modifications and concerns listed on form Z-GEC
- Denied for reasons listed on form Z-GEC

The initiating unit must respond to any concerns raised by the Council. This response must be in writing and included with the proposal as it progresses through the approval process.

Routing: GEC Chair electronically submits completed Form Z-GEC and the curriculum form to the Academic Dean's Office, College of Liberal Arts and Sciences.

Academic Dean Approved Denied Date 1/30/2012

Dean or Authorized Representative Sue J. Mattison

Routing: If appropriate, the Academic Dean's Office electronically submits completed form to GEC and/or GFBA. When authorizations are received from GEC and/or GFBA, the Academic Dean's Office electronically submits completed forms to the AAC.

Routing: If appropriate, the Academic Dean's Office reviews and electronically submits curriculum form to the GEC and/or GFBA. The GEC/GFBA returns electronically with completed Z-GEC and/or Z-GFBA to the Academic Dean's Office.

Routing: The Academic Dean's Office electronically submits completed form[s] to the AAC.

[Refer to guidelines for additional routing notifications.]

FORM AA

**UW-Green Bay
Degree, Major, Minor, Emphasis, Certificate**

Academic Affairs Council

- Approved
- Approved with modifications and concerns listed on form Z-AAC
- Denied for reasons listed on form Z-AAC

Date 2/27/2012

If concerns are raised by the AAC those concerns must be communicated to the initiating unit by sending a completed copy of the Form Z-AAC to the unit chair. The initiating unit must respond to any concerns raised by the Council. This response must be in writing and included with the proposal as it progresses through the approval process.

Routing: AAC Chair electronically submits completed form Z-AAC to the Faculty Senate if degree is being established or discontinued, otherwise to the Associate Provost for Academic Affairs.

Faculty Senate Approved Denied Date _____

Chair or Authorized Representative _____

Routing: Faculty Senate Chair electronically submits completed forms to the Associate Provost for Academic Affairs.

Chancellor Approved Denied Date: _____

Chancellor or authorized representative _____

Routing: Chancellor electronically submits completed forms to the Associate Provost for Academic Affairs.

Provost & Vice Chancellor for Academic Affairs Approved Denied Date _____

Effective Date of Action: Year _____ Term _____

Provost or Authorized Representative _____

Routing: Provost's Office electronically submits completed forms to the Registrar's Office, the Academic Dean, SOFAS, and chair of unit initiating the request.

New Curriculum Proposal

If the proposed action involves an existing degree, major, minor, area of emphasis or certificate, provide a complete description of the proposed curriculum and insert any necessary documentation in the section below.

Existing Curriculum Proposal

If the proposed action{s} involve{s} existing degree, minor, area of emphasis, or certificate programs complete the information below and attach a complete description of the proposed changes to an existing degree, minor, area of emphasis or certificate program along with the reason{s} for requesting the change at the end of this form.

Title _____ Year of Initial Approval _____ Year of Last Change _____

Support Documentation

Insert support documentation [syllabus, rationale, etc.] here:

Insert support documentation that shows track changes [catalog page/s] here, following these instructions:

October 14, 2011

FORM AA

UW-Green Bay Degree, Major, Minor, Emphasis, Certificate

1. In the source document which shows track changes, select the text to transfer.
2. Press **Ctrl+F3**; text will be cut [if you want to save a copy, immediately press **Ctrl+Z**]
3. Place the insertion point in the box below.
4. Press **Shift+Ctrl+F3** to insert the document showing track changes.

FORM Z - AAC

UW-GREEN BAY CURRICULUM CONSULTATION FORM

Academic Affairs Council

Directions:

1. This form should be completed by the chair of the Academic Affairs Council.
2. The Academic Affairs Council must act on a proposal within 20 business days of receipt of the proposal or notify the initiator that more time will be needed before action can be taken.
3. Copies of the completed form should be sent **electronically** to (1) the initiator and (2) the Secretary of the Faculty and Academic Staff c/o Mary Goral. The initiating unit may respond in writing to any concerns raised by the Council. This response should be sent to the chair of the AAC and the SOFAS and will be included with the proposal as it progresses through the approval process.

Proposal Identifying Information

Form: CPS 46 Master of Science in Nursing
Initiating Unit: Nursing Name of Initiator: Derryl Block, Susan Gallagher-Lepak

Response from AAC

Response from: Academic Affairs Council

Based upon the Academic Affairs Council review completed on 2/24/2012, we

- Support the above proposal.
 Support the above proposal with the modifications and concerns listed below.
 Do not support the proposal for the reasons listed below.

Date completed form sent SOFAS Office: 2/27/2012

Name of Chair or Authorized AAC Representative: Steve Dutch

Summary of Action and Comments Section

A summary of the AAC action and any recommendations/concerns should be provided here. Attach additional pages, if necessary.

This is a revival of a proposed program with UW-O that was approved a couple of years ago but failed for reasons not originating on campus.

PROPOSAL FOR AUTHORIZATION TO IMPLEMENT
ONLINE MASTER OF SCIENCE IN NURSING (MSN)
LEADERSHIP AND MANAGEMENT IN HEALTH SYSTEMS AT UW-GREEN BAY

Program Identification

1. *Title of Proposed Program:* Online Master of Science in Nursing Leadership and Management in Health Systems
2. *Department or Equivalent Sponsoring the Program:* Professional Program in Nursing
3. *College, School, or Functional Equivalent:* College of Professional Studies
4. *Timetable for Initiation:* Operative by September 2013
5. *Delivery:* Distance education program: Authorization will not be requested to implement same degree program as a residential on-campus program

Context

2.1 History of Program

Nurse leaders and managers affect health care delivery at organizational and systems levels. In order to do this effectively, especially with the increasing complexity of health care and health care systems, preparation is needed to deal with budgeting, regulations, information systems, technological innovations, integrated health care delivery systems, and restructuring of work environments. Therefore, an online nursing master's degree in Leadership and Management in Health Systems is proposed. This non-clinical master's degree will build on the clinical knowledge and experience of nurses to emphasize nursing leadership and management of health care delivery networks.

The Master of Science in Nursing (MSN) Leadership and Management in Health Systems builds upon the baccalaureate generalist nursing degree. The UW-Green Bay Bachelor of Science in Nursing (BSN) curriculum includes courses related to this master's degree including courses in leadership and management, evidence based practice and research, and theoretical foundations of nursing practice.

The UW-Green Bay Professional Program in Nursing, a Registered Nurse (RN) to BSN Completion Program, has been in existence as a face-to-face program since 1981. The program has grown substantially with the BSN@Home program, started in 1996 to provide an online RN to BSN Completion program for nurses throughout the state of Wisconsin. BSN@Home is offered in collaboration with the four other University of Wisconsin (UW) nursing programs. In 2000, BSN-LINC, a cost recovery, online, RN to BSN Completion program for nurses across the country, was started.

2.2 Instructional Setting of Program

The Professional Program in Nursing is located organizationally in the College of Professional Studies at UW-Green Bay. The proposed program will add to the array of graduate professional programs at UW-Green Bay (i.e., Business, Social Work, and Education) and allow nurses with a BSN degree to pursue graduate education in nursing.

2.3 Relation to Mission Statement and Strategic Academic Plan

The MSN in Leadership and Management in Health Systems relates closely to the select mission of UW-Green Bay by emphasizing interdisciplinary problem-focused learning and engaged citizenship (UW-Green Bay, 2009). The program will emphasize problem focused learning about leadership and management in healthcare systems. Interdisciplinary communication is a core competency so the master's prepared nurse is equipped to function effectively in health care teams and to assume accountability for patient outcomes. Students and graduates will exemplify engaged citizenship in implementing the master's level nursing standards (UW-Green Bay, 2009).

The mission of the Professional Program in Nursing at UW-Green Bay is to provide high quality, student-centered nursing education that builds on prior experience, knowledge and skills of RNs. Students are prepared to think critically and address complex health issues in a multicultural and evolving world. The program helps meet the needs of the nursing profession and of society to improve health and healthcare delivery. Delivery of a master's degree in leadership and management in health systems is consistent with the Nursing Program mission. Additionally, strategic growth agenda planning and an educational consultant at UW-Green Bay identified the need for growth in master's education and specifically a master's in nursing as a priority area.

The development of a Nursing master's degree in Leadership and Management in Health Systems is consistent with a number of campus initiatives. UW-Green Bay campus initiatives have focused on building graduate programs (e.g., 2010-11 Chancellor Appointed Graduate Task Force, 2008 Graduate Focus Group, 2008 Growth Agenda Plan). The need for a graduate program in Nursing has consistently been recognized.

In fall 2011, two consultants, Dr. Karen Stefaniak and Dr. Mary Zwygart Stauffacher, reviewed the proposal for an online Master of Science in Nursing at UW-Green Bay. Dr. Stefaniak, a Robert Wood Johnson Executive Nurse Scholar, is a recently retired chief nurse officer of a large health care system in Kentucky and presently teaches nursing management and leadership at the masters and doctoral level at the U of Kentucky as well as in an online nursing program. Dr. Zwygart Stauffacher is a Professor and Head of the Graduate Programs at U of Wisconsin-Eau Claire. She was instrumental in leading and developing that institution's masters program in nursing administration and Doctor of Nursing Practice program with an emphasis in nursing administration. The consultants met with faculty to discuss their reviews and suggestions for strengthening the proposed program. Their consultation reports are attached. They both found the proposed MSN program needed and well thought out. Based on their recommendations, the program title was changed to include the word, "Leadership." The Evaluation and Research in Health Systems course was moved to the first semester and additional specific content was delineated in several courses. An additional practicum, focusing on evidence based clinical care, was added and practicum hours were adjusted. Statistics was changed from being a course prerequisite to a requirement for admission. Additionally, the relationship of the Association of Nurse Executive (AONE) competencies to program outcomes, faculty development resources, and educational criteria for preceptors were added to the Proposal for Authorization document.

Description of Proposed Program

3.1 Program Description

The MSN in Leadership and Management in Health Systems is intended for RNs holding a bachelor's degree in nursing. The program will be fully online and will be based on a cost recovery financial model. This master's degree provides advanced coursework in leadership and management to improve care at multiple levels across the continuum of healthcare settings. The curriculum will provide students with knowledge and skills to improve outcomes in areas of quality processes, cost savings, and patient satisfaction. Core content within the curriculum includes leadership, fiscal management, evaluative methods, information systems, healthcare policy, communication, and organizational behavior. Didactic and practicum courses will comprise the curriculum. Practicum experiences will be arranged with health care facilities near students' home or work.

3.2 Academic Objectives and Student Learning Outcomes

The master's degree will build on knowledge and skills of the baccalaureate nurse and incorporate the American Association of Colleges of Nursing's [AACN] (2011) *Essentials of Master's Education in Nursing*. Program outcomes address the following areas of knowledge and skills:

- Background for practice from sciences and humanities
- Organizational and systems leadership
- Quality improvement and safety
- Translating and integrating scholarship into practice
- Informatics and healthcare technologies
- Health policy and advocacy
- Interprofessional collaboration for improving patient and population health outcomes
- Clinical prevention and population health for improving health
- Master's-level nursing practice

These program outcomes track well with the existing baccalaureate level outcomes in the Professional Program in Nursing and are consistent with the AONE (2005) competencies. AONE competency domains include communication and relationship building, knowledge of the health care environment, leadership, professionalism, and business (management) skills. During further course development, AACN *Essentials* and AONE competencies will be cross-walked with each course and the program as a whole.

3.3 Curriculum

The curriculum will be comprised of 12 courses. All courses will be graduate level and developed for this program. The program will be delivered via a part time cohort model. Students will complete the program in 6 semesters (fall I, spring I, summer I, fall II, spring II, summer II) with two courses offered each semester. New cohorts will start every two years (e.g., 2013, 2015, etc.). Depending on demand and resources, there is a possibility of a new cohort starting more frequently after the second cohort. In select circumstances, special student status will be granted for a student who meets entrance requirements to take a course before a new cohort begins. Additionally, a student who becomes out of sync with his or her cohort may have the opportunity to take an independent study to catch up.

Entrance requirements will include: a Baccalaureate degree in nursing from an accredited program (e.g., National League for Nursing Accrediting Commission or Commission

on Collegiate Nursing Education [CCNE]), current RN licensure, GPA of 3.0 (measured on a 4.0 scale) or higher, evidence of receiving a grade of C or better in a college level inferential statistics course, undergraduate transcripts, and graduate application. GRE scores will not be required. It should be noted that an inferential statistics course is available online from UW-Green Bay for potential applicants who do not have statistics.

An online student orientation will be developed to include a review of the curriculum and program outcomes, program policies, student resources, and a self-study statistics review module.

The plan of study below details the proposed sequence of required courses. Courses will be online with the exception of practicum courses held at health systems near students' work or residence.

Plan of Study for Online MSN Leadership and Management in Health Systems

Semester	Course Offerings
Fall I	Evaluation and Research in Health Systems (3 cr) Theory in Health Systems (3 cr)
Spring I	Leadership and Management in Health Systems (3 cr) Economics and Policy in Health Systems (3 cr)
Summer I	Human Resources and Communication in Health Systems (3 cr) Clinical Prevention and Population Health (2 cr)
Year 1 Total	17 credits
Fall II	Informatics in Health Systems (3 cr) Practicum I Evidence Based Clinical Care in Health Systems (3 cr)
Spring II	Financial Management in Health Systems (3 cr) Practicum II Leadership and Management in Health Systems (3 cr)
Summer II	Environmental Health and Sustainability in Health Systems (2 cr) Practicum III Advanced Leadership and Management in Health Systems (3 cr)
Year 2 Total	17 credits
Grand Total	34 credits

Practicum I course prerequisites are Evaluation and Research in Health Systems and Clinical Prevention and Population Health. Practicum II course prerequisites are Practicum I, Theory in Health Systems, Leadership and Management in Health Systems, Economics and Policy in Health Systems, Human Resources and Communication in Health Systems, Informatics in

Health Systems, and (pre or co-requisite) Financial Management in Health Systems. Practicum III course prerequisites are Practicum I and Practicum II.

Course Descriptions:

Evaluation and Research in Health Systems (3 cr): This course will focus on nursing related skills needed for the evaluation of health systems outcomes with emphasis on design, use of information systems, and evaluation. Topics include using statistics in evaluation and research, continuous quality improvement, evidence-based practice, safety and quality indicators, performance improvement methods, and team-based problem solving.

Theory in Health Systems (3 cr): This course will present concepts and frameworks important to leadership and management in health systems. Systems theory, complexity science, and change theories, along with nursing and organizational theories will be emphasized. Specific focus will be scholarly writing and theories applicable to nursing leadership and management. Ethical decision making in health systems will be addressed.

Leadership and Management in Health Systems (3 cr): This course will focus on the development of leadership for nurses in complex organizations. Students will explore the concepts of organizational culture in micro, meso and macro systems. Topics will include transformation of complex organizations, conflict, crisis management, leading innovation, creating a culture of safety, disaster planning and management, and serving as mentor and coach. The course will use case studies and scenario analysis.

Economics and Policy in Health Systems (3 cr): This course will explore the health care delivery system in the United States including economic, political, financial, ethical, and social factors affecting health policy. Emphasis will be given to the financing of health care, and statistics will be used to analyze resource management and utilization. Legislative and regulatory processes affecting healthcare will be addressed.

Human Resources and Communication in Health Systems (3 cr): This course will address effective human resources management practices and policies designed to create and maintain a healthy professional work environment for nursing practice. Communication strategies, collaboration of interdisciplinary healthcare teams, communication technologies and communication with diverse groups will be addressed. Staffing patterns, hiring, retention and supervision practices, performance enhancement planning, strategic scheduling, and union and labor relations/laws will be covered.

Clinical Prevention and Population Health (2 cr): This course will focus on the application of epidemiology, biostatistics, and program planning on health promotion and disease prevention for nurses. Topics will include determinants of health, program planning, implementation and evaluation, and advancing equity in access, services, and outcomes.

Informatics in Health Systems (3 cr): This course will explore the basics of nursing informatics and enhance knowledge and skills in using nursing informatics across healthcare settings. Students will learn how to apply technologies in nursing informatics to enhance patient-care

delivery, management, and clinical decision support; coordinate care using communication technologies; improve patient care outcomes using data management, and manage health information while maintaining privacy and ethical standards. Research from nursing and other disciplines regarding improving cost effectiveness and patient safety will be emphasized.

Practicum I Evidence Based Clinical Care in Health Systems (3 cr). The course will provide a structured experience related to family/lifespan nursing care exploring evidence based clinical care in health systems. Statistical knowledge will be used in exploration of trends and recommendations. With guidance from preceptor and faculty member, specific evidence based topics will be addressed. Topics will vary depending on practicum site and student interest.

Financial Management in Health Systems (3 cr): This course will explore skills, practices and policies necessary for effective financial management in health care systems. Topics will include reimbursement systems, coding and payment mechanisms, ethics and legalities of contracting, governmental regulations, budget development, and interprofessional collaboration around budget and finance.

Practicum II Leadership and Management in Health Systems (3 cr): The course will provide a structured experience for exploration of leadership and management theories and role functions of nurses in a healthcare system with guidance from preceptor and faculty member. The student will be exposed to healthcare delivery processes, evaluation including quality benchmarks, information systems, financial reimbursement models, and organizational culture. Seminars will allow students to process the practicum experience.

Environmental Health and Sustainability in Health Systems (2 cr): This course will explore environmental influences on individual and population health. Implications of U.S. and global environmental health policy will be analyzed. Cost-benefit analysis and other economic concepts in decision making will be addressed. Emphasis will be placed on the nursing role and strategies to reduce the environmental impact on health systems including waste management, purchasing, and sustainability.

Practicum III Advanced Leadership and Management in Health Systems (3 cr): This course will provide an opportunity to affect the quality of care in a select health care system. With guidance from preceptor and faculty member, the student will demonstrate knowledge and skills in completion of an approved capstone project related to nursing leadership and management. Seminars will be used to enhance learning and to process the practicum experience.

Degree completion requirements include 34 credits of coursework including 9 credits of practicum (504 hours). Practicum experiences will be arranged with health care facilities as close as possible to students' home or work. Master's degree prepared preceptors will be identified and preceptor orientation will be provided. UW-Green Bay has existing relationships and experience with near and distant clinical placement sites. Development of new partners and extension of existing partners will be part of the planning process needed to provide graduate level placements. It is expected that formal relations for practicum placements will be arranged with local and regional health facilities. The final practicum will include a capstone project identified in collaboration with a health care facility. Master's projects will be presented in a format

suitable for public dissemination (e.g., manuscript for publication). A thesis option is not planned. Graduates will be able to sit for American Nurses Credentialing Center certification exam, "Nurse Executive, Advanced," once they have acquired sufficient experience.

3.4 Interrelationship with other Curricula

The new master's degree program will build on the baccalaureate BSN program. No other institutional programs will be directly connected to this degree program.

3.5 Accreditation Requirements

The program will be developed in consultation with AACN and CCNE. The program will follow pertinent AACN (2011) recommendations and will undergo accreditation review at the appropriate time.

The Wisconsin Department of Regulation and Licensure will be notified as soon as UW System authorization is granted. The Higher Learning Commission will be notified of the new program prior to student enrollment.

A letter of intent to request an accreditation review for a new degree program at UW-Green Bay will be submitted to CCNE 12 to 18 months before an on-site evaluation is desired (tentatively June 2013). Because new programs need to have enrolled students in the program for at least two semesters before hosting an on-site accreditation evaluation, the on-site accreditation evaluation would tentatively take place in fall 2014. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE accreditation.

The accreditation review process will involve conducting a self-study report identifying the program's quality and effectiveness and addressing all accreditation standards (CCNE, 2009a; CCNE, 2009b). An evaluation team, appointed by CCNE, conducts an on-site visit following the completion of the self-study report. The self-study report, the evaluation team report, and the program's response are reviewed by CCNE's Accreditation Review Committee. The Accreditation Review Committee makes a recommendation regarding accreditation to the CCNE Board. The CCNE Board reviews the recommendations and makes a decision on granting or denying accreditation of the program. With UW-Green Bay's solid record of quality as demonstrated by accreditation of the baccalaureate degree program for a term of 10 years in 2005, it is anticipated that this MSN program will successfully be accredited.

3.6 Diversity

The online nature of the proposed program makes it accessible to nurses in rural and underserved areas and to nurses who are members of underrepresented minority groups. Marketing efforts will include areas where students with diverse backgrounds are located. Program information will be made available through employers of nurses and schools of nursing in those areas as well as through newsletters of diverse nursing associations (e.g., Hispanic and Black nursing organizations). Clinical preceptors from healthcare institutions will add diverse perspectives as well. Infusion of knowledge related to cultural diversity will be integrated into coursework, and diverse populations will be represented in clinical settings used for practicum courses.

3.7 Collaboration

No collaborations are planned at this time.

3.8 Outreach

Nursing advisors and faculty currently visit educational fairs and employers of nurses (e.g., hospitals) to provide potential students with information about UW-Green Bay's BSN program either in-person or through video and teleconferences. Informational packets are assembled including program brochures, credit transfer tables, comparative program and tuition data, etc. Individual credit transfer and academic planning consultations are offered to prospective students to assist them in making a decision to pursue further education. The program websites offer "chat" and "contact us" opportunities and staff members respond to questions submitted online. Toll-free phone numbers are advertised as an alternative for student inquiries. All of these channels will be easily adapted to outreach for the MSN program.

Other nursing faculty outreach activities can easily be adapted to MSN outreach as well. Faculty provide outreach to Associate degree nursing programs, university groups (e.g., Environmental Management and Business Institute), and various community groups (e.g., United Way and NEW Community Clinic). Faculty participate in co-sponsoring the Sigma Theta Tau Nursing Honor Society Kappa Pi Chapter-at-Large with Bellin College. Faculty will provide education to professional organizations and employee groups about the role of a master's prepared nurse in leadership and management in health systems and about UW-Green Bay's online Master of Science in Leadership and Management in Health Systems.

3.9 Delivery Method

The master's degree program will be delivered online using the campus D2L platform. Technology support is available through the UW-Green Bay Computing and Information Technology User Support Team and Learning Technology Center. These areas along with the Center for Teaching and Learning regularly offer faculty development opportunities regarding online teaching and learning for new and experienced faculty.

The nursing faculty has much knowledge and experience with online course development and delivery with two thirds of current students in the RN to BSN program taking all of their courses online. Course work will be primarily asynchronous; synchronous sessions via web conferencing software (audio and video), such as Blackboard Collaborate (currently supported by UW System) will be used.

The online nature of the proposed program makes it accessible to nurses in all areas including rural and underserved areas. Fully online programs allow nurses working full-time and with family and community commitments to complete graduate education. The demand for online education is growing and is a cost effective way to reach students across the state and nation.

Need for the Proposed Program

4.1 Comparable Programs in Wisconsin:

Within UW System, UW Eau Claire and UW-Milwaukee have the only directly related programs. UW-Eau Claire has an MSN with a focus area of nursing administration (not online).

The last class in this focus area was admitted in summer of 2011. Transitioning of this program to the Doctor of Nursing Practice (DNP) level leaves a gap for nurses interested in master's level preparation in this area. UW-Milwaukee has a dual MN/MBA program which is online. This dual program is comprised of 58 credits.

UW Oshkosh has an online clinical nurse leader program. Clinical nurse leadership focuses on delivery at the point of care and improving the microsystem. The proposed MSN in Leadership and Management in Health Systems will focus on leadership for a wider range of care systems.

Outside of UW System, the only similar graduate program in the state is the MSN Health Care Systems Leadership at Marquette University in Milwaukee. This program is not online.

4.2 Comparable Programs Outside of Wisconsin:

Regionally, there is one online nursing program in healthcare administration (Benedictine University in Lisle, IL) and a number of programs not online such as Rush University (Chicago, IL) – Health Systems Management, Loyola University (Chicago, IL) – MSN Health Systems management, and University of Michigan (Ann Arbor, MI) – MS Dual Degree Program in Nursing and Health Services Administration.

Across the country, there are a number of online programs including the University of Phoenix – MSN Healthcare Administration, Loyola University (New Orleans, LA) – MSN Healthcare Systems Management; Vanderbilt University (Nashville, TN) – MSN in Healthcare Systems Management; Jacksonville University (Jacksonville, FL) – MSN Leadership in Health Systems; Drexel University (Philadelphia, PA) – MSN Leadership in Health Systems; and Gonzaga University (Spokane, WA) – MSN Nursing in Health Systems Leadership. Several programs not online include Fairfield University (Fairfield, CT) – MS in Nursing with Healthcare Management track and Texas Woman's University (Houston, TX) - MSN Nursing Health Systems Management. Also, there are a number of MSN/MBA programs across the country (e.g., Drexel University, Cleveland State University, Johns Hopkins University, and University of Phoenix). MS/MBA programs have a higher credit requirement, typically 46 to 65 credits.

4.3 Regional, State, and National Need:

At the state and national levels, there is a significant and growing shortage of master's and doctorally-prepared faculty in nursing. Demand for faculty has grown as the number of nursing education programs have increased (UW System Nursing, 2008). Increasing the number of master's prepared nurses is consistent with the recommendations of the 2008 UW System Nursing Education Task Force Report.

At the national level, the Institute of Medicine (2001, 2003, 2004, 2010) developed a number of landmark reports that describe the complex, often ineffective, and extremely expensive U.S. health system and recommend leadership in improving quality, safety, and efficiency. The American Association of Colleges of Nursing (AACN) in collaboration with healthcare leaders revised the *Essentials of Master's Education in Nursing* with an emphasis on leadership, quality, and safety. The Institute of Medicine (2010) *Future of Nursing Report* contains numerous recommendations to improve leadership preparation of nurses including the following specific recommendations: 1) expand opportunities for nurses to lead collaborative

improvement efforts: 2) prepare nurses to lead change to advance health; and 3) improve the percentage of baccalaureate graduates who continue into master's and doctoral programs within 5 years of graduation.

Employment for health systems managers is expected to grow 16% from 2008 to 2016 (US Bureau of Labor Statistics, 2009). It is predicted to be especially strong, "for applicants with work experience in healthcare and strong business and management skills" (US Bureau of Labor Statistics). While a bachelor's degree in nursing with appropriate work experience may, at some institutions, be sufficient early in a nurse leader or manager's career, nursing service leaders and managers are usually chosen from nurses with graduate degrees (US Bureau of Labor Statistics).

Data from the Wisconsin Center for Nursing (2010) survey of Registered Nurses in Wisconsin (77,553 respondents) indicate that 9% of nurses in Wisconsin have a masters or higher degree in nursing with 8.6% having a master's degree.

Nurses with a master's degree in Leadership and Management in Health Systems will be employed across the continuum of health care settings. Graduates will provide leadership to direct care providers, mentor staff, manage departments, and collaborate to design new processes and workflows to improve the quality and efficiency of care delivery. At the Wisconsin Organization of Nurse Executives Academia/Chief Nurse Officer Retreat on August 12, 2011, the need for education of nurses for administration and management was expressed.

UW-Green Bay Professional Program in Nursing surveyed directors of nursing of Wisconsin hospitals about the planned MSN program (UW-Green Bay, 2011a). A 46% response rate (n=42) was received with 63% of the respondents identifying their institutions as rural. Over 9 out of 10 (92%) of the Directors of Nursing reported that their institutions and would hire MSN prepared nurses with the skills emphasized in the proposed program. In fact, 22% anticipated hiring four or more nurses with this kind of degree. Directors of Nursing reported that nurses with an MSN in health systems could contribute to their organizations by improving safety and quality (92%), providing general leadership and management (92%), reducing cost/improving efficiency (84%), improving care transition processes (82%), and in other ways (26%). Almost 9 out of 10 (89%) respondents reported that their institutions would provide scholarships and/or tuition assistance for their employees who would participate in an MSN in Leadership and Management in Health Systems. Over half (52%) of the Directors of Nursing volunteered to participate in an Advisory Council for the program, and almost 4 out of 5 (78%) were interested in receiving ongoing information about the planned program to pass on to nurses in their facilities. Independent of the survey, five directors of nursing from across Wisconsin contacted the Professional Program in Nursing, expressing support for the planned MSN program.

Additionally, there is a demand for nurse educators throughout the country. The Leadership and Management in Health Systems master's curriculum addresses critical knowledge and skills for associate and baccalaureate nursing education. A nurse with this degree would be able to work as an instructor in an associate or baccalaureate degree nursing program.

4.4 Student demand - Future Enrollment

With UW-Green Bay's concentration on online nursing education, the Professional Program in Nursing and Continuing Education Outreach and E-Learning (CEOEL) receive over 70 requests a year from potential students for online master's programs. According to data collected for accreditation purposes, 41% of Professional Program in Nursing graduates are enrolled in graduate programs one year after completing the program (UW-Green Bay, 2011b).

The UW-Green Bay undergraduate program delivers high quality, online nursing education at the baccalaureate level with both a state collaborative and national online tracks for RN to BSN Completion. The undergraduate program is highly regarded by students across the United States. UW-Green Bay is well equipped to deliver online graduate nursing education.

A survey of current students and new graduates showed interest in graduate education at UW-Green Bay (UW-Green Bay, 2008). In response to open ended questions, survey participants expressed desire for an online program from a credible master's degree granting institution. Many students commented on the quality of UW-Green Bay in considering a master's program. One student comment indicated, "Reputation and current experience with UW-GB would greatly interest me in completing a Master's with UW-GB." Online course work was identified by numerous students as important with one survey participant stating, "I would prefer online, much like my BSN as I work full time and have a young family. The BSN completion program thru CNP [now called BSN@Home] was fantastic! I felt like a success and the value of the program is priceless. It was intensive but the support made it workable." Another student comment included, "I definitely feel online courses would be a big sell. I have only found Concordia University in WI to offer a complete online/ distance learning [master's] program."

Projected enrollment in the MSN is 12 students in the implementation year, 14 students in the cohort starting in Year 3, and 16 students in the cohort starting in Year 5.

Projected Enrollment for MSN Leadership and Management in Health Systems

	Year 1	Year 2	Year 3	Year 4	Year 5
New students admitted	12	0	14	0	16
Continuing students	0	10	0	11	0
Total enrollment	12	10	14	11	16
Graduating students	0	10	0	11	0

4.5 Collaborative or Alternative Program Exploration

Collaboration among UW schools is highly valued in the UW System and benefits each partner with resource sharing and development of relationships. Collaborative masters programming with UW-Oshkosh was pursued in 2009-2010 but ultimately UW-Oshkosh went on their own with the online Master of Science in Nursing with a Clinical Nurse Leader emphasis.

The MSN in Leadership and Management in Health Systems is not a collaborative program. It is anticipated that credits from selected nursing graduate courses at other UW Nursing programs (e.g., Clinical Prevention and Population Health) would be transferrable.

4.6 On-campus program

The master's degree will be fully online. On campus courses will not be offered because resources are not available to offer the program via both an online and on-campus tracks.

Assessment and Advising

5.1 Assessment

Ongoing assessment of the baccalaureate nursing program is consistently performed, and a similar assessment methodology will be extended to the master's program. Direct student survey measures will include:

- **Enrolled students:** Mastery of course specific content will be evaluated through individual course evaluation and completion of a practicum evaluation tool by both students and faculty. Faculty will evaluate achievement of student learning outcomes throughout the program.
- **Graduates:** Graduates will complete a Program Satisfaction Survey, Career Update Survey, and Proficiency Survey (self-report of the degree to which student has met program outcomes) upon graduation.
- **Alumni:** At one year post graduation, alumni will be asked to complete a Proficiency Survey and Career Update Survey. The percentage of students that take and pass a certification exam will be monitored.

Other direct methods to evaluate the program include an employer survey, preceptor feedback evaluation from practicum, and review of formal student grievances on a yearly basis.

Implementation of an assessment and evaluation plan will be the responsibility of the Professional Program in Nursing Assessment and Evaluation Committee which is already in existence. This committee will distribute surveys, analyze data, and provide a report of findings to the general nursing governance committee. Findings will be used to facilitate ongoing program improvement as well as for accreditation purposes.

5.2 Advising

The UW-Green Bay Professional Program in Nursing has faculty along with two experienced nursing advisors who work directly with online and campus nursing students. Advisors perform community outreach, recruitment and communications with potential nursing students to assist with application, financial aid, academic planning, and registration for courses. Advisors support admitted students with credits evaluations, academic planning, monitoring progress toward degree completion and registering for classes. Nursing advisors publish program newsletters, coordinate graduation socials, and maintain program databases and websites. The advisors coordinate with the UW-Green Bay departments of Admissions, Registrar's Office, Bursar's Office, Office of Financial Aid, and Academic Advising. Existing advising and support services will be extended to graduate students.

5.3 Access for Individuals with Disabilities

Planning for accessibility in new course design and ongoing maintenance of courses is important and has assiduously been used by the Professional Program in Nursing. Various methods are used to create accessibility including use of transcripts or captioning with audio or visual content (e.g., video clips), statements in the course about how students with disabilities can request accommodations, and universal design principles used by course designers.

Program materials and course syllabi will inform students that if they need accommodations in courses they should contact the course instructor or the Coordinator of Disability Services. The Office of Disability Services provides customized academic support services for students with documented physical, sensory, mental or learning disabilities. These services include note taking assistance, test proctoring, assistance using the UW-Green Bay Library, and other individualized academic services as needed. All services are provided free of charge to eligible students. Staff in the Disability Services Office are knowledgeable about software and hardware to facilitate access to data and online courses for students with vision, hearing and mobility related disabilities. For students who choose to visit campus for advising or other purposes, the campus was designed with a “universal access” model and is readily accessible to students with adaptive mobility devices.

Personnel

6.1 Current Faculty Requirement

Professional Program in Nursing faculty are academically and experientially qualified to develop and implement the planned program. There are presently seven doctoral prepared faculty who have expertise and interest to teach in the Leadership and Management in Health Systems program. Four faculty members have masters and/or doctoral degrees in nursing administration, health care administration, or organizational leadership. Three associate lecturers have master’s degrees in one of the aforementioned areas. Faculty and associate lecturers have also completed specialized education in informatics and healthcare technology such as the American Medical Informatics Association (AMIA) Public Health Informatics graduate course, Wisconsin Public Health Quality Initiative training, and five-year participation as scholars in the Wisconsin Technology Enhanced Collaborative Nursing Education (WI TECNE) grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration. One faculty member completed a three-year Robert Wood Johnson Executive Nurse Leadership Fellowship. Faculty and staff experiences include holding roles such as director of nursing, administrator of a state bureau, director of corporate training and implementation, nursing supervisor, consultant, case manager, leader of community and national organizations, program director, and department administrator.

Several faculty members have attended national meetings about master’s level education, curriculum, and accreditation requirements. All nursing faculty and instructional staff have expertise in online course development and teaching through extensive experience with the BSN@Home collaborative online program (students from Wisconsin) and UW-Green Bay’s BSN-LINC national nursing program (students from other states).

With a new cohort starting every two years, instructional capacity to teach 17 credits per year will be needed. This will be accomplished through internal reassignment (6 credits reassigned from the undergraduate program each year strategically backfilled by 6 credits of undergraduate teaching by qualified associate lecturers), faculty overload of 3 credits each year, faculty summer salary of 5 credits each year, and external resources (3 credits taught by a qualified associate lecturer each year).

A Chair of the nursing graduate program will be assigned. This role will include a 6 credit reassignment per academic year, backfilled by qualified Associate Lecturer teaching in the undergraduate program, and summer service responsibility. The MSN program will use a cost recovery financial model with associate lecturers, faculty overload and summer salary costs covered by program revenue.

6.2 Additional Faculty Requirements

No additional tenure track faculty will be required to initiate the proposed program. New permanent positions are not planned at this time. Additional faculty FTE will include overload teaching and summer teaching as described above. Efforts will be expended to increase instructor diversity consistent with university diversity initiatives with any search processes.

6.3 Academic Staff

Qualified instructional academic staff are available in the region to support the master's program. Master's and doctoral prepared Associate Lecturers are used in the undergraduate nursing program and are qualified to teach graduate courses. Additional Associate Lecturers will be used to teach select course sections and/or cover undergraduate sections currently taught by faculty. It must be noted that UW-Green Bay's Professional Program in Nursing uses very few associate lecturers at this time, and the Professional Program in Nursing Executive Committee has concluded that, given the strong pool of academically and experientially qualified associate lecturers in the area, the addition of these additional credits assigned to associate lecturers may very well strengthen program quality rather than diminish it. Additional, external instructional staff will be secured to teach 3-credits in the graduate program each year.

Current non-instructional academic staff in nursing advisor positions (1.5 FTE) will contribute, along with instructional faculty, to cover advising of graduate students. An increase of .25 FTE advising time will be added due to the proposed graduate program beginning in the first year. Nursing advisors will assist with program marketing, website development, and enrollment tracking.

6.4 Classified Staff

The current Administrative Department Associate (1 FTE) will be assigned to assist with the master's program along with undergraduate program duties. No additional Administrative Department Associate FTE is planned at this time.

Academic Support Services

7.1 Library Resources

Current library resources are well suited for an online graduate program. The nursing program has worked closely with library staff to build library resources for distance students and faculty teaching online. The Cofrin Library has a librarian with the title of “Reference Librarian and Distance Education Support Coordinator” who is available to faculty and periodically surveys faculty to determine the needs of online instructors related to library resources. This librarian has dealt with increasing access to electronic nursing journals and databases. The library has developed web page specifically for nursing distance education students and faculty. The library and nursing faculty have worked together to make online tutorials for students available (e.g., How to Search Databases and APA format).

7.2 Access to Student Services

Nursing faculty and staff are experienced in providing online courses and services to students. There are adequate distance academic support resources for academic advising, admissions, and financial aid. These services are well established due to the existing online nursing tracks. Additional support services to assist students in courses, such as online bookstore, writing tutoring, are also in place for distance students.

Counseling services are more difficult to access for online students and a range of outside options are encouraged as well. Physical and mental health resources are listed on the nursing website (e.g. UW-Green Bay Health and Counseling Center, and Family Services Association of NE Wisconsin Crisis Center). Wisconsin distance students are directed to primary care providers, local public health departments (especially for practicum immunizations and titers), and 211 Information and Referral line.

7.3 Access to Library and Learning Resources

Students will have access to library services (including journals and databases) and online learning objects (e.g., multimedia course materials). Information on access to these resources, presently available to BSN students, is incorporated into the student orientation and online courses. The Learning Technology Center server hosts online course materials and videos for nursing with links in online courses to these materials.

7.4 Technical Support

Adequate infrastructure (e.g., information technology, virtual resources) already exists to support online courses and to accommodate graduate students who take all courses online. Assistance with hardware or software computer problems is available through the UW-Green Bay Computing & Information Technology Help desk phone and e-mail service. Assistance with specific technical problems related to D2L can be obtained from the UW-Green Bay Learning Technology Center. Technical help with standard computer applications can be obtained from the General Access Computer Lab. This technical assistance is available during usual Monday through Friday hours of operation. Week-end technical assistance is available through UW System Do-it Help Phone Service. Expert online nursing instructors are well versed in D2L and general computer systems and often triage and direct students to appropriate services.

The UW-Green Bay Bookstore has easy to use phone and online procedures for distance students to order textbooks and course materials. The cost for mail delivery of book orders is reasonable for students.

Academic and all other student questions (e.g., billing) can be handled via phone call or e-mail with the appropriate department at UW-Green Bay or initially through a nursing advisor. Students will be responsible for checking the Student Information System for tuition invoices.

Application and admission will be handled through the coordinator of the Graduate Office who will ensure that all required documents are received and will handle admitting students to the university. The Nursing Program will then review the files before admission to the MSN program. Once students are admitted, they will be given an enrollment appointment to register for courses through SIS.

The UW System *Standards for Academic and Student Support Services in Distance Education Credit Courses, Degree and Certificate Programs* (2010) have been reviewed and these standards are addressed throughout this document.

Facilities - Equipment

8.1 Capital Resources – Existing Facilities and Capital Equipment

The Professional Program in Nursing moved to a newly remodeled suite located on third floor of Rose Hall in 2011. The new space offers an open reception area welcoming existing and prospective students and visitors. Each office is equipped with computers that are replaced every three years; internet access is available in all offices. A large workroom is available to nursing faculty and staff. Two closed areas are part of the nursing suite for storage of confidential records. Additional office space includes a conference area, work space for Associate Lecturers, and nursing advisor offices.

The Nursing Lab is located in Mary Ann Cofrin Hall. This classroom/lab is equipped with a teaching computer, internet access, and presentation boards. Taping of lectures can be done in the lab for online course content. Nursing faculty also have access to a Mediasite Recording Room in Mary Ann Cofrin Hall to develop online course content. Faculty can use web capture technology to develop lectures with PowerPoint and video clips to be placed in courses as links. Faculty also have headsets and cameras at office computers to create audio and video course materials for online courses. All facilities are accessible for individuals with disabilities.

8.2 Capital Budget Needs – Additional Facilities and Capital Equipment

No additional facilities or capital equipment will be needed to offer this program.

8.3 Clinical Facilities

The proposed program includes three practicum placements at outside institutions. UW-Green Bay has existing relationships and experience with community based clinical placement sites as part of a baccalaureate level practicum course. Development of new partners and extension of existing partners will be part of the planning process needed to provide graduate level placements. Partnerships with numerous health systems (e.g., Aurora Health System, Veterans Administration) will be fostered.

Initial contacts with potential practicum settings for placement of a UW-Green Bay student will be made by nursing faculty. Practicum supervision, including student placement, facilitating contracts with practicum sites, liaison to the agency and preceptor, and working with the student on the master's project, will be provided by faculty. Contracts will be established with the practicum sites through the UW-Green Bay Risk Manager in collaboration with the Professional Program in Nursing. Faculty who teach the practicum seminar will receive course credit. Initial contacts with potential practicum settings requesting placement of a UW-Green Bay student will be made by nursing faculty. Students will be required to complete a background check, provide health and immunization records, and sign a confidentiality agreement for the practicum setting. Student records are secured within the nursing department at UW-Green Bay. Contracts will be established with the practicum sites through the UW-Green Bay Risk Manager in collaboration with the Professional Program in Nursing. Documentation of the practicum site credentials (e.g., mentor credentials and years of experience) and specified number of hours of practical learning experiences will be maintained by the nursing program. Both students and practicum site preceptors will complete written evaluations upon the completion of the practicum experience.

8.4 Security

This distance education program is undergoing the standard and rigorous approval process including approval from the Program Executive Committee, College, Graduate Curriculum Committee, Academic Affairs Committee, Faculty Senate, Provost/Chancellor, and UW System. Individual courses receive approval from department, college and curriculum committee review. Distance education courses undergo the same review processes as those offered in a face to face manner. Faculty and academic staff have access to group training and individual consultation regarding teaching/learning via distance education, and in particular using course management software. Faculty and academic staff teaching via distance education courses undergo similar evaluation processes as those teaching in a face to face modality. Additionally, CCNE, the accrediting agency, has criteria for distance education programs.

UW-Green Bay fosters an environment that supports student learning, safety and a sense of community. Academic integrity is a priority at UW-Green Bay. Policies and procedures to support academic integrity are in place and posted on the Dean of Students website. Course syllabi in the nursing program address academic integrity and resources to assist students. Nursing program requirements are well documented and ensure the credibility of the degree awarded.

In this online program, all students will be expected to abide by a student honor code as stated in the university catalog and orientation materials. Access to courses will be password protected, with students assigned user names and log-on IDs. Students will be asked to sign a statement of understanding that their work must be their own. Online exams techniques, such as proctoring and strict time limits, may be used. Coursework includes assignments and projects that build upon each other and reflect program outcomes.

Finance

9.1 Operating Budget and Budget Narrative

The proposed UW-Green Bay online master's program will use a cost recovery model. Tuition collected will be used to cover the costs of instruction, administration, technology support, advising, and marketing. A tuition rate will be proposed based on further discussion with financial personnel from UW-Green Bay. Program revenue is based on an estimate of \$551 per credit tuition in Year 1 and Year 2. It is anticipated that Year 3 tuition will \$579 per credit (5% increase). "Current" and "additional" costs and resources for implementation of the program over the first three years are listed in the budget table below. Personnel cost estimates are based on an average annual salary and include associated fringe benefit rates at the given percentages.

Year 1 (17 Credits)

Current costs and resources are those that support existing personnel and/or courses that will be incorporated into the proposed program. In Year 1, UW-Green Bay Nursing faculty will be reassigned to teach 6 credits in the MSN program. Associate lecturers will be used to backfill the reassigned 6 credits of undergraduate teaching (\$9,689). Additionally, a 6 credit course release for the graduate program chair (\$9,689) and administrative support (Academic Department Associate) of .1 FTE (\$5,772) will be used in the proposed MSN program.

Additional costs and resources are those that will be added to the department budget to support additional personnel and/or courses required by the proposed program. In Year 1, added instructional capacity will include 3 credits of overload by faculty (\$10,085), 5 credits of summer salary for faculty (\$16,808), and 3 credits of doctorally prepared associate lecturer teaching (\$6,459). Additional costs will include a summer service payment (\$10,085) for the graduate program chair and .25 FTE of a nursing advisor (\$16,470). Non-personnel costs, including supplies, marketing and travel are estimated at \$6,000.

Revenue will be from tuition collected from students. Estimated Year 1 revenue will be \$112,404, based on the projected enrollment of 12 part-time students taking 17-credits each over the academic year (204 total credits) at a tuition rate of \$551 per credit.

Year 2 (17 Credits)

Current costs and resources will involve reassignment of Nursing faculty to teach 6 credits of MSN coursework in Year 2. Associate lecturers will be used to backfill the reassigned 6 credits of undergraduate teaching (\$9,689). Additionally, a 6 credit course release for the graduate program chair (\$9,689) and administrative support (Academic Department Associate) of .1 FTE (\$5,772) will be used in the proposed MSN program.

Additional costs and resources in Year 2 will include 3 credits of overload by faculty (\$10,085), 5-credits of summer salary for faculty (\$16,808), and 3 credits of doctorally prepared associate lecturer teaching (\$6,459). Additional costs will include a summer service payment (\$10,085) for the graduate program chair and .25 FTE of a nursing advisor (\$16,470). Non-personnel costs, including supplies, marketing and travel (\$8,000) and accreditation costs (\$7,000), are estimated to total \$15,000 in Year 2.

Revenue from tuition is estimated to be \$93,670 in Year 2. This is based on the projected enrollment of 10 continuing part-time students taking 17-credits each over the academic year (170 total credits) at a tuition rate of \$551 per credit.

Year 3 (17 Credits)

Current costs and resources will involve reassignment of Nursing faculty to teach 6 credits in the MSN program. Associate lecturers will be used to backfill the reassigned 6 credits

of undergraduate teaching (\$9,979). Additionally, a 6 credit course release for the graduate program chair (\$9,979) and administrative support (Academic Department Associate) of .1 FTE (\$5,946) will be used in the proposed MSN program. Personnel costs reflect a 3% increase.

Additional costs and resources in Year 3 will include 3 credits of overload by faculty (\$10,389), 5 credits of summer salary for faculty (\$17,312), and 3 credits of doctorally prepared associate lecturer teaching (\$6,653). Additional costs will include summer service payment for the graduate program chair (\$10,389) and .25 FTE of a nursing advisor (\$16,965). Non-personnel costs, including supplies, marketing and travel (\$9,000) and accreditation costs (\$500), are estimated to total \$9,500 in Year 3. Personnel costs reflect a 3% increase.

Revenue from tuition is estimated to be \$137,802 in Year 3. This is based on a Year 3 tuition increase of 5% to cover program associated cost increases. Revenue is based on a projected enrollment of 14 part-time students taking 17 credits each over the academic year (238 total credits) at a tuition rate of \$579 per credit.

**Budget Format: Authorization to Implement
Estimated Total Costs and Resources of Online MSN Leadership and Management in Health Systems**

CURRENT COSTS	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	.57 FTE	\$19,378	.57 FTE	\$19,378	.57 FTE	\$19,958
Graduate Assistants	None	0	None	0	None	0
Academic/Classified Staff	.1 FTE	\$ 5,772	.1 FTE	\$5,772	.1 FTE	\$5,946
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						
Subtotal		\$25,150		\$25,150		\$25,904
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional Staff	.4 FTE	\$43,437	.4 FTE	\$43,437	.4 FTE	\$44,743
Academic/Classified Staff	.25	\$16,470	.25	\$16,470	.25	\$16,965

Non-personnel			
Supplies and expenses	\$6,000	\$8,000	\$9,000
Other (accreditation fee)		\$7,000	\$500
Subtotal	\$65,907	\$74,907	\$71,208
TOTAL COSTS	\$91,057	\$100,057	\$97,112
CURRENT RESOURCES			
General Purpose Revenue (GPR)			
Gifts and Grants			
Fees			
Other			
Subtotal			
ADDITIONAL RESOURCES			
GPR Reallocation (Specify Source)			
Gifts and Grants			
Fees			
Other – tuition	\$112,404	\$93,670	\$137,802
Subtotal	\$112,404	\$93,670	\$137,802
TOTAL RESOURCES	\$21,347	-\$6,387	\$40,690

9.2 Operating Budget Reallocation

Internal reallocation of existing nursing resources, use of associate lecturers and a cost recovery model will be the primary resources for implementation of this program. If early enrollment is not at projected levels, a contingency plan has been developed that will involve a slower phase-in of the program with fewer courses taught and fewer resources needed.

9.3 Extramural Research Support

No extramural research support is anticipated.

9.4 Costing Methodology

In developing a costing methodology, consideration was given to the UW System's common costing methodology, including the UW System *Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs* and with regard to applicable policies or practices currently implemented by UW-Green Bay. The following specific methodologies will be employed:

1. Consistent with UW System principles and practices, a cost recovery model will be used for this graduate distance education program.
2. The program will identify distance education costs (such as instruction, development, support services, electronic delivery, and administration) using a common methodology. More specifically, nursing will use its experience with the online undergraduate programs it offers (BSN@HOME and BSN-LINC) to assist in the determination of cost and the necessary fees required to meet program expenses.
3. Consistent with UW System principles, the program will review and adjust the program tuition to take advantage of market opportunity (potential increase) and/or in response to factors such as the derivative benefits to faculty and the institution, multiple sources of subsidy, or competition (potential decrease).
4. The program intends that no segregated fees would be added for distance education credits, which method is consistent with UW System principles.
5. Given the online nature of the program (course) delivery, tuition will be charged outside the credit plateau (e.g., each distance education credit will be charged at the per credit rate). This method is consistent with UW System and UW Green Bay principles and practices.

A tuition rate will be determined with input from financial personnel from UW-Green Bay. An estimate of per credit tuition/fees is \$551 for Years 1 and 2 (anticipate a 5% increase in tuition in Year 3). This amount is based on the projected program costs and is competitive with comparable programs across the country which range from \$540 to \$1,088 per credit for online programs and \$433 to \$945 for face-to-face programs. UW-Green Bay's current graduate tuition is \$462.16 per credit. There are presently no online graduate programs at UW Green Bay.

9.5 Commitment to Maintain Program

The UW-Green Bay administration and Professional Program in Nursing are committed to master's education in nursing and recognize that building graduate programs at UW-Green Bay is important to the region and the state. The Professional Program of Nursing is within the College of Professional Studies and the division has committed support to this program. Other professional programs in this division have graduate programs (Social Work, Education, Business). The demand for online education in nursing is growing and online education is an effective way to reach students across the state and region.

UW-Green Bay nursing leadership was an active participant in a task force of UW nursing education leaders to address the nursing workforce supply and demand in Wisconsin (UW System Nursing Education Task Force Report, 2008). The Task Force developed criteria for consideration in planning new nursing programs. These criteria include employer demand, student interest, adequate faculty, adequate academic support services, infrastructure, clinical placement sites, accreditation and quality standards, employer financial support, consideration of other constituencies, opportunities for serving diverse and underserved population, and cost-benefit. These criteria have been considered and addressed in the proposed program.

Students and employers are interested in graduate education in nursing. Numerous employer scholarships and /or tuition reimbursement programs are available to students to foster advanced education for nurses. Healthcare institutions are eager to have nurses prepared at the highest levels possible and many are willing to provide financial support to nurses for graduate education. The proposed online program is an innovative and efficient way to serve student and healthcare organizations with a quality graduate program. This MSN in Leadership and Management in Health Systems will complement the existing nursing program at UW-Green Bay and provide online preparation for nurses to improving health care delivery at the organizational and systems level.

References

- American Association of Colleges of Nursing [AACN] (2011). *The essentials of master's education in nursing*. Retrieved from <http://www.aacn.nche.edu/Education/pdf/Master%27sEssentials11.pdf>
- American Association of Nurse Executives [AONE] (2005). *The AONE nurse executive competencies*. Retrieved from <http://www.aone.org/resources/leadership%20tools/nursecomp.shtml>
- Commission on Collegiate Nursing Education (CCNE) (April 2009a). *Standards for accreditation for baccalaureate and graduate degree nursing programs*. Retrieved from <http://www.aacn.nche.edu/Accreditation/pdf/standards09.pdf>
- Commission on Collegiate Nursing Education (CCNE) (April 2009b). *Procedures for Accreditation for Baccalaureate and Graduate Degree Nursing Programs*. Retrieved from <http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf>
- Institute of Medicine (2001). *Crossing the quality chasm: A new health system for the 21st Century*. Washington DC: The National Academies Press.
- Institute of Medicine (2003). *Health professions education: A bridge to quality*. Washington DC: The National Academies Press.
- Institute of Medicine (2004). *The future of the public's health in the 21st century*. Washington, DC: The National Academies Press.
- Institute of Medicine (2010). *The future of nursing: Leading change, advancing health: Report recommendations*. Washington DC: Author.
- US Bureau of Labor Statistics (2009). *Occupational outlook handbook 2010-2011*. Retrieved from <http://www.bls.gov/oco/ocos014.htm>
- University of Wisconsin System Board of Regents (2010). *Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs*. Retrieved <http://www.uwsa.edu/acss/planning/depricing.htm>
- UW-Green Bay (2009). *UW-Green Bay campus profile: Mission statement*. Retrieved from <http://www.uwgb.edu/univcomm/about-campus/mission.htm>
- UW-Green Bay Professional Program in Nursing (2008). *Survey of Current Students and New Graduates*. Available from University of Wisconsin-Green Bay, Professional Program in Nursing, 2420 Nicolet Drive, Green Bay, WI 54311
- UW-Green Bay Professional Program in Nursing (2011a). *Survey of Wisconsin nursing directors*. Available from Available from University of Wisconsin-Green Bay, Professional Program in Nursing, 2420 Nicolet Drive, Green Bay, WI 54311
- UW-Green Bay Professional Program in Nursing (2011b). *Assessment and Evaluation Committee Report*. Available from University of Wisconsin-Green Bay, Professional Program in Nursing, 2420 Nicolet Drive, Green Bay, WI 54311
- UW System Nursing Education Task Force (2008). *Nursing education in the University of Wisconsin System: Executive summary*. Madison, WI: Author.
- Wisconsin Center for Nursing (2010). *Wisconsin 2010: RN survey summary*. Available at DWD Website WORKnet at <http://worknet.wisconsin.gov/RNsummary>

**REPORT ON CONSULTATION
ONLINE MASTER OF SCIENCE IN NURSING (MSN) IN HEALTH SYSTEMS MANAGEMENT PROGRAM
PROFESSIONAL PROGRAM IN NURSING
UNIVERSITY OF WISCONSIN-GREEN BAY**

Prepared by Karen Stefaniak, RN, PhD

January 2012

CONTENTS

- I. Introduction and Overview of Requested Consultation
- II. Overview of the National Call for Graduates of the MSN in Health Systems Management
- III. Description of Program/Academic Objectives and Student Learning Outcomes
- IV. Curricular Review
- V. Delivery Method
- VI. Need for Proposed Program
- VII. Personnel
- VIII. Clinical Facilities
- IX. Summary/Recommendations

I. Introduction and Overview of Requested Consultation

The consultant has been engaged to review a Proposal for an Online Master of Science in Nursing (MSN) in Health Systems Management at the University of Wisconsin-Green Bay, submit a written report, and discuss findings with UW-Green Bay faculty via teleconference in January, 2012. The following written report is a result of the evaluation of the proposal document provided to the consultant. The evaluation recommendations are based on the consultant's 45 years of nursing leadership experience (most recently at CNO of a large university hospital); current role as full time adjunct faculty teaching leadership courses in the RN to BSN program, previous MSN program, and the current DNP program at the University of Kentucky College of Nursing; and current role as a part time Mentor (instructor) for Thomas Edison State College (totally online program) teaching Evidence Based Practice (EBP) in the MSN program. The consultant is a Robert Wood Johnson Executive Nurse Fellow (2003 cohort) and consequently has participated in intensive practice and academic leadership education and is certified by the American Nurses Credentialing Center (ANCC) as a Nurse Executive.

II. Overview of the National Call for Graduates of the MSN in Health Systems Management

Although the context (history, setting, and relationship to mission and strategic plan) for the proposed program within the University of Wisconsin system and Professional Nursing Program is clear in the proposal, additional arguments for the program are evident in the current state of health care nationally. Employment prospects in the United States for nursing leaders who have successfully completed an MSN program will be excellent in the foreseeable future based on the most recent IOM report, **The Future of Nursing: Leading Change, Advancing Health** (Institute of Medicine, 2010). Strong evidence based leadership skills will be required of those nursing leaders engaged in transforming the health care system and working collaboratively in partnerships with physicians and other health care professionals. The IOM report recommends that at least 10 percent of all baccalaureate graduates matriculate into a master's or doctoral program within five years of graduation. Leadership from nurses is needed at every level of the health care system and across all settings. In recognition of the need for highly educated nursing leaders, the American Nurses Credentialing Center (ANCC) has mandated since 2003 that the Chief Nursing Officer (CNO) of organizations seeking and maintaining Magnet designation have a minimum of a master's degree. Additionally the Carnegie Foundation publication, **Educating Nurses: A Call for Radical Transformation** recommends "that boards of registered nurses require graduates who pass the NCLEX-RN after 2012 must earn a master's degree within 10 years (Benner, Sutphen, Leonard, & Day, 2010, p. 228). The American Nurses Association publication **Nursing Administration: Scope & Standards of Practice (2009)** states, "A nurse administrator should have a graduate-level degree in a relevant field of management, nursing, policy, or administration" (p. 19).

The state, regional, and national needs described in the proposed document clearly support the proposal. The student demand and projected enrollment are based on current data and may be conservative if the IOM and Carnegie recommendations become realities.

In summary, the current complex, perpetually changing and collaborative environment of the health care system, the call for transformative leadership, and the integral role of nursing within health care demand that current nursing leaders and those nurses preparing for leadership roles have access to advanced nursing degrees focusing on leadership. It is anticipated that the demand for such educational programs will only increase to meet the increasing demands for highly educated and competent nursing leaders.

III. Description of Program/Academic Objectives and Student Learning Outcomes

The proposed entering knowledge and skills and the ANCC's Essential of Master's Education in Nursing (2011) are clear. Program Objectives are necessary to provide a framework for future planning and course development.

IV. Curricular Review

The course offerings are well designed and meet the MSN Essential requirements. Six credit hours per semester are doable under most circumstances. The cohort plan is explained. It is suggested to mention possible options for a student who gets out of sync with the cohort model. An undergraduate or graduate level inferential statistics course is a prerequisite for several courses but does not appear to be a requirement for admission to the program. Is an online course available to students admitted to the program without statistics, and how does a statistics course fit into the cohort plan of study? The total of 33 credit hours is consistent with BSN to MSN programs.

Further development of the curriculum would be enhanced by considering a crosswalk of the courses with the American Association of Colleges of Nursing (AACN) MSN Essentials and the American Organization of Nurse Executives (AONE) Competencies. The following suggested curricular additions may be embedded in course descriptions but are not explicitly stated. As planning and course development continues using a table to delineate program objectives, course description, course objectives, proposed teaching strategies, and proposed student activities/outcomes is recommended for each course.

Informatics in Health Systems: Ethics and privacy issues related to electronic records and communication recommended.

Theory in Health Systems: Content specific to Complexity Science and change theories recommended. Also consider micro, meso, and macro system content.

Management and Leadership in Health Systems: Organizational culture content desirable. Does crisis management include organizational, local, and global disaster planning and management and organizational disasters? Staff shortages, wide spread staff illness such as influenza, technology and EMR interruptions, water and electricity outages are examples of organizational disasters/crises requiring preparedness planning, management and leadership.

Economics and Policy in Health Systems: No additions

Human Resources and Communication in Health Systems: Professional working environment will be enhanced by leadership that also creates and maintains a *healthy* working environment. Development and retention of nurses and other health care professionals are key in managing and leading human resources. Consider the addition of concepts from Positive Organizational Scholarship in this course or in the **Management and Leadership in Health Systems** course.

Clinical Prevention and Population Health: No additions. Program planning fits nicely with the clinical prevention and population health content. As the course is developed, you may find two credit hours inadequate.

Evaluation and Research in Health Systems: This course is planned for the Fall of the second year. Consider moving it to year one in order to thread EBP leadership and outcomes throughout curriculum and provide a framework for the **Clinical Prevention and Population Health** course and program planning content.

Management and Leadership in Health Systems Practicum I and II: Suggest adding preceptors' credentials/qualifications required in course descriptions.

Financial Management in Health Systems: Contracting and coding are often requested by students working in outpatient settings.

Environmental Health and Sustainability in Health Systems: Nice compliment to the **Clinical Prevention and Population Health** course.

In summary, consider the following: 1. The addition of complexity science, micro, meso, macro system concepts, change theory, organizational culture, healthy work environment, positive organization scholarship concepts, contracting, and coding to the curriculum as noted above; 2. Moving the Evaluation and Research in Health Systems content to year one; 3. Delineating preceptor credentials in practicum course descriptions; 4. Including preparing for and managing disasters in the curriculum; and 5. In further course development, displaying courses in a table along with MSN Essentials and AONE Competencies.

V. **Delivery Method**

Online education is essential, and this online program is well positioned to be successful. The proposal clearly describes the university support systems available for students and faculty. The faculty experiences with online course development and facilitation are strengths of the proposed program. It is recommended that faculty development resources available for this program be specified.

VI. **Need for the Proposed Program**

Excellent justification information provided. The proposal situates the new program well within the university system, state, and region. Student demand is well documented. My experience teaching in an online program suggests online programs are in high demand.

VII. **Personnel**

Available faculty is well qualified. It is recommended that along with specific course development, attention be given to methods of quantification of faculty effort in this program.

VIII. **Clinical Facilities**

Existing and projected clinical partnerships are available for practicum placement. Will MSN preparation be required for preceptors? What educational support will be provided to agency staff to develop the preceptor role and the evaluation function?

IX. **Summary**

The proposal developed for an online Master of Science in Nursing (MSN) in Health Systems Management at UW-Green Bay contains valuable information that justifies the need for and planning of the program. The following are recommendations for consideration:

1. Add the word "Leadership" to the program title.

2. Include plan for students requesting to decrease semester hours from six to three for personal, professional, or academic unexpected circumstances.
3. Clarify availability of an online statistics course and consider making that a prerequisite for admission.
4. As courses are further developed, use table format to cross walk program objectives, course descriptions, course objectives, teaching strategies, MSN Essentials, and AONE competencies
5. Consider suggested course content additions noted in document page 4
6. Move **Evaluation and Research in Health Systems** to Year I
7. Indicate required preceptor education and credentials and how UW faculty will provide developmental needs of preceptors.

Thank you for the opportunity to review the proposed program. Your proposal is very timely in terms of the needs of the health care system, consumer, and nursing. MSN prepared nurses specializing in leadership/administration are in great demand; however, some universities are focusing primarily on DNP programs in order to meet the need for increasing numbers advanced practice nurses. You are to be commended for your insightful understanding of the critical need for highly educated and qualified nursing leaders.

References

- American Association of Colleges of Nursing [AACN] (2011). *The essentials of master's education in nursing*. Retrieved from <http://www.aacn.nche.edu/Education/pdf/Master%27sEssentials11.pdf>
- American Nurses Association [ANA] (2009). *Nursing administration: Scope and standards of practice*. Silver Springs, Maryland. Author
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass
- Institute of Medicine (2010). *The future of nursing: Leading change, advancing health: Report recommendations*. Washington DC. Author

Academic Affairs Council Report to Senate

The AAC approved the following:

a proposed MS in Nursing, a non-clinical program for supervisors.

inactivation of several Human Biology courses

increasing credits of Environmental Science 405 Aquatic Ecology from 3 to 4

creation of English 364 Literary Topics

and minor changes in History and Economics requirements