

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 12, 2011

Alumni Room, University Union 3:00 p.m.

Presiding Officer: Derek Jeffreys, Speaker

Parliamentarian: Clifford F. Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1 September 14, 2011 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Code change of Defining Interdisciplinarity (second reading) [page 5]
Presented by Michael Draney
- b. Proposal to establish a Joint Committee on Workload and Compensation (revised second reading) [page 6] Presented by Michael Draney
- c. Proposal for a new program: B. S. in Health Information Management and Technology (second reading) - changes since first reading [page 7]; revised HIMT program proposal [page 11]; revised HIMT governance proposal [page 66]

5. NEW BUSINESS

- a. Memorial Resolution for Chuck Matter [page 70] Presented by Cliff Abbott
- b. Resolution in support of a UW "Nine over Twelve" benefit payment plan for faculty [page 71] Presented by David Dolan
- c. Requests for future business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Council Report [page 72]
- b. Faculty Rep Report - presented by David Dolan
- c. Student Government Report - presented by Heba Mohammad
- d. University Committee Report - presented by Michael Draney

8. ADJOURNMENT

MINUTES 2011-2012
UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 14, 2011
Alumni Rooms, University Union

Presiding Officer: Derek Jeffreys, Speaker of the Senate

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

PRESENT: Lucy Arendt (BUA), Andrew Austin (DJS), Kimberly Baker (HUB), Forrest Baulieu (ICS alternate), Franklin Chen (NAS), David Dolan (NAS-UC), Michael Draney (NAS-UC), Jorge Estevez (NAS), Victoria Goff (ICS), Thomas Harden (Chancellor, *ex officio*), Doreen Higgins (SOWORK), Ray Hutchison (URS-UC), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Mark Kiehn (EDUC), Karen Lieuallen (EDUC), Kaoime Malloy (AVD), Christopher Martin (HUS), Ryan Martin (HUD), Jennifer Mokren (AVD), Amanda Nelson (HUB), Cristina Ortiz (HUS), Adam Parillo (URS), Alma Rodriguez Estrada (NAS), Courtney Sherman (AVD), Christine Smith (HUD), John Stoll (PEA), Mussie Teclezion (BUA), Bryan Vescio (HUS), Julia Wallace (Provost, *ex officio*),

REPRESENTATIVES: Heba Mohammad (student government), Kelly Kramp (academic staff)

NOT PRESENT: Heidi Sherman (HUS), Christine Vandenhouten (NUR)

GUESTS: Derryl Block, Scott Furlong, Tim Sewall, Brenda Tyczkowski, Sue Mattison, Paula Ganyard, Andrew Kersten, Steve Vandonavond, Michael Coutley

1. Call to Order. Speaker Jeffreys thundered the meeting to order just after 3:00 p.m., introduced the members of the University Committee and invited its chair, Michael Draney, to welcome people, which he did stressing themes of collaboration, communication, and effectiveness.

2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 9, September 14, 2011
Speaker Jeffreys asked for any corrections and, hearing none, accepted the minutes.

3. Chancellor's Report The Chancellor began with congratulations for all on the previous year and then addressed recent criticisms of the practice of hiring annuitants. He described the possible motivations of the individuals involved and for his own decisions. He defended the process as legal, ethical, and appropriate. He gave some general figures on the extensiveness of the practice. He decried the inflammatory and inaccurate accusations he'd heard reported and asked for patience and support.

4. New business

a. Election of a Deputy Speaker for the Senate. Senator Draney (second by Senator Vescio) nominated Senator Kaufman for Deputy Speaker and Senate voted its approval (26-0-1).

b. Resolution in response to 2011 Wisconsin Act 25 - Concealed Carry Law. UC Chair Draney introduced this resolution of support for the administration's actions in response to this recent legislation. Senator Austin (second by Senator Goff) moved its adoption and the motion carried

unanimously (27-0-0). Bending parliamentary procedure to its will, the Senate then proceeded with a discussion which was basically a search for whether more action could be taken both to limit the carrying of weapons and to ensure that students understand the limits. The Chancellor was unsure of the legality of asking students to sign an acknowledgement of their understanding of state and local limits as part of registration.

c. Code Change on Defining Interdisciplinarity (first reading). UC Chair Draney explained that this item had a first reading at the last meeting but senators had suggested it return with a first reading at this meeting in deference to the turnover in the Senate's membership. The language of the proposed code change is the same and does not come with an endorsement from the University Committee. The Speaker then called for discussion. Senators asked about both the motivation and the consequences of the proposal. The response was that this might be a way to widen the range of programs that could be budgetary units. The criticisms were that the word "perspectives" was sufficiently broad as to be almost meaningless and that the proposal confused budgetary/organizational and curricular problems.

d. Joint Committee on Workload and Compensation. UC Chair Draney presented this proposal, whose genesis he credited to Professor Kersten, by saying it comes with the joint endorsement of the University Committee and the Academic Staff Committee. He also declared that this would not be an action item but rather a first reading so that the advice of the Committee on Committees and Nominations could be collected later. Most comments supported the idea as a way to increase collaboration, transparency, and fairness. The Chancellor expressed his eagerness to work with such a committee if it were created. There was one suggestion that the Director of Institutional Research be involved with the committee, perhaps as an *ex officio* member.

e. B.S. in Health Information Management and Technology. The proposal for this new program was presented by Dean Mattison as a cooperative on-line degree-completion program targeted to adult learners. It involves the collaboration of two units (Nursing and Information and Computing Sciences) at UW-Green Bay, along with UW-Stevens Point and UW-Parkside as degree partners and UW-LaCrosse contributing courses and Extension contributing administrative and financial support. The Dean also described the content and need for the program. UW-Green Bay's contribution would be six courses (three in Nursing and three in Information and Computing Sciences) and part of the proposal is a new executive committee, proposed to consist of Professors Breznay and Tim Meyer of ICS and Professors Block, Kubsch, and Gallagher-Lepak of Nursing. A brief discussion clarified that the courses would be new. Action on this proposal is expected at the second reading at the next meeting.

f. Request for future business. The Speaker asked that any future business for the Senate be directed to the UC.

5. Provost's Report The Provost welcomed everyone, urged them to check out the renovations of Wood and Rose Halls, and reminded them of recent organizational changes - hiring a new dean for professional studies and separately a director of graduate studies reporting to the Provost. This year will be spent taking a look at our potential for graduate programs by examining reporting lines, faculty workload, graduate tuition, assistantships, revenue, and code changes. The other principal concern for the year will be enrollment. Recent graduating classes have been the largest ever and entering classes have been in decline so that headcount is down even though there have been increases in adult degree programs. As state support dwindles, the reliance on tuition becomes

more crucial for the institution. At the same time enrollment management is becoming more volatile and harder to predict, given changes in the economy, educational choices available to people, and the declines in high school graduates. A new software system allowing more personalized recruiting should help, but enrollment will remain a focus of attention. The institution must also be responsive to community needs, especially for graduate programs.

6. Other Reports

a. University Committee Annual Report for 2010-2011. Last year's chair of the University Committee, Illene Cupit, went over the highlights of a very productive record, mentioned a few items most satisfying to her, and generously thanked her fellow members of the UC and others.

b. Student Government Report. Heba Mohammad reported that the new Student Senate had met and passed a resolution similar to the one before the Faculty Senate on the concealed carry law.

c. University Committee Report. UC Chair Draney called attention to two issues the UC will be looking at this year. One is looking at possibilities for streamlining governance committees and the other is daycare.

7. Adjournment The meeting ended around 4:30.

Code Change on Defining Interdisciplinary Units

Existing Code:

53.01 INTERDISCIPLINARY UNITS

A. An interdisciplinary unit shall consist of faculty members from diverse disciplines, but with a shared problem orientation.

Change to delete struck-through and add bold-face sections:

53.01 INTERDISCIPLINARY UNITS

A. An interdisciplinary unit shall consist of faculty members from diverse ~~disciplines~~ **perspectives**, but with a shared problem orientation.

Code as Changed:

53.01 INTERDISCIPLINARY UNITS

A. An interdisciplinary unit shall consist of faculty members from diverse perspectives, but with a shared problem orientation.

Faculty Senate Old Business 4a 10/12/2011

Senate Proposal for a Joint Faculty/Academic Staff Committee on Workload and Compensation

1. The Joint Committee on Workload and Compensation (CWC) shall be composed of six members serving three year terms (eventually, but not initially, to be staggered three year terms). The Academic Staff Committee (ASC) shall appoint three Academic Staff representatives, and the University Committee shall appoint three tenured faculty representatives: one from the College of Professional Studies, one from the College of Liberal Arts and Sciences, and one at-large, subject to the condition that at least one of the three members shall also be a member of the Graduate Faculty. In addition, the Director of Institutional Research, one representative from the ASC and one from the UC shall serve as ex officio (non-voting) members of the CWC.
2. The chair of said committee shall attend a meeting of the UC and the ASC at least once per semester to update them and report on plans and progress.
3. The CWC is charged with both *reporting* and *action* responsibilities:
 - a. In light of prevailing fiscal conditions, the committee is charged with:
 - i. identifying the various existing and potential components of workload and forms of compensation for faculty and academic staff,
 - ii. identifying areas of concern and stress among said personnel relating to workload and compensation, and
 - iii. formulating options for remedying perceived workload and compensation shortcomings, dysfunctional procedures, or inequities on this campus.

Rather than creating formal reports, the committee is asked to simply advise the UC and the ASC on an ongoing basis (per item 2, above).

- b. On an ongoing basis, and at least once per semester, the committee is asked to present Resolutions (relating to 3a) to the Academic Staff Committee and Faculty Senate for action.

Faculty Senate Old Business 4b 10/12/2011

Addendum to Proposal for Authorization to Implement Collaborative, Online Bachelor of Science Degree in Health Information Management and Technology

There have been four changes to the version of this proposal presented at the September Senate meeting.

1. The list of Executive Committee members on page three of Form K incorrectly notes the unit affiliation of one of the committee members. The correct information is as follows –

Peter Breznay, Associate Professor, Information and Computer Sciences

2. The Enrollment Table located on the bottom of page 22 has been updated, removing the “?” next to new students projected for year 4. The revised table appears as follows –

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	56	87	108	51	154
Continuing		48	135	243	246
Total	56	135	243	294	400
Graduating				48	87

3. The last sentence in the first full paragraph on page 6 has been corrected to reflect the HIMT program, instead of the Health and Wellness Program. The revised sentence appears as follows:

Students wishing to complete a baccalaureate degree entirely online may do so by entering through UW Colleges Online and then gaining admission to the online HIMT program.

4. The general education requirements for UW Parkside, beginning on page 44 (Appendix 2), have been replaced with the correct information, as follows –

Appendix A2 - General Degree Requirements for UW-Parkside

The purpose of a general education in the liberal arts at the University of Wisconsin – Parkside is twofold: (1) acquire a knowledge and skill set used across all academic disciplines; and (2) to become aware that knowledge is diverse and composed of different principles and methodologies. All UW-Parkside graduates must have achieved competency in the following areas:

Communication

Literacy: reading and writing for understanding and effective communication

Oral communication: listening, speaking, and presenting effectively

Information technology competence: using modern information technology to retrieve and transmit information

Creative expression: communicating through artistic statement

Reasoned Judgment

Critical thinking: applying logic and reasoning to problem solving

Ethical thinking: recognizing and analyzing ethical issues and actions

Scientific thinking: understanding and applying the scientific method

Analytical skills: understanding how to produce and interpret quantitative and qualitative

information

Aesthetic skills: critiquing and appreciating the fine arts (literary, visual, and performing)

Social and Personal Responsibility

Individual accountability: understanding what a responsible choice is and that one's present education and lifelong learning is a personal responsibility

Social equality: understanding and questioning social, political, economic and historical conditions that construct diversity and inequality

Civic engagement: learning to use knowledge and skills to contribute to the community

Global perspective: acquiring the knowledge and skills that provide an understanding of international/global issues and processes

Teamwork: working effectively with others for a common goal

These competencies are achieved by taking courses in three broad areas:

Humanities and the Arts

Social and Behavioral Science

Natural Science

I. Humanities & the Arts (HU)

Minimum of 12 credits required from at least three different Departments/Programs.

ART 100 – Art Appreciation

ART 102 – Intro to 2D Design

ART 122 – Intro to Drawing

ART 125 – Ancient to Medieval Art

ART 126 – Renaissance to Modern Art

ENGL 167 – Intro to Literature

ENGL 217 – British Literature 1800-1920

ENGL 227 – American Literature 1855-1920

ENGL 237 – Modern and Contemporary Literature 1920 – present

ENGL 246 – Survey of World Literature

FREN 203 – Intermediate French I

FREN 204 – Intermediate French II

GER 203 – Intermediate German I

GER 204 – Intermediate German II

HUMA 101 – Intro to Humanities: World Cultures to 1500

HUMA 102 – Intro to Humanities: World Cultures 1500 – present

HUMA 103 – Diversity in the U.S. (DV)

HUMA 252 – Introduction to Film

MUS 100 – World of Music

MUS 101 – Fundamentals of Music

MUS 102 – Large Music Ensemble

MUS 201 – Music Appreciation

MUS 206 – Jazz Appreciation (DV)

PHIL 101 – Intro to Philosophy

PHIL 102 – Great Thinkers

PHIL 205 – Philosophy of Religion

PHIL 206—Intro to Ethics

PHIL 215—Contemporary Moral Problems

SPCH 105 – Public Speaking

TEDU 200—Art in Elementary Education Theories

THEA 110 – Theatre Appreciation

THEA 124 – Beginning Acting Skills

THEA 208 – Multicultural Theatre in America (DV)

THEA 215 – Gender and Sexuality on Stage and Screen

II. Social & Behavioral Sciences (SB)

Minimum of 12 credits required from at least three different Departments/Programs.

BUS 100 – Introduction to Business
FIN 234 – Personal Finance Planning
CBL 101 – Intro to Community-Based Learning
COMM 107 – Communication & the Human Condition (DV)
COMM 108 – Media and Society
COMM 202 – Group Communication
CRMJ 101 – Intro to Criminal Justice
ECON 101 – American Economy
ECON 120 – Principles of Microeconomics
ECON 121 – Principles of Macroeconomics
ETHN 201 – Introduction to Ethnic Studies
GEOG 101 – Geography of American Ethnicity & Race (DV)
GEOG 105 – Contemporary Human Geography
GEOG 108 – Culture & Environmental Sustainability
GEOG 110 – Intro to Geography-World Regions
HESM 270 – Lifetime Wellness and Lab
HESM 282 – Ethics & Issues in Sport Management
HIST 101 – U.S., Origins to Reconstruction
HIST 102 – U.S., Reconstruction to Recent Times
HIST 103 – Introduction to Asia
HIST 119 – Europe: Renaissance to the French Revolution 1300 – 1815
HIST 128 – World History, From 1800 to Present
INTS 100 – Intro to International Studies
INTS 210 – Cultural Anthropology
INTS 226 – People of Africa
INTS 268 – Intro to Holocaust Studies
ISTD 200 – Intro to Leadership
POLS 100 – American Politics
POLS 103 – Intro to Comparative Politics
POLS 104 – Intro to International Relations
POLS 105 – Political Beliefs
POLS 203 – Women, Power and Politics
PSYC 101 – Introduction to Psychological Science
SOCA 100 – Intro to Anthropology
SOCA 101 – Intro to Sociology
SOCA 206 – Race & Ethnic Relations in the U.S. (DV)
SOCA 207 – Marriage and Family
SOCA 208 – Intro to Archaeology
WOMS 110—Intro to Women’s and Gender Studies
WOMS 213—Gender and Society

III. Natural Sciences (NS)

Minimum of 12 credits from at least three different Departments/Programs.

BIOS 100 – Nature of Life
BIOS 101 – Bioscience
BIOS 103 – Human Biology
BIOS 104 – Environmental Science: A Biological Approach
BIOS 109 – Biology of Aging

CHEM 100 – The World of Chemistry
CHEM 101 – General Chemistry I
CHEM 109 – Environmental Chemistry
CHEM 115 – Chemical Science
CSCI 105 – Intro to Computers
CSCI 130 – Introduction to Programming
CSCI 145 – Introduction to Computer Science
CSCI 241 – Accelerated Introduction to Computer Science
GEOG 100 – Physical Geography and the Environment
GEOS 100 – Earth in Perspective
GEOS 101 – Introductory Geology
GEOS 103 – Intro to Environmental Science: An Earth Resources Approach
GEOS 106 – Great Lakes Water Resources
GEOS 109 – Fundamentals of Global Climate Change
GSCI 102 – Science and Pseudoscience
GSCI 108 – Introduction to Bioinformatics and Molecular Medicine
HEM 280 – Sport & Fitness Nutrition
MATH 221 – Calculus & Analytic Geom I
MATH 222 – Calculus & Analytic Geom II
MIS 221 – Business Programming I
PHYS 101 – Principles of Physics
PHYS 105 – College Physics I
PHYS 110 – Intro to Astronomy
PHYS 120 – Astronomy in Non-Western Cultures (DV)
PHYS 201 – General Physics I
PHYS 202 – General Physics II
SOCA 204 – Human Evolution
Additional information on the program and its assessment is available at:
<http://www.uwp.edu/departments/general.education/>

Faculty Senate Old Business 4c 10/12/2011

Proposal for Authorization to Implement New Program

**Collaborative, Online Bachelor of Science Degree in Health
Information Management and Technology**

**University of Wisconsin-Green Bay
University of Wisconsin-Parkside
University of Wisconsin-Stevens Point**

With administrative and financial support from UW-Extension and courses
contributed by UW-La Crosse

Introduction

Healthcare in the United States is rapidly changing. The American Recovery Reinvestment Act (ARRA Public Law 111-5) and Health Information Technology Economic and Clinical Health Act (HITECH) signal significant changes in Health Information Technology (HIT) and provide \$19.2 billion in spending to support changes (AHIMA, 2010). At the operational level, the ways in which healthcare is given, administered, and funded are very different than the way healthcare worked in the second half of the 20th century. Today hospitals and clinics are increasingly approaching patient treatment as a team enterprise, headed by physicians who set courses of treatment that are then executed by healthcare professionals who specialize in myriad healthcare applications. Correspondingly, the management and administration of healthcare is changing as well. Patient records are being converted from paper files to electronic files.

Healthcare is also increasingly reliant on highly technical diagnostic and treatment procedures that generate information which is converted to electronic data that can be shared, stored, and retrieved. This data can be processed for improved medical decision making and provision of healthcare.

The adoption of electronic health records will permit rapid advances in telemedicine, clinical decision support tools, electronic prescribing, and many quality improvement initiatives. All of these activities require greater employee expertise in health information management and health informatics technology.

Need for healthcare will also increase due to shifts in our population demographics to older ages combined with the increasing prevalence of chronic diseases such as obesity, type 2 diabetes, orthopedic disorders, etc. Adopting advanced healthcare informatics is essential to meet these expected demands and control cost.

The National Center for Education Statistics identifies Health Information Management and Technology as a critical area for job growth (NCES, 2010). The Integrated Postsecondary Education Data System (IPEDS) describes a Health Information Technology and Management program as one that –prepares individuals, under the supervision of health information administrators and other professionals, to construct medical records and clinical databases, perform manipulations on retrieved data, control the security and quality of records, and supervise data entry and technical maintenance personnel (IPEDS, 2010). To accomplish this, instruction should include –clinical and biomedical science data and information requirements; database management; data coding and validation; information security; quality control; health information content and structure; medical business procedures; and legal requirements (IPEDS, 2010).

The Bachelor of Science in Health Information Management and Technology (HIMT) is designed to provide students with the knowledge and competencies required to meet this growing need and to work in this rapidly expanding and evolving area of health care. The degree focuses on the information sector of the healthcare industry because it is one of the fastest growing and evolving segments of the industry. The new advances in health-related technologies, patient records, etc. bring with them new regulations and new concerns for privacy and security. Highly skilled professionals are needed to manage this area, and graduates of the HIMT degree will be very well positioned to meet that need.

1. Program Identification

Title of Program

Bachelor of Science Degree Completion Program in Health Information Management and Technology

Partner Campuses

The partners for this program (referred to hereafter as —partners») are UW-Extension, UW-Green Bay, UW-La Crosse, UW-Parkside, and UW-Steven’s Point. It is important to note that each of these institutions is an equal partner but only 3 of the institutions will actually offer the degree to students.

Department, College, School, or Functional Equivalent

This is a highly collaborative, interdisciplinary program. The departments and schools/colleges that will offer courses toward this program on each campus are as follows.

At UW-Green Bay, the Health Information Management and Technology program will be housed in the Professional Program in Nursing.

At UW-Parkside, the Health Information Management and Technology program will be housed in the Center for Health Sciences in the College of Arts and Sciences.

At UW-Stevens Point, the Health Information Management and Technology program will be housed within the School of Health Care Professions in the College of Professional Studies. The Department of Computing and New Media Technologies in the College of Letters and Science will be contributing courses and instruction to the program.

UW-La Crosse will provide courses offered by the College of Business Administration, but that campus will not offer the degree.

Timeline for Initiation

Pending approval by UW System and the Board of Regents in December 2011, the first classes for the degree will be offered in Fall 2012.

Delivery

This degree completion program (second 60 credits of a 120 credit bachelor’s degree) will be delivered fully online. It is currently not offered in any other format on any UW campus.

The first 60 credits of the degree consist of general education classes and prerequisites, and those may be taken either online through the UW Colleges, or they may be taken in face-to-face formats on all UW campuses, as well as at other accredited institutions in Wisconsin and elsewhere.

2. Context

History of Program

Healthcare is the fastest growing employment sector in the U.S., and the ways in which healthcare is given, administered, and funded are very different than the way healthcare worked in the past. These changes have resulted in the use of technologies in nearly every aspect of healthcare, and the ways that health information is stored, shared, and used, have resulted in broad needs for professionals to manage and work in the healthcare information technology and management areas.

Based on these developments, UW-Extension Continuing Education, Outreach and E-Learning (CEOEL) commissioned Eduventures, a higher education market research firm, to conduct a national scan to identify opportunities in higher education. One of the results of the study indicated a clear opportunity for programs in health information management and health information technology. The focus of the scan was two-fold: identify employment opportunities in this area, and determine the extent to which the requisite educational market needs are being met by other higher education providers.

The key findings of the study were:

- The occupation outlook is excellent.
- There is minimal competition regionally and nationally for this degree type.
- The growth outlook is anticipated at about 16% - roughly 43,000 new jobs nationally, 3,416 regionally (WI, MN, IL), and 730 in WI, created between 2006-2016 (BLS, 2009).

In addition, CEOEL reviewed data from the Bureau of Labor Statistics (BLS) to form a broad picture of anticipated employment growth in the U.S. According to the BLS –about 26 percent of all new jobs [between 2008-2018] created in the U.S. economy will be in the healthcare and social assistance industry. This industry—which includes public and private hospitals, nursing and residential care facilities, and individual and family services—is expected to grow by 24 percent, or 4 million new jobs. Employment growth will be driven by an aging population and longer life expectancies.¹ The second fastest employment growth area is the professional scientific and technical services area, which includes information technology and information management. Individuals who understand both information technology management and the healthcare industry are likely to be highly marketable and employable.

Based on this information, CEOEL engaged all of the campuses in the UW-System to determine if there was interest in developing an undergraduate, online degree completion program for adult and non-traditional students seeking to finish a bachelor's degree in this area. Four UW institutions came forward: UW-Green Bay, UW-La Crosse, UW-Parkside, and UW-Stevens Point. Each campus has considerable faculty strengths in this area, and the expertise of each campus dovetails well with that of the other partner campuses.

The curriculum development process began in Summer 2010, and faculty from each partner campus gathered in one and two-day retreats to identify requisite courses and to work together to build the program. During the process, UW-La Crosse determined that it could not offer the degree but wanted to offer courses in the program. This arrangement was accepted by the remaining three degree-offering campuses, and planning continued posthaste.

As the degree development process continued, faculty and CEOEL consulted with Gundersen Lutheran Medical in La Crosse, the American Health Information Management Association, Allergy Associates of La Crosse, Aurora Healthcare, UW Hospitals and Clinics, The Wisconsin Health Information Management Association, the Marshfield Clinic, and Ministry Health Care. There was strong support for the curriculum and for the program, and suggestions made from senior representatives of these organizations were incorporated into the program.

The model for this proposed degree in Health Information Management and Technology is based on the model developed for the collaborative, online, Bachelor of Science degree in Sustainable Management and will work similarly both financially and administratively.

Relation to Institutional and System Mission

The Bachelor of Science in Health Information Management and Technology (HIMT) contributes directly to the institutional mission of the University of Wisconsin System by supporting the UW Growth Agenda. The three components of the Growth Agenda are to increase the number of degree holders in Wisconsin, increase the number of high paying jobs, and build stronger communities. The HIMT degree contributes to all three components of the Growth Agenda by providing a degree that is in demand, supported by Wisconsin employers, and develops competencies that enable graduates to help Wisconsin employers meet growing needs in healthcare information fields. It is a degree targeted at adult and nontraditional students and thus broadens access to the university.

The HIMT degree supports the institutional missions of the three partner campuses by contributing to the core of liberal education by developing communication, critical thinking, problem-solving, analytical, leadership, teamwork, and collaboration skills. Furthermore, this is a multidisciplinary degree that helps build bridges among disciplines and develops students' abilities to think in terms of systems and interrelationships.

At UW-Green Bay the HIMT degree program relates closely to the select mission by providing a strong emphasis on interdisciplinary study. Problem-focused educational experiences ready the graduate for the health care information technology environment. As the HIMT graduate applies concepts of quality, safety, ethical considerations and confidentiality in the workplace, they exemplify engaged citizenship. This degree prepares graduates to apply critical thinking skills to address complex issues within the evolving healthcare information technology environment.

At UW-Parkside the HIMT degree program aligns well with its mission to build high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population. This degree supports its local, national and global communities mission, and it strengthens its goals to utilize technology creatively and effectively in courses, programs, and services.

For UW-Stevens Point, the HIMT degree program builds on the University's mission to provide undergraduate professional programs based on a strong foundation of liberal studies. This degree complements and builds on the synergy between already existing programs like Health Care Informatics (HCI) and Computing and New Media Technologies (CNMT) and it helps address the urgent need for local healthcare informatics professionals. In sum, the HIMT degree aligns with the strategic UW-Stevens Point efforts to create and develop inter-disciplinary programs with a wide audience and promising market perspectives.

3. Program Description

This program will be a 60-credit, online bachelor's degree completion program in Health Information Management and Technology (HIMT). This degree is intended primarily for adult and nontraditional students. The HIMT curriculum has two tracks: health information technology and health information management. Students will enter the program with 60 credits. All students will take 16 common core courses and then depending on which track they choose, they will take four

additional courses in a given track to complete the degree. There are no electives. However, interested students may choose to take the courses in both HIMT tracks and obtain certification both in HIM and HIT.

To be eligible for admission to this program, students will have to have an Associate's Degree from an accredited institution or 60 equivalent credits of coursework. Prerequisites for admission will be Introductory College Algebra, Introductory Biology, and Introductory Communications, or their equivalents, passed with grades of C or better. Students entering the program must have satisfied minimum general education breadth requirements in humanities and fine arts, natural science/mathematics, social science, and integrated studies, as determined by the general education and graduation requirements of the specific home institution and the UW System minimum requirements for an Associate Degree. Students wishing to complete a baccalaureate degree entirely online may do so by entering through UW Colleges Online and then gaining admission to the online HIMT program.

UW System Requirements for an Associate Degree

1. Completion of a minimum of 60 semester credit hours of work.
2. Achievement of a "C" grade point average or better.
3. Successful completion of proficiency or competency requirements as defined by the institution.
4. Completion of 40 semester hours fulfilling the University of Wisconsin System minimum general education breadth requirements for the associate degree as follows.
 - Humanities and the fine arts - A minimum of 9 and a maximum of 15 semester hours from at least two disciplines. No more than six semester hours may be taken in the fine arts.
 - Natural sciences/mathematics - A minimum of 12 and a maximum of 16 semester hours in at least two disciplines. Not less than 8 hours must be in the natural sciences, including one laboratory science.
 - Social science - A minimum of 9 and a maximum of 15 semester hours from at least two disciplines.
 - Integrated studies - A maximum of 6 semester hours may be included in courses which combine elements of two or more of the breadth categories as defined above.

Additional specific requirements must include one course with a historical perspective, one course taught from primary texts (including translations), and one two-semester sequence of courses. In fine arts, only history or appreciation courses are eligible for inclusion as meeting breadth requirements.

Students wishing to complete the entire curriculum online may do so by entering through UW Colleges Online or through another UW institution that has the general education program online, as well as at other accredited institutions in Wisconsin and elsewhere and then finish this degree online through any one of the three partner institutions.

To matriculate into the Health Information Management and Technology program, students must choose a home campus from one of the partner campuses. They then apply to the home campus

and if admitted, become degree-seeking students of that campus. Graduation requirements from their home campus need to be satisfied to fulfill the graduation requirements of the Health Information Management and Technology program.

Since this degree targets adult students, some individuals may seek credit for prior learning. Students seeking credit for prior learning will work with their home campus to determine their eligibility. The program will have an academic director at each institution. Students will receive academic advising regarding admissions and graduation requirements and financial aid through their home campus. Faculty and academic advisors at each campus will offer virtual office hours through SKYPE and online chat capabilities as well as by telephone and email. Students will have online library access through the home institution. A program manager for this degree will be housed at UW-Extension. The HIMT program manager will work in concert with student services staff at the four partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person for students near Madison. The program manager will be in close contact with the enrolled students and with the academic program directors to provide the hands-on active support that has been shown to be important for adult and non-traditional learners. Students enrolled in this program will have access to an extensive array of online student services including writing labs, learning readiness assessments and career advising offered by UW-Extension.

Home Institution Model

Once students have satisfied the admission requirements above, they will then be eligible to apply to one of the three partner institutions to serve as their home institution. Once admitted, they will receive financial aid, degree requirement counseling, and other services from their home institution.

Due to the collaborative nature of this degree, all three degree-granting partner campuses and UW-La Crosse (as a course contributor but not degree-granting partner) will contribute courses, program oversight, and direction to the program. Students working toward this degree will take classes from all four campuses contributing courses toward the degree. 24 courses in total will be offered: 16 common core courses, 4 courses in the information technology track and 4 courses in the information management track. All students will take all 16 core courses and then choose one of the two tracks. The three degree-granting partners will accept all 24 courses as their own allowing students to transfer courses from one campus to another without worrying about multi-institutional arrangements regarding financial aid, transcripts, etc.

To graduate from one of the partner campuses, students in the Health Information Management and Technology program will have to satisfy all degree requirements for their home institutions. Those degree requirements may be found in Appendixes A-1,2,3.

Time to Degree

The primary student audience for the program is the adult and nontraditional audience. If students enroll in the program full-time, including summer, they can complete the program in less than two years. However, because most adults will probably have significant commitments in addition to their education, such as work, and family responsibilities, they will likely enroll part-time, taking two to three classes per term on average. Thus, it is likely that most adult students will complete about 7 courses per year, and because they will enter the degree having already completed 60 credits, they should fulfill program requirements in approximately three years.

This program is not cohort-based. Students may enter the program at the beginning of any term, and they may take courses in whatever sequence they wish, as long as they meet the internal prerequisites listed in the course descriptions.

Internships

Students will be encouraged to participate in internships that provide opportunities for them to apply what they learn in a work setting. The American Health Information Management Association has jobs and internships posted in a searchable database, and employers in Wisconsin are also interested in hosting interns. Interns will work in various health-related fields, including hospital and clinics, insurers, government agencies, and other providers.

UW-Extension is working to establish a Health Information Management and Technology Advisory Board consisting of employers in Wisconsin. One of the responsibilities of the Advisory Board will be to help identify student internship opportunities in highly applied settings. The Advisory Board will also provide input about the degree and its efficacy to the Academic Directors for their annual program review meeting.

Capstone Course

The Capstone Course is a 3-credit, applied course that helps students synthesize what they learned throughout the program and apply that knowledge in a work or related setting. All students will complete a Capstone project course at the end of their Health and Information Management and Technology (HIMT) program. Under the supervision of the course instructor, students will work with HIMT professionals in institutions convenient to the location of their home. As part of the planning process for the program, partnerships for Capstone placement will be developed with companies or nonprofit employers. In recognition that students may be located at great distances from their home campus, student placements may be in numerous locations around Wisconsin or the nation. In concert with the collaborating schools, criteria will be developed to determine appropriate Capstone placements. Capstone projects will be based on goals and objectives mutually agreed upon by the student, the course instructor, and the institution.

Each partner institution already has processes and procedures in place for Capstone courses on its campus. The academic directors for this program will work together to synthesize the individual campus Capstone processes into one, mutually satisfactory process for HIMT students to ensure that all students in the program have similar Capstone experiences. The outcomes of the Capstone Course will be based on each student's defined plan of study for the Capstone experience and corresponding applied research that creates the learning-application synthesis. Students' Capstone projects will result in research papers, multi-media presentations, or other projects that demonstrate each student's ability to understand how to apply what he or she has learned in the program in a field setting.

Learning Outcomes and Overview of Curriculum

As part of creating the curriculum for this program, multiple resources were consulted to ensure that the content of the program would be in line with professional standards, and that the skills developed by students would be sought by potential employers. The following businesses and professional groups were consulted in development of the curriculum:

- America Health Information Management Association (AHIMA)
- Wisconsin Health Information Management Association (WHIMA)

- Gundersen Lutheran Health System
- Dr. Jeff Kessler, President of Allergy Associates of La Crosse
- Aurora Health Care
- Security Health Systems
- Marshfield Clinic
- University of Wisconsin Hospitals and Clinics

In addition, the HIMT partner institutions will work with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) to seek accreditation for the program so that graduates will receive additional credentialing to improve their employment opportunities.

In response to discussions with the organizations above, the partner campuses agreed that the competencies provided by AHIMA would serve as a guide for the HIMT program. The program development group then worked with employers to ensure that these skills were in fact the skills sought by employees in this field.

The HIMT program will prepare knowledgeable and skillful professionals to assume leadership positions within the public and private sectors. Within organizations, a HIMT professional will be able to manage and administer health information technologies that span across divisions, departments, and businesses.

Graduates of the HIMT program will be able to:

1. Demonstrate knowledge of healthcare billing, coding and reimbursement policies
2. Demonstrate knowledge of healthcare terminology and medical conditions
3. Demonstrate knowledge of dynamic healthcare delivery systems and regulatory environments
4. Apply principles of healthcare privacy, confidentiality, legal, ethical issues and data security
5. Apply critical and creative thinking, problem solving, and effective inter-professional communication skills related to health information management
6. Evaluate, use, and integrate information technology to support medical decision making and processes
7. Apply quantitative methodologies to process healthcare information

Management

8. Demonstrate the principles of leadership and management in the HIMT environment

Technology

9. Demonstrate the application of information technology in the HIMT environment

To ensure that students are achieving the program outcomes, an Assessment Team will be established and charged with leading HIMT program assessment. The team will meet annually to set guidelines for assessment and review progress. For more specifics on the Assessment Team please see the Assessment section on pg. 22-23.

For more specific course learning outcomes please refer to appendix B and appendix C.

In addition to the above program learning outcomes, the UW System Shared Learning Goals provide a framework to communicate broadly the meaning and value of a college education. The Shared Learning Goals represent the UW System's commitment to prepare students to be competent citizens in the 21st-century, knowledge-based, global society. The following goals were also considered as part of the degree development process:

- 1) **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
- 2) **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.
- 3) **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
- 4) **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
- 5) **Individual, Social, and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

Program Structure

CEOEL works primarily and extensively with online and nontraditional students and conducts surveys, focus groups, and other information gathering sessions to identify what is important to that student demographic and how students in that demographic want to learn. Adult and nontraditional students express strong preference for having courses offered online in both traditional, semester-length formats and in accelerated formats. Students also express strong preference for a streamlined list of courses with few or no electives, removing ambiguity about which courses students should take, and which courses are required for graduation. Students also asked to minimize repetition or redundancy in the curriculum. In response to students' requests, as the partner campus faculty representatives drafted the curriculum, they developed a curriculum that is clear, straightforward and streamlined and allows students to choose one of two tracks. Students working toward this degree will take classes from all four campuses contributing courses toward the degree. 24 courses in total will be offered: 16 common core courses, 4 courses in the information technology track and 4 courses in the information management track. All students will take all 16 core courses and then choose one of the two tracks. However, interested students may choose to take the courses in both HIMT tracks and obtain certification both in HIM and HIT. It will be possible for students to transfer in courses if they can demonstrate that their knowledge is equivalent to the courses in the curriculum.

There are no electives in the HIMT program, and the areas of competence that drive the curriculum are incorporated into the courses so that students experience a holistic program focused on a systems approach.

Because this is a collaborative degree and there are four partner campuses offering courses, each campus will teach six courses in the degree. As the faculty representatives developed the curriculum,

they made initial course assignments by campus based on campus curricular and faculty strengths. The curriculum is as follows.

Curriculum

The curriculum consists of the following 24 courses. These courses have significant healthcare industry-specific components and are not duplicative of other online courses in the UW System.

Due to their inter-disciplinary nature some of the Health Information Management and Technology courses may have some common elements with existing business courses. However, this is only limited to the basic concepts or knowledge as the HIMT courses are centered on the specific topics area that connect healthcare and information technology. Once students gain the basic knowledge of the course content, this content will be comprehended, applied, analyzed, synthesized, and evaluated using application to the healthcare field. In this manner, the critical thinking requested of students will pertain to the healthcare industry and not replicate courses already offered online.

As stated previously, by incorporating the UW System's Shared Learning Goals into the planning process, the faculty intentionally designed the curriculum to include an emphasis on diversity in curriculum design and course content. As courses are developed, faculty are committed to keeping a broad global understanding of HIMT and how it impacts healthcare organizations and patients around the globe.

The full programmatic array will be developed over 2 years. If the UW Board of Regents approves the program in December 2011, first classes will be offered in September 2012. Six courses will be developed and delivered fully online that term. An additional six courses will be developed for Spring 2013. In Fall 2013, six more classes will be developed and taught, and the final six will be developed and offered in Spring 2013 for a total of twenty-four. This development program allows the partner campuses to develop courses at a pace and rate that does not overly tax faculty resources while ensuring a sufficient number of new courses (five each term) so that students who want to enroll in the program full-time and complete in two years will be able to do so. Put differently, six courses will be offered in Fall 2012. Since that is the first time the program will be offered, all of those courses will be new to students. In Spring 2013, six new courses will be offered as well, and the six that were offered the previous fall will be offered again. In this way, students that began the program in fall will have ample new courses in which to enroll, and students that begin the program in spring will be able to enroll in the foundational classes for the program.

PROGRAM COURSE LIST

CAMPUS

Core

HIMT 300 Survey of Contemporary Computing	UW-Green Bay
HIMT 310 Healthcare Systems and Organizations*	UW-Green Bay
HIMT 320 Survey of Information Technology in Healthcare	UW-La Crosse
HIMT 330 Healthcare I: Terminology & Body Systems	UW-Stevens Point
HIMT 340 Ethical Issues, Security Management and Compliance	UW-La Crosse
HIMT 350 Statistics for Healthcare	UW-Stevens Point
HIMT 360 Healthcare II: Survey of Disease & Treatments	UW-Parkside
HIMT 370 Healthcare Systems: Analysis & Design	UW-La Crosse
HIMT 380 Healthcare Billing, Coding and Reimbursement	UW-Parkside
HIMT 400 Healthcare Information and Technology - Data	UW-Parkside

HIMT 410 Healthcare Systems: Implementation and Integration	UW-Parkside
HIMT 420 Healthcare Systems: Project Management*	UW-La Crosse
HIMT 430 Quality Assessment and Improvement	UW-Green Bay
HIMT 440 Group Processes, Team Building and Leadership	UW-Green Bay
HIMT 450 Healthcare Information and Technology - Standards	UW-Parkside
HIMT 490 Capstone	UW-La Crosse

Healthcare Management Track

HIMT 355 Principles of Management for HIMT Professionals	UW-Green Bay
HIMT 365 Healthcare Economics	UW-Stevens Point
HIMT 415 Human Resource Management in Healthcare	UW-Green Bay
HIMT 445 Application of Leadership & Management in Healthcare Technology	UW-Parkside

Healthcare Technology Track

HIMT 345 Programming and Software Development	UW-Stevens Point
HIMT 375 Database Structures and Management Systems	UW-Stevens Point
HIMT 425 Data Warehousing and Mining	UW-Stevens Point
HIMT 435 Data Communications and Networks in Healthcare	UW-La Crosse

*Courses are designated as writing emphasis and will be designed to meet the writing emphasis graduation requirements at each of the partner campuses.

Students will be allowed to take the above courses in whatever order works for them, as long as they meet the internal course prerequisites specified in the course descriptions below with the only exception being Capstone. The Capstone course will be taken as part of the last semester of study for students in the program.

It should be noted that considerable attention was paid to the Association to Advance Collegiate Schools of Business (AACSB) accreditation. The curriculum was designed so as not to create accreditation complexities for campuses that are AACSB accredited. By its very nature, this is an interdisciplinary degree and so does not fit the AACSB model.

Descriptions for the courses in the Bachelor of Science degree completion program in Health Information Management and Technology are as follows:

HIMT 300: Survey of Contemporary Computing – UW-Green Bay

This course provides a basic overview of contemporary information technology and computers. Topics include computer concepts (e.g., hardware, system architectures, operating systems, etc.), communication technologies, Internet technologies, and data organization/structures. Special emphasis placed on database management systems and data warehousing.

Prerequisite(s): Office Productivity Tools: Students lacking these skills must take a one-credit course prior to enrolling in HIMT300

HIMT 310: Healthcare Systems and Organizations – UW-Green Bay

This course provides an overview of how healthcare and public health are organized and how their services are delivered in the United States (US). Topics to be covered include: public policy

(including US health reform initiatives); organization of healthcare systems; components and operation of healthcare organizations including e-health delivery; professional roles and accreditation; legal and regulatory issues including licensure requirements.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 320: Survey of Information Technology in Healthcare – UW-La Crosse

This course surveys essential healthcare information technologies (HIT) that are used for healthcare information systems (HISs). Popular HISs include electronic medical record systems (EMRS) that keep record of the patients' history, the computerized provider order entry systems that record the history of the procurement of medicine and other medical necessities, telemedicine, which keeps information of the medical doctors in the computers, telehealth e-prescribing, which prescribes the medicine electronically, medication administration, which keeps the information of medical doctors and other hospital staff members, and nursing and ancillary service systems.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 330: Healthcare I: Terminology & Body Systems– UW-Stevens Point

This course will examine specific terminology and vocabulary used by workers in healthcare and public health. The focus of this course is on medical terminology that broadly relates to human anatomy and physiology, body systems and diagnosis. The bases of medical terms will be examined – such as prefixes, suffixes, roots and combined forms. Topics will also include healthcare taxonomies and nomenclatures (e.g. ICD-9-CM, ICD-10, etc.).

Prerequisite(s): UW Colleges BIO 109 Concepts of Biology or equivalent

HIMT 340: Ethical Issues, Security Management and Compliance– UW-La Crosse This course introduces three broad subjects: 1) evidence-based medical ethics pertaining to healthcare information management, 2) framework of healthcare information security management including security principles, policies and procedures, security management models, risk assessment, and protection mechanisms. 3) healthcare regulations and compliance with focuses on the legislative systems, policies, and legal environment of healthcare in the U.S. and the existing health information laws, regulations and standards. Also addressed are the elements and development of compliance programs.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 345: Programming and Software Development – UW-Stevens Point

Introduction to: object-oriented (OO) programming paradigm, OO systems analysis and design, fundamental data structures, and n-tier software design. Examination of the role of each in the software development process.

Prerequisite(s): HIMT 300 Survey of Contemporary Computing or concurrent enrollment.

HIMT 350: Statistics for Healthcare – UW-Stevens Point

This is an introductory course in statistical methods for the health sciences. The course will emphasize the principles of statistical reasoning, underlying assumptions, hypothesis testing, and careful interpretation of results. Some topics covered: major study designs, descriptive statistics, graphical displays of data, probability, confidence intervals and tests for means, differences of

means, sample size and power, differences of proportions, chi-square tests for categorical variables, regression, multiple regression, and non-parametric statistics.

Prerequisite(s): UW Colleges MAT 105 Introduction to College Algebra or equivalent

HIMT 355: Principles of Management for HIMT Professionals– UW-Green Bay

This course provides an overview of basic principles involved in management and communication. Topics include basic management principles, communication skills, interpersonal communication competence, negotiation technique, team/consensus building, professional development, and problem solving/decision-making processes.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 360: Healthcare II: Survey of Disease & Treatments– UW-Parkside

This course further investigates the topics covered in HIMT 330 Health Care I. Based on each body system the course will further expand into the topics of human disease, human health issues and classification of disease/health issues. Diagnostics, Treatment and Clinical procedures that are currently in practice. In addition, the course will incorporate Pharmacotherapeutic concepts (drugs and therapies to treat/prevent/control human disease/health issues), investigating the variety of drugs used for disease treatment for each body system, this will include the current biologicals that are used for treatment. Topics will include how the drugs and biologicals work, their limitations, and the current diversity of available drugs and biologicals.

Prerequisite(s): HIMT 330 Healthcare I: Terminology & Body Systems

HIMT 365: Healthcare Economics – UW-Stevens Point

Applications of microeconomic theory to analyze the behavior of health and health care markets. Topics will include: supply and demand of health care services, private health insurance markets, government provision of health care services and health insurance, and health care policy.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 370: Healthcare Systems: Analysis & Design– UW-La Crosse

This is the first course in a two-course sequence that addresses methods and techniques of healthcare information system (IS) analysis and design as performed within the system development life cycle. Included will be techniques for problem definition, requirements gathering, analysis, logical design, selection and evaluation of alternative healthcare information systems solutions from the point of view of the health provider and user. An emphasis is placed on analysis, selection, and evaluation of information systems as they relate to healthcare.

Prerequisite(s): HIMT 300 Survey of Contemporary Computing

HIMT 375: Database Structures and Management Systems – UW-Stevens Point Analyze and design databases to support computer-based information systems. Develop and implement relational database management systems using SQL. Topics include: data modeling techniques such as entity-relationship modeling, extended entity-relationship modeling, database constraints, database normalization techniques, and basic and advanced features of database query language SQL, etc.

Prerequisite(s): HIMT 345 Programming and Software Development

HIMT 380: Healthcare Billing, Coding and Reimbursement– UW-Parkside

This course examines the coding and reimbursement connection; topics include managed care plans, prospective payment systems, Medicare-Medicaid reimbursement, resource-based Relative Value Scale, case mix management, and revenue cycle management.

Prerequisite(s): HIMT 330 Healthcare I: Terminology & Body Systems; and HIMT 360 Healthcare II: Survey of Disease & Treatments

HIMT 400: Healthcare Information and Technology - Data– UW-Parkside

This course explores the sources and data contents of health-care information as well as the proper presentation of it for different usage levels. Topic addressed include: 1) data structure and use of health information (individual, comparative and aggregate), 2) type and content of health record, 3) data quality assessment, 4) secondary data sources, 5) healthcare data sets, 6) Health information archival systems, and 7) National Healthcare Information Infrastructure (NHII). The course will also cover topics in bioinformatics.

Prerequisite(s): HIMT 360 Healthcare II: Survey of Disease & Treatments

HIMT 410: Healthcare Systems: Implementation and Integration– UW-Parkside

Covers the back-end stages of healthcare systems development lifecycle through the procurement route: development of technical design specifications, procurement procedures (RFP, RFQ, vendor evaluation and selection, and contracting), systems configuration and integration, installation, conversion, operation, and maintenance. Pre-installation testing and post-conversion auditing and monitoring will be emphasized to address the upcoming requirements of federal certification of EHR systems.

Prerequisite(s): HIMT 300 Survey of Contemporary Computing and HIMT 370 Healthcare Systems: Analysis & Design

HIMT 415: Human Resource Management in Healthcare – UW-Green Bay

This course examines the role of HIM staff in managing human resources to facilitate staff recruitment, retention and supervision.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 420: Healthcare Systems: Project Management– UW-La Crosse

This course addresses the phenomenal impact information system (IS) projects have had on healthcare delivery. Students learn how healthcare IS projects affect organizations, doctors, patients, and chronic-illness treatments, as well as individuals interested in managing their own healthcare. Concepts and tools for effective healthcare IS project management, process re-engineering and work redesign are introduced. The purpose of this course is to expose students to IS project management activities in healthcare settings. Topics covered include recent healthcare IS project trends, budgeting, scheduling, resource management, scope, risk analysis, and deployment controls. The genesis of healthcare project management is covered using specific cases and examples.

Prerequisite(s): Enrollment in online Health Information Management and Technology degree program.

HIMT 425: Data Warehousing and Mining– UW-Stevens Point

Examine the concept of data warehouse and its effectiveness in supporting strategic decision making. Address the process of creating data warehouse/data-mart solutions from the identification

of the enterprise informational and analytical needs to producing business intelligence by extracting information from the data warehouse by using data mining methods and models.

Prerequisite(s): HIMT 375 Database Structures and Management Systems

HIMT 430: Quality Assessment and Improvement– UW-Green Bay

This course examines the Quality Assessment and Quality Improvement cycle (Plan, Do, Act, Check) and the role of the HIT/HIM in the process. Tools used in quality and risk management processes will be examined.

Prerequisite(s): HIMT 350 Statistics for Healthcare

HIMT 435: Data Communications and Networks in Healthcare– UW-La Crosse

This course provides fundamentals of data communications and networking techniques, and examines the linkage of information technology strategies and technological solutions enabling effective communication within and between health care organizations. Major topics include fundamental concepts of data communications and applications, network communication devices, basic technologies of the Local Area Network, Wireless Local Area Network, Wide Area Network, Internet and the Web, the OSI stack, health care information systems standards, and the HIE, RHIN, and the NHIN.

Prerequisite(s): HIMT 300 Survey of Contemporary Computing

HIMT 440: Group Processes, Team Building and Leadership– UW-Green Bay

This course introduces students to the necessary group/team processes that are at the root of building, developing, and maintaining medical/healthcare work teams and the effective functioning of such teams. The course also provides an overview of leadership development techniques. Also included is a focus on the uses of various communication technologies in the team building and functioning processes.

Prerequisite(s): HIMT 355 Principles of Management

HIMT 445: Application of Leadership & Management in Healthcare Technology– UW-Parkside

This course assimilates and integrates concepts and applications of management and leadership in the healthcare advancing on the topics covered in HIMT 355, 365 and 415. Topics will include strategic leadership concepts, exploring key factors that impact management and planning, change management, critical organizational behaviors for leadership and management focusing on best practices and organizational accountability and assessment models.

Prerequisite(s): HIMT 355 Principles of Management; HIMT 365 Healthcare Economics; and HIMT 415 Human Resource Management in Healthcare

HIMT 450: Healthcare Information and Technology - Standards– UW-Parkside

This course will be an introduction to healthcare information technology standards including standards and regulations for documentation, and will cover health information standards. The course will also investigate soft-ware applications and enterprise architecture in health-care and public health organizations.

Prerequisite(s): HIMT 400 Healthcare Information and Technology- Data

HIMT 490: Capstone– UW-La Crosse

This course is capstone course for both tracks of the degree program. Students are required to find an internship site that is related to healthcare and set up a semester long project from which they can

gain hands-on experience in the areas of their concentration. Project set-up will be jointly done by the student, site sponsor, and the faculty of this course, whereas internship supervision will be performed by the project supervisor and the course instructor.

Prerequisite(s): Last semester of study/ last course before graduation/ can be concurrent

As noted above, every student is required to complete the core 16 courses. Each student will also complete one of the 4-course tracks to complete the degree. There are no electives. Because these courses are designed specifically for this degree, are online, and include a focus on health information management and technology, these courses do not duplicate courses already available at the partner campuses.

Students will be eligible for admission to this degree if they have completed at least 60 credits of coursework and three prerequisites. The prerequisites are as follows. UW Campus equivalents or other college/university equivalents from an accredited institution may be substituted.

Algebra (UW Colleges MAT 105 Introduction to College Algebra, or equivalent)

UW- Stevens Point (MAT 100)

UW-Green Bay (MAT 101)

UW-Parkside (MAT 111)

Biology (not botany or environmental science), (UW Colleges BIO109 Concepts of Biology or equivalent)

UW-Stevens Point (BIO 101)

UW-Green Bay (BIO 202)

UW-Parkside (BIOS 102)

Communications (UW Colleges COM 103 Introduction to Public Speaking or equivalent)

UW-Stevens Point (COM 101)

UW-Green Bay (COM 133)

UW-Parkside (SPCH 105)

Interrelationship with Other Curricula

As an interdisciplinary, collaborative degree, this program is able to engage faculty experts from each partner campus. Although the courses developed for this degree by campus faculty are unique to this degree, they dovetail very well into the general curriculum of each campus and highlight the academic strengths of each partner. This is evidenced by the diversity of departments at each campus that support this degree. (See Section 1.)

The closest undergraduate programs that exist in the UW System are at UW-Milwaukee, where an undergraduate certificate program in Healthcare Informatics is offered (UW-Milwaukee certificate program, 2009), and at UW-Stevens Point, where an undergraduate major with a healthcare informatics option is offered (UW-Stevens Point, 2009). Both of these programs are offered in the face-to-face format. A face-to-face graduate program in Healthcare Informatics is also offered at UW-Milwaukee (UW-Milwaukee Graduate Program, 2009).

Through discussions with the Chair of the Health Informatics and Administration Department at UW-Milwaukee, we have been investigating ways to more closely align our proposed online HIMT degree with UW-Milwaukee's existing graduate program in Health Care Informatics which is scheduled to be offered fully online as of fall 2013. Moving forward, the two degree programs will seek opportunities to share resources that will help improve the quality of both programs and to

establish a bridge for progression for students. Hence, the proposed HIMT degree will not negatively impact or duplicate any other degrees offered in the University of Wisconsin but rather complement and support existing offerings.

Although this is a unique and new degree, it complements the broad array of degrees offered across the UW System by creating a new point of entry for adult and nontraditional students, by building upon the associate's degree offered by the UW Colleges and other campuses, and by engaging faculty who have expertise in related areas on all of the partner campuses. In addition, the proposed HIMT degree will serve as an excellent starting point for students who go onto master's degrees in business, information technology, healthcare management, and related fields.

Accreditation Requirements

As the lead academic partner for the degree, UW-Stevens Point will work with the Higher Learning Commission to seek accreditation for the HIMT degree.

The partner campuses also intend to pursue the elective accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) which is the credentialing body most closely associated with the American Health Information Management Association. The resulting credentials will be valuable to students who complete the degree and are seeking employment. Students are not eligible to sit for credentialing exams if they have not completed a degree program certified by CAHIIM. Our industry partners have also shared that they value the ability of credentialing for current and future employees.

Diversity

Like other efforts at all of the partner campuses, this program will strive to achieve inclusive excellence by enrolling, retaining, and graduating sufficient numbers of student from underrepresented populations; engaging faculty from underrepresented populations; implementing strategies to promote and support integration efforts; implementing multidimensional approaches to teaching and learning; and leveraging resources so that the program is able to respond to students' evolving and growing needs.

This degree will target primarily nontraditional student populations. Many students of color, first-generation Americans, first-generation college students, and low-income students are--often by necessity--nontraditional students because they have family or work responsibilities that prevent them from attending school in traditional formats. Hence, from its inception, this degree is designed to attract underserved populations. In addition, recruitment and marketing efforts for this degree will focus on under-represented populations. For instance, a lead generation site through Monster.com focuses on audiences with interests in healthcare and information management and corresponding educational opportunities. Through work with Monster.com, UW-Extension will leverage advertising space on multiple partner sites in the --Diversity & Inclusion Network: BlackPlanet.com, AsianAvenue.com, MiGente.com, and others. UW-Extension will also advertise this program in minority-focused newspapers, periodicals, and websites.

Currently, there is near equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program. As practitioners and content experts are sought to contribute to the program, the partners will be mindful of casting a broad net so as to incorporate a wide breadth of experiences and perspectives.

At the UW-Parkside, for instance, the student population consists of over 20% students of color; over 60% of the students are first generation (African Americans and Latinos are proportionally overrepresented among first-generation college students), and over 25% are over the age of 25. As an adult-student oriented program, the HIMT program will continue to seek out underrepresented students to engage in this degree.

Southeast Wisconsin has the most diverse population in the state, and UW-Parkside is committed to providing underrepresented groups with the opportunity for a quality education. For different reasons but in similar ways, the northern sections of Wisconsin have been historically underserved, but through outreach from UW-Green Bay and UW-Stevens Point, a plurality of students will be accommodated through this degree. Put differently, a major goal of the HIMT bachelor's degree is to attract and retain the culturally and economically diverse array of students currently reflected throughout the University.

UW-Extension has several initiatives currently underway to attract more students of color into the UW System. Through UW HELP, brochures focusing on Hispanic and Hmong students are sent to those target groups. UW-Extension also employs a field recruiter who works with employers to encourage employers to support the education of their employees, especially focusing on underrepresented minorities. UW-Extension is also maintaining ethnic information from Committee on Baccalaureate Expansion (COBE) data that will allow UW-Extension to market specifically to ethnic audiences. And the HIMT Advisory Board that will be formed will work closely with employers to encourage employers to support their employees (many of who are individuals of color) to return to school.

A Health Information and Technology Advisory Board (HIMT Advisory Board) will be formed to work closely with employers who have an interest in this major to encourage them to send their employees to school. Many companies interested in health information management and technology has employees of color. The Advisory Board will invite representation from minority-owned businesses. Their input will be important to ensure that the program reaches out to people of color and other under-represented groups.

The HIMT Advisory Board will consist of representatives from leading employers in Wisconsin and other states that are interested in improving the ability to interpret and share medical information. Also on the board will be the academic directors from each of the 4 partner campuses, the UW-Extension Program Manager for the HIMT program and a Dean's representative from UW-Extension CEOEL. The HIMT Advisory Board will meet annually, and students and program faculty will be invited to the meeting. The Board members will also be asked to help host students working on Capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The manager of the Health Information Management and Technology program will provide assistance to the board, set up the annual Board meeting, etc. The academic directors of the program and the dean from UW-Extension Continuing Education, Outreach and E-Learning will engage with Board members and ensure that the Board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes; and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that our program stays relevant to trends in the field of health information management and technology.

Ensuring that diverse student populations enter the HIMT program is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The UW-Extension student advisor/coach will work closely with students to identify barriers to their success to either help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. UW-Extension will maintain online student communities that will allow individuals from diverse ethnic background to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the areas of assessment focuses on diversity. (See Assessment section, pp. 23-24.)

Collaboration

By design, the Bachelor of Science in Health Information Management and Technology will be a highly collaborative degree. For students who do not have an associate's degree or the requisite foundational 60 credits, UW Colleges and several other UW campuses will provide online classes for students to complete those requirements. Students may also resolve program deficiencies by attending accredited institutions of higher education both in and outside of Wisconsin. The three comprehensive partner campuses will jointly develop, approve, and offer the HIMT curriculum. UW-La Crosse will offer courses toward the degree, so each campus will offer 6 courses in the fall and spring once the degree is fully operational, and all partner campuses will share equally in the academic oversight of the degree. Extension will provide administrative support, financial investment, fiscal management, and student services for all partner campuses. Although students will choose a home institution from which to receive the degree, all three partner campuses will approve all 24 courses in the degree so that from a student's perspective moving from one course to another will be as seamless as if all courses were offered by one institution. The courses will be listed in each campus registration system. All partners, including UW-Extension, will share equally in net revenues relative to the number of courses they offer in the program once the program becomes profitable. Until the program is profitable, CEOEL will absorb all costs and risks.

Outreach

The entire HIMT Bachelor's Degree program is an outreach effort by the three UW campuses and UW-Extension. The program is designed to maximize access by being delivered online; robust student services help ensure that nontraditional students receive the support they need to succeed in the program; and the healthcare sector has been and will continue to be engaged in helping to shape the curriculum and its continued evolution.

Through the Health Information Management and Technology Advisory Board, and additional outreach efforts, Wisconsin businesses will be engaged to help develop learning opportunities for students in the program. In addition, those businesses will be involved in helping to create direct school-to-work paths so that students who enroll in the program have opportunities that lead to full-time employment.

There is significant attention paid to ensuring that the University of Wisconsin contributes to economic development and job growth. The HIMT degree builds the competencies that students need to work in the fastest growing job market in the U.S.

Delivery Method

The entire HIMT Bachelor's Degree will be offered online. Since this program consists of the second 60 credits of a 120 credit bachelor's degree, students may complete the first 60 credits of general education in face-to-face, blended, or online formats through UW campuses or by attending accredited institutions of higher education both in and outside of Wisconsin. .

4. Need

The United States spends the equivalent of 16% of the Gross Domestic Product (GDP) on healthcare, and healthcare is the fastest growing job market in the country. There is a need for well-educated individuals who can help contribute to economic development through a focus on health information management and health information technology. This is particularly pertinent in Wisconsin where we have a broad range of healthcare providers, insurers, and agencies that are spread across the state, and where HIMT programs are not available through any of the University of Wisconsin campuses to provide education and training for workers in the health information sector of the industry.

To verify the need for an HIMT degree in Wisconsin, the Division of Continuing Education, Outreach and E-Learning, Extension (CEOEL) commissioned a market study to evaluate business needs, job opportunities, and potentially competing programs. The study was conducted by Eduventures (a higher education market research firm) to determine if a health information management and health information technology degree from the UW System campuses was viable (Eduventures, 2009). The Eduventures study examined information from the Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook and Occupational Employment System (BLS, 2009), America's CareerInfoNet (2009) and reports by professional organizations (AHIMA, 2009). In addition National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS, 2009) provided data related to competing educational institutions.

The key findings of the study were:

- The occupation outlook is excellent.
- There is minimal competition regionally and nationally for this degree type.
- The growth outlook is anticipated at about 16% - roughly 43,000 new jobs nationally, 3,416 regionally (WI, MN, IL), and 730 in WI, created between 2006-2016 (BLS, 2009).
- The increase in the number of jobs in healthcare by 2016 is due to the following:
 - Shifting demographics
 - Aging population
 - The American Recovery Reinvestment Act – 20 billion to Healthcare for electronic records and more Medicaid and Medicare increases to healthcare facilities that demonstrate meaningful use and improvement in electronic records (AARA, 2010)

Additional information obtained from Economic Modeling Specialists Incorporated (EMSI) shows:

- 1,225 additional positions needed by 2018 in Medical Health Services and Management in Wisconsin

A Lack of University Programs

There is only one undergraduate degree program in Health Information Technology or Health Information Management in Wisconsin: a bachelor of science in health information management

offered by the for-profit provider Herzing University. Herzing University has locations in Brookfield, Kenosha and Madison, Wisconsin. Students take a combination of face-to-face and on-line courses (Herzing, 2009).

In neighboring states, there is a health information management bachelor’s program at the College of St. Scholastica in Minnesota, which offers a mix of campus and online courses (College of St. Scholastica, 2009). In Illinois there are the following programs: BS in Health Information Management – University of Illinois Chicago (University of Illinois Chicago, 2009); BS in Health Information Administration– Chicago State University (Chicago State University, 2009); BS in Health Information Management – Illinois State University (Illinois State University, 2009). All of the degrees in Illinois are delivered in a face-to-face format. DeVry University offers an on-campus BS in technical management, with a specialization in health information management, through locations in Chicago, Illinois and Edina, Minnesota or as an on-line degree (DeVry, 2009).

In brief, there is little competition in the Illinois-Minnesota-Wisconsin tri-state area for this degree, and almost no competition in the online arena, except for the for-profit providers. Given the significant market demand and job opportunities for graduates in this field, the HIMT degree should appeal to a broad student audience.

The closest undergraduate programs that exist in the UW System are at UW-Milwaukee, where an undergraduate certificate program in Healthcare Informatics is offered (UW-Milwaukee certificate program, 2009), and at UW-Stevens Point, where an undergraduate major with a healthcare informatics option is offered (UW-Stevens Point, 2009). Both of these programs are offered in the face-to-face format. A face-to-face graduate program in Healthcare Informatics is also offered at UW-Milwaukee (UW-Milwaukee Graduate Program, 2009). UW-Milwaukee has reviewed the curriculum for the HIMT program and has stated that as planned the program prepares students very well to move from HIMT to the graduate program in Health Informatics at UW-Milwaukee.

Enrollment

It is anticipated that the program will have strong enrollment growth in the early years, with the rate of growth leveling in the third through fifth years, then picking up again once the first graduates enter the workplace. The five-year enrollment projection patterns shown in the following table are consistent with those of adult students in other University of Wisconsin online programs. It is anticipated that the attrition will be moderate—15 percent—for students moving from their first year to their second year in the program, but very low—less than 5 percent—as they progress beyond their second year.

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	56	87	108	51	154
Continuing		48	135	243	246
Total	56	135	243	294	400
Graduating				48	87

The projections in this chart are conservative, assuming that most students will enroll part-time and take an average of six courses per year. The projections further assume that all students who remain in the program after their first year will graduate—90 percent within four years, 100 percent within five years, or 76 percent and 85 percent, respectively, of the students entering the program.

On-Campus Correlative

Because this is a collaborative online program to which each partner campus contributes 6 courses for a total of 24 courses, none of the individual partner campuses will offer this program in a face-to-face format.

5. Assessment and Advising

Program Assessment

The Assessment of Student Learning Outcomes for the HIMT program will be managed by an Assessment Team comprised of the four academic program directors and one faculty representative from each partner campus for a total of eight members. This team also serves as the oversight and decision making body for the program. The term of service for each of the faculty members will be determined by the home campus they are representing. The team will meet semi-annually in person; however teleconferences may be used to meet more regularly if the need arises.

The Assessment Team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's nine learning outcomes. The team will also identify what data will be needed and be the collection point for the data. The rubric will focus on processes and data to measure direct student learning, for example, through the compilation of student portfolios that compile examples of student work obtained from different courses.

During the first three years of the program, formative evaluation will examine specific course learning outcomes. Formative evaluation will continue to occur on a three year cycle following the completion of the first round of summative evaluation aligned with the nine program learning outcomes. Summative evaluation will occur for the first time following the graduation of the first ten students focusing on the first ten students (year four of the program).

The Assessment Team will receive feedback from a Health Information Management and Technology Advisory Board, composed of employers and agency representatives, to assess how well program graduates are prepared when they enter employment. Program graduates will be surveyed to determine success in securing employment related to the major, and regarding the types of roles and careers that graduates have entered.

The Assessment Team will receive data collected by UW-Extension each semester. UW-Extension will collect and monitor data on new enrollments, retention rates, and graduation rates. Since this program is part of the UW Growth Agenda and Adult Student Initiative, pertinent student demographics will also be collected to determine whether the degree is reaching adult students, and if students in the program are part of a traditionally underserved demographic (as defined by the UW System).

The Assessment Team will compile these various sources of data and complete an annual report summarizing the data, discussing the assessment of the data and decisions regarding improvements to the curriculum, structure, or program delivery. The report will be shared with the faculty of the program and other stakeholders. Decisions of the Assessment Team will go through the normal curricular processes at each partner institution. The Assessment Team is responsible for ensuring recommendations for improvement are implemented. The assessment will occur on a three-year cycle. The process will be determined by the Assessment Team.

Student services, instructional, and business office personnel from each institution will also meet annually to review processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, student recruitment and advising, admission and enrollment processes and trends, and curriculum design.

In the long-term, the Assessment Team will also seek national accreditation for the program. There are currently no special accreditation requirements for this degree. However, the partner campuses intend to pursue the elective accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) which is the credentialing body most closely associated with the American Health Information Management Association. The resulting credentials will be valuable to students who complete the degree and are seeking employment.

Advising

From the inception of this program, student support and student advising will take priority. A number of measures will be put in place to ensure that students have the support they need to successfully progress through this program, graduate in a timely manner, and gain good employment in Wisconsin. These services include the following.

A full-time advisor or –student success coachll will be dedicated specifically to this degree. The advisor/coach will be housed in Extension, be accessible to students online and via phone, and work in concert with the student services staff on the four partner campuses. The advisor/coach will be responsible for being highly proactive in his/her interactions with students to help students learn about the program and to connect students to the service areas on the individual campuses to ensure that students can easily access information and support for credit audits and academic advising, registration, financial aid, and related services. The advisor/coach will track students' progress and check-in with students regularly. He/she will communicate concerns to faculty and campuses to ensure that small problems are resolved quickly and well before they hamper students' abilities to succeed in the program.

Extension is also expanding its portfolio of student services and creating an online Learning Community that will serve as a multi-functional –placell for students to go to get support, engage in social networks centered around academic areas, and access services. Through the Learning Community students will be able to use SKYPE video-communication so that online students can speak with and see the advisor/coach. Faculty teaching in the program will also have SKYPE connectivity so that they can hold virtual office hours and engage with students –virtuallyll face-to-face. In addition, other Learning Community components include online support to students in the form of an online writing lab, online readiness assessment for online learning, online social networking, and direct, online access to other Extension resources such as Cooperative Extension, Public Broadcasting, and Small Business Development Centers. These resources are particularly valuable to adult and nontraditional students who have multiple needs and priorities and might need help not only academically but also for family wellness, broad information, job help, etc.

Access for Individuals with Disabilities

The online bachelor's degree completion program in Health Information Management and Technology will be ADA accessible. Students with special needs will be directed to work with the disability services offices at their home institutions to work out the best ways to meet their special needs.

6. Personnel

Current Faculty Requirements

Because this will be a collaborative degree offered by three campuses and taught by four campuses, the burden on faculty at any one campus will be limited. There are 24 courses total with 16 courses in the core and two 4-course areas of specialization. Students will be required to complete the core courses and 4 courses in one of the two tracks to graduate. Each campus will teach six courses per fall and spring semesters once the program is fully operational. Campuses will also teach summer courses based on student demand. It will take two years for all courses to be offered.

Additional Faculty Requirements

Because this will be a collaborative program, the course development and teaching load is shared among the four partner institutions. Faculty FTEs to teach in this program will be reallocated from each institution and no new faculty positions are required as the program begins. The partner institutions expect that initial funding from UW-Extension will cover the costs of faculty teaching in this program during the first five years. As the program grows and additional faculty positions are needed, their salary costs, including fringe benefits, will be covered by program revenue to ensure full cost recovery. Some costs--such as costs to convert classes to online formats--will decrease over time as the online conversion and development process is completed. Other costs--such as faculty instruction--will increase over time as more classes are taught or as new sections are added.

The personnel costs will be covered in a chart in the budget section of the document. Please refer to pg. 27.

7. Academic Support Services

Library Resources

Students will have access to partner campus' online library resources. Additionally, the UW System provides for inter-library transfers within the UW System. Online courses will be designed to maximize the use of web resources and e-books in the curriculum. Textbooks will be provided by Extension Division of Continuing Education, Outreach and E-Learning (UW-Extension) virtual bookstore, MBS. Students may order texts online or via a toll free call.

Library Links for partner campuses:

UW Green Bay - Distance Learning Resources

<http://www.uwgb.edu/library/de/index.asp>

UW Parkside – Distance Learning Resources

<http://libguides.uwp.edu/distancelearning>

UW Stevens Point – Distance Learning Resources

<http://library.uwsp.edu/depts/ill/detest.htm>

In addition to traditional UW System library resources, UW-Extension will provide online learning resources. Students will be able to utilize the Online Writing Lab (OWL) housed in and staffed by

UW-Extension. This writing lab serves as a tutorial service for students who need extra writing help. <http://access.wisconsin.edu/owl/>

UW-Extension also offers a READI assessment that students may take to evaluate their readiness for online learning. If a student requires additional assistance in a particular area, UW-Extension will provide online links to learning resources. <http://uw.readi.info/>

Finally, UW-Extension will host a course –How to Take an Online Course for the purpose of tutoring students new to online learning.

Access to Student Services

Students in the Health Information Management and Technology Bachelor's Degree will be able to reach the program advisor/coach through several means: Toll free phone number, email, free video/audio internet call via SKYPE, and internet chat. Students in the Madison area may also speak to the advisor/coach in person during regular office hours. The advisor/coach will be available Monday – Friday from 8:00 am - 5:00 p.m. In addition, UW-Extension student services for general advising, program information, registration help, etc. are available M.-Th. 8 a.m. - 8 p.m.; F. 8 a.m.-5 p.m.; Sa. 8 a.m. - 2 p.m.; and Su. 2 p.m. - 8 p.m.

Each student will be admitted to the home institution of his/her choice (one of the three partner campuses granting the degree). Admissions, financial aid, registration, and institution-specific academic advising will be done at the home institution by phone and/or online following similar protocols as for on-campus students.

Students may utilize UW Colleges online placement testing if necessary.

The student advisor/coach in UW-Extension will work with students from their initial interest in the program. He/she will help students through the application process and help students move to a home institution for initial credit evaluation and campus-specific advising. The UW-Extension advisor/coach will track students' general progress throughout the program, working with students to maximize their success and to expedite the time to degree.

Technical Support

Technical support is currently provided 7 days per week between 6:00 a.m. and 1:00 a.m. via email or a toll free call by UW-Extension and by Learn@UW. UW-Extension provides technical support M.-Th. 8 a.m. - 9 p.m.; F. 8 a.m. - 4:30 p.m.; and Su. 1 p.m. - 9 p.m. Technical support during the remaining hours is provided by Learn@UW. Between 1:00 a.m. and 6:00 a.m. students may leave a voice mail for tech support call back or access the Frequently Asked Questions page or fill out an online ticket request for help. Additionally, tutorials will be available online through the D2L platform to instruct on basic online course tech support issues. As courses are developed, concerted efforts will be made in the design process to minimize complexity from the user's perspective while proactively working with students to ensure that they can access and use online courses without difficulty.

Technical support is also currently provided by UW-Extension to faculty developing courses and teaching in the program. In addition to online and phone support, UW-Extension course designers travel to partner campuses to work with faculty to help them develop their courses. UW-Extension

also holds periodic online course development retreats to inform instructors about emerging technologies and to help them incorporate new technologies into their courses. Each partner campus also has technical support that HIMT students may access.

Extension will host the D2L instance for this program and monitor related hardware and software.

8. Facilities and Equipment

Capital Resources

This is an online program.

Capital Budget Needs

No additional capital budget needs are anticipated.

Security

All course materials, student submissions, and related materials will be housed on secure servers maintained by Learn@UW. The academic integrity of student submissions and requisite use of learning resources will be monitored by faculty teaching courses in this program, as well as by the advisor/coach dedicated to this program.

9. Finance

Budget Narrative

The initial development and launching of the program is possible due to the 2007-09 Growth Agenda GPR funding for the UW-Extension Adult Student Initiative. These funds will provide start up resources until the program can be self supporting. The budget is built on the program being self supporting within five years of implementation. UW-Extension is underwriting the investment to develop the 24 courses in the program and will also fund UW institutions and UW-Extension program support costs until the program begins to generate revenues in excess of expenses. Thus current and additional expenses will be funded through a combination of GPR and program revenues. In the following budget chart, –additional costs will be covered by resources and additional FTE allocations from UW Extension to either buy-out current faculty time or provide resources to allow faculty to teach overload. Revenue surpluses will be shared equally amongst the participating partners.

Program tuition for Health Information Management and Technology courses will be set at \$395/credit for 2012-2013 and will be identical at all four partner institutions. For the purpose of budgeting, it has been estimated that tuition will increase at a rate of 4% per year. Students will not be charged any additional fees as part of the program, except for the costs of their books. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. However, they will not be required to pay these fees if they do not take advantage of those resources. This tuition rate is based on market demand estimates as well as comparisons with other online programs in the UW System and nationally.

This budget model is conservative with enrollment estimates that are below the expected enrollments for the first three years. If the program does not generate the expected enrollments, the marketing effort will be reevaluated and adjusted to better reach the intended students.

Because this will be a collaborative program, the course development and teaching load is shared among the four partner institutions. Faculty FTEs to teach in this program will be reallocated from each institution and no new faculty positions are required. The partner institutions expect that initial funding from UW-Extension will cover the costs of faculty teaching in this program during the first five years. As the program grows and additional faculty are needed, their salary costs, including fringe benefits, will be covered by program revenue to ensure full cost recovery. Some costs--such as costs to convert classes to online formats--will decrease over time as the online conversion and development process is completed. Other costs--such as faculty instruction--will increase over time as more classes are taught or as new sections are added.

Program costs include compensation to an academic director at each institution and to the faculty that teach the courses each term; for staff providing continuing education & outreach support at each institution; for one person at UW Extension to manage the administrative aspects of the collaborative and one to provide student service coordination; and for IT staff to design, develop, update, and maintain the online courses. Non-personnel costs include funds for supplies and expense dollars to support each course section, funds to each institution for regional marketing, and funds at UW Extension for state and national marketing.

Estimated Total Costs and Resources

	FY 2012-13		FY 2013-14		FY 2014-15	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.000	\$140,000	1.000	\$140,000	1.000	\$142,800
Academic/Classified Staff	4.500	\$527,160	4.500	\$537,720	2.000	\$151,410
Non-personnel		0		0		0
Subtotal	5.500	\$667,160	5.500	\$677,720	3.000	\$294,210
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel	4.50	\$326,080	7.250	\$596,560	10.125	\$1,021,360
Non-personnel		0		0		0
Other - (S&E)		\$287,000		\$246,000		\$255,000
Subtotal	4.50	\$639,840	7.250	\$842,560	10.125	\$1,276,360
TOTAL COSTS	10.0	\$1,307,000	12.750	\$1,520,280	13.125	\$1,570,570
CURRENT RESOURCES						
Adult Student Initiative		\$1,051,040		\$856,080		\$335,650
Subtotal		\$1,051,040		\$856,080		\$335,650
ADDITIONAL RESOURCES						
Program Revenue-tuition		\$255,960		\$664,200		\$1,234,920
Subtotal		\$255,960		\$664,200		\$1,234,920
TOTAL RESOURCES		\$1,307,000		1,520,280		\$1,570,570

In fiscal year 2012-13 current costs represent a total of 5.50 FTEs and \$667,160:

- Faculty/Instructional Staff 1.00 FTEs and \$140,000:

- **UW Campus Academic Director (FTE, Salary and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director (See Appendix XX for Position Description) at each of the four partner campuses. \$140,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 4 partner campuses.
- Academic/Classified Staff 4.50 FTEs and \$527,160:
 - **UW-Extension CEOEL Instructional Design Support (FTE, Salary and Fringe)** - 2.5 FTEs and \$380,160 to designing and develop online courses. Reflects a cost rate of \$72.00 per hour, to design and development of 12 courses at 440 hours per course. \$380,160 includes 440 hours @ \$72.00/hour x 12 courses.
 - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary and Fringe)** - 2.00 FTEs and \$147,000 for a program manager and student service coordinator. \$147,000 includes \$105,000 salary plus 40.0% fringe or \$42,000 for these two positions within the Division.

In fiscal year 2012-13 additional costs represent a total of 4.50 FTEs and \$639,840:

- Personnel 4.50 FTEs and \$352,840:
 - **UW Campus Course Development (FTE, Salary and Fringe)** - 1.250 and \$84,000 represents 0.125 FTEs and \$7,000 per course to fund faculty content development at each of the four partner campuses. \$84,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 12 courses.
 - **UW Campus Course Instruction (FTE, Salary and Fringe)** – 2.25 FTEs and \$189,000 represents 0.125 and \$10,500 for instructional costs per course section. \$189,000 includes \$7,500 salary plus 40.0% fringe or \$3,000 per course (as assigned to campuses) for the teaching of 18 course sections.
 - **UW Campus Student Services Support (FTE, Salary and Fringe)** - 0.500 FTEs and \$28,000 represents 0.125 and \$7,000 to fund registrar services at each of the four partner campuses. \$28,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 x 4 partner campuses.
 - **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary and Fringe)** - 0.250 FTEs and \$51,840 for course maintenance. Reflects a cost rate of \$72.00 per hour, the maintenance of 18 course sections at 40 hours per course section. \$51,840 includes 40 hours @ \$72.00 per hour x 18 course sections.
- Other (Supplies & Expenses) \$287,000:
 - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$9,000 represents \$500 per course section taught. \$9,000 includes \$500 per course section (as assigned to campuses) x 18 course sections.
 - **UW Campus Local and Regional Marketing (S & E)** - \$28,000 represents \$7,000 to fund local marketing at each of the four partner campuses. \$28,000 includes \$7,000 x 4 partner campuses.
 - **UW Extension CEOEL Statewide Marketing (S & E)** - \$250,000 for ongoing statewide marketing and public relations.

In fiscal year 2013-14 current costs represent a total of 5.50 FTEs and \$677,720:

- Faculty/Instructional Staff 1.00 FTEs and \$140,000
 - **UW Campus Academic Director (FTE, Salary and Fringe)** - 0.25 FTE and \$35,000 to fund an academic program director at each of the four partner campuses. \$140,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 4 partner campuses.
- Academic/Classified Staff 4.5 FTEs and \$537,720:
 - **UW-Extension CEOEL Instructional Design Support (FTE, Salary and Fringe)** - 2.5 FTEs and \$390,720 to design and develop online courses. Reflects a cost rate of \$74.00 per hour, the designing and development of 11 courses at 440 hours per course. \$390,720 includes 440 hours @ \$74.00/hour x 12 courses.
 - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary and Fringe)** - 2.00 FTEs and \$147,000 for a program manager and student service coordinator. \$147,000 includes \$105,000 salary plus 40.0% fringe or \$42,000 for these two positions within the Division.

In fiscal year 2013-14 additional costs represent a total of 7.25 FTEs and \$842,560:

- Personnel 7.25 FTEs and \$596,560:
 - **UW Campus Course Development (FTE, Salary and Fringe)** - 1.375 and \$84,000 represents 0.125 FTEs and \$7,000 to fund faculty content development at each of the four partner campuses. \$84,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 12 courses.
 - **UW Campus Course Instruction (FTE, Salary and Fringe)** - 4.500 FTEs and \$378,000 represents 0.125 and \$10,500 for instructional costs per course section. \$378,000 includes \$7,500 salary plus 40.0% fringe or \$3,000 per course (as assigned to campuses) for the teaching of 36 course sections.
 - **UW Campus Student Services Support (FTE, Salary and Fringe)** - 0.500 FTEs and \$28,000 represents 0.125 and \$7,000 to fund registrar services at each of the four partner campuses. \$28,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 x 4 partner campuses.
 - **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary and Fringe)** - 0.750 FTEs and \$106,560 for course maintenance. Reflects a cost rate of \$74.00 per hour, the maintenance of 36 course sections at 40 hours per course section. \$106,560 includes 40 hours @ \$74.00 per hour x 36 course sections.
- Other (Supplies & Expenses) \$246,000:
 - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$18,000 represents \$500 per course section taught. \$18,000 includes \$500 per course section (as assigned to campuses) x 36 course sections.
 - **UW Campus Local and Regional Marketing (S & E)** - \$28,000 represents \$7,000 to fund local marketing at each of the four partner campuses. \$28,000 includes \$7,000 x 4 partner campuses.
 - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$200,000 for ongoing statewide marketing and public relations.

In fiscal year 2014-15 current costs represent a total of 3.00 FTEs and \$294,210:

- Faculty/Instructional Staff 1.00 FTEs and \$142,800:
 - **UW Campus Academic Director (FTE, Salary and Fringe)** - 0.25 FTE and \$35,700 to fund an academic program director at each of the four partner campuses. \$142,800 includes \$25,500 salary plus 40.0% fringe or \$10,200 x 4 partner campuses.
- Academic/Classified Staff 2.00 FTEs and \$151,410:
 - **UW-Extension CEOEL Instructional Design Support (FTE, Salary and Fringe)** - no FTEs or costs as designing and developing 24 online courses is completed.
 - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary and Fringe)** - 2.00 FTEs and \$151,410 for a program manager and student service coordinator. \$151,410 includes \$108,150 salary plus 40.0% fringe or \$43,260.

In fiscal year 2014-15 additional costs represent a total of 10.125 FTEs and \$1,276,360:

- Personnel 10.125 FTEs and \$1,021,360:
 - **UW Campus Course Development (FTE, Salary and Fringe)** - no FTEs or costs as faculty content development for 24 online courses is completed.
 - **UW Campus Course Instruction (FTE, Salary and Fringe)** - 6.75 FTEs and \$604,800 represents 0.125 and \$11,200 for instructional costs per course section. \$604,800 includes \$8,000 salary plus 40.0% fringe or \$3,200 per course (as assigned to campuses) for the teaching of 54 course sections.
 - **UW Campus Course Updates/Maintenance (FTE, Salary and Fringe)** - 0.875 FTEs and \$39,200 represents 0.125 FTEs and \$4,900 per course revision. Includes \$3,500 salary plus 40.0% fringe for 8 course revisions.
 - **UW Campus Student Services Support (FTE, Salary and Fringe)** - 0.500 FTEs and \$30,800 represents 0.125 and \$7,700 to fund registrar services at each of the four partner campuses. \$30,800 includes \$5,500 salary plus 40.0% fringe or \$2,200 x 4 partner campuses.
 - **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary and Fringe)** - UW-Extension 2.00 FTEs and \$346,560 for course revisions and maintenance. \$346,560 reflects a cost rate of \$76.00 per hour, the maintenance of 54 course sections at 40 hours per course section plus the revision of 8 courses at 300 hours per course. \$346,560 includes \$164,160 for the maintenance of 54 course sections @ \$76.00 per hour x 40 hours and \$182,400 for the revision of 8 courses @ \$76.00 per hour x 300 hours.
- Other (Supplies & Expenses) \$255,000:
 - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$27,000 represents \$500 per course section taught for 54 course sections. \$27,000 includes \$500 per course section (as assigned to campuses) x 54 courses.
 - **UW Campus Local and Regional Marketing (S & E)** - \$28,000 represents \$7,000 to fund local marketing at each of the four partner campuses. \$28,000 includes \$7,000 x 4 partner campuses.
 - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$200,000 for ongoing statewide marketing and public relations.

Commitment to Maintain Program

Each partner campus and Extension will review the program annually. Academic directors, faculty, and administrators from all partners will have input into programmatic changes and upcoming needs. Extension, as the fiscal agent for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively by all partners.

Extension will continue to provide technical expertise, manage IT services and related equipment and software, and provide financial planning and fiscal oversight.

Each partner campus will be responsible for ensuring that appropriate faculty teach in the program. Extension will work with partner campuses so that courses are developed and updated on a regular schedule that ensures quality. Every online course will be significantly updated every three years or when major advances in the associated field require it. Most courses will require minor updates annually.

<http://www.uwgb.edu/catalog/undrgrad/gened.htm>

I. General Education Program

[Purpose](#) | [Learning Outcomes](#) | [General Education Requirements](#) | [Advising](#) | [Fine Arts](#) | [Humanities](#) | [Social Sciences](#) | [Natural Sciences](#) | [Ethnic Studies](#) | [World Culture](#)

A. Purpose

The general education program gives students an opportunity to strengthen academic skills, broaden intellectual horizons, develop and explore new academic interests, reflect on personal values, and build a foundation of knowledge for future course work and lifelong learning.

In addition to providing a breadth of knowledge, the general education program is designed to enhance students' ability to solve problems, think critically and communicate effectively. Students take courses in six broad domains: fine arts, humanities, social sciences, natural sciences, ethnic studies, and world culture.

B. Learning Outcomes

All students who graduate from UW-Green Bay should achieve the three skill-based learning outcomes listed here in addition to domain-specific learning outcomes. The general education program emphasizes developing these skills:

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

C. General Education Requirements

All students must complete the general education requirements. Depending upon the courses chosen, as well as the need to reach competency in mathematics and writing, students may take between 37 and 48 credits. Courses taken to fulfill general education requirements may also be used simultaneously to fulfill requirements in the major, minor or certificate programs.

- **Mathematical and English Competency Requirement: 0-9 credits**
All students must demonstrate competency in mathematics and written English. The University uses the Wisconsin Mathematics Placement Test (WMPT) and the English portion of the ACT or the verbal portion of the SAT I to assess these

competencies. Students may need to take additional courses to satisfy this general education requirement. See the University Testing Requirements section of this catalog for further information.

- **Writing Emphasis Requirement: 4 courses**

Writing Emphasis courses provide students with the opportunity to practice and improve their writing skills across the curriculum. All students must complete four Writing Emphasis courses. At least two of these courses must be at the upper level. Courses taken to fulfill the Writing Emphasis may also be used, simultaneously, to fulfill any other requirements, including general education breadth requirements and requirements in the major, minor or certificate programs.

- **Breadth Requirement: 37 to 39 credits**

In order to build a foundation of knowledge for future course work and lifelong learning, students must complete from 37 to 39 credits in the following areas: fine arts (3 credits), humanities (9 credits), social sciences (9 credits), natural sciences (10-12 credits), ethnic studies (3 credits), and world culture (3 credits). The following sections describe the learning outcomes, credit requirements and list of courses for each area.

Students should also achieve the outcomes described in each of the areas of knowledge listed.

D. Advising

Contact the Office of Academic Advising for information or assistance on all matters pertaining to general education requirements, including advising. See www.uwgb.edu/lasdean/gened/ for general education information and petitions.

E. Fine Arts

Fine Arts Learning Outcome

An understanding of one or more of the fine arts, including an understanding of the nature and functions of art and ways of evaluating art.

Fine Arts Requirement: 3 credits

Complete 3 credits by taking one or more courses in either of the following two lists.

FA — History/Appreciation

- ARTS MGT 257 Arts in the Community
- AVD 102 History of the Visual Arts: Ancient to Medieval
- AVD 103 History of the Visual Arts II: Renaissance to Modern
- AVD 121 Survey of Western Music
- AVD 141 Introduction to Theatre Arts

- AVD 142 Performing Arts Perspectives: Experience and Evaluation
- AVD 202 Concepts and Issues of Modern Art
- AVD 221 Popular Music Since 1955
- AVD 261 Understanding the Arts
- AVD / WOST 272 Women in the Arts
- AVD 327 Jazz History
- AVD 328 Musical Theatre History
- AVD 329 World Music
- AVD 360 Art and Ideas
- AVD 370 Modern American Culture
- AVD 371 World Art
- THEATRE 219 "UWGB Meets NYC": New York Theatre Trip
- THEATRE 309 Theatre History I: Greek to Elizabethan
- THEATRE 310 Theatre History II: 17th Century to Realism
- THEATRE 311 Theatre History III: 20th Century and Contemporary
- THEATRE 340 Dance History

FA — Studio/Performance

- ART 106 Design Methods
- ART 107 Two-Dimensional Design
- ART 230 Introduction to Ceramics
- ART 260 Introduction to Jewelry/Metals
- MUSIC 242 Jazz and Pop Literature, 2 credits
- MUS APP xxx

*Ensembles (University Chorus, Concert Choir, Collegium Musicum, Chorale, Symphonic Band, Jazz Combo, Wind Ensembles, New Music, Jazz, Vocal, Vocal Jazz, Woodwind, Brass, Guitar, Hand Drumming, and Contemporary Percussion)

- MUS APP xxx *Individual Lessons
- THEATRE 128 *Jazz Dance I, 1 credit
- THEATRE 131 Acting I (concurrent enrollment, Performance Practicum)
- THEATRE 137 *Ballet I, 1 credit
- THEATRE 141 *Period Dance Styles, 1 credit
- THEATRE 142 *American Musical Theatre Dance, 1 credit
- THEATRE 145 *Modern Dance I, 1 credit
- THEATRE 161 *Tap Dance I, 1 credit
- THEATRE 190 First Year Musical Theatre Voice, 1 credit
- THEATRE 228 *Jazz Dance II, 2 credits
- THEATRE 261 *Tap Dance II, 1 credit
- THEATRE 289 Second Year Applied Musical Theatre Voice I, 1 credit
- THEATRE 290 Second Year Applied Musical Theatre Voice II, 1 credit
- THEATRE 335 *Production Practicum: Crews, 1 credit
- THEATRE 336 *Production Practicum: Cast, 1 credit
- THEATRE 338 *Production Practicum: Scene Shop, 1 credit

- THEATRE 339 *Production Practicum: Costume Shop, 1 credit
- THEATRE 389 Third Year Applied Musical Theatre Voice I, 1 credit
- THEATRE 390 Third Year Applied Musical Theatre Voice II, 1 credit
- THEATRE 489 Fourth Year Applied Musical Theatre Voice I, 1 credit
- THEATRE 490 Fourth Year Applied Musical Theatre Voice II, 1 credit

*Repeatable courses. For purposes of general education, each course may be repeated for a total of 3 credits.

F. Humanities

Humanities Learning Outcomes

Have a fundamental understanding of the humanities including:

1. the significance and chronology of major events and movements in Western civilization,
2. a range of literature, representative of different literary forms and historical contexts, and
3. the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values.

Humanities Requirement: 9 credits

Complete one course from each of the following three lists of courses. These courses must include at least two different course prefixes.

HS1 – Survey of Western Civilization

- ENGLISH 218 World Literatures I
- ENGLISH 219 World Literatures II
- HUM STUD 101 Foundations of Western Culture I
- HUM STUD 102 Foundations of Western Culture II
- HUM STUD/HISTORY 103 World Civilizations I
- HUM STUD/HISTORY 104 World Civilizations II
- PHILOS 213 Ancient Philosophy
- PHILOS 214 Early Modern Philosophy

HS2 – Literature, Film, and Culture

- ENGLISH 101 Introduction to Film
- ENGLISH 104 Introduction to Literature
- ENGLISH 212 Introduction to Creative Writing
- ENGLISH 214 Introduction to English Literature I
- ENGLISH 215 Introduction to English Literature II

- ENGLISH 216 Introduction to American Literature I
- ENGLISH 217 Introduction to American Literature II
- ENGLISH 338 World Literatures
- FNS 372 Indigenous Nations Oral and Storytelling Traditions
- FRENCH 329 Representative French Authors
- FRENCH 333 Literary Themes
- FRENCH 354 France Today
- FRENCH 355 Le Monde Francophone
- GERMAN 329 Representative German Authors
- GERMAN 333 Literary Themes
- GERMAN 350 Major German Drama
- GERMAN 351 Major German Prose Fiction
- GERMAN 352 Major German Poetry
- GERMAN/HUM STUD 356 German Culture
- GERMAN/HUM STUD 357 German Cinema
- HUM STUD 201 Introduction to the Humanities I
- HUM STUD 202 Introduction to the Humanities II
- SPANISH 329 Representative Spanish and Latin American Authors
- SPANISH 351 Major Spanish and Latin American Fiction
- SPANISH 355 Spanish and Latin American Cinema
- SPANISH 358 Latin America Today
- SPANISH 359 The Cultures of the Americas
- SPANISH 360 Spain Today
- SPANISH 361 The Cultures of Spain
- SPANISH 438 Major Spanish and Latin American Writers

HS3 – Individual and Social Values

- ENGLISH 206 Women in Literature
- ENGLISH 333 Literary Themes
- FNS 210 American Indians in Film
- FNS 224 American Indian Tribal Religion
- FNS 374 Wisconsin First Nations Ethnohistory
- FNS/HUM STUD 385 Perspectives on Human Values (First Nations)
- FNS 391 First Nations Studies Seminar
- FNS 392 First Nations Justice and Tribal Governments
- FNS 393 First Nations and Education Policy
- HISTORY 205 History of the United States 1600-1865
- HISTORY 206 History of the United States 1865-Present
- HISTORY 380 U.S. Women's History
- HUM STUD 323 The Hebrew Bible (The Old Testament)
- HUM STUD 324 The New Testament
- HUM STUD 326 Non-Western Religions
- HUM STUD 327 Religion and the Social Order
- HUM STUD 334 Perspectives on Human Values (Classical)
- HUM STUD 335 Perspectives on Human Values (Medieval)

- HUM STUD 336 Perspectives on Human Values (Renaissance)
- HUM STUD 337 Perspectives on Human Values (Age of Reason)
- HUM STUD 350 Interdisciplinary Study of Great Works
- HUM STUD 351 Interdisciplinary Themes in Humanistic Studies
- HUM STUD 382 Perspectives on Human Values (Romanticism to Modernism)
- HUM STUD 383 Perspectives on Human Values (Contemporary)
- HUM STUD 384 Perspectives on Human Values (Other Cultures)
- PHILOS 101 Introduction to Philosophy
- PHILOS 102 Contemporary Ethical Issues
- PHILOS 103 Critical Thinking
- PHILOS 105 Introduction to Social and Political Philosophy
- PHILOS 208 Biomedical Ethics
- PHILOS 211 Philosophy of Art
- PHILOS 212 Philosophy, Religion and Science
- PHILOS 216 Introduction to Asian Philosophy
- PHILOS 217 Introduction to the Philosophy of Religion
- PHILOS 220 Environmental Ethics
- PHILOS 401 Plato and Aristotle

G. Social Sciences

Social Sciences Learning Outcomes

An understanding of the social sciences, including: major concepts of social, political, geographic and economic structures; and the impact that social institutions and values have on individuals and groups in a culture.

Social Sciences Requirement: 9 credits

Complete two courses (6 credits) in two different areas from the SS1 list of courses, and one course (3 credits) from the SS2 list.

SS1 - Social Sciences Introductory

- ANTHRO 100 Varieties of World Culture
- BUS ADM 202 Business and Its Environment
- DJS 101 Introduction to Democracy and Justice Studies
- DJS / WOST 241 Introduction to Women's and Gender Studies
- ECON 202 Macro Economic Analysis
- ECON 203 Micro Economic Analysis
- GEOG / UR RE ST 102 World Regions and Concepts: A Geographic Analysis
- GEOG 210 Human Geography and Concepts
- HUM DEV 210 Introduction to Human Development
- POL SCI 100 Global Politics and Society
- POL SCI 101 American Government and Politics
- PSYCH 102 Introduction to Psychology

- SOCIOL 202 Introduction to Sociology
- UR RE ST 100 Introduction to Urban Studies

SS2 — Application of Social Science Principles

- ANTHRO 215 Introduction to Prehistoric Archaeology
- ANTHRO 304 Family, Kin and Community
- ANTHRO 320 Myth, Ritual, Symbol and Religion
- ANTHRO 340 Medical Anthropology
- BUS ADM 206 Law and the Individual
- DJS 204 Freedom and Social Control
- DJS 250 Introduction to Global Studies
- DJS 251 Sustainable Development
- ECON 307 History of Economic Thought
- EDUC 206 Cultural Images in Materials for Children and Adolescents
- GEOG 342 Settlement Geography
- GEOG 371 Geography of the United States and Canada
- HUM DEV / WOST 336 Gender Development Across the Lifespan
- HUM DEV 342 Cross-Cultural Human Development
- HUM DEV 344 Dying, Death, and Loss
- POL SCI / PU EN AF 202 Introduction to Public Policy
- POL SCI 353 Politics of Developing Areas
- PU EN AF 102 Environment and Society
- PU EN AF 215 Introduction to Public Administration
- SOC WORK 250 You and Your Future: Living and Working in an Aging Society
- SOCIOL 203 Ethnic and Racial Identities
- UR RE ST 201 City Life and Globalization
- UR RE ST 205 Urban Social Problems

H. Natural Sciences

Natural Sciences Learning Outcomes

An understanding of the natural sciences, including: major concepts, principles, and theories of the biological and physical environment; and the impact of scientific and technological activities and products on individuals, society, and the environment.

Natural Sciences Requirement: 10-12 credits

Choose one of the following ways to complete the Natural Sciences requirement:

1. Complete one course in each of the four Natural Science categories (HB1, HB2, NPS1, and NPS2).
2. Complete Biology 202 and one course from the NPS1 category and one course from either the NPS2 or HB2 category.

3. Complete a lab course from the NPS1 category and one course from the HB1 category and one course from either the NPS2 or HB2 category.

Human Biology

HB1

- BIOLOGY 202 Principles of Biology: Cellular and Molecular Processes w/lab (4 credits)
- HUM BIOL 102 Introduction to Human Biology

HB2

- HUM BIOL 205 Biotechnology and Human Values
- HUM BIOL / WOST 206 Fertility, Reproduction and Family Planning
- HUM BIOL 217 Human Disease and Society
- HUM BIOL 310 Human Genetics
- HUM BIOL 331 Science and Religion: Spirit of Inquiry
- NUT SCI 242 Food and Nutritional Health
- NUT SCI 250 World Food and Population Issues
- NUT SCI 300 Human Nutrition
- NUT SCI 302 Ethnic Influences on Nutrition

Natural and Physical Sciences

NPS1

- CHEM 108 General Chemistry (4 credits)
- CHEM 109 General Chemistry Laboratory (1 credit)
- CHEM 211 Principles of Chemistry I (4 credits)
- CHEM 213 Principles of Chemistry I Laboratory (1 credit)
- CHEM 355 Chemistry in the World
- GEOSCI 102 Introduction to Earth Science
- GEOSCI 202 Physical Geology w/lab (4 credits)
- GEOSCI / GEOG 222 Ocean of Air: Weather and Climate
- GEOSCI / GEOG 223 Ocean of Air: Weather and Climate Laboratory (1 credit)
- ENV SCI 102 Introduction to Environmental Sciences
- ENV SCI / PHYSICS 141 Astronomy
- ENV SCI 142 Exploration of the Universe
- PHYSICS 103 Fundamentals of Physics I w/lab (5 credits)
- PHYSICS 180 Concepts of Physics (PHYSICS 181 Lab 1 credit)
- PHYSICS 201 Principles of Physics I w/lab (5 credits)

NPS2

- ENV SCI 188 Issues in Biological Conservation
- ENV SCI 260 Energy and Society
- ENV SCI 301 Radioactivity: Past, Present and Future

- ENV SCI 303 Conservation of Natural Resources
- ENV SCI 342 Environmental Geology
- ENV SCI 370 Emergence of Western Technology
- ENV SCI 460 Resource Management Strategy
- ENV SCI 469 Conservation Biology (4 credits)
- INFO SCI 201 Information, Computers and Society

I. Ethnic Studies

Ethnic Studies Learning Outcome

An understanding of the causes and effects of stereotyping and racism and an appreciation of cultural diversity in the United States.

Ethnic Studies Requirement: 3 credits

Complete one course from the following list. Courses used to fulfill the Ethnic Studies Requirement cannot be used to fulfill other general education requirements.

- AVD 327 Jazz History
- EDUC 206 Cultural Images in Materials for Children and Adolescents
- ENGLISH / FNS 336 American Ethnic Literature
- ENGLISH 344 African American Literature
- FNS 210 American Indians in Film
- FNS 224 American Indian Tribal Religion
- FNS 225 Introduction to First Nations Studies: The Tribal World
- FNS 226 Introduction to First Nations Studies: Social Justice
- FNS 301 Oneida Language I
- FNS 302 Oneida Language II
- FNS 303 Oneida Language III
- FNS 304 Oneida Language IV
- FNS 305 Oneida Language V
- FNS 306 Oneida Language VI
- FNS/WOST 360 Women and Gender in First Nations Communities
- FNS 372 Indigenous Nations Oral and Storytelling Traditions
- FNS 374 Wisconsin First Nations Ethnohistory
- HISTORY 207 Introduction to African-American History
- HISTORY 309 United States Immigration History
- HISTORY 340 Topics in African American History
- HUM BIOL 202 Ethnic Minorities in Science
- HUM DEV 346 Culture, Development and Health
- HUM STUD 213 Ethnic Diversity and Human Values
- NURSING 492 Special Topics in Nursing (Topic #9 only)
- NUT SCI 302 Ethnic Influences on Nutrition
- PSYCH 305 Psychology of Stereotyping and Prejudice
- PSYCH 440 Multicultural Counseling and Mental Health

- SOC WORK 330 Understanding Diversity, Challenging Oppression: A Service Learning Course for Helping Professionals
- SOC WORK 380 Cross Cultural Diversity and The Helping Professions
- SOCIOLOG 203 Ethnic and Racial Identities
- SOCIOLOG 303 Race and Ethnic Relations
- UR RE ST/ FNS 216 Native American Landscapes: Imagined and Lived Spaces
- UR RE ST 323 Asian Americans in the U.S.
- UR RE ST 324 Latino Communities in the U.S.

J. World Culture

World Culture Learning Outcome

An understanding of contemporary global issues and problems through the study of beliefs, values and ways of life in a country other than the United States.

World Culture Requirement: 3 credits

Complete one course from the following list. Courses used to fulfill the World Culture Requirement cannot be used to fulfill other general education requirements.

- ANTHRO 100 Varieties of World Culture
- ANTHRO 304 Family, Kin and Community
- ANTHRO/DJS 306 Food, Subsistence and Globalization
- ANTHRO 320 Myth, Ritual, Symbol and Religion
- ANTHRO 340 Medical Anthropology
- AVD 329 World Music
- AVD 371 World Art
- BUS ADM 421 International Marketing
- DJS 250 Introduction to Global Studies
- DJS 251 Sustainable Development
- DJS 333 Area Studies In Democracy and Justice
- DJS/ WOST 340 Gender and Sustainable Livelihoods
- ECON 307 History of Economic Thought
- GEOG 202 Introduction to Cultural Geography
- GEOG / UR RE ST 370 Geography of South America
- GERMAN 335 Literary Eras
- HISTORY 314 History of the Russian Empire
- HISTORY 337 The Rise of Islamic Civilization to 1800
- HISTORY 354 History of Modern Southeast Asia
- HISTORY 356 History of Africa
- HISTORY 358 Political History of Modern Latin America
- HUM DEV 342 Cross-Cultural Human Development
- HUM STUD 321 Language and Society
- HUM STUD 326 Non-Western Religions

- HUM STUD / GERMAN 356 German Culture
- HUM STUD / GERMAN 357 German Cinema
- HUM STUD 360 Globalization and Cultural Conflict
- HUM STUD 384 Perspectives on Human Values in Other Cultures
- NURSING 492 Special Topics in Nursing, 2-4 credits
- NUT SCI 250 World Food and Population Issues
- PHILOS 216 Introduction to Asian Philosophy
- POL SCI 100 Global Politics and Society
- POL SCI 351 Comparative Politics
- POL SCI 353 Politics of Developing Areas
- PSYCH 350 Psychology and Culture
- SPANISH 355 Spanish and Latin American Cinema
- UR RE ST 201 City Life and Globalization
- UR RE ST 392 Analysis of South Asia

One of the following will also fulfill the World Culture Requirement:

1. Completion of a second year (fourth semester) of a foreign language at the college level or any upper-level foreign language course. Courses with variable content (course numbers 498, 497, and 478) may be approved for the World Culture Requirement by use of a special petition.
2. Completion of any approved UW-Green Bay trip outside the United States (XXX-499), or study abroad programs, or student exchange programs outside the United States. Students should contact the Office of International Education for information on opportunities in international education.
3. Substantial living experience outside the United States. The Associate Dean of the College of Liberal Arts and Sciences or a designate may grant a waiver of the World Culture Requirement to students based on documented prior experience living in a foreign country.
4. Students who are not residents of the United States will satisfy the requirement by residence and course work at UW-Green Bay.

Appendix A2 - General Degree Requirements for UW-Parkside

The purpose of a general education in the liberal arts at the University of Wisconsin – Parkside is twofold: (1) acquire a knowledge and skill set used across all academic disciplines; and (2) to become aware that knowledge is diverse and composed of different principles and methodologies. All UW-Parkside graduates must have achieved competency in the following areas:

Communication

- Literacy: reading and writing for understanding and effective communication
- Oral communication: listening, speaking, and presenting effectively
- Information technology competence: using modern information technology to retrieve and transmit information
- Creative expression: communicating through artistic statement

Reasoned Judgment

- Critical thinking: applying logic and reasoning to problem solving
- Ethical thinking: recognizing and analyzing ethical issues and actions
- Scientific thinking: understanding and applying the scientific method
- Analytical skills: understanding how to produce and interpret quantitative and qualitative information
- Aesthetic skills: critiquing and appreciating the fine arts (literary, visual, and performing)

Social and Personal Responsibility

- Individual accountability: understanding what a responsible choice is and that one's present education and lifelong learning is a personal responsibility
- Social equality: understanding and questioning social, political, economic and historical conditions that construct diversity and inequality
- Civic engagement: learning to use knowledge and skills to contribute to the community
- Global perspective: acquiring the knowledge and skills that provide an understanding of international/global issues and processes
- Teamwork: working effectively with others for a common goal

These competencies are achieved by taking courses in three broad areas:

- Humanities and the Arts
- Social and Behavioral Science
- Natural Science

I. Humanities & the Arts (HU)

Minimum of 12 credits required from at least three different Departments/Programs.

- ART 100 – Art Appreciation
- ART 102 – Intro to 2D Design
- ART 122 – Intro to Drawing
- ART 125 – Ancient to Medieval Art

ART 126 – Renaissance to Modern Art

ENGL 167 – Intro to Literature

ENGL 217 – British Literature 1800-1920

ENGL 227 – American Literature 1855-1920

ENGL 237 – Modern and Contemporary Literature 1920 – present

ENGL 246 – Survey of World Literature

FREN 203 – Intermediate French I

FREN 204 – Intermediate French II

GER 203 – Intermediate German I

GER 204 – Intermediate German II

HUMA 101 – Intro to Humanities: World Cultures to 1500

HUMA 102 – Intro to Humanities: World Cultures 1500 – present

HUMA 103 – Diversity in the U.S. (DV)

HUMA 252 – Introduction to Film

MUS 100 – World of Music

MUS 101 – Fundamentals of Music

MUS 102 – Large Music Ensemble

MUS 201 – Music Appreciation

MUS 206 – Jazz Appreciation (DV)

PHIL 101 – Intro to Philosophy

PHIL 102 – Great Thinkers

PHIL 205 – Philosophy of Religion

PHIL 206—Intro to Ethics

PHIL 215—Contemporary Moral Problems

SPCH 105 – Public Speaking

TEDU 200—Art in Elementary Education Theories

THEA 110 – Theatre Appreciation

THEA 124 – Beginning Acting Skills

THEA 208 – Multicultural Theatre in America (DV)

THEA 215 – Gender and Sexuality on Stage and Screen

II. Social & Behavioral Sciences (SB)

Minimum of 12 credits required from at least three different Departments/Programs.

BUS 100 – Introduction to Business

FIN 234 – Personal Finance Planning

CBL 101 – Intro to Community-Based Learning

COMM 107 – Communication & the Human Condition (DV)

COMM 108 – Media and Society
COMM 202 – Group Communication

CRMJ 101 – Intro to Criminal Justice

ECON 101 – American Economy
ECON 120 – Principles of Microeconomics
ECON 121 – Principles of Macroeconomics

ETHN 201 – Introduction to Ethnic Studies

GEOG 101 – Geography of American Ethnicity & Race (DV)
GEOG 105 – Contemporary Human Geography
GEOG 108 – Culture & Environmental Sustainability
GEOG 110 – Intro to Geography-World Regions

HESM 270 – Lifetime Wellness and Lab
HESM 282 – Ethics & Issues in Sport Management

HIST 101 – U.S., Origins to Reconstruction
HIST 102 – U.S., Reconstruction to Recent Times
HIST 103 – Introduction to Asia
HIST 119 – Europe: Renaissance to the French Revolution 1300 – 1815
HIST 128 – World History, From 1800 to Present

INTS 100 – Intro to International Studies
INTS 210 – Cultural Anthropology
INTS 226 – People of Africa
INTS 268 – Intro to Holocaust Studies

ISTD 200 – Intro to Leadership

POLS 100 – American Politics
POLS 103 – Intro to Comparative Politics
POLS 104 – Intro to International Relations
POLS 105 – Political Beliefs
POLS 203 – Women, Power and Politics

PSYC 101 – Introduction to Psychological Science

SOCA 100 – Intro to Anthropology
SOCA 101 – Intro to Sociology
SOCA 206 – Race & Ethnic Relations in the U.S. (DV)
SOCA 207 – Marriage and Family
SOCA 208 – Intro to Archaeology

WOMS 110—Intro to Women’s and Gender Studies
WOMS 213—Gender and Society

III. Natural Sciences (NS)

Minimum of 12 credits from at least three different Departments/Programs.

BIOS 100 – Nature of Life
BIOS 101 – Bioscience
BIOS 103 – Human Biology
BIOS 104 – Environmental Science: A Biological Approach
BIOS 109 – Biology of Aging

CHEM 100 – The World of Chemistry
CHEM 101 – General Chemistry I
CHEM 109 – Environmental Chemistry
CHEM 115 – Chemical Science

CSCI 105 – Intro to Computers
CSCI 130 – Introduction to Programming
CSCI 145 – Introduction to Computer Science
CSCI 241 – Accelerated Introduction to Computer Science

GEOG 100 – Physical Geography and the Environment

GEOS 100 – Earth in Perspective
GEOS 101 – Introductory Geology
GEOS 103 – Intro to Environmental Science: An Earth Resources Approach
GEOS 106 – Great Lakes Water Resources
GEOS 109 – Fundamentals of Global Climate Change

GSCI 102 – Science and Pseudoscience
GSCI 108 – Introduction to Bioinformatics and Molecular Medicine

HESM 280 – Sport & Fitness Nutrition

MATH 221 – Calculus & Analytic Geom I
MATH 222 – Calculus & Analytic Geom II

MIS 221 – Business Programming I

PHYS 101 – Principles of Physics
PHYS 105 – College Physics I
PHYS 110 – Intro to Astronomy
PHYS 120 – Astronomy in Non-Western Cultures (DV)
PHYS 201 – General Physics I
PHYS 202 – General Physics II

SOCA 204 – Human Evolution

Additional information on the program and its assessment is available at:
<http://www.uwp.edu/departments/general.education/>

<http://www.uwsp.edu/news/uwspcatalog/sciencedegree.htm>

II. Bachelor of Science General Degree Requirements

1. **Verbal and Quantitative Skills.** 12-14 credits + Writing Emphasis (WE) required.
 - A. **Freshman English.** 3-6 credits required: English 101 and 102, or 150 through placement. Also see note below.

Writing Emphasis (WE). 6 credits required. English 101 and 102 or 150 are prerequisites to WE courses. Individual departments may designate WE courses as part of the major. You may use WE courses simultaneously to fulfill electives, major requirements, or general degree requirements. To see which courses are offered as Writing Emphasis for a particular semester, check the online timetable (<https://mypoint.uwsp.edu/regrec/regrec046/regrec046.aspx>), select a term, and under "Type", select "GDR-Writing Emphasis."

If you are a transfer student with fewer than 60 semester credits, you must take 6 credits of writing emphasis courses. If you transfer with 60 or more credits, you need to take only 3 credits of writing emphasis courses. A course completed at another institution that is OFFICIALLY designated as a WE course will count toward the WE requirement at UWSP.

Six WE credits are required, but they are NOT part of the GDR total. There is no test-out or credit-by-exam for WE.

- B. **Communication.** 2 credits required: Communication 101.
- C. **Mathematics.** 7 credits required: Mathematics 100 plus 4 credits from Mathematics 109, 111, 118, 338, 355, Math Ed 338.

NOTE: You must complete the general degree requirements you need (according to your placement scores) from Mathematics 100, 105 and English 101, 102, 150 before you complete 60 credits toward graduation. If, by the 60 credit limit, you have not complied with this policy, you will be allowed to register for a maximum of 12 credits. Those 12 credits must include the mathematics and English general degree requirement courses you lack.

If you are placed into REMEDIAL mathematics, you must complete those remedial courses before you earn 30 credits toward graduation. If you do not, you will be restricted to a maximum of 12 credits a semester, including the remedial courses, until the requirement is met.

2. **Critical Thinking/Natural Science.** 12-15 credits required. You may receive GDR credit for no more than one course numbered 100, and you must take at least one laboratory course in each of two disciplines. See the catalog under the specific natural science department or under your major to determine what sequence of courses to take and what restrictions apply for taking more than one course in a discipline.
 - Astronomy 100 or 311 (no lab), 205, 206.
 - Biology 100 or 101, 103, 130, 160, 202 (no lab), 285.
 - Chemistry 100EL or 101, 105, 106, 114, 115, 116, 117.
 - First Year Seminar 152 (no lab).
 - Geography 100EL, 101, 340 (no lab), 350.
 - Geology 100, 104.
 - Physics 100EL or 101, 115, 150, 203, 204, 250.
3. **Critical Thinking/Cultural Awareness.** 21 credits required. You must take at least one course designated non-Western (NW) culture, and at least one designated minority studies (MNS). Although a course may be designated both NW and MNS, you may not satisfy both requirements with one course.

Non-Western Culture. One course required. Anthropology 101, 110, 125, 315, 320, 335, 338, 339, 345, 380; Arabic 101, 102, 211, 212; Art 181, 270, 271, 370, 371, 372, 373, 374, 375, 378, 380, 396; Business 293, 493; Chinese 101, 102, 200, 201; Communication 364; Comparative Literature 235; Economics 493; English 281, 374; First Year Seminar 156, 161, 162; Forestry 392; Geography 110, 113, 120, 300, 302, 325, 327, 368; History 101, 102, 204, 206, 216, 217, 232, 233, 240, 241, 248, 249, 310, 311, 314, 316, 317, 318, 332, 335, 338, 339, 342, 343, 348, 351, 370, 371, 372, 373, 374, 392; Hmong 101, 102; Interior Architecture 150, 310; Japanese 101, 102, 211, 212, 313; Music 220, 307; Natural Resources 220, 406; Philosophy 105, 230, 381; Political Science 160, 362, 370, 371, 372, 375, 382; Religious Studies 100, 105, 107, 316, 333, 340, 341; Russian 101, 102, 211, 215, 216, 315, 316, 360, 370, 381; Sociology 343, 370; Spanish 483; Water 220.

Minority Studies. One course required. Anthropology 371; English 280, 282, 382, 386; First Year Seminar 157; History 284, 285, 288, 289, 290, 291, 292, 293, 310; Interior Architecture 160; Music, 105, 305; Philosophy 381; Political Science 202, 315, 408, 414; Psychology 322; Religious Studies 311, 316; Social Work 316; Sociology 101, 102, 270; Spanish 480, 482; Women's and Gender Studies 105, 320.

A. History. 3 credits from First Year Seminar 156, 157, 161, 163; History 101NW, 102NW, 176, 177, 203, 204NW/EL, 206NW, 214, 216NW, 217NW, 232NW, 233NW, 240NW, 241NW, 248NW, 249NW, 256, 257, 280, 284MNS, 285MNS, 288MNS, 289MNS, 290MNS, 291MNS, 292MNS, 293MNS, 372NW, 373NW.

Humanities and Social Science. 18 credits required, of which 6 must be in humanities and 6 must be in social science. The remaining 6 credits can be from either group.

B. Humanities. 6-12 credits. Select courses from at least two of the following areas, and apply no more than 3 credits of history from area 4.

Humanities Area 1 *History and appreciation of art, communication, dance, theatre, music:*

Art 181NW, 270NW, 271NW, 282, 283, 373NW, 380NW, 397.

Communication 160, 171, 190, 273, 360, 361, 362, 363, 367.

Computing and New Media Technologies 376.

Dance 352.

First Year Seminar 153, 162.

Interior Architecture 150NW, 160MNS, 309, 310NW.

Music 100, 103, 105MNS, 220NW, 221, 300, 301, 305MNS, 307, 320, 323, 326, 329, 427.

Technology and New Media Arts 300.

Theatre 105, 329, 351, 352, 361, 362, 452, 490.

Web & Digital Media Devel 100.

Humanities Area 2 *Literature:*

Comparative Literature 101, 102, 317, 350.

English 106, 108, 200, 211, 212, 213, 214, 280MNS, 281NW, 282MNS, 283, 285, 286, 287, 288, 289, 308, 309, 310, 311, 312, 313, 314, 319, 320, 329, 330, 333, 334, 336, 361, 362, 363, 364, 365, 366, 374NW, 378, 382MNS, 383, 386(MNS), 395.

First Year Seminar 154, 155.

French 340.

German 340.

Russian 360, 370.

Spanish 340.

Humanities Area 3 *Philosophy, religious studies, and political theory:*

First Year Seminar 159; Philosophy 100, 101, 105NW, 121, 230NW, 270, 301, 302, 305, 306, 307, 315, 320, 325, 326, 327, 336, 380EL, 381NW/MNS.

Political Science 270, 391, 393, 394, 395.

Religious Studies 100NW, 101, 105NW, 107NW, 202, 301, 302, 303, 304, 311MNS, 316NW or MNS, 321, 325, 330, 333NW, 340NW, 341NW, 342.

Humanities Area 4 *Civilization, area studies, and interdisciplinary courses:*

First Year Seminar 163.

Foreign Language 381.

French 481.

German 481.

History 348NW, 367, 370NW, 396.

International Studies 381.

Peace Studies 200.

Russian 381.

Spanish 481, 482MNS, 483NW.

Women's and Gender Studies 300, 320MNS.

C. Social Science. 6-12 credits required, from two or more social science disciplines, with a minimum of 6 credits in category (1) and up to 6 additional credits from courses in category (1) and/or category (2). Note that you may not count both Human Development 261 and Psychology 260 toward the social science requirement. You may not earn credit in both Political Science 101 and 201.

Social Science Category 1

Anthropology 101NW, 105, 110NW, 125NW, 315NW, 320NW, 325, 335NW, 338NW, 339NW, 345NW, 380NW.

Economics 110, 111.

First Year Seminar 150.

Geography 110NW, 113NW, 120NW, 211, 226, 300NW, 302NW, 325NW, 327NW, 328, 366, 368NW, 369, 373, 374.

Political Science 101, 160NW, 180, 201, 202MNS, 212, 242, 250, 315MNS, 341, 361, 362NW, 370NW, 371NW.

Psychology 110, 240, 260, 320, 330.

Sociology 101MNS, 102MNS, 224, 225, 230, 240, 270MNS, 300, 310, 327, 360EL, 370NW.

Social Science Category 2

Clinical Lab Science 105.

Communication 240, 280.

First Year Seminar 151.

Geography 342.

Human Development 166, 261, 265, 367.

Natural Resources 150EL, 372.

Political Science 306.

Sociology 308, 355EL, 366, 368.

Women's and Gender Studies 105MNS, 301.

D. Foreign Language. None required.

4. **Environmental Literacy.** 3 credits. Choose one:

Anthropology 350.
Art 335.
Chemistry 100.
Clinical Lab Science 395.
Communication 324.
Economics 342.
English 392.
First Year Seminar 155, 161.
Food and Nutrition 357.
Forestry 392NW.
Geography 100, 329, 371.
History 204NW, 280, 304, 342NW, 392NW.
Human Development 381, 386.
Interior Architecture 130, 315.
Natural Resources 150, 220NW, 324, 370, 406NW, 407.
Paper Science and Engineering 103.
Philosophy 380.
Physics 100.
Political Science 304, 305.
Psychology 321.
Safety and Health Protection 330.
Sociology 355, 360.
Water 220NW, 324.

5. **Wellness.** 3 credits required.

A. Take 1 or 2 credits in **aerobics/activity** (AA) from the following:

Dance 103, 104, 105, 106, 112, 114, 115, 203, 204, 205, 206, 212, 214, 215, 303, 304, 305, 306, 314.

Military Science and Leadership 111, 121, 153, 154.

Physical Education 150.

Wellness 100 to 299. To see which courses are offered as A/A for a particular semester, check the online timetable (<https://mypoint.uwsp.edu/regrec/regrec046/regrec046.aspx>), select a term, and under "Type", select –GDR-Wellness-AA.¶

B. Take 1 or 2 credits in **health enhancement** (HE) from the following:

Food and Nutrition 151.

Health Education 140, 280, 390.

Health Promotion/Wellness 102, 103, 106, 107, 142, 143, 148, 149, 206, 207, 208, 248, 299.

Psychology 255, 290.

Wellness 100 to 299. To see which courses are offered as HE for a particular semester, check the online timetable (<https://mypoint.uwsp.edu/regrec/regrec046/regrec046.aspx>), select a term, and under "Type", select –GDR-Wellness-HE.¶

6. **Minimum Credits for Graduation.** To graduate, you must earn at least 120 credits (30 credits in residence at UWSP), which include the general requirements for your degree and the requirements for at least one major. You may need to take some elective credits. Some majors may require more than 120 credits.

Read the section of this catalog entitled **Courses of Instruction** to find out how many credits your major requires.

7. **Forty Credit Rule.** To graduate, you must earn at least 40 credits in courses numbered 300 or above.
8. **Graduation Application and Approval.** Apply online for graduation at <http://www.uwsp.edu/reg-rec/gradinfo.aspx> at least one full semester prior to the term in which you will complete your degree. We will grant you a bachelor's degree only if you complete the general degree requirements and at least one major (and one minor if applicable) that is approved for your degree area.

Be sure to check the online timetable for the most up-to-date list of general degree requirement offerings (<https://mypoint.uwsp.edu/regrec/regrec046/regrec046.aspx>). From there, select a term.

Appendix B – AHIMA Competencies

Below is the list of competencies provided by AHIMA and approved by all partners. The areas of competency are as follows.

Health Data Structure, Content and Standards

1. Manage health data (such as data elements, data sets, and databases).
2. Ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
3. Maintain processes, policies, and procedures to ensure the accuracy of coded data.
4. Monitor use of clinical vocabularies and terminologies used in the organization's health information systems.

Healthcare Information Requirements and Standards

1. Develop organization-wide health record documentation guidelines
2. Maintain organizational compliance with regulations and standards.
3. Ensure organizational survey readiness for accreditation, licensing and/or certification processes.
4. Apply cultural understanding to real-life business issues.

Clinical Classification Systems

1. Select electronic applications for clinical classification and coding.
2. Implement and manage applications and processes for clinical classification and coding.

Reimbursement Methodologies

1. Manage the use of clinical data required in prospective payment systems (PPS) in healthcare delivery.
2. Manage the use of clinical data required in other reimbursement systems in healthcare delivery.
3. Participate in selection and development of applications and processes for chargemaster and claims management.
4. Implement and manage processes for compliance and reporting such as the National Correct Coding Initiative.

Healthcare Statistics and Research

1. Manage clinical indices/databases/registries.
2. Analyze and present data for quality management, utilization management, risk management, and other related studies.
3. Utilize statistical software.
4. Ensure adherence to Institutional Review Board (IRB) processes and policies.

Healthcare Delivery Systems

1. Monitor the impact of national health information initiatives on the healthcare delivery system for application to information system policies and procedures.
2. Interpret, communicate, and apply current laws, accreditation, licensure and certification standards related to health information initiatives at the national, state, local, and facility levels.

3. Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services.
4. Revise policies and procedures to comply with changing health information regulations.
5. Translate and interpret health information for consumers and advocates.

Healthcare Privacy, Confidentiality, Legal, and Ethical Issues

1. Coordinate the implementation of legal and regulatory requirements related to the health information infrastructure.
2. Manage access and disclosure of personal health information.
3. Develop and implement organization-wide confidentiality policies and procedures.
4. Develop and implement privacy training programs.
5. Resolve privacy issues/problems.
6. Apply and promote ethical standards of practice

Information and Communication Technologies

1. Implement and manage use of technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.
2. Contribute to the development of networks, including intranet and Internet applications to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications.
3. Interpret the derivation and use of standards to achieve interoperability of healthcare information systems.

Data, Information, and File Structures

1. Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing, and so on) to meet organizational needs.

Data Storage and Retrieval

1. Apply appropriate electronic or imaging technology for data/record storage.
2. Apply knowledge of database querying and data mining techniques to facilitate information retrieval.
3. Implement and manage knowledge-based applications to meet end-user information requirements.
4. Design and generate administrative reports using appropriate software.

Data Security

1. Enforce confidentiality and security measures to protect electronic health information.
2. Protect data integrity and validity using software or hardware technology.
3. Implement and monitor department and organizational data and information system security policies.
4. Recommend elements that must be included in the design of audit trail and data quality monitoring programs.
5. Recommend elements that should be included in the design and implementation of risk assessment, contingency planning, and data recovery procedures.

Healthcare Information Systems

1. Compare and contrast the various clinical, administrative, and specialty service applications used in healthcare organizations.

2. Apply appropriate systems life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to the selection of healthcare information systems.
3. Facilitate project management by integrating work efforts, as well as planning and executing project tasks and activities.
4. Formulate planning, design, selection, implementation, integration, testing, evaluation, and support for organization-wide information systems.
5. Apply ergonomic and human factors in interface design.

Human Resources Management

1. Manage human resources to facilitate staff recruitment, retention, and supervision.
2. Ensure compliance with employment laws.
3. Develop and implement staff orientation and training programs.
4. Develop and implement continuing education programs.
5. Develop productivity standards for health information functions.
6. Monitor staffing levels and productivity, and provide feedback to staff regarding performance.
7. Benchmark staff performance data.
8. Develop, motivate, and support work teams.

Strategic Planning and Organizational Development

1. Develop strategic and operational plans for facility-wide information systems.
2. Assess organization-wide information needs.
3. Facilitate retrieval, interpretation, and presentation of data/information appropriate to user needs.
4. Demonstrate and apply principles of organization behavior to facilitate team building, negotiation, and change management.

Project and Operations Management

1. Apply general principles of management in the administration of health information services.
2. Assign projects and tasks to appropriate staff.
3. Implement process engineering and project management techniques to ensure efficient workflow and appropriate outcomes.

Appendix C- HIMT Program Learning Outcomes Assessment Rubric

Faculty Senate Old Business 4c 10/12/2011

UW-GREEN BAY
ACADEMIC UNIT ACTIONS

For Dean's Office Use
Curriculum Action No.
CLAS/CPS 5

Date 8/29/2011

Title of Academic Unit Health Information Management and Technology
Name of Contact Person D. Block

Action Requested

Establish a New Unit Merge Two or More Units Discontinue a Unit

New Unit Information If the proposed action involves an existing unit skip to the next section.

Insert a complete proposal at the end of this form describing the composition of the new unit and the rationale for its forming.

Current Unit Information Complete if merging or eliminating two or more units.

Unit ____ Year of Initial Formation ____

Unit ____ Year of Initial Formation ____

Insert a complete description of the proposed unit actions and the reason(s) for requesting the change at the end of this form.

Authorizations

Proposal Prepared by

Name Brenda Tyczkowski Unit Nsg

Name ____ Unit ____

Name ____ Unit ____

Routing: Electronically submit completed form to the Interdisciplinary Unit Chair.

Interdisciplinary/Executive Committee Action: Approved Denied Date 8/29/11

Unit Nsg

Interdisciplinary Chair or Authorized Representative: D. Block

Routing: Interdisciplinary Chair of initiating unit electronically submits completed form to the Academic Deans Office.

Academic Dean Approved Denied Date 8/29/11

Academic Dean or Authorized Representative Scott Furlong / Sue Mattison

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

FORM K

UW-GREEN BAY ACADEMIC UNIT ACTIONS

Academic Affairs Council and Personnel Council (Meeting jointly)

Complete and attach form Z-AAC

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

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 forms to the chair of the University Committee for action by the Faculty Senate.

Faculty Senate Approved Denied Date _____

Faculty Senate Chair or Authorized Representative: _____

Routing: Faculty Senate electronically submits completed forms to the Provost & Vice Chancellor for Academic Affairs for review. If approved, forms are sent to the Chancellor for final institutional approval.

Chancellor Approved Denied Date _____

Chancellor or authorized representative _____

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

Provost & Vice Chancellor for Academic Affairs: Approved Denied Date _____

Effective Date of Action: Year _____ Term _____

Provost or Authorized Representative _____

[Refer to the guidelines for additional notifications]

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

Support Documentation

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

The Bachelor of Science in Health Information Management and Technology (HIMT) is designed to provide students with the knowledge and competencies required to meet the growing need for employees to work in this rapidly expanding and evolving area of health care. The degree focuses on the information sector of the healthcare industry. The new advances in health-related technologies, patient records, etc. bring with them new regulations and new concerns for privacy and security.

In order to support HIMT students in areas of both healthcare and technology, the proposed new unit will be comprised of members of the Professional Program in Nursing (PPN) and from the Information Computer Sciences(ICS) program. An HIMT Executive Committee will be formed with tenured faculty representatives selected from the PPN and ICS. This committee will review Curriculum Vitae of faculty and ad hoc staff who may be teaching

FORM K

UW-GREEN BAY ACADEMIC UNIT ACTIONS

within the HIMT program, as needed. They will also review curriculum or course changes as needed. Oversight and recommendations for the program will be made by this committee.

The proposed unit will be an interdisciplinary non-budget unit as defined in Chapter 53.06 "Disciplinary and Other Unit" of the Faculty Handbook. The recommended inaugural members of the Executive Committee include:

Derry! Block, Professor, Professional Program in Nursing
Peter Breznay, Associate Professor, Information and Computing Science
Susan Gallagher-Lepak, Associate Professor, Professional Program in Nursing
Mimi Kubsch, Associate Professor, Professional Program in Nursing
Timothy Meyer, Professor, Information and Computing Science

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

1. In the source document which shows track changes, select the text to transfer.
2. Press **Cfri+F3**; text will be cut [if you want to save a copy, immediately press **Cfri+Z**]
3. Place the insertion point in the box below.
4. Press **Shfi+Ciri+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: K Proposal Title: Creation of Unit and Ex Comm: Health Information Management and Technology

Initiating Unit: Nursing and IT

Name of Initiator: Block

Response from AAC

Response from: Academic Affairs Council and Personnel Council in Joint Meeting

Based upon the Academic Affairs Council review completed on 9/02//2011, 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: 09/02/2011

Name of Chair or Authorized AAC Representative: Steve Dutch (Craig Hanke chairing Personnel Council)

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.

Memorial Resolution for Charles F. Matter

Chuck Matter passed away on April 18, 2011 at the age of 69. He was born and grew up in Williamsport, Pennsylvania and graduated with a degree in psychology from Lycoming College, a small private liberal arts school in the same town. His Ph.D., also in psychology, was granted by the University of Washington State in 1972 after he had started teaching, first at UW-Fox Valley and soon after at UW-Green Bay. His initial appointment here was in Urban Analysis and he later had appointments in Communication and the Arts and Information and Computing Science, as well as the disciplinary programs of Psychology and Communication Processes. Within a decade of his start as an instructor, he had been promoted twice, tenured, directed the general education program, chaired his budgetary unit, and served as an associate dean. He was granted emeritus status on his retirement in 2003.

Throughout his academic career he took his obligations to students seriously and thoughtfully. He had to start his college education a couple of times and thought at one point he could educate himself. After spending a summer trying to read Kant's *Critique of Pure Reason* on his own, he gained a respect for both the value of good teaching and the difficulties students often experience. The interdisciplinary aspirations of UW-Green Bay excited him and his directing of the early general education program gave him a real appreciation of the practical difficulties for both teachers and students in reaching those ideals. His response was action. He secured grants from the Lilly Endowment to help colleagues understand barriers to learning in students, brought in national experts, organized faculty retreats, developed orientation projects for new faculty, and helped build institutional support structures for faculty development both at UW-Green Bay and at UW-System.

His core academic expertise was cognitive psychology, in particular visual perception, and his commitment to interdisciplinarity allowed him to stretch that expertise. Some early research on noise perception in an urban setting led, in true communiversity fashion, to impacts on the city of Green Bay's noise ordinance. In one course he invented a new species, the northeast Wisconsin wooly pig, as a vehicle to teach about the role of perception on environmental adaptation. He made a contribution to an early interdisciplinary arts program by teaching a course on the psychology of aesthetic awareness. He did something similar for the communications program with a course that grounded communication in serious cognition research. All the while for most of his career he offered the mainstay for his discipline: Intro Psych (to enormous numbers), a very demanding Experimental Psych, and his own upper-level courses in cognition.

His scholarship began with a focus on perception but in later years it turned applied, especially to research on teaching. His work on the role of stories in learning is an example of SoTL research before that label was even invented.

Chuck had wide ranging interests in education, the arts, sports and the outdoors, and numerous academic areas, but through them all he valued the intellect. His life may be taken as an example of how much in the right hands an education can enrich and connect. It is telling that in his final illness many of his caregivers were former students who welcomed the chance to give back to one who had given them so much.

- prepared by Cliff Abbott and Carol Emmons

Faculty Senate New Business 5a 10/12/2011

Benefit Payment Resolution

WHEREAS the UW-Green Bay faculty are paid for nine months and not given an option to be paid in 12 installments;

WHEREAS UW- Green Bay faculty must prepay their summer healthcare contributions resulting in four months' worth of deductions being taken from one paycheck;

WHEREAS UW- Green Bay faculty have seen a significant increase in their healthcare contributions; and

WHEREAS this increased contribution will substantially reduce the paycheck from which the summer prepay is taken and cause undue hardship;

THEREFORE BE IT RESOLVED that UW-System develop a means for giving 9-month employees the option either to be paid in 12-month installments or to spread out their summer prepayments across several paychecks.

Faculty Senate New Business 5b 10/12/2011

Academic Affairs Council Report

The AAC approved the HIMT course list.

- AAC Chair Steve Dutch