

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 3

A Joint Meeting with the Academic Staff Committee

Wednesday, November 17, 2010

Alumni Room AB, 3:00 p.m.

Presiding Officer: Michael Draney, Speaker

Parliamentarian: Clifford F. Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2 October 13, 2010 [page 2]

3. CHANCELLOR'S REPORT

4. NEW BUSINESS

- a. Recommendation on Granting Degrees [page 5]
- b. Master of Science in Nursing - first reading, presented by Derryl Block [page 6]
- c. Requests for future business

5. PROVOST'S REPORT

6. OTHER REPORTS

- a. AAC's Report [page 48]
- b. Faculty Rep's report - presented by Brian Sutton
- c. University Committee Report - presented by Illene Noppe

7. OPEN FORUM - on unionization, introduced by Illene Noppe with guests: Peter Davis, Wisconsin Employee Relations Committee Michael Coutley and Julie Schmidt, American Federation of Teachers

8. ADJOURNMENT

[draft]

MINUTES 2010-2011
UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 13, 2010
Alumni Rooms, University Union

Presiding Officer: Michael Draney, Speaker of the Senate

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

PRESENT: Lucy Arendt (BUA), Scott Ashmann (EDU), Andrew Austin (SCD), Kimberly Baker (HUB), Caroline Boswell (HUS), Toni Damkoehler (AVD), David Dolan (NAS-UC), Michael Draney (NAS-UC), Adam Gaines (AVD), Adolfo Garcia (ICS), Viki Goff (ICS), Thomas Harden (Chancellor, *ex officio*), Doreen Higgins (SOCW), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), James Loebel (BUA), Kaoime Malloy (AVD), Christopher Martin (HUS), Michael McIntire (NAS), Amanda Nelson (HUB), Thomas Nesslein (URS), Illene Noppe (HUD-UC), Janet Reilly (NUR alternate), Heidi Sherman (HUS), Christine Smith (HUD), John Stoll (PEA), Brian Sutton (HUS-UC), Patricia Terry (NAS), Julia Wallace (Provost, *ex officio*), Amy Wolf (NAS), Jennifer Zapf (HUD)

REPRESENTATIVES: Linda Parins (academic staff); Derek Bergman (student government)

NOT PRESENT: Mark Kiehn (EDU)

GUESTS: Dean Scott Furlong, Associate Provost Tim Sewall, Special Assistant to the Chancellor Dan Spielmann, Library Director Paula Ganyard, Dean of Students Brenda Amenson-Hill, Director of Outreach and Adult Access Zach Voelz, Professor Emeritus Robert Wenger, Professors Regan Gurung, Denise Bartell, Georjeanna Wilson-Doenges, and Karen Dalke

1. Call to Order. Speaker Draney called the meeting to order at 3:05 p.m.

2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 1, September 15, 2010. Speaker Draney asked for corrections or objections. He heard none and declared the minutes approved.

3. Chancellor's Report. The Chancellor reviewed the process used in identifying the seven strategic planning themes and made a few comments on each one. He also emphasized his assumption that the University must always grow although the growth should be appropriate. He then asked for comments and questions. There were none and he then announced that he felt comfortable in accepting the seven strategic planning themes for the University and would move on to the next stage - using the themes to construct a strategic plan, work planned for February.

4. Continuing Business.

a. Policy on Centers and Institutes. University Committee Chair Noppe presented this revised version of a proposal the Senate had seen at the previous meeting. The revisions included a role for administration, an "other" category for partnerships and external collaborations, and clarification of the annual report and the mechanism for dissolution of centers. **Senator Malloy moved (Senator Goff second) adoption of the revised policy.** There were questions about the

role of UC approval in creating centers with external funding - was this just a rubber stamp process that would mess with grant deadlines? The response was that UC approval would function largely as an informational mechanism so the Faculty might know what is going on but also that the UC might find that there might be some sources we'd rather not accept money from. There were also questions about putting the dissolution of a center primarily in the hands of the center itself. After spinning out a few scenarios of rogue committees and overzealous administrators, there was some temptation to rewrite portions of the policy, but these did not rise to the level of formal action. The Speaker called for a vote and **the motion passed (16-8-3)**.

5. New Business.

a. Memorial Resolution. Professor Emeritus Robert Wenger read a resolution he had written for Associate Professor Emeritus Al Loomer. It will be entered in the record.

b. Resolution on the Research Commons. The resolution called for support of a funding initiative for UW libraries. Library Director Paula Ganyard introduced the resolution and provided background with a short video. **Senator Austin (Senator Stoll second) moved adoption of the resolution**. There were concerns about whether the money, if funded, would be available to areas outside of Madison or outside of the sciences. Director Ganyard, with echoes from Senator Arendt who has served on the state committee responsible for the proposal, described the consultative process and the able advocates we have in collection development. **The resolution passed unanimously. (29-0-0)** Director Ganyard then announced that this was the first Senate in the UW-System to support the resolution. There was applause.

c. Individualized Learning Committee. Senator Sutton presented a revision of the charge to the Individualized Learning Committee to make it a faculty committee as opposed to a provost committee. He also noted that the existing language may need additional revision because of a possible overlap with responsibilities of the Academic Affairs Council but that that should be handled by the committee charged to deal with possible overlaps, i.e. the Committee on Committees and Nominations. **Senator Arendt moved (Senator Martin second) adoption of the new charge**. There were concerns that the language changes weren't quite complete enough to effect the desired outcome. There followed some additional editing, accomplished informally as friendly amendments agreeable to the mover and seconder. These were: elimination of "Provost and Vice Chancellor for Academic Affairs and" from section 6; elimination of "for proposals to the Provost and Vice Chancellor for Academic Affairs or his/her designee" from section 5B; and elimination of section 4 entirely with renumbering of sections 5 and 6 to 4 and 5, respectively. **The motion then passed (28-0-0)**.

d. Resolution on Joint Committees. UC Chair Noppe presented this proposal, essentially a list of committees to be turned into joint committees. **Senator Malloy (Senator Stoll second) moved adoption of resolution**. The Provost raised concerns, echoed by others, that some of the committees (specifically Institutional Review Board, Institutional Animal Care and Use Committee and possibly Intercollegiate Athletics Committee) had been established under federal law and it may not even be legal to transform their status. There was a question about whether the committees on the list had been consulted about their possible change in status. The response was that that would be part of the implementation phase to be undertaken by the Committee on Committees and Nominations. With the concern that the Devil might be in the details **Senator**

Garcia (Senator Wolf second) moved to table the proposal so additional details and jurisdictional matters could be worked out. The motion to table passed (29-0-0).

e. Resolution on First Year Seminars. Professor Bartell presented this proposal to endorse efforts to provide a First Year Seminar experience for every incoming first year student. **Senator Austin moved (Senator Zapf second) adoption.** After a short bit of protocol wrangling over the Speaker's authority to control the discussion, that discussion proceeded vigorously. A number of people spoke in support of the first year seminars as valuable educational experiences. A number of people also voiced concerns. One was about the claimed impact of the seminars. After a bit, this part of the discussion became a skepticism and a defense of social science research in general. The other concern was over resources. Supporters of the resolution pointed out that the idea here is to get the Senate on record as supporting the value of first year seminars and that funding models could be developed later (the experience of Human Development was offered as evidence for that possibility) but those with concerns worried that reallocations of enrollments and resources might have negative impacts on other curricular priorities. Senators also voiced a number of procedural questions: the time frame; who might make decisions; where the Chancellor stood; the relevance of student government support; and the relevance of past seminar programs. The Devil seemed to be reappearing in these details as well. **The motion failed (8-15-5).**

f. Requests for Future Business. Speaker Draney, seeing the lateness of the hour, flew through this item and on to the next.

5. Provost's Report. Mindful of time, the Provost was concise. A search, chaired by Professor Kaufman, is under way for a Dean of Professional Studies. A newly-revised International Education Committee will be reviewing a survey and should be reporting on some new initiatives.

6. Other Reports.

a. Academic Affairs Council Report. Speaker Draney acknowledged the written report's existence.

b. Faculty Rep's Report. Professor Sutton, with effervescent cynicism, enumerated the issues before the faculty reps. There are several options being considered to resolve the problem of huge increases in extramural fringe benefits costs. One is the depooling option the Senate supported last month. The Competitive Workplace Commission is recommending salary increases to the peer median level in five years. Other issues were FTE reallocations, the financial details of E-Portal course sharing, and the illegality of secret ballots under the open meetings law.

c. University Committee Report. UC Chair Illene Noppe added consultation on a task force on graduate education to the list of today's agenda items as issues the UC has been discussing. She offered several items that will be coming to the Senate later: a discussion on collective bargaining, a proposed masters program in Nursing, an honors program, and a partner hiring policy.

7. Adjournment. With no initiative to extend the meeting for the Open Forum, the Senate allowed the clock to adjourn the meeting at 5:00 p.m.

RECOMMENDATION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the fall 2010 Commencement.

Faculty Senate New Business 4(a)

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PROPOSAL FOR AUTHORIZATION TO IMPLEMENT AN ONLINE
MASTER OF SCIENCE IN NURSING AT UW-GREEN BAY

1. PROGRAM IDENTIFICATION

Title of Proposed Program: Master of Science in Nursing (Clinical Nurse Leader Emphasis)

Department or Equivalent Sponsoring the Program: Professional Program in Nursing

College, School, or Functional Equivalent: College of Professional and Graduate Studies

Timetable for Initiation: Operative by the beginning of the academic year 2011-2012

Delivery: Distance Education Program (on-campus program not planned)

2. CONTEXT

2.1 History of Program

The Clinical Nurse Leader (CNL) is a new role developed by the American Association of Colleges of Nursing (AACN) in collaboration with nursing education and practice leaders (AACN, 2007). A CNL is a master's prepared nurse with knowledge and skills to improve quality and safety at the point of care. The Master of Science in Nursing (MSN) Clinical Nurse Leader (CNL) Emphasis builds upon the baccalaureate generalist nursing degree. The UW-Green Bay Bachelor of Science in Nursing (BSN) curriculum includes courses related to CNL emphasis coursework including courses in management and leadership, evidence based practice and research.

The UW- Green Bay Professional Program in Nursing, a Registered Nurse (RN) to BSN Completion Program, has been in existence since 1981. The program began after a statewide Study of Nursing Education found that in the northeast region of the state only 11% of its nursing staff were BSN prepared. The program has grown substantially with the BSN@Home program, started in 1996 to provide an online RN to BSN Completion program for nurses throughout the state of Wisconsin.

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BSN@Home is offered in collaboration with the four other UW nursing programs. In 2000, BSN-LINC, a cost recovery, online, RN to BSN Completion program for nurses across the country, was started.

2.2 Instructional Setting of Program

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

2.3 Relation to Mission Statement and Strategic Academic Plan

Master's level CNL preparation relates closely to the select mission of UW-Green Bay by emphasizing interdisciplinary problem-focused learning and engaged citizenship (UW-Green Bay, 2009). This master's program will prepare nurses at an advanced level to manage and coordinate care to improve patient outcomes. Interdisciplinary communication is a core competency in this role so the CNL is prepared to function effectively in health care teams and to assume accountability for patient outcomes. Students and graduates will exemplify engaged citizenship in implementing the advanced generalist role CNL (UW-Green Bay, 2009).

An educational consultant invited to UW-Green Bay in 2008 identified graduate education as a desired area for growth at the university. Strategic growth agenda planning at UW-Green Bay in early 2009 identified the need for growth in master's education and specifically a master's in nursing as a priority area. The current administration endorses the planning of a graduate program in nursing.

Two nursing consultants were hired by the Dean of Professional and Graduate Studies at UW-Green Bay in April of 2010 to review the proposal for an online Master of Science in Nursing at UW-Green Bay. Each consultant was affiliated with an online nursing master's program with a clinical nurse leader emphasis (i.e., University of South Alabama and Spring Hill College). Both consultants were supportive

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of the proposed master's program and regarded the program as a good fit with the university for a number of reasons including alignment of the proposed master's program with the UW-Green Bay mission, documented need for an online master's program of this type in the region, enrollment rates and interest in master's programs among nursing alumni, and existing infrastructure and resources already in place in the Professional Program in Nursing at UW-Green Bay. Consultant reports are attached.

3. DESCRIPTION

3.1 Program Description

The MSN degree with a CNL emphasis prepares nurses for leadership in healthcare with unique expertise in patient care outcome improvement, safety, and efficiency of care. The planned curriculum is based on the model proposed by the AACN and includes 37 credits with coursework in the following two areas: 1) **Advanced practice nursing core** – foundational courses important to provide clinical care at an advanced level (e.g., Advanced Health Assessment, Pathophysiology, Ethics, Nursing Research), and 2) **Clinical Nurse Leader core** – courses specific to the area of emphasis (e.g., Leadership in CNL Role, CNL Immersion Practicum). The proposed MSN program will be a cost recovery, fully online, and involve course sharing with UW Oshkosh's master's level CNL emphasis program. Resembling the BSN@Home model for online RN to BSN education, collaborative programming will be offered to students from both institutions. UW-Green Bay students will enroll in graduate CNL courses taught by instructors from UW-Green Bay and UW-Oshkosh (UW-Oshkosh graduate CNL students will do the same). Practicum experiences will be arranged with health care facilities near students' home or work.

3.2 Academic Objectives and Student Learning Outcomes

The master's degree will build on the knowledge and skills of the baccalaureate nurse and aim to prepare the student for leadership in the healthcare delivery system and accountability for improving

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health outcomes. Graduates will function as change agents in healthcare systems and improve outcomes in the areas of cost savings, client satisfaction and quality processes. The program will be accessible to all nurses in the state of Wisconsin and its borders.

Student learning outcomes are consistent with the new *Essentials in Master's Education in Nursing* version from AACN (2010). These expected graduate student outcomes track well with the existing baccalaureate level student outcomes in the Professional Program in Nursing.

Student learning objectives, based on the AACN *Essentials in Master's Education in Nursing* (2010), are listed below along with competencies (in parentheses).

- Integrate the science of nursing and related sciences into the delivery of advanced nursing care (Scientific underpinnings for practice)
- Apply leadership and decision making skills in the organization of nursing care at the microsystem level (Organizational and systems leadership)
- Use data to monitor outcomes and care processes to improve the quality and safety of patient care (Quality improvement and safety)
- Lead in the process of retrieval and synthesis of evidence to improve care to patient aggregates (Transitional scholarship for evidence based practice and innovation)
- Analyze information and patient care technologies to optimize patient safety, cost effectiveness, and outcomes of care (Info systems/technology and patient care technology for improvement of healthcare)
- Analyze legal, regulatory and political influences on nursing, healthcare delivery and outcomes (Health Policy and advocacy)
- Develop skills and knowledge to develop and lead interprofessional teams and partnerships (Inter-professional collaboration for improving patient and population health outcomes)
- Design and deliver clinical prevention and health promotion interventions to individuals, families, communities and aggregates (Clinical prevention and population health for improving health)
- Actualize a personal philosophy of nursing that reflects a commitment to nursing and values-based professional practice (Advancing professionalism and professional values)
- Provide expert level healthcare that impacts safety and quality outcomes (Master's level practice).

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3.3 Curriculum

Plan of Study for Master of Science in Nursing: Clinical Nurse Leader Emphasis

Semester	Full-Time 2 years (37 Credits)	Part-Time 3 years (37 Credits)
Fall I	Advanced Health Assessment (3) Health Promotion in Adv. Nursing (2) Pathophysiology (3) Epidemiology (2) Total 10 Credits	Health Promotion in Adv. Nursing (2) Pathophysiology (3) Epidemiology (2) Total 7 Credits
Spring I	Pharmacotherapeutics (3) Theoretical Foundations of Adv Nursing (3) CNL Clin Pract I (2) CNL Quality Care (2) Total 10 Credits	Pharmacotherapeutics (3) Theoretical Foundations of Adv Nursing (3) Total 6 Credits
Summer I	Research in Nursing (3) Total 3 Credits	Research in Nursing (3) Total 3 Credit
Fall II	Health Care Systems Policy & Politics (2) CNL Clin Pract II (2) CNL Leadership (3) Total 7 Credits	Adv Health Assessment (3) Health Care Systems Policy & Politics (2) Total 5 Credits
Spring II	Ethics (2) CNL Immersion Practicum (5) Total 7 credits	Ethics (2) CNL Clin Pract I (2) CNL Quality Care (2) Total 6 Credits
Summer II		
Fall III		CNL Clin Pract II (2) CNL Leadership (3) Total 5 Credits
Spring III		CNL Immersion Practicum (5) Total 5 Credits
	Grand Total 37 Credits	Grand Total 37 Credits

Prerequisite courses include statistics, basic health assessment, and microbiology and these may be undergraduate courses. All courses in the graduate CNL curriculum will be at the graduate level. The plan of study details the proposed sequence of required courses. Advanced Practice core courses (e.g., Advanced Health Assessment, Pathophysiology, Pharmacotherapeutics) are recommended before taking

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practicum courses. A full time student will be able to complete the program in five semesters: fall, spring, summer, fall, spring. Part-time course work will be permitted, and, based on UW-Green Bay's experience with working nurses, it is anticipated that most students will take two to three courses each semester. A part-time plan over a 3 year period, for example, would involve taking 5-7 credits each fall and spring with one summer taking 3 credits.

Courses will be online with the exception of practicum courses at clinical sites. Additionally, the Advanced Health Assessment course may include a 3 day on site skills component; this will be determined when the course is developed into an online format. All courses will be taught by nursing faculty. Course sharing will occur with UW Oshkosh's existing CNL master's program that is currently offered face-to-face. Teaching will be equally shared by the two institutions. Co-development of courses and revision of existing UW-Oshkosh face to face courses will be part of the collaboration. Discussions regarding the division of specific course assignments by institution and methods of communication between both institutions are underway between the nursing leadership at UW-Green Bay and UW-Oshkosh.

Entrance requirements at UW-Green Bay, in concordance with those at UW-Oshkosh, will include: a Baccalaureate degree in nursing from an National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program, current RN licensure, GPA of 3.0 (measured on a 4.0 scale), completion of an interview, and submission of graduate application, undergraduate transcripts and three professional references. GRE scores will not be required.

Degree completion requirements include 37 credits of coursework including 4 credits of practicum (224 hours) and a 5 credit immersion practicum (300 hours) in the final semester. Practicum I (2 credit) will focus on an introduction to the CNL role and assessment of clinical outcomes. Practicum II (2 credits) will have an emphasis on leadership in the CNL role. The immersion practicum (5 credits) is a

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synthesis of all CNL skills. Practicum experiences will be arranged with health care facilities as close as possible to students' home or work. Clinical preceptors within the healthcare institution will be designated. Consistent with CNL programs across the nation, a master's project, rather than a thesis, will be required. Master's projects will be started early in the CNL specific coursework and must be completed in the final semester under the supervision of the immersion practicum instructor. Master's projects will be clinically focused (e.g., improvement project at the microsystem level) and in a format suitable for public dissemination (e.g., manuscript for publication). The program will prepare graduates to take the CNL nursing certification exam given by the AACN.

3.4 Interrelationship with other Curricula

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

3.5 Accreditation requirements

UW-Green Bay will develop the master's program using the AACN's (2010, 2007) *Essentials of Master's Education in Nursing* and CNL curriculum. In consultation with AACN and the Commission on Collegiate Nursing Education (CCNE), UW-Green Bay will follow standards and procedures for accreditation for Baccalaureate and Graduate Degree Nursing Programs (CCNE, 2009) and undergo CCNE accreditation review.

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

A letter of intent to request an accreditation review for a new degree program at UW-Green Bay will be submitted to CCNE 12-18 months before an on-site evaluation is desired (tentatively June 2011). Because new programs need to have enrolled students in the program for at least 2 semesters before

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hosting an on-site accreditation evaluation, the on-site accreditation evaluation would tentatively take place in fall 2012. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE accreditation.

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

3.6 Diversity

The online nature of the proposed program makes it accessible to nurses in all areas including rural and underserved areas. Fully online programs allow nurses working full-time and with busy family and community commitments to complete graduate education. Marketing efforts will include areas in the state where students with diverse backgrounds are located. For example, program information will be made available through employers of nurses and schools of nursing in those areas as well as through newsletters of diverse nursing associations (e.g., Hispanic and Black nursing organizations). Clinical preceptors from healthcare institutions will add diverse perspectives as well. Infusion of knowledge related to cultural diversity will be integrated into coursework and diverse populations will be represented in clinical settings used for practicum courses.

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3.7 Collaboration

The UW-Oshkosh's Dean of Nursing, Rosemary Smith, documented in a memo (dated January 29, 2010) the desire to collaborate in online CNL course sharing and their intent to submit a conversion request to move their existing face-to-face CNL program online. A number of meetings have occurred with UW-Oshkosh and UW-Green Bay nursing administrations. It has been agreed upon that each institution will instruct half of the courses in the CNL master's curriculum each year. Because students in each program will take courses taught by the other program, principles of collaboration have been developed. A central principle of collaboration is equity of per credit cost for each course regardless of institution. Evaluation of the overall collaboration, a second principle of collaboration, will occur at designated intervals. New online courses will be developed and some existing courses at UW-Oshkosh will be modified to an online format. Initial responsibilities have been outlined for course development and course instruction.

Students will apply to and be granted a degree from UW-Green Bay. Similarly, UW-Oshkosh, students will apply to and be granted a degree from UW-Oshkosh. Students in the CNL program in each school will pay the same total tuition and fees.

3.8 Outreach

The nursing advisors and faculty currently visit educational fairs, and employers of nurses (e.g., hospitals) to provide potential students with information about UW-Green Bay's BSN program either in-person or through video and teleconferences. Informational packets are assembled including program brochures, credit transfer tables, comparative program and tuition data, etc. Individual credit transfer and academic planning consultations are offered to prospective students to assist them in making a decision to pursue further education. The program websites offer "chat" and "contact us" opportunities and staff

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members respond to questions submitted online. Toll-free phone numbers are advertised as an alternative for student inquiries. All of these channels will be easily adapted to outreach for the MSN program.

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

3.9 Delivery Method

The master's degree program will be delivered online using the campus D2L platform and UW-Green Bay technology support in the Learning Technology Center and Adult Degree Program. The nursing faculty has much knowledge and experience with online course development and delivery with two thirds of current students in the RN to BSN program taking all of their courses online. Course work will be primarily asynchronous; synchronous sessions in CNL specific courses may use web conferencing software (audio and video), such as Elluminate, currently supported by UW System.

4. NEED

4.1 Comparable Programs in Wisconsin

With UW System approval of the proposed UW-Green Bay program and development of online CNL graduate courses, the UW-Green Bay and UW-Oshkosh programs will be the only fully online master's CNL programs in the state. At this time, there are several face to face or hybrid CNL programs in Wisconsin. Within the UW System, UW Oshkosh currently has the only CCNE accredited master's program with a CNL emphasis. The current UW-Oshkosh CNL program, started in 2007, offers face to

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face courses and has a small enrollment. UW-Oshkosh is interested in collaboratively building online CNL courses and course sharing with UW-Green Bay. Collaboration between the two institutions will increase the robustness of the CNL emphasis in Wisconsin. UW-Milwaukee has plans to begin an Advanced Generalist Clinical Nurse Leader program in fall 2010; this program will have a limited number of online courses.

Outside the UW System, a CNL program is offered by Marquette University in Milwaukee which is CCNE accredited and not online. The Marquette University program is small with approximately 8 students (personal communication, Christine Shaw, July 3, 2009). Viterbo University in La Crosse has begun planning for a CNL program. The geographically closest nursing program to UW-Green Bay, Bellin College, offers a nursing master's programs in administration and education but does not have a CNL emphasis. Bellin College's master's programs are not fully online.

4.2 Comparable Programs outside of Wisconsin

Of the 81 CNL programs in the U.S (Fang et al., 2009), only a small number are fully online. Only two online graduate nursing programs with a CNL track for RNs are available in the neighboring states of Minnesota, Illinois, and Michigan. The online CNL programs include Saint Xavier University (Chicago) and St. Francis Medical Center College of Nursing (Peoria, IL). Curricula for these online CNL programs is similar to the proposed UW-Green Bay curriculum with foundational graduate courses, advance practice courses and CNL specialty courses. Other CNL programs in Illinois include Elmhurst College (Elmhurst), Illinois State University (Normal), Millikin University (Decatur), St. Anthony College of Nursing (Rockford), and West Suburban College of Nursing (Oak Park). Two CNL programs are located in Michigan including Saginaw Valley State University (University Center) and University of Detroit Mercy (Detroit). There are no CNL programs in the state of Minnesota.

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4.3 Regional, State and National Needs

A national movement is underway to educate baccalaureate prepared nurses at an advanced nursing level in the role of CNL. The American Association of Colleges of Nursing in collaboration with healthcare leaders developed the CNL role and associated curriculum in response to landmark reports describing the broken health care system and need for improved quality and safety. The CNL role is being implemented across the continuum of healthcare settings including inpatients units, emergency departments and specialty clinics. Numerous large healthcare systems, as well as independent hospitals, are on board with this new role. CNL master's programs are being developed across the country with initial programs on the east coast and southern areas of the United States. The Veteran's Administration (VA) has a strong commitment to introduce CNLs into all VA care settings nationwide by 2016 (US Dept of VA, 2009). The VA is interested in the development of online CNL programs to provide nurses with greater access to this type of educational preparation. UW-Green Bay will build partnerships with VA facilities including the new VA clinic in Green Bay, VA clinic in Appleton, King Veteran's Home in King, WI and VA Hospital in Iron Mountain, MI. Other area hospitals have expressed interest in a partnership with the university.

In an effort to evaluate the regional need for CNLs, a needs survey was conducted by the University of WI Green Bay Professional Program in Nursing in March 2009 with a random sample of nursing directors from 124 Wisconsin rural and urban hospitals and health centers listed on the *Wisconsin Hospitals by County* website (Wisconline, 2010). Seventeen responses (44%) were collected from the 38 organizations surveyed. Results of the needs survey indicated significant interest in master's level CNL students and graduates.

- 76 % of respondents felt that having a Clinical Nurse Leader employed at the institution would be useful to very useful.

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- 88 % expressed interest in having a member of their nursing staff complete coursework toward a CNL master's degree.
- 94 % indicated willingness to allow a CNL student to complete master's CNL practicum hours and project in their facility.
- 94 % expressed interest in adding one or more CNLs in their institution over the next five years.

Data suggest a need for the skill set of master's prepared CNLs by Wisconsin healthcare system employers. In response to a question regarding advanced skills used by master's prepared CNL nurses, respondents indicated the following skills would be valuable to their institution:

- Leadership skills related to quality and safety at the point of care (88%)
- Coordination of strategic change with interdisciplinary teams (88%)
- Process analysis to improve aggregate patient outcomes (82%)
- Design of patient care standards based on current evidence (76%)
- Advanced physical assessment skills (65%)

Additional comments from respondents suggested CNLs could also function in the role of a Clinical Nurse Specialist. CNLs would be well suited to work in nurse educator or quality improvement roles in healthcare systems. The need for CNLs in healthcare systems is developing as this new practice role becomes more familiar to employers and as cost savings, especially with the Centers for Medicare and Medicaid Services (CMS) core measures, are recognized in settings that have integrated CNLs into the care delivery model (Stanley et al., 2008).

Additionally, there is a demand for nurse educators throughout the country. CNLs will be equipped to teach in associate degree as well as baccalaureate nursing programs. The master's curriculum, providing emphasis on pathophysiology, advanced assessment, pharmacology, evidence-based practice, and information technology, addresses critical areas of concern in associate and baccalaureate nursing

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education. For example, Kay Tupala, Associate Dean of Health and Community Services at Northeast Wisconsin Technical College, stated that the institution would hire a CNL as faculty. A CNL would be qualified to work as a lecturer or ad hoc faculty in the baccalaureate nursing program at UW-Green Bay.

4.4 Student demand - Future Enrollment

With UW-Green Bay's concentration on online nursing education, both the Professional Program in Nursing and Continuing Education Outreach and E-Learning (CEOEL) receive over 70 requests a year from potential students for online master's programs. Data collected over a five year period from the UW-Green Bay alumni one year post graduation survey, identified that 33% were enrolled in or had completed a master's program (UW-Green Bay Professional Program in Nursing Self-Study Report, 2005).

A 2008 survey of current students and new graduates showed that 27% were extremely or very interested and 33% were somewhat interested in beginning an online MSN program with a CNL emphasis at UW-Green Bay. In response to open ended questions, survey participants expressed desire for an online program from a credible master's degree granting institution. Many students commented on the quality of UW-Green Bay in considering a master's program. One student comment indicated, "Reputation and current experience with UW-GB would greatly interest me in completing a Master's with UW-GB." Online course work was identified by numerous students as important with one survey participant stating, "I would prefer online, much like my BSN as I work full time and have a young family. The BSN completion program thru CNP [now called BSN@Home] was fantastic! I felt like a success and the value of the program is priceless. It was intensive but the support made it workable." Another student comment included, "I definitely feel online courses would be a big sell. I have only found Concordia University in WI to offer a complete online/ distance learning [master's] program." One student looking for a CNL program stated, "I recently was admitted to Spring Hill College for the CNL program because UWGB did

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not offer one at the time. My employer CAVHS in Little Rock, Arkansas is just writing the scope of practice for CNL so that they can pilot a program at the hospital.”

Projections for anticipated enrollment at UW-Green Bay would start at 6 students in the implementation year and rise to 22 students by year 4 (see table below). Attrition and graduation are considered in total enrollment projections.

UW-Green Bay Projected Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New students admitted	6	8	10	10	10
Continuing students	0	5	10	12	12
Student attrition	0	1	1	2	2
Graduating students	0	2 (2 that started in yr 1)	7 (other 4 who started in yr 1 and 3 who started yr 2)	8 (other 3 who started in yr 2 and 5 who started in yr 3)	9 (other 3 that started in yr 3 and 6 that started yr 4)
Total enrollment	6	13	20	22	22

4.5 Collaborative or Alternative Program Exploration

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Collaboration among UW schools is highly valued in the UW System and benefits each partner with resource sharing and development of relationships. The program will be offered through collaborative programming with UW-Oshkosh. Each student would apply to and be granted a degree from either UW-Green Bay or UW-Oshkosh, whichever the student chooses.

4.6 On-campus program

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

5. ASSESSMENT AND ADVISING

5.1 Assessment

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

- **Enrolled students:** Mastery of course specific content will be evaluated through individual course evaluation methods and completion of a practicum evaluation tool by both students and faculty. A portfolio including artifacts demonstrating successful application of the program outcomes will be developed for faculty review (as well as review by prospective employers). Faculty will evaluate development and growth in the areas of CNL competencies as students complete the three practica and progress through the program.
- **Graduates:** Graduates will complete a Program Satisfaction Survey, Career Update Survey, and Proficiency Survey (self report on the degree to which a student has met the program outcomes) upon graduation.

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- **Alumni:** At one year post graduation, alumni will be asked to complete a Proficiency Survey and Career Update Survey. The percentage of students that take and pass the CNL certification exam will be monitored.

Other direct methods to evaluate the program include an Employer survey, Preceptor/Mentor Feedback evaluation from the immersion practicum, and review of formal student grievances on a yearly basis. Students will be asked on the graduate surveys for the name and contact information of their employer. Employers will be sent a survey after graduation to assess their perceptions of how well the program prepared the students to apply and utilize the program outcomes in clinical practice.

Indirect measures will include review of aggregate student performance in core courses as well as comments and feedback provided by the Nursing Advisory Committee (representatives from healthcare institutions and educational institutions outside of UW-Green Bay). The Nursing Advisory Committee meets yearly to provide feedback on various aspects of the nursing program at UW-Green Bay.

Implementation of an assessment and evaluation plan will be the responsibility of the Assessment and Evaluation Committee (AEC) which is already in existence. This committee will distribute surveys, analyze data, and provide a report of findings to the general nursing governance committee (NUFO). Findings will be used to facilitate ongoing program improvement.

5.2 Advising

The UW-Green Bay Professional Program in Nursing has two experienced nursing advisors (total of 1.5 FTE) who work directly with online and campus nursing students. The advisors perform community outreach, recruitment and communications with potential nursing students to assist and advise potential students with application, financial aid, academic plans and registration for courses. The Advisors support admitted students with credits evaluations, academic planning, monitoring progress toward degree completion and registering for classes. Nursing advisors publish program newsletters,

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coordinate graduation socials, and maintain program databases and websites. The advisors coordinate with the UW-Green Bay departments of Admissions, Registrar's Office, Bursar's Office, Office of Financial Aid, and Academic Advising. Existing advising and support services will be extended to graduate students.

5.3 Access for Individuals with Disabilities

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

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

6. PERSONNEL

6.1 Current Faculty Requirement

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There are adequate numbers of doctoral prepared faculty (6 FTE) and sufficient expertise at UW-Green Bay to implement the proposed nursing master's program. Doctoral faculty are interested in teaching in a master's program with a CNL emphasis and have been attending national meetings about the CNL role and curriculum requirements. Faculty skills and expertise are well suited to develop a CNL master's program. A total of .29 existing faculty FTE will be needed in the first year of the CNL master's program and a total of .48 existing faculty FTE will be needed in subsequent years. See 9.1 budget narrative for instructional costs. Collaboration with UW Oshkosh (as described in section 3.7) will further support implementation of this proposed program.

6.2 Additional Faculty Requirements

While no additional tenure track faculty are required to initiate the proposed program, additional Associate Lecturers (ad hocs) will be used to teach select course sections or cover undergraduate sections currently taught by faculty. New permanent positions are not planned. Efforts will be expended to increase instructor diversity consistent with university diversity initiatives.

6.3 Academic Staff

Qualified instructional academic staff are available in the region to support the master's program. A cadre of master's level and doctoral prepared ad hoc instructors are used in the undergraduate nursing program and are qualified to teach graduate courses. Additional instructional staff of .15 FTE will be secured in the first year to augment existing instructional resources; subsequently .30 FTE instructional staff will be added.

Current non-instructional academic staff in nursing advisor positions (1.5 FTE) will contribute, along with instructional faculty, covering advising of graduate students in the first year. Additional advising time of .25 FTE in year 2 and 3 will be added.

6.4 Classified Staff

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The current Administrative Department Associate (1 FTE) will be assigned to assist with the master's program along with undergraduate program duties. Administrative support of .20 FTE in year 2 and 3 has been budgeted to assist with CNL program marketing, website development, and enrollment tracking.

7. ACADEMIC SUPPORT SERVICES

7.1 Library Resources

Current library resources are well suited for an online graduate program. The nursing program has worked closely with library staff to build library resources for distance students and faculty teaching online. The Cofrin Library has a librarian with the title of "Reference Librarian and Distance Education Support Coordinator" who is available to faculty and periodically surveys faculty to determine the needs of online instructors related to library resources. This librarian has dealt with increasing access to electronic nursing journals and databases. The library set up in 2009 a web page specifically for nursing distance education students and faculty. The library and nursing faculty have worked together to make online tutorials for students available (e.g., How to Search Databases and APA format).

7.2 Access to Student Services

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

Counseling services are more difficult to access for online students and a range of outside options are encouraged as well. Physical and mental health resources (e.g. UW-Green Bay Health and Counseling Center, and Family Services Association of NE Wisconsin Crisis Center) are listed on the

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nursing website. Wisconsin distance students are directed to primary care providers, local public health departments (especially for practicum immunizations and titers), and 211 Information and Referral line.

7.3 Access to Library and Learning Resources

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

7.4 Technical Support

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

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

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Academic and all other student questions (e.g., billing) can be handled via phone call or e-mail with the appropriate department at UW-Green Bay or initially through a nursing advisor.

Students will be able to responsible for check the Student Information System (SIS) for tuition invoices. The student's tuition and fees will be calculated and posted on their Student Center Page in the SIS.

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

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

8. FACILITIES – EQUIPMENT

8.1 Capital Resources – Existing Facilities and Capital Equipment

The Professional Program in Nursing will move into a newly remodeled suite located on third floor of Rose Hall in January 2011. The new space will offer an open reception area welcoming existing and prospective students and visitors. Each office will be equipped with computers which are replaced every three years per University policy; internet access will be available in all offices. A large workroom/storage area, available to nursing faculty and staff, has been designed in the central area for shared office equipment and other department resources including catalogs, reference materials, textbooks and department library. Two closed areas are planned for storage of confidential records and overflow documents. Additional office space includes a small conference area, work space for Ad Hoc faculty and

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a student worker, and nursing advisor offices. A shared large conference room will be located adjacent to the nursing suite.

The Nursing Lab is located in Mary Ann Cofrin Hall. This classroom/lab is IT equipped with teaching computer, internet access, and presentation boards. Taping of lectures can be done in the lab for online course content. It is a fully equipped teaching lab with ten curtained patient examining areas, life size simulation mannequin and other health assessment equipment for teaching and refining assessment skills. Both the nursing office suite and lab are accessible for individuals with disabilities.

Nursing faculty have access to a Mediasite Recording Room in Mary Ann Cofrin Hall to develop online course content. Faculty can use web capture technology to develop lectures with PowerPoint and video clips in the recording room. These “captures” can be put on the vendor’s server and placed in courses as links. Faculty also have headsets and cameras at their computers to create audio and video course materials for online courses.

8.2 Capital Budget Needs – Additional Facilities and Capital Equipment

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

8.3 Clinical Facilities

Although the course work will be offered online, clinical placements requiring hands on care are an important component of the curriculum (i.e., practicum courses, CNL Immersion practicum). UW-Green Bay has existing relationships and experience with community based clinical placement sites as part of the baccalaureate level NURS 445 course. Development of new partners and extension of existing partners will be part of the planning process needed to provide graduate level placements. Based on existing relationships and discussions, formal partnerships will be undertaken with Aurora Health System, the Veterans Administration, Bellin Hospital, and other health facilities including long term care facilities in rural communities. Each student in the Clinical Nurse Leader Immersion Practicum (300 hours) will be

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in a healthcare setting supervised by a clinical preceptor. Practicum sites will be arranged at healthcare settings near the student's home or work.

Initial contact to practicum settings requesting placement of a UW-Green Bay student will be made by nursing faculty. Students will be required to complete a background check, provide detailed health and immunization records and sign a confidentiality agreement for the practicum setting. Student records are secured within the nursing department at UW-Green Bay. Contracts will be established with the practicum sites through the UW-Green Bay Risk Management Office (working with the nursing program). Documentation of the practicum site credentials (e.g., mentor credentials and years of experience) and specified number of hours of practical learning experiences will be maintained by the nursing program. Both students and practicum site preceptors will complete written evaluations upon the completion of the clinical experience.

8.4 Security

This distance education program will go through the standard and rigorous curricular approval process steps including approval from the department, college, Graduate Curriculum Committee Academic Affairs Committee, Faculty Senate, and Provost/Chancellor. This new major will also include the additional steps required at the System level. Individual courses receive approval from department, college and curriculum committee review. Additionally, the program will be accredited by the Commission on Collegiate Nursing Education (CCNE, an organization that is officially recognized by the U.S. Secretary of Education as a national accreditation agency). The CCNE includes its own criteria for accrediting distance education programs. Likewise distance education courses undergo the same review processes as those offered in a face to face manner. Faculty and academic staff have access to group training and individual consultation regarding teaching/learning via distance education, and in particular

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using course management software. Faculty and academic staff teaching via distance education courses undergo similar evaluation processes as those teaching in a face to face modality.

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

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

9. FINANCE

9.1 Operating Budget and Budget Narrative

The proposed UW-Green Bay online master's program will use a cost recovery model. Tuition collected will be used to cover the costs of instruction, administration, technology support, advising, and marketing. A cost recovery model is also planned by the UW-Oshkosh CNL master's program. Both institutions have agreed that the sum of tuition plus fees will be the same at both institutions given that UW-Green Bay students will be taking courses from UW-Oshkosh and vice versa. A tuition rate will be proposed based on further discussion with financial personnel from UW-Green Bay and UW-Oshkosh.

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An estimate of per credit tuition plus fees is approximately \$522 and this rate has been used to calculate anticipated program revenue.

“Current” and “additional” costs and resources for implementation of the program over the first three years are listed in the budget table below. **Current costs and resources** are those that support existing personnel and/or courses that will be incorporated into the proposed program. UW-Green Bay faculty do not currently teach master’s courses so faculty/instructional staff are not listed under current costs. An academic staff (advisor) of .1 FTE (cost of \$4500) and administrative support (Academic Department Associate) of .1 FTE (cost of \$3350) will be used in the first year of the proposed program (total cost of \$7850). **Additional costs and resources** are those that will be added to the department budget to support additional personnel and/or courses required by the proposed program. In the first year, UW-Green Bay will be responsible for teaching 10 graduate credits and will use UW-Green Bay faculty to teach 6 credits (.29 FTE of a 21 credit load) and Associate Lecturers to teach 4 credits (.15 FTE of a 27 credit load) . Total teaching FTE required will be .44 and will cost \$31,418. The personnel cost estimate is based on an average annual salary and associated fringe benefit rates at the given percentages. Non-personnel costs (e.g., supplies, marketing) are estimated at \$4000 for year 1.

Estimated year 1 revenues will be \$40,716 which is based on the projected enrollment of 6 part-time students taking 13 credits each over the academic year (78 total credits) at a tuition rate of \$522 per credit.

In the second year, UW-Green Bay will be responsible for teaching 18 graduate credits and will use UW-Green Bay faculty to teach 10 credits (.48 FTE of a 21 credit load) and Associate Lecturers to teach 8 credits (.30 FTE of a 27 credit load) . Total teaching FTE required will be .78 and will cost \$54,524. This cost estimate is based on an average annual salary and associated fringe benefit rates at the given percentages. Additionally in year 2, advising of .25 FTE and administrative support of .20 FTE will

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be added for a total cost (salary and fringe benefits) of \$17,854 and \$12,047 respectively. Total personnel cost will be \$84,425. Non-personnel costs (e.g., supplies, marketing, travel to partner practicum sites) are estimated at \$3000 for year 2. An additional \$2,000 is budgeted for the initial accreditation cost.

Estimated year 2 revenues will be \$90,828 which is based on the projected enrollment of 8 new part-time students taking 13 credits each over the academic year (104 total credits) and 5 continuing students taking 14 credits each (70 total credits) at a tuition rate of \$522 per credit.

In year 3, the costs of instruction, advising and administrative support will be the same as in year 2. Total personnel cost will be \$84,425. Non-personnel costs (e.g., supplies, marketing, travel to partner practicum sites) are estimated at \$5000 for year 3. An additional \$7,450 is budgeted for accreditation costs (\$7000 for site visit evaluation and \$450 annual fee).

Estimated year 3 revenues will be \$140,940 which is based on the projected enrollment of 10 new part-time students taking 13 credits each over the academic year (130 total credits) and 10 continuing students taking 14 credits each (140 total credits) at a tuition rate of \$522 per credit.

Budget Format: Authorization to Implement

UW-Green Bay Estimated Total Costs and Resources for Initial Three Years

CURRENT COSTS	FIRST YEAR		SECOND YEAR		THIRD YEAR	
	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff						
Graduate Assistants						
Academic/Classified Staff	.2	7850				
Non-personnel						
Supplies & Expenses						
Capital Equipment						
Library						
Computing						
Other (Define)						

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Subtotal		\$7850				
ADDITIONAL COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	.44	31,418	.78	54,524	.78	54,524
Academic/Classified Staff			.45	29,901	.45	29,901
Non-personnel						
Supplies and expenses		4000		3000		5000
Other (accreditation fee)				2000		7450
Subtotal		\$35,418		\$89,425		\$96,875
TOTAL COSTS		\$35,418		\$89,425		\$96,875
CURRENT RESOURCES						
General Purpose Revenue (GPR)						
Gifts and Grants						
Fees						
Other						
Subtotal						
ADDITIONAL RESOURCES						
GPR Reallocation (Specify Source)						
Gifts and Grants						
Fees						
Other - tuition		\$40,716		\$90,828		\$140,940
Subtotal		\$40,716		\$90,828		\$140,940
TOTAL RESOURCES		\$40,716		\$90,828		\$140,940

9.2 Operating Budget Reallocation

Existing resources, use of a cost recovery model, additional ad hoc instruction, and collaborative course offerings with the UW-Oshkosh CNL program will be used to implement this program. If early

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enrollment is not at projected levels, a contingency plan has been developed that will involve a slower phase-in of the program with fewer courses taught and fewer resources needed.

9.3 Extramural Research Support

No extramural research support is anticipated.

9.4 Costing Methodology

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

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

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5. Given the online nature of the program (course) delivery, tuition will be charged outside the credit plateau (e.g., each distance education credit will be charged at the per credit rate). This method is consistent with UW System and UW Green Bay principles and practices.

The tuition/fees will be the same per credit at both UW-Green Bay and UW-Oshkosh. A tuition rate will be determined with input from financial personnel from UW-Green Bay and UW-Oshkosh. An estimate of per credit tuition/fees is \$522. This amount is based on the projected program costs and is competitive with comparable programs in the Midwest which range from \$472 to \$865 per credit. UW-Green Bay's current tuition for graduate online education is \$372.55 per credit. The UW-Oshkosh campus (face-to-face) graduate nursing credit tuition is \$372.99 (420.99 per credit including segregated fees).

9.5 Commitment to Maintain Program

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

Students and employers are interested in graduate education in nursing. Numerous employer scholarships and /or tuition reimbursement programs are available to students to foster advanced education for nurses. For example, the VA offers generous tuition support for employees pursuing CNL preparation. Healthcare institutions are eager to have nurses prepared at the highest levels possible and many are willing to provide financial support to nurses for CNL education. The proposed program is an innovative (e.g., online, CNL emphasis) and efficient (e.g., course sharing with UW-Oshkosh) way to

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serve student and healthcare organizations with a quality graduate program with a Clinical Nurse Leader program.

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June 18, 2010

Dr. Susan Gallagher-Lepak
Interim Chair and Assistant Professor
Professional Program in Nursing
2420 Nicolet Drive
Green Bay, Wisconsin 54311-7001

Dear Dr. Gallagher-Lepak:

It was a pleasure serving as a consultant and reviewing your proposal for authorization to implement an online Master of Science in Nursing (MSN) with a Clinical Nurse Leader (CNL) emphasis at University of Wisconsin-Green Bay. I enjoyed the June 14 teleconference and interactions with you and the other members of the core planning team, Dr. Block, Dr. Kubsch, Dr. Reilly, and Dr. Vandenhouten.

This report summarizes my impressions of the document I received on May 22, 2010 and our teleconference on June 14. I also reviewed information on your website and the website of your sister program at University of Wisconsin-Oshkosh. I hope you will find the report useful as you move forward with your proposal.

Program Need:

The proposal is based on one-year post graduation survey data collected over a five year period from UW-Green Bay Professional Program in Nursing alumni and makes a strong case for the need for and value of an online MSN with CNL emphasis at UW-Green Bay. In 2005, a third of alumni were enrolled in or had completed a MSN. In 2008, a third of alumni were interested in beginning an online MSN with a CNL emphasis at UW-Green Bay. Health care providers are continuously being challenged to improve efficiency, cost effectiveness, and safety. In an attempt to streamline care, patients are now managed by multidisciplinary specialties which identify and treat specific symptoms with increasing expertise, but which also promotes an increasingly fragmented health care system with gaps in both communication and collaboration. The CNL role has been developed to address the need for leadership in collaborative care at the patient care level. The proposed program builds on the UW-Green Bay Registered Nurse (RN) to Bachelor of Science (BSN) program that has been in existence since 1981 and the online BSN@Home completion program started in 1996. A strength of the proposal is the UW-Green Bay MSN program will be totally online and involve course sharing and collaborative programming with UW-Oshkosh's MSN program with the CNL emphasis. The UW-Oshkosh program is partially online at the present time. Practicum experiences would be arranged with health care facilities near student's home and work. These arrangements are appealing to working RNs with families who wish to advance their nursing education but do not wish to move or travel great distances away from their homes and families.

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Marketability of Graduates:

The proposed program of study prepares graduates in the end-of-program competencies recognized by the American Association of Colleges of Nursing (AACN) as essential for the broad knowledge and clinical expertise nursing leaders from the practice and academic setting identified as necessary to address the many challenges related to patient care in the current health care delivery system. Based on a needs survey conducted by UW-Green Bay Professional Program in Nursing in March, 2009, 88% of the nursing directors who responded expressed interest in having a member of their nursing staff complete coursework toward a CNL, masters degree and 94% expressed interest in adding one or more CNLs in their institution over the next five years. In addition, the program equips graduates to teach in nursing programs. The proposal would be strengthened by face-to-face meetings with nursing directors in the surrounding rural and urban areas UW-Green Bay serves and including their written letters of support for the program with the final proposal.

Curriculum:

The proposed program of study draws upon existing strengths and resources already in place and is consistent with nationwide trends for the education and role of the CNL. While course syllabi were not included with the proposal, it was proposed and stated in the June 14 teleconference that the curriculum would be congruent with the sister program at UW-Oshkosh. My review of the UW-Oshkosh course descriptions resulted in course descriptions reflecting the course work, practicum experiences, and residency expected of CNL students in AACN accredited masters programs. The proposal would be strengthened by assigning specific CNL role functions and required clinical experiences to accomplish specific end-of-program competencies to the practicum courses that come before the culminating CNL residency experience.

Core Faculty:

There are five (5) doctoral prepared faculty on the core planning committee. CVs of proposed core faculty were not included with the proposal so I cannot comment on appropriate credentials and experience. A strength of the proposal is faculty have interest in teaching in a master's program with a CNL emphasis and have been attending national meetings about the CNL role and curriculum requirements. For the final proposal it would be good to include a table indicating by name, degrees, assigned FTEs to the masters program, and what they will teach. Clearly define all costs and resources required for the proposed program so underestimated costs or overestimated resources are not a concern in your later reviews. Faculty even if reassigned to teach part-time in the program should be included as a current cost. A strength of the proposed program is your plans for involvement of a CNL as instructional faculty.

Summary:

The proposed totally online collaborative masters program in nursing with CNL emphasis has the potential to distinguish itself as being the first completely online CNL program in the state of Wisconsin. This should attract highly qualified and diverse applicants in the region and nationwide. The proposed number of students and level of

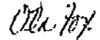
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student support and resources are appropriate and consistent with similar size programs nationwide. The vision and creativity of the core planning committee in proposing this collaborative venture are noteworthy. This program would be unique in being an online CNL program that administratively bridges two nursing programs in the UW system to maximize educational opportunity effectively and efficiently through the sharing of resources.

I hope that this report is helpful as you move forward with your proposal. It has been a pleasure to serve as an outside reviewer.

Respectfully Submitted,



Ola Fox, DNS, BC, GNP, CNL

August 20, 2010

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

Linda Roussel, DSN, RN, NEA-BC, CNL

**Educational/Administrative Consultant
University of South Alabama College of Nursing
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251-609-1585**

Consultant Report: University of Wisconsin—Green Bay, Wisconsin

This report serves as a follow-up from an extensive review of the University of Wisconsin—Green Bay CNL Masters program proposal and a core planning team meeting via teleconference on June 14, 2010. The core planning meeting via teleconference was held with the following members:

Derryl Block, Interim Dean, College of Professional and Graduate Studies
Susan Gallagher-Lepak, Interim Chair, Professional Program in Nursing
Sylvia (Mimi) Kubsch, Associate Professor, Nursing
Janet Reilly, Assistant Professor, Nursing
Christine Vandenhouten, Assistant Professor Nursing

Overview:

This consultant was impressed with the history of the program building from the BSN@Home program which provided an online RN to BSN Completion program for nurses throughout the state of Wisconsin. This collaborative program with four other UW nursing programs facilitates an excellent foundation for the CNL program. Additionally, the master's level CNL preparation aligns with the select mission of the UW-Green Bay by emphasizing the interdisciplinary problem-focused learning and engaged citizenship. This prepares nurses at an advanced level to manage and coordinate care to improve patient outcomes. Based on the foundational work of UW, students and graduates learn, develop and apply the skills to exemplify engaged citizenship in implementing the advanced generalist CNL role. It is evident that the students' learning objectives are based on the AACN Essentials in Master's Education as well as the CNL White Paper.

Academic Objectives and Student Learning Outcomes:

The consultant reviewed the CNL Plan and study and the course descriptions, cross walking student learning objectives:

- Integrating the science of nursing and related sciences into the delivery of advanced nursing care (Scientific Underpinnings for practice):
 - Advanced Nursing Research (3)
 - Advanced Nursing Theory and Quality Improvement (3)

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- Advanced Health Assessment (3)
- Pathophysiology (3)
- Epidemiology (2)
- Pharmacotherapeutics (3)

- Apply leadership and decision-making skills in the organization of nursing care at the microsystem level (Organizational and systems leadership)
 - Health Policy & Systems (2)
 - Advanced Leadership in CNL Role (2)

- Use data to monitor outcomes and care processes to improve the quality and safety of patient care (Quality Improvement and safety)
 - Health Promotion in Advanced Nursing (2)
 - Advanced Nursing Ethics (2)

- Lead in the process of retrieval and synthesis of evidence to improve care to patient aggregates (Transitional scholarship for evidence-based practice and innovation)
 - Advanced Leadership in CNL Role (2)

- Analyze information and patient care technologies to optimize patient safety, cost effectiveness, and outcomes of care (Info systems/technology and patient care technology for improvement of healthcare)
 - Health Promotion in Advanced Nursing (2)
 - Foundations of Education-Clinical Practicum I (1) (60 clinical hours)

- Analyze legal, regulatory, and political influences on nursing, healthcare delivery and outcomes (Health Policy & advocacy)
 - Health Policy and Systems (2)

- Develop skills and knowledge to develop and lead interprofessional teams and partnerships (Inter-professional collaboration for improving patient and population health outcomes)
 - Advanced Leadership in CNL Role (2)
 - Clinical Nurse Leader-Clinical Practicum II (1) (60 clinical hours)

- Design and deliver clinical prevention and health promotion interventions to individuals, families, communities and aggregates (Clinical prevention and population health for improving health)
 - Health Promotion and Advanced Nursing (2)
 - Clinical Nurse Leader-Clinical Practicum III (2) (120 clinical hours)

- Actualize a personal philosophy of nursing that reflects a commitment to nursing and values-based professional practice (Advancing professionalism and professional values)
 - Nursing Healing Interventions (3)

- Provide expert level healthcare that impacts safety and quality outcomes (Master's level practice)
 - CNL Immersion Practicum (5) (300 clinical hours)

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The overall CNL program total 37 credit hours with 540 clinical hours. Of the 540 hours, 300 hours are dedicated to the CNL Immersion experience. A full time student is able to complete the program in five (5) semesters: fall, spring, summer, fall, and spring. Part-time course work is also available, with a part-time plan over a 3-year period (5-7 credit each fall and spring, one summer of 3 credits). The CNL program is essentially online with the exception of practicum courses at clinical sites. Additionally, the Advanced Health Assessment course may include a 3 day on site skills component (to be determined later). The Proposal for Authorization to Implement An Online Master of Science in Nursing at UW-Green Bay describes the course sharing and co-teaching options. The entrance requirements at UW-Green Bay are in keeping with UW-Oshkosh and are aligned with the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE).

The above remarks represent strengths of the program, primarily related to the comprehensive nature of the program along with the consistency of how learning objectives, course description and accrediting bodies are cross walked. The consultant was impressed with the project being clinically focused and leading to a publically disseminated project (manuscript for publication). This would necessitate the student going through their Institutional Review Board (IRB) which may require an extension of students' program if delays and barriers present themselves (IRB challenges, manuscript rejections).

Recommendations:

1. Integrate content in Nursing Healing Interventions (3) into Health Promotion in Advanced Nursing (2), Foundations of Education-Clinical Practicum I (1), and Clinical Nurse Leader-Clinical Practicum II (1). This would then increase each of these courses by one (1) hour, maintaining the 37 credits for the program.
2. If students will be online for clinical practicum work, would recommend an on-site meeting prior to beginning the preparation for clinically focused project, i.e. Needs Assessment, Gap Analysis, etc. This would provide the students with the opportunity to interact with their faculty, peers and area clinical partners in the "translation" of research into evidence-based quality improvement projects. This has been time-intensive work (1:1 faculty-student-preceptor) and could address issues that all experience versus going over expectations repeatedly.
3. Provide public forum for student to present their clinically focused projects. The consultant was president of her local Sigma Theta Tau chapter which planned a Scholars' Day program for the CNL and DNP students to present their work. This has been well received by our students, community and clinical partners.
4. Provide selected learning activities which require the CNL student to self-reflect regarding their own leadership strengths, emotional intelligence, and ability to influence change. As a lateral integrator and change agent, it is imperative that the CNL student (graduate) is able to "take on" the responsibility of engaging others in the process, using sound research evidence to improve the quality of care at the microsystem level.

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American Association of Colleges of Nursing (2006). *End-of-program competences and required experiences for the Clinical Nurse Leader*. Retrieved from <http://www.aacn.nche.edu/CNL.htm>

American Association of Colleges of Nursing (2007). *White paper on the education and role of the Clinical Nurse Leader*. Retrieved from <http://www.aacn.nche.edu/CNLWhitePaper.html>

Institute for Healthcare Improvement (2001). *How to Improve*. Retrieved from <http://www.ihl.org/IHI/Topics/Improvement/ImprovementMethods/HowToImprove/setting+aims.html>

University of Wisconsin-Green Bay, Proposal for Authorization to Implement an Online Master of Science in Nursing at UW-Green Bay, 2010.

Date: October 6, 2010

To: AAC

From: Susan Gallagher-Lepak, Interim Chair of Nursing

RE: Response to 10-4-10 e-mail request from Steve Dutch, Chair of AAC

1. How will funds and resources be allocated between UW-Green Bay and UW-Oshkosh? What will happen if enrollment is lopsided, say 10 for UW-O and 2 for UW-GB?

Each institution will be financially responsible for the instructional costs for half of the courses. Each institution will have 15 seats in each CNL masters course. UW-Green Bay will collect tuition from all UW-Green Bay students (UW-Oshkosh will do the same for their students). UW-Green Bay will aim to meet enrollment projections. If enrollment projections are met, it will not be of concern that enrollment is uneven. If UW-Green Bay does not meet enrollment sufficient to cover costs, other revenue will need to be used to cover instructional costs or renegotiation with UW-Oshkosh regarding instructional load will need to be undertaken.

2. Can the program ride out temporary shortfalls in enrollment? If the program is one student short of making the necessary revenue, will it postpone offerings? If the program does plan to ride out shortfalls, where will it get the resources?

Yes, the program can temporarily ride out lower enrollment by using revenue from an existing cost recovery nursing program.

3. For students enrolled on line from distant locations, how will quality control be implemented for the clinical component of the program?

Quality will be maintained in clinical courses by various means including training of practicum site preceptors, contracts with practicum sites, evaluation by students of preceptors, and review by faculty of student practicum experiences. Practicum courses are currently offered by distance for current BSN students at UW-Green Bay, and faculty are well versed in the methods needed to ensure quality experiences for students.

4. Why would students choose to enroll at one of the two sponsoring campuses over the other? What if the enrollment becomes seriously skewed toward one institution?

A student may decide to enroll at UW-Green Bay for a number of reasons including previous completion of a BSN at UWGB, knowledge of the quality reputation of UWGB (the UWGB BSN-LINC national nursing program has name recognition throughout the country), marketing efforts, student friendly nursing program advisors, and geographic factors. Students may choose UW-Oshkosh because they want the option of other nursing masters programs (in case they would change their focus). See question #1 for uneven enrollment considerations.

5. Because this is a cost recovery financial model, graduate students cannot be counted in University headcounts. How does this impact the proposed increase in graduate students strategic plan?

This proposed masters program does not add to the university enrollment targets and has not been part of the graduate strategic planning. Decisions may be made at a future date, when program viability has been shown, to change the funding model to a GPR run program with receipt of additional FTE.

[Clarification from Tim Sewall was that the program *does* count toward headcount but does *not* count toward revenue targets.]

6. You assume that students will have an undergraduate course in management/leadership. What if they don't?

Management/leadership skills are considered core competencies for BSN graduates (Association of Colleges of Nursing, 2008). Students typically take an undergraduate management/leadership course in nursing. Many students will also have had management/leadership experience of some kind. Students may need to work with the course instructors or independently do additional reading to “get up to speed” if they have not taken this undergrad course or do not have some practical experience to bring to the masters level course.

7. What are the exact AACN Essentials for Masters Programs and why weren't they used as outcomes? How were they altered?

The AACN Essentials are periodically revised. The current draft revision of the AACN Essentials are very similar to the student learning outcomes listed in section 3.2 of the program proposal document. Small wording changes have been made to the AACN Essentials to create the learning outcomes.

8. You said the first accreditation will be retroactive to the day of the 1st accreditation. Should be retroactive till the beginning of the program for the first class?

CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE on-site evaluation. A new degree program should have enrolled students in at least 1 year (e.g., 2 semesters) of the program before hosting an on-site evaluation. Given this, the timetable for accreditation would be, for example, enrollment of first students in fall 2011 and CCNE site evaluation in fall 2012 with graduation of first students (full-time students) in May 2013. With this example, accreditation would be retroactive to fall 2012 and occur prior to graduation of the first students.

[Accreditation can only take place after the program has been in place for two semesters. Since the program will take students a minimum of two years to complete, there should be no danger of students graduating from a non-accredited program.]

9. UW Milwaukee has an advanced generalist CNL master's degree with some on-line. How will you compete with the program?

The UW-Green Bay program will be attractive to students who want a fully online program and pull students from a broader geographic area.

10. Page 11 2nd to last line “no other program offer ENL CNL track” UWO does, Marquette does, but none are 100% on-line

This was an error and has been corrected. The last two paragraphs were combined to read, “While there are other master's programs in nursing offered in Wisconsin, no other programs offer a CNL

track. In the local area of Green Bay, for example, Bellin College offers nursing master's programs in administration and education but does not have a CNL emphasis. Bellin College's master's programs are not fully online."

11. ~~Page 26 evaluation. You said that faculty and staff go through semester evaluation—isn't that the same as face to face?~~

~~I believe the statement you are commenting on is: "Faculty and academic staff teaching via distance education courses undergo similar evaluation processes as those teaching in a face to face modality." I do not understand what your question is.—~~

[Disregard this question]

12. Will students pay tuition to UWO if they are registered as UW-Green Bay, or will the entire tuition be paid to their home campus even if the student is enrolled in a UWO course?

All courses will be listed in the UW-Green Bay timetable (also all courses will be listed on the UW-Oshkosh timetable). All tuition from UW-Green Bay students will go to UW-Green Bay regardless of whether the instructor originates from UWGB or UWO.

13. Will courses be put up through CEOEL or through UWGB?

Courses will be put up through UWGB.

14. Will the program be limited to students from WI and surrounding states. What if students from other states want to enroll?

Students will be primarily from Wisconsin and bordering states. Students from other states will be admitted if they meet entrance requirements.

15. What is different about this report from the one previously reviewed?

My planning team and I were busy over the summer with further planning for the proposed master's program and some changes were made to the document that AAC reviewed in spring 2010. The following is a review of the changes made and rationale for these changes (changes addressed by section number in the proposal document).

- **Section 2.3 Relation to Mission Statement and Strategic Academic Plan** (page 2 paragraph 3): This paragraph adds that two nursing consultants (both from online masters programs with a CNL emphasis) were hired to review the program proposal and meet with the UW-Green Bay masters planning team by audio conference. Both consultants supported the proposed program at UW-Green and gave constructive feedback to consider in program development. Consultant reports are attached at the end of the new proposal document.
- **Section 3.7 Collaboration** (page 9): Additional information was added to indicate that further planning has occurred with UW-Oshkosh nursing leadership including development of principles of collaboration, a financial model and further development of the curriculum. Major details of the financial model are covered in section 9 (finance). We are well on our way with curriculum and development of draft course descriptions and course objectives based on current CNL standards and competencies.
- **Section 6.2 Additional Faculty Requirements** (page 20) & **Section 9 Finance (9.1, 9.2, 9.3, 9.4)** (pages 27 – 31): Based on your May 5 questions on budget (third bullet on your May 5 memo) and a review of online graduate programs in all disciplines in the UW System, the decision was made to change the financial model of the proposed program to cost recovery (versus GPR funded which was initially proposed). In our review of online graduate programs

in the UW System, all programs that we identified were cost recovery. This is a major change and required a great deal of work and consultation with the UWGB Dean's office and UW-Oshkosh nursing leadership.

The budget format used is based on the UW System guidelines for Academic Program Review. The **budget table** on page 29-30 is the "tell all" with supporting narrative descriptions in section 6.2 (additional faculty requirements) and sections 9.1 – 9.4 (budget). **Total costs** of the program can be covered by **total resources** (revenue) each year. A cost recovery mechanism will allow the program to grow and be sustainable.

Report from Academic Affairs Council
November 11, 2010

Approved New Program for:
Nursing Masters Program

Approved Course Master Forms (substantial changes) for:
ACCT 410 (new course - credit for participating in VITA - Volunteers in Tax Assistance)
BUA 468 (new course - International Human Resource Management)
COMM 450 (new course - Theories of Conflict Management and Mediation)

Approved Program Changes for:
Accounting (new certificate)
Communication (accommodate a new course)
Environmental Policy and Planning (restructuring approved with clarifications)
Global Studies
Human Development
Political Science
Psychology
Public Administration (changes in courses in program course lists)
Public and Environmental Administration
Public Management (changes in areas of emphasis)
Social Change and Development (renamed to Democracy and Social Justice Studies)
Social Work (changes in major)

Most program changes reflect the creation of a new course and its inclusion into applicable catalog lists of requirements.