

## UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS - 2011-12

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
<a href="#">#11-01</a>	Resolution on Concealed Carry Law	9/14/2011
<a href="#">#11-02</a>	Joint Committee on Workload and Compensation	10/12/2011
<a href="#">#11-03</a>	Memorial Resolution for Charles Matter	10/12/2011
<a href="#">#11-04</a>	Resolution on Benefits Payment (Nine over Twelve)	10/12/2011
<a href="#">#11-05</a>	B.S. in Health Information Management and Technology	10/12/2011
<a href="#">#11-06</a>	Memorial Resolution for Thomas E. Van Koevering	12/7/2011
<a href="#">#11-07</a>	Resolution on Granting Degrees	11/16/2011
<a href="#">#11-08</a>	UW-Green Bay Policy on Post-Retirement Employment	12/7/2011
<a href="#">#11-09</a>	Change of Code for Graduate Program	1/26/2012
<a href="#">#11-10</a>	Change in Policy on Declaration of Major	1/26/2012
<a href="#">#11-11</a>	Change of Code regarding Merit Reviews	1/26/2012
<a href="#">#11-12</a>	New Unit in Theatre and Dance	1/26/2012
<a href="#">#11-13</a>	New Unit in Music	1/26/2012
<a href="#">#11-14</a>	Proposal to Eliminate Academic Staff Legislative Committee and Faculty Senate Standing Legislative Affairs committee and Create a Joint Committee on Legislative Affairs	2/15/2012
<a href="#">#11-15</a>	Proposal to Convert the Library and Instructional Technology Committee to a Joint Governance Committee	2/15/2012
<a href="#">#11-16</a>	Proposal to Convert the Committee on Awards and Recognition to a Joint Governance Committee	2/15/2012
<a href="#">#11-17</a>	Modification of Student Bereavement Policy	2/15/2012
<a href="#">#11-18</a>	Nominees for 2012-13 Faculty Elective Committees	3/7/2012
<a href="#">#11-19</a>	Proposal to dissolve Faculty Senate Committee on Planning and Budget	3/7/2012
<a href="#">#11-20</a>	Proposal for a M.S. in Nursing degree	4/11/2012
<a href="#">#11-21</a>	Resolution on Granting Degrees	4/11/2012

<a href="#"><u>#11-22</u></a>	Proposal to modify Awards and Recognition Committee	4/11/2012
<a href="#"><u>#11-23</u></a>	Proposal to modify Library and Instructional Technology Committee	4/11/2012
<a href="#"><u>#11-24</u></a>	Resolution from Committee on Workload and Compensation	4/11/2012
<a href="#"><u>#11-25</u></a>	Code Change to create Graduate Studies Council	5/2/2012
<a href="#"><u>#11-26</u></a>	Code Change in Graduate Faculty Status	5/2/2012
<a href="#"><u>#11-27</u></a>	Code Change in Periodicity of Senate Meetings	5/2/2012
<a href="#"><u>#11-28</u></a>	Proposal for M.S. in Sustainable Management	5/2/2012

**Faculty Senate Document #11-01 – Approved 9/14/2011**

**Resolution in response to 2011 Wisconsin Act 35 – Concealed Carry Law**

*Whereas* safety of all members of the campus community is the highest priority at UW-Green Bay, and

*Whereas* a safe and secure campus is an absolute prerequisite for effectively carrying out the University's mission, and

*Whereas* UW-Green Bay's longstanding weapons-free policy has always served the campus community well in these regards,

*Therefore*, be it resolved that the Faculty of the University of Wisconsin- Green Bay commends and supports our administration in its decision to maintain weapons-free campus buildings by posting appropriate signage.

**Faculty Senate New Business 4b 9/14/2011**

## **Senate Proposal for a Joint Faculty/Academic Staff**

### **Committee on Workload and Compensation**

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

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

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

**Memorial Resolution for Charles F. Matter**

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

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

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

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

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

## **UW-Green Bay Faculty Senate**

### **Benefit Payment Resolution**

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

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

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

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

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

**Proposal for Authorization to Implement New Program**

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

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

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

## Introduction

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

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

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

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

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

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

## **1. Program Identification**

### Title of Program

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

### Partner Campuses

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

### Department, College, School, or Functional Equivalent

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

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

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

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

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

### Timeline for Initiation

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

### Delivery

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

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

## **2. Context**

### History of Program

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

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

The key findings of the study were:

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

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

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

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

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

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

### **Relation to Institutional and System Mission**

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

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

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

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

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

### **3. Program Description**

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

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

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

### **UW System Requirements for an Associate Degree**

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

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

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

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

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

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

#### Home Institution Model

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

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

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

#### Time to Degree

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

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

### Internships

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

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

### Capstone Course

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

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

### Learning Outcomes and Overview of Curriculum

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

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

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

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

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

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

Graduates of the HIMT program will be able to:

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

#### Management

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

#### Technology

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

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

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

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

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

#### Program Structure

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

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

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

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

### Curriculum

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

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

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

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

### PROGRAM COURSE LIST

#### **Core**

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

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

### **Healthcare Management Track**

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

### **Healthcare Technology Track**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **HIMT 350: Statistics for Healthcare – UW-Stevens Point**

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

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

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

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

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

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

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

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

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

### **HIMT 365: Healthcare Economics – UW-Stevens Point**

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

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

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

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

Prerequisite(s): HIMT 300 Survey of Contemporary Computing

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

Prerequisite(s): HIMT 345 Programming and Software Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite(s): HIMT 350 Statistics for Healthcare

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

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

Prerequisite(s): HIMT 300 Survey of Contemporary Computing

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

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

Prerequisite(s): HIMT 355 Principles of Management

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

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

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

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

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

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

### **HIMT 490: Capstone– UW-La Crosse**

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

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

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

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

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

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

UW- Stevens Point (MAT 100)

UW-Green Bay (MAT 101)

UW-Parkside (MAT 111)

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

UW-Stevens Point (BIO 101)

UW-Green Bay (BIO 202)

UW-Parkside (BIOS 102)

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

UW-Stevens Point (COM 101)

UW-Green Bay (COM 133)

UW-Parkside (SPCH 105)

#### Interrelationship with Other Curricula

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

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

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

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

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

#### Accreditation Requirements

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

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

#### Diversity

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

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

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

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

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

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

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

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

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

### Collaboration

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

### Outreach

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

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

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

### Delivery Method

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

### **4. Need**

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

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

The key findings of the study were:

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

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

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

### A Lack of University Programs

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

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

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

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

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

Enrollment

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

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

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

### On-Campus Correlative

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

## **5. Assessment and Advising**

### Program Assessment

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

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

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

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

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

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

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

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

### Advising

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

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

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

### Access for Individuals with Disabilities

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

## **6. Personnel**

### Current Faculty Requirements

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

### Additional Faculty Requirements

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

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

## **7. Academic Support Services**

### Library Resources

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

Library Links for partner campuses:

UW Green Bay - Distance Learning Resources

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

UW Parkside – Distance Learning Resources

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

UW Stevens Point – Distance Learning Resources

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

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

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

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

Finally, UW-Extension will host a course –How to Take an Online Course<sup>1</sup> for the purpose of tutoring students new to online learning.

#### Access to Student Services

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

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

Students may utilize UW Colleges online placement testing if necessary.

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

#### Technical Support

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

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

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

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

## **8. Facilities and Equipment**

### Capital Resources

This is an online program.

### Capital Budget Needs

No additional capital budget needs are anticipated.

### Security

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

## **9. Finance**

### **Budget Narrative**

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

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

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

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

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

**Estimated Total Costs and Resources**

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

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

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

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

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

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

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

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

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

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

- Other (Supplies & Expenses) \$246,000:
  - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$18,000 represents \$500 per course section taught. \$18,000 includes \$500 per course section (as assigned to campuses) x 36 course sections.
  - **UW Campus Local and Regional Marketing (S & E)** - \$28,000 represents \$7,000 to fund local marketing at each of the four partner campuses. \$28,000 includes \$7,000 x 4 partner campuses.
  - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$200,000 for ongoing statewide marketing and public relations.

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

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

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

- Personnel 10.125 FTEs and \$1,021,360:
  - **UW Campus Course Development (FTE, Salary and Fringe)** - no FTEs or costs as faculty content development for 24 online courses is completed.
  - **UW Campus Course Instruction (FTE, Salary and Fringe)** - 6.75 FTEs and \$604,800 represents 0.125 and \$11,200 for instructional costs per course section. \$604,800 includes \$8,000 salary plus 40.0% fringe or \$3,200 per course (as assigned to campuses) for the teaching of 54 course sections.
    - **UW Campus Course Updates/Maintenance (FTE, Salary and Fringe)** - 0.875

FTEs and \$39,200 represents 0.125 FTEs and \$4,900 per course revision. Includes \$3,500 salary plus 40.0% fringe for 8 course revisions.

- **UW Campus Student Services Support (FTE, Salary and Fringe)** - 0.500 FTEs and \$30,800 represents 0.125 and \$7,700 to fund registrar services at each of the four partner campuses. \$30,800 includes \$5,500 salary plus 40.0% fringe or \$2,200 x 4 partner campuses.
- **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary and Fringe)** - UW-Extension 2.00 FTEs and \$346,560 for course revisions and maintenance. \$346,560 reflects a cost rate of \$76.00 per hour, the maintenance of 54 course sections at 40 hours per course section plus the revision of 8 courses at 300 hours per course. \$346,560 includes \$164,160 for the maintenance of 54 course sections@ \$76.00 per hour x 40 hours and \$182,400 for the revision of 8 courses @\$76.00 per hour x 300 hours.
- Other (Supplies & Expenses) \$255,000:
  - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$27,000 represents \$500 per course section taught for 54 course sections. \$27,000 includes \$500 per course section (as assigned to campuses) x 54 courses.
  - **UW Campus Local and Regional Marketing (S & E)** - \$28,000 represents \$7,000 to fund local marketing at each of the four partner campuses. \$28,000 includes \$7,000 x 4 partner campuses.
  - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$200,000 for ongoing statewide marketing and public relations.

### **Commitment to Maintain Program**

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

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

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

**Faculty Senate Old Business 4c 10/12/2011**

**Memorial Resolution**  
**Thomas E. Van Koevering, Professor Emeritus**

Thomas E. Van Koevering, 69, former Professor at the University of Wisconsin – Green Bay, died at his home in Sheboygan on Monday, April 25, 2011, comforted by his family. Tom was born October 19, 1941 in Grand Rapids, Michigan to Earl and Ruth (Freiberg) Van Koevering. He was raised in Jennings, Michigan by his aunt and uncle, Roy and Emma McConnell. Following high school, Tom furthered his education at Western Michigan University from 1958-62, where he received his BS Degree in Chemistry. He then attended the University of Michigan where he earned his Masters Degree in Science Education. Tom continued his studies at Western Michigan University where he received his Ph.D. in Science Education.

On August 4, 1962, Tom and Linda Brott were united in marriage in Wyoming, Michigan where Tom began his teaching career at the local high school. The family resided in Kalamazoo, Michigan before moving to Manitowoc in 1969. Tom and Linda spent a year in Malaysia where he taught chemistry and developed an educational curriculum. He served his church as Elder, deacon, bible study leader, and Sunday school teacher.

A UW-Green Bay professor of Education and chemistry, he retired in 2002 after a 33-year career that included not only distinguished service in the classroom, but also many projects related to science education outreach in the community. In fact, Professor Van Koevering earned the 1988 Founders Association Award for Excellence in Community Outreach, as well as numerous awards recognizing his professional accomplishments, including the Alumni Award in Science Education from Western Michigan University. For many years, he coordinated the Northeastern Wisconsin Science Forum for middle and high school teachers, which brought teachers to campus to gain up-to-date information in the sciences and to network with scientists and each other. Tom was a talented and versatile teacher. In addition to courses in education and chemistry, he also taught courses in physics, computer programming, and environmental science. He was very collegial, assisted many of his colleagues with their professional growth, and had a great sense of humor. According to Linda, “Tom truly loved teaching science. His students’ success was most important to him.”

In addition to his wife, Linda, Tom is survived by three children, Lori and Michael Brooks, Sheboygan; Michael and Jolene Van Koevering, Fishers, Indiana; and Angela and Thomas Sindelar, Manitowoc and his eight grandchildren. His family has donated a sculpture entitled “On Eagle’s Wings” for display on the Manitowoc lakeshore in his memory.

- Presented by Scott Ashmann

**Faculty Senate Document # 11-07 – Approved 11/16/2011**

**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 2011 Commencement.

**Faculty Senate New Business 3(a) 11/16/2011**

**Faculty Senate Document # 11-08 – Approved 12/7/2011**

**UW-Green Bay Policy on Post-Retirement Employment**

This policy establishes the parameters for hiring retired university employees<sup>1</sup>. All hires of retired university employees must also comply with the requirements of state law (ETF 10.08, Wisconsin Administrative Code).

1. The employment of retired university employees is intended to address short-term needs of the university and is not to be used as a substitute for hiring on-going employees. Consequently, the appointment period for a retired university employee generally should not exceed one year.
2. The hiring of a retired university employee is permitted only in specific circumstances. The Chancellor or Vice Chancellor for Academic Affairs or their designee must approve all appointments, in advance. Most of these circumstances are listed below.
  - The individual is needed on an interim basis while recruiting for a permanent employee or while decisions about the necessity of, or financial support for, the position are completed.
  - The individual's expertise and experience are needed for a specific project and/or position.
  - The individual is needed to teach classes when it is not possible to hire a faculty member.
  - Emeriti can be hired to fill teaching, research and other roles when other resources are not available, or the hire is due to the unique qualifications of the faculty member.
  - The individual is hired as an LTE for a specific event (e.g., a concert).
  - Other exceptional circumstances exist and can be documented.
3. Retired university employees may be hired into positions similar to those from which they retired without open recruitment. Hiring retired university employees into substantially different positions requires that university recruitment policies be followed. Retired university employees hired through a competitive civil service process are not subject to the one-year limitation.
4. Continuation beyond the initial appointment period requires the approval of the Chancellor or Vice Chancellor, in advance.

Contact the Office of Human Resources with questions about this policy.

*For purposes of this policy, “retired university employees” refers to those employees who are continuing their annuity during the period of reemployment. This policy does not apply to retirees who stop their annuity and return to WRS participation during the period of employment.*

**Faculty Senate Old Business 4(a) 12/7/2011**

**Faculty Senate Document # 11-09 – Approved 1/26/2012**

**Change of Code for Graduate Program**

Proposal is to eliminate struck-through sections and add boldface sections:

**UWGB 53.12 GRADUATE PROGRAM**

A. Graduate Degree Programs: Membership. The faculty of a graduate program shall consist of those UW-Green Bay faculty members holding professorial rank and Lecturers with faculty status who have been appointed to that program by the Provost/Vice Chancellor for Academic Affairs on recommendation of the ~~Dean of Professional and Graduate Studies~~ and **appropriate Dean** and the graduate program executive committee. A faculty member may have a split appointment or assignment with another graduate program but may vote in only one program.

**B. Executive Committee: Membership and Functions**

1. A graduate degree program executive committee shall consist of all tenured members of a graduate degree program. The executive committee shall consist of no fewer than three members. When there are fewer than three qualified members in a graduate degree program to form an executive committee, the qualified members shall, in consultation with the ~~Dean of Professional and Graduate Studies~~ **appropriate Dean**, designate the remaining members from graduate faculty whose academic training and experience relate to the graduate degree program.

2. Graduate degree program executive committees have the responsibility to make recommendations concerning appointments, curriculum, and other matters related to the graduate degree program which are transmitted to the ~~Dean of Professional and Graduate Studies~~ **appropriate Dean** and to the Provost/Vice Chancellor for Academic Affairs.

**C. Chairperson: Selection**

1. The chairperson shall be elected by a simple majority of members of a graduate degree program ~~with the approval of the Dean of Professional and Graduate Studies~~ **usually** for a term of three years. **In circumstances where both the Executive Committee and the Dean are in agreement, the term of appointment may be set for one to five years.** There is no limit to the number of terms that a chairperson may serve. The vote shall be by written ballot at a graduate degree program meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the ~~Dean of Professional and Graduate Studies~~ **appropriate Dean** for approval. Removal of the chairperson by the ~~Dean of Professional and Graduate Studies~~ **appropriate Dean** during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of fifty percent of the faculty of a graduate degree program or on the request of the ~~Dean of Professional and Graduate Studies~~ **appropriate Dean**.

#### D. Chairperson: Duties

1. Serves as the official channel of communication for all matters affecting graduate studies as a whole at UW-Green Bay, between the program and other academic units, the Chancellor, Provost/Vice Chancellor for Academic Affairs, the appropriate Dean(s), the Associate ~~Dean~~ **Provost for Academic Affairs/Director** of Graduate Studies ~~and Research~~, and other University officials and units.
2. Calls meetings of the graduate program faculty and its executive committee and presides over the meetings. The chairperson shall also call a meeting at the request of any two members of the program. Each program shall meet at least once every semester.
3. Has charge of all official correspondence of the graduate program and of all program matters included in the graduate catalog or other University publications.
4. Determines that all necessary records of faculty activities within a graduate program are properly recorded.
5. ~~Reports~~ **Communicates** to the Associate ~~Dean~~ **Provost for Academic Affairs/Director** of Graduate Studies ~~and Research~~ regarding the activities and needs of the program.
6. Submits, ~~through the Associate Dean~~, new courses, major revisions of existing courses, and deletions of courses proposed by the graduate program for action by the appropriate interdisciplinary unit, **appropriate dean**, the Graduate Faculty Board of Advisors, Academic Affairs Council, and the Provost/Vice Chancellor for Academic Affairs.
7. Acts as the chief executive officer of the graduate program.

E. Graduate Faculty Board of Advisors. The Graduate Faculty Board of Advisors is elected from among the tenured members of the graduate faculty **[as defined in 53.12 (A)]**. The Board is convened by the Associate ~~Dean~~ **Provost for Academic Affairs/Director** of Graduate Studies ~~and Research~~ and serves in an advisory capacity to the ~~Dean of Professional and Graduate Studies~~ **Associate Provost for Academic Affairs/Director of Graduate Studies and appropriate Dean(s)** ~~through the Associate Dean~~. The Board has the authority to make recommendations concerning curriculum, program and personnel within the graduate program.

1. The Board of Advisors **is elected from among the tenured members of the graduate faculty and** consists ~~of voting members of the graduate faculty [as defined in 53.12 (A)] holding the tenured associate or full professor ranks~~. ~~T~~ **two** at-large members **who** serve for three years, with terms staggered to ensure continuity, and may not be elected for consecutive terms. Graduate program chairs and the chairs of cooperative graduate programs shall, *ex officio*, also serve as voting members of the Board. **The Associate Provost for Academic Affairs/Director of Graduate Studies, Dean of the College of Professional Studies, and Dean of the College of Liberal Arts and Sciences serve ex-officio, non-voting.** Additionally, ~~the a graduate student union shall elect one of its members each year~~ **be selected by**

**the Associate Provost for Academic Affairs/Director of Graduate Studies** to ~~sit without vote on~~ **serve as a nonvoting member of the Board** for a one-year term.

2. The Committee on Committees and Nomination shall nominate members for vacancies on the Board of Advisors, ensuring that the two at-large members do not belong to the same graduate program.

F. Curriculum Review. The course proposals and curriculum of the graduate program are subject to review and approval by the Academic Affairs Council.

**Faculty Senate Old Business 4(a) 1/26/2012**

## **Change in Policy on Declaration of Major**

### Previous Policy:

All students are encouraged to declare a major as early as possible in their undergraduate career. The University requires all students to declare a major by the time they have earned 36 credits. Additionally, all students are required to have a complete academic plan (e.g., interdisciplinary major or minor, area of emphasis) on file with the Registrar's Office by the time they have a total of 62 credits earned and in progress. The academic plan form is available online at <http://www.uwgb.edu/registrar>.

### Approved Change:

All students are encouraged to discuss a major with faculty representatives as early as possible in their undergraduate career. All students are required to have a complete academic plan (e.g., interdisciplinary major or minor, area of emphasis) on file with the Registrar's Office by the time they have a total of 45 credits earned. The academic plan form is available online at <http://www.uwgb.edu/registrar>.

## Change of Code regarding Merit Reviews

Proposal is to eliminate struck-through sections and add boldface sections:

### UWGB 3.10 REVIEW PROCEDURES (MERIT, PROMOTION, RENEWAL)

#### 1. Merit Review Procedures for all Faculty

a. The performance of each tenured faculty member shall be reviewed ~~annually or biennially (every second year)~~ **at least once every five years** by the faculty member's interdisciplinary unit executive committee. Non-tenured faculty will be reviewed annually by the executive committee, or the review may be combined with a retention review in a given year. The review shall be of the faculty member's performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by his/her chairperson within 30 days of the completion of the review.

## New Unit in Theatre and Dance

### **Reporting-**

The Theatre and Dance Chair will report directly to the Dean of Liberal Arts and Sciences.

### **Personnel-**

#### **Faculty**

Professor Jeffrey Entwistle

Professor Laura Riddle

Associate Professor R. Michael Ingraham

Associate Professor Kaoime Malloy

Associate Professor John Mariano

Assistant Professor Courtney Sherman - joint appointment with Music

Lecturer Denise Carlson-Gardner

#### **Staff**

Assistant Technical Director David Cook

Academic Department Associate Janet Gomez

Senior Administrative Specialist Linda Parins

### **Administrative Responsibility-**

Current and projected (post reorganization) administrative reassignments for AVD. The credit and summer salary totals remain the same.

#### **Current**

AVD Chair – 12 credits & 2/9th summer salary

AVD Vice Chair – 3 credits & 1/9th summer salary

Art Chair - 6 credits Music Chair- 6 credits Theatre Chair – 3 credits

Theatre Managing Director- 3 credits

Design Arts Coordinator- 3 credits

Arts Management Coordinator- 3 credits

#### **After the split**

AVD Chair – 9 credits & 1/9th summer salary  
Art Chair - 6 credits  
Music Chair- 9 credits & 1/9th summer salary  
Theatre Chair – 6 credits & 1/9th summer salary  
Theatre Managing Director- 3 credits  
Design Arts Coordinator- 3 credits  
Arts Management Coordinator- 3 credits

The Theatre and Dance chair will be responsible for all administrative work associated with the unit. This work includes, but is not limited to:

**Administrative** -The chair holds regular meetings with the executive committee of the unit. The unit chair acts as an advocate for the unit. The chair answers all requests from the Dean and Associate Dean of LAS regarding Timetable, seats for General Education, and summer and winterim courses, as well as attending all LAS Unit Chairs meetings. The chair works with the Dean to allocate office space, CIT to upgrade or maintain computer workstations, and the ADA to order keys, nameplates, etc. for new employees.

**Budget**-The chair submits budget requests to the Dean of LAS, maintains the unit budgets including Supplies and Equipment Budget, Performing Arts Budget, two 136 Accounts, a 233 Account, LTE Budget, Special Course Fee Budget, LAB Mod Proposals, One-time Funds, End of year spending and any other special requests. The chair signs off on all travel requests, use of fleet vehicles and payments to individuals.

**Personnel** -The chair administers the review and promotion processes for all faculty and staff in the unit, including shared review of David Cook, Janet Gomez and Linda Parins. The chair maintains credit loads for faculty and signs timesheets for staff. The chair makes provisional instruction requests to the Dean and submits ad hoc requests as needed.

**Curriculum** -The chair fills out forms, provides documentation and signs off on all curricular change forms for the unit, maintains catalog copy and works with the registrar to insure all information related to the academic program is correct. The chair approves all independent studies and internships.

**Facilities** -The chair has oversight responsibility for facilities and equipment modernization and maintenance. The chair coordinates the performance calendar with the WCPA staff, the Music Chair and the appropriate faculty and staff.

**Faculty Senate Old Business 4(d) 1/26/2012**

## New Unit in Music

### Reporting

The Music chair will report directly to the Dean of Liberal Arts and Sciences.

### Personnel

#### Faculty

Professor Cheryl Grosso  
Associate Professor Kevin Collins  
Associate Professor Mark Kiehn\*\*  
Associate Professor Sarah Meredith Livingston  
Associate Professor John Salerno  
Assistant Professor Adam Gaines\*  
Assistant Professor Eric Hansen\*  
Assistant Professor Michelle McQuade Dewhirst  
Assistant Professor Randy Meder\*  
Assistant Professor David Severtson  
Assistant Professor Courtney Sherman

#### Staff

Assistant Technical Director David Cook  
Academic Department Associate Janet Gomez Senior  
Administrative Specialist Linda Parins

\*Faculty who are being reviewed for promotion this academic year.

\*\*Faculty with non-voting status in the new Unit.

### Administrative Structure

Current and projected (post reorganization) administrative reassignments for AVD. The credit and summer salary totals remain the same.

<b>Current</b>	<b>9-month</b>	<b>Summer</b>	<b>Projected</b>	<b>9-month</b>	<b>Summer</b>
AVO Chair	12 credits	2/9 <sup>th</sup> salary	AVO Chair	9 credits	salary

AVO Vice Chair	3 credits	1/9 <sup>th</sup> salary			
Art Chair	6 credits		Art Chair	6 credits	
<b>Music Chair</b>	<b>6 credits</b>		<b>Music Chair</b>	<b>9 credits</b>	<b>1/9<sup>th</sup> salary</b>
Theatre Chair	3 credits		Theatre Chair	6 credits	1/9 <sup>th</sup> salary
Theatre Managing	3 credits		Theatre Managing	3 credits	
Design Arts	3 credits		Design Arts	3 credits	
Arts Management	3 credits		Arts Management	3 credits	
<b>TOTALS</b>	<b>39 credits</b>	<b>3/9 ths</b>		<b>39 credits</b>	<b>3/9 ths</b>

### Responsibilities of Music Unit Chair

#### **Administrative**

- Function as the chief executive of the Unit and is responsible for all administrative work associated with the unit as defined in the Faculty Handbook.
- Serve as the official channel of communication for all matters affecting the Unit with University administrators and other officials or Units and represents the Unit at LAS Chairs meetings.
- Call meetings of the Unit and of the Executive Committee and preside over meetings.
- Has charge of all official correspondence of the Music Unit in matters of administrative mandates.
- Representative to National Association of Schools of Music including attendance at meetings, ensures compliance with ethical, operational, and curricular standards, completes annual HEADS report, and leads re-accreditation team.
- Representative to Association of Wisconsin College and University Music Administrators (AWCUMA): attend meetings as needed, respond to calls for shared information, and report relevant issues to the music faculty and Dean as appropriate.
- Submit through the appropriate channels proposed curricular changes.
- Manages facilities and equipment including lab modernization and remodeling projects.
- Public relations contact for prospective students and their parents, transfer students, the general public and local media and liaison with outside organizations.
- Agent for conflict resolution at the Unit level.
- Program representative for Campus Preview Days.
- Develop and coordinate recruiting activities for the Discipline and monitor and assess efforts and marketing approaches
- Has charge of all official correspondence of program in matters regarding catalog copy, SIS reports, web site information, and recruiting publications.

- Work with Scholarship and Admissions Coordinator to monitor and assess efforts and results.
- The chair works with the Dean to allocate office space, CIT to upgrade or maintain computer workstations, and the ADA to order keys, nameplates, etc. for new employees.

### **Budget**

- Submits annual budget request to the Dean of LAS.
- Develops and maintains the Unit budgets including Supplies and Equipment Budget, Performing Arts Budget, Weidner Center Usage Budget, three 136 Accounts, Music Fest Budget, Special Course Fee Budget, LAB Mod Proposals, One-time Funds, End of year spending and any other special requests.
- Approval of all travel requests, use of fleet vehicles and payments to individuals.

### **Personnel**

- Has charge of all official correspondence of the Music Unit in matters of personnel proceedings.
- Develops and assigns faculty loads, including ad hoc instructors.
- The chair administers the review and promotion processes for all in the unit.
- The Music chair will coordinate with the Theatre chair the shared reviews of Assistant Technical and Senior Administrative Specialist (Linda Parins). Director (David Cook)
- The Music chair will coordinate with the AVD and Theatre chairs the shared review of Program Assistant (Janet Gomez).
- The chair makes provisional instruction requests to the Dean and submits ad hoc requests to hire ad hoc faculty as needed.

### **Curriculum**

- Coordinates timetable and monitors course periodicity in consultation with the Chair of Education.
- Provides documentation and signs off on all curricular change forms for the unit.
- Maintains catalog copy and works with the registrar to insure all information on SIS related to the 8 emphases within the academic program are correct.
- Approves all independent studies and internships.
- Provides adequate seats for General Education students.
- Solicits and coordinates with the Associate Dean of LAS summer course work.

### **Facilities & Equipment**

- Responsible for all official correspondence about facilities utilized by the music program.
- Responsible to communicate facility and equipment needs to the administration and coordinate maintenance and repairs.

- Coordinate the annual performance calendar with the WPAC staff and Theatre chair.

**Faculty Senate Old Business 4(e) 1/26/2012**

## **Proposal to Eliminate Academic Staff Legislative Committee and Faculty Senate Standing Legislative Affairs Committee and Create a Joint Committee on Legislative Affairs**

### **From Academic Staff Handbook**

#### **Article IV E. Legislative Committee**

~~1) Membership—The Academic Staff Legislative Committee, hereafter referred to as the Legislative Committee, shall consist of three Academic Staff members appointed by the Academic Staff Committee. The Leadership and Involvement Committee shall present candidates to the Academic Staff Committee for available positions and shall strive for broad representation of the campus community when preparing the slate of candidates.~~

~~2) Appointment—The members serve staggered two-year terms.~~

~~3) Responsibilities—~~

~~a) To monitor legislative and Board of Regents activities which may affect the university at large and the academic staff in particular.~~

~~b) To monitor the progression of legislative and/or Board of Regents policies of specific concern to academic staff and recommend appropriate action to the Committee.~~

~~c) To collaborate as appropriate with the University government affairs officer to assist in the advancement of legislative agendas of benefit to UW Green Bay and the UW System.~~

### **From Faculty Handbook**

#### **Faculty Senate Standing Legislative Affairs Committee**

~~1. The Legislative Affairs Committee is composed of two members of the Faculty Senate and one non-Senator, all appointed by the University Committee.~~

~~2. The Committee shall monitor actions of the Legislature as they pertain to concerns of our faculty and meet, as appropriate, with legislators for the purpose of seeking and providing relevant information of interest to the Faculty.~~

~~3. The Committee will work in concert with the parallel bodies of the Academic Staff and Student Government as well as work closely with and advise the Administration in its dealings with the Legislature.~~

## **Proposed Language for Both Handbooks**

### **Joint Committee on Legislative Affairs**

1. Membership - The Legislative Joint Committee is composed of three members of the Academic Staff, selected by the Academic Staff Committee on the recommendation of the Academic Staff Leadership and Involvement Committee, and three members of the Faculty, appointed by the University Committee on the recommendation of the Committee on Committees and Nominations. Two of the Faculty members must be members of the Faculty Senate and one must be a non-Senator. The University's Legislative liaison serves as an *ex officio* voting member.
2. Terms - Members of the Legislative Joint Committee serve two-year staggered terms.
3. Responsibilities -
  - a. To monitor legislative and Board of Regents activities of concern to faculty and staff.
  - b. To advise and collaborate with Administration efforts to advance the interests of UW-Green Bay and its faculty and staff.
  - c. To report as appropriate to governance bodies and annually to the university through the SOFAS office.

**Faculty Senate Continuing Business 4(a) 2/15/12**

**[note: this action also requires approval from the Academic Staff Committee]**

**Proposal to Convert the Library and Instructional Technology Committee  
to a Joint Governance Committee**

Current language (below) in the Faculty Handbook for this committee would be unchanged. Only its status would change from an elected faculty committee to a joint governance committee.

**Library and Instructional Technology Committee**

1. The Library and Instructional Technology Committee is composed of four faculty members, one from each of the four domain voting districts, two persons from the Academic Staff, and one student. The faculty members are elected from a slate prepared by the Committee on Committees and Nominations. Faculty members serve three-years with terms staggered to assure continuity.
2. The Library and Instructional Technology Committee is advisory to the Associate Provost for Information Services, the Director of the Cofrin Library, and the Technology Council on policy matters pertaining to instructional technology and library automation. The Associate Provost for Information Services and the Director of the Cofrin Library are *ex officio* (non-voting) members of the Committee.
3. The Committee represents the Faculty and Academic Staff in making recommendations on policy matters pertaining to all units which are under the direction of the Chief Information Officer and University Librarian.

**Faculty Senate Continuing Business 4(b) 2/15/12**

**[note: see revision in #11-23]**

**Proposal to Convert the Committee on Awards and Recognition  
to a Joint Governance Committee**

Current language (below) in the Faculty Handbook for this committee would be unchanged. Only its status would change from an elected faculty committee to a joint governance committee.

Committee on Awards and Recognition

1. The Committee on Awards and Recognition is composed of four appointed faculty members, with no more than two from one domain voting district, three appointed Academic Staff members, one appointed Classified Support Staff member, and two appointed student members.
2. Appointments to the Committee shall be for a term of two years with the terms of faculty and academic staff staggered so as to ensure continuity of membership. Student members are appointed annually.
3. The committee coordinates with the Provost/Vice Chancellor and Chancellor in nominating candidates for awards and recognitions.
4. The committee nominates for the following awards: Faculty Award for Excellence in Teaching; Faculty Award for Excellence in Scholarship; Academic Support Award for Excellence; University Award for Excellence in Institutional Development; University Award for Excellence in Community Outreach; University Award for Excellence in Collaborative Achievement; Classified Staff Award for Excellence
5. The committee advises the Chancellor as to candidates for non-academic awards.
6. The committee advises on matters of public events and aids in arranging commencements, honors convocations, and other convocations and public functions as requested by the Chancellor.
7. The committee recommends names for buildings and other physical facilities and features of the campus.

NOTE: The faculty members on the committee constitute the core of the Honorary Degree Committee.

**Faculty Senate Continuing Business 4(c) 2/15/12**

**[note: see revision in #11-22]**

## Modification of Student Bereavement Policy

### Student Bereavement Policy

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Students who experience the death of a loved one must contact the Dean of Students (DOS) Office (920-465-2152 or [dosmail@uwgb.edu](mailto:dosmail@uwgb.edu)) if the student wishes to implement either the Standard Bereavement Procedure or the Leave of Absence Bereavement Procedure. The DOS office has the right to request a document that verifies the death (e.g., a funeral program or death notice).

Typically this death involves that of a family member, in parallel to the bereavement policy for faculty and staff. However, it is up to the discretion of the DOS office to determine if a death outside of the immediate family warrants implementation of the student bereavement policy.

Note: the Standard Bereavement Procedure is for students enrolled in semester-length (14 week) courses. A full week of excused absence is not generally appropriate for courses of shorter duration, although the Leave of Absence Bereavement Procedure may be appropriate. Instructors of such courses may be able to work with a bereaved student to reach a workable solution, and students are urged to communicate with their instructor first. Students should talk with the DOS office concerning courses of less than 14 week duration.

**Standard Bereavement Procedure:** Upon approval from the DOS office, the student is allowed one week, commencing from the day of notification to the DOS office, of excused absence. Should the student feel that he/she needs additional days, these should be discussed with individual course instructors and/or the DOS office.

- The DOS office will contact the student's advisor, and faculty and academic staff of the student's courses.
- Faculty and academic staff will be advised that extensions must be granted to the student for the period of one week of excused absence.
- Further extensions may be negotiated with the student when he or she returns to campus. Students are encouraged to discuss options with their instructors.

**Leave of Absence Bereavement Procedure:** Students may be allowed to withdraw from the semester in which the death occurs. The Bereavement Leave of Absence is for one semester only. Students who have opted to take the "Bereavement Leave of Absence" and have already attended classes for the semester of the leave will be allowed to re-enter the following semester without having to reapply to the university. Students who wish to take the leave of absence prior to the beginning of the semester will be required to reapply for the

following semester.

Students who are in good academic standing will be given the opportunity to successfully complete the credits for the semester in which they return. Students will consult with the DOS OFFICE, on a case by case basis, as to whether they should withdraw from their courses during this leave of absence or to request incompletes from the faculty member.

Given that there may be **a potential impact on financial aid**, students who receive financial aid and who take the "Bereavement Leave of Absence," upon arrangement with the DOS office, will **meet with a financial aid advisor prior to taking this option**.

As an option, and in consultation with the DOS office, students may take the Leave of Absence Bereavement after the Standard Bereavement.

A reference to the Student Bereavement Policies will be noted on course syllabi.

Approved by Faculty Senate 2/16/2011

#### **Suggested language for Course Syllabi:**

##### **Student Bereavement Policy**

Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon consultation with the Dean of Students. For more information, please see the Dean of Students website: [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/studentbereavement.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html)

#### **Suggested language for Course Syllabi (less than semester-length courses):**

##### **Student Bereavement Policy**

Upon approval from the Dean of Students, students who experience the death of a loved one may take a Bereavement Leave of Absence for the semester in which the death occurs, although a full week of excused absence is not generally appropriate for courses of shorter duration. Instructors of such courses may be able to work with a bereaved student to reach a workable solution, and students are urged to communicate with their instructor first. Students should talk with the DOS office concerning courses of less than 14 week duration. For more information, please see the Dean of Students website: [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/studentbereavement.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html)

**Faculty Senate New Business 5(a) 2/15/12**

## **NOMINEES FOR 2012-13 FACULTY ELECTIVE COMMITTEES**

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

### **ACADEMIC AFFAIRS COUNCIL -**

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

*Continuing members are: Dean VonDras, SS; Kaoime Malloy, AH*

#### **Nominees for 3 faculty slots**

One from PS 3-year term: Susan Gallagher-Lepak and Steve Kimball

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

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

### **PERSONNEL COUNCIL -**

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

*Continuing members are: Georjeanna Wilson-Doenges, SS; Christine Style, AH*

#### **Nominees for 3 tenured faculty slots**

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

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

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

## **GENERAL EDUCATION COUNCIL**

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

*Continuing members are: Heidi Fencl, at-large NS; William Lepley, PS; Thomas Nesslein, SS; Jennifer Ham, AH*

### **Nominees for 2 faculty slots**

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

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

## **UNIVERSITY COMMITTEE -**

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

*Continuing members are: Bryan Vescio, at-large AH; Derek Jeffreys, AH*

### **Nominees for 4 faculty slots**

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

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

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

One from SS, 2 year replacement: Ryan Martin

## **COMMITTEE OF SIX FULL PROFESSORS**

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

*Continuing members are: Angela Bauer-Dantoin, at large NS; Robert Howe, NS; Tian-You Hu*

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

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

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

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

### **GRADUATE FACULTY BOARD OF ADVISORS -**

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

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

#### **Nominees for 1 slot**

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

### **LIBRARY AND INSTRUCTIONAL TECHNOLOGY COMMITTEE -**

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

*Continuing members are: Katia Levintova, SS; Atife Caglar, NS;*

#### **Recommendations needed for 2 faculty slots:**

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

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

### **COMMITTEE ON COMMITTEES AND NOMINATIONS -**

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

*Continuing members are: Adolfo Garcia, at-large AH; Katia Levintova, SS; Hye-Kyung Kim, AH*

#### **Nominees for 2 faculty slots**

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

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

### **COMMITTEE ON RIGHTS AND RESPONSIBILITIES -**

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

*Continuing members are: Kristin Vespia, SS; William Lepley, PS; Franklin Chen, NS; Kathleen Burns, at-large SS, will be on sabbatical in Spring of 2013.*

**Nominees for 2 slots – tenured faculty only**

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

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

**Faculty Senate New Business 3a 3/7/2012**

**Proposal to dissolve Faculty Senate Committee on Planning and Budget**

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

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

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

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

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

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

**approved by the Senate with the understanding that people on the list provided by the University Committee will be senators,  
Faculty Senate New Business 3b 3/7/2012**

## **Faculty Senate Document # 11-20 – Approved 4/11/2012**

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

### **Program Identification**

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

### **Context**

#### **2.1 History of Program**

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

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

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

#### **2.2 Instructional Setting of Program**

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

### **2.3 Relation to Mission Statement and Strategic Academic Plan**

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

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

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

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

### **Description of Proposed Program**

#### **3.1 Program Description**

The MSN in Leadership and Management in Health Systems is intended for RNs holding a bachelor's degree in nursing. The program will be fully online and will be based on a cost recovery financial model. This master's degree provides advanced coursework in leadership and

management to improve care at multiple levels across the continuum of healthcare settings. The curriculum will provide students with knowledge and skills to improve outcomes in areas of quality processes, cost savings, and patient satisfaction. Core content within the curriculum includes leadership, fiscal management, evaluative methods, information systems, healthcare policy, communication, and organizational behavior. Didactic and practicum courses will comprise the curriculum. Practicum experiences will be arranged with health care facilities near students' home or work.

### **3.2 Academic Objectives and Student Learning Outcomes**

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

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

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

### **3.3 Curriculum**

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

Entrance requirements will include: a Baccalaureate degree in nursing from an accredited program (e.g., National League for Nursing Accrediting Commission or Commission on Collegiate Nursing Education [CCNE]), current RN licensure, GPA of 3.0 (measured on a 4.0 scale) or higher, evidence of receiving a grade of C or better in a college level inferential statistics course, undergraduate transcripts, and graduate

application. GRE scores will not be required. It should be noted that an inferential statistics course is available online from UW-Green Bay for potential applicants who do not have statistics.

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

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

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

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

Practicum I course prerequisites are Evaluation and Research in Health Systems and Clinical Prevention and Population Health. Practicum II course prerequisites are Practicum I, Theory in Health Systems, Leadership and Management in Health Systems, Economics and Policy in Health Systems, Human Resources and Communication in Health Systems, Informatics in Health Systems, and (pre or co-requisite) Financial Management in Health Systems. Practicum III course prerequisites are Practicum I and Practicum II.

**Course Descriptions:**

**Evaluation and Research in Health Systems (3 cr):** This course will focus on nursing related skills needed for the evaluation of health systems outcomes with emphasis on design, use of information systems, and evaluation. Topics include using statistics in evaluation and research,

continuous quality improvement, evidence-based practice, safety and quality indicators, performance improvement methods, and team-based problem solving.

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

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

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

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

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

**Informatics in Health Systems (3 cr):** This course will explore the basics of nursing informatics and enhance knowledge and skills in using nursing informatics across healthcare settings. Students will learn how to apply technologies in nursing informatics to enhance patient-care delivery, management, and clinical decision support; coordinate care using communication technologies; improve patient care outcomes using data management, and manage health information while maintaining privacy and ethical standards. Research from nursing and other disciplines regarding improving cost effectiveness and patient safety will be emphasized.

**Practicum I Evidence Based Clinical Care in Health Systems (3 cr).** The course will provide a structured experience related to family/lifespan nursing care exploring evidence based clinical care in health systems. Statistical knowledge will be used in exploration of trends and

recommendations. With guidance from preceptor and faculty member, specific evidence based topics will be addressed. Topics will vary depending on practicum site and student interest.

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

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

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

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

Degree completion requirements include 34 credits of coursework including 9 credits of practicum (504 hours). Practicum experiences will be arranged with health care facilities as close as possible to students' home or work. Master's degree prepared preceptors will be identified and preceptor orientation will be provided. UW-Green Bay has existing relationships and experience with near and distant clinical placement sites. Development of new partners and extension of existing partners will be part of the planning process needed to provide graduate level placements. It is expected that formal relations for practicum placements will be arranged with local and regional health facilities. The final practicum will include a capstone project identified in collaboration with a health care facility. Master's projects will be presented in a format suitable for public dissemination (e.g., manuscript for publication). A thesis option is not planned. Graduates will be able to sit for American Nurses Credentialing Center certification exam, "Nurse Executive, Advanced," once they have acquired sufficient experience.

### **3.4 Interrelationship with other Curricula**

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

### **3.5 Accreditation Requirements**

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

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

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

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

### **3.6 Diversity**

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

### **3.7 Collaboration**

No collaborations are planned at this time.

### **3.8 Outreach**

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

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

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

### **3.9 Delivery Method**

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

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

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

### **Need for the Proposed Program**

#### **4.1 Comparable Programs in Wisconsin:**

Within UW System, UW Eau Claire and UW-Milwaukee have the only directly related programs. UW-Eau Claire has an MSN with a focus area of nursing administration (not online). The last class in this focus area was admitted in summer of 2011. Transitioning of this program to the Doctor of Nursing Practice (DNP) level leaves a gap for nurses interested in master’s level preparation in this area. UW-Milwaukee has a dual MN/MBA program which is online. This dual program is comprised of 58 credits.

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

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

#### **4.2 Comparable Programs Outside of Wisconsin:**

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

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

#### **4.3 Regional, State, and National Need:**

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

At the national level, the Institute of Medicine (2001, 2003, 2004, 2010) developed a number of landmark reports that describe the complex, often ineffective, and extremely expensive U.S. health system and recommend leadership in improving quality, safety, and efficiency. The American Association of Colleges of Nursing (AACN) in collaboration with healthcare leaders revised the *Essentials of Master’s Education in Nursing* with an emphasis on leadership, quality, and safety. The Institute of Medicine (2010) *Future of Nursing Report* contains numerous recommendations to improve leadership preparation of nurses including the following specific recommendations: 1) expand opportunities for nurses to lead collaborative improvement efforts; 2) prepare nurses to lead change to advance health; and 3) improve the percentage of baccalaureate graduates who continue into master’s and doctoral programs within 5 years of graduation.

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

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

Nurses with a master’s degree in Leadership and Management in Health Systems will be employed across the continuum of health care settings. Graduates will provide leadership to direct care providers, mentor staff, manage departments, and collaborate to design new processes

and workflows to improve the quality and efficiency of care delivery. At the Wisconsin Organization of Nurse Executives Academia/Chief Nurse Officer Retreat on August 12, 2011, the need for education of nurses for administration and management was expressed.

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

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

#### **4.4 Student demand - Future Enrollment**

With UW-Green Bay's concentration on online nursing education, the Professional Program in Nursing and Continuing Education Outreach and E-Learning (CEOEL) receive over 70 requests a year from potential students for online master's programs. According to data collected for accreditation purposes, 41% of Professional Program in Nursing graduates are enrolled in graduate programs one year after completing the program (UW-Green Bay, 2011b). The UW-Green Bay undergraduate program delivers high quality, online nursing education at the baccalaureate level with both a state collaborative and national online tracks for RN to BSN Completion. The undergraduate program is highly regarded by students across the United States. UW-Green Bay is well equipped to deliver online graduate nursing education.

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

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

### Projected Enrollment for MSN Leadership and Management in Health Systems

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

#### 4.5 Collaborative or Alternative Program Exploration

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

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

#### 4.6 On-campus program

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

### Assessment and Advising

#### 5.1 Assessment

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

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

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

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

## **5.2 Advising**

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

## **5.3 Access for Individuals with Disabilities**

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

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

## **Personnel**

### **6.1 Current Faculty Requirement**

Professional Program in Nursing faculty are academically and experientially qualified to develop and implement the planned program. There are presently seven doctoral prepared faculty who have expertise and interest to teach in the Leadership and Management in Health

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

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

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

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

## **6.2 Additional Faculty Requirements**

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

## **6.3 Academic Staff**

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

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

#### **6.4 Classified Staff**

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

### **Academic Support Services**

#### **7.1 Library Resources**

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

#### **7.2 Access to Student Services**

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

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

#### **7.3 Access to Library and Learning Resources**

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

## **7.4 Technical Support**

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

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

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

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

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

## **Facilities - Equipment**

### **8.1 Capital Resources – Existing Facilities and Capital Equipment**

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

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

### **8.2 Capital Budget Needs – Additional Facilities and Capital Equipment**

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

### **8.3 Clinical Facilities**

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

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

### **8.4 Security**

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

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

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

## Finance

### 9.1 Operating Budget and Budget Narrative

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

#### Year 1 (17 Credits)

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

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

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

#### Year 2 (17 Credits)

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

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

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

### **Year 3 (17 Credits)**

**Current costs and resources** will involve reassignment of Nursing faculty to teach 6 credits in the MSN program. Associate lecturers will be used to backfill the reassigned 6 credits of undergraduate teaching (\$9,979). Additionally, a 6 credit course release for the graduate program chair (\$9,979) and administrative support (Academic Department Associate) of .1 FTE (\$5,946) will be used in the proposed MSN program. Personnel costs reflect a 3% increase.

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

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

**Budget Format: Authorization to Implement**

**Estimated Total Costs and Resources of Online MSN Leadership and Management in Health Systems**

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

Non-personnel			
Supplies and expenses	\$6,000	\$8000	\$9000
Other (accreditation fee)		\$7,000	\$500
Subtotal	\$65,907	\$74,907	\$71,208
<b>TOTAL COSTS</b>	<b>\$91,057</b>	<b>\$100,057</b>	<b>\$97,112</b>
CURRENT RESOURCES			
General Purpose Revenue (GPR)			
Gifts and Grants			
Fees			
Other			
Subtotal			
ADDITIONAL RESOURCES			
GPR Reallocation (Specify Source)			
Gifts and Grants			
Fees			
Other – tuition	\$112,404	\$93,670	\$137,802
Subtotal	\$112,404	\$93,670	\$137,802
<b>TOTAL RESOURCES</b>	<b>\$21,347</b>	<b>-\$6,387</b>	<b>\$40,690</b>

## **9.2 Operating Budget Reallocation**

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

## **9.3 Extramural Research Support**

No extramural research support is anticipated.

## **9.4 Costing Methodology**

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

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

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

## **9.5 Commitment to Maintain Program**

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

online education in nursing is growing and online education is an effective way to reach students across the state and region.

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

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

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**Faculty Senate New Business 4a 4/11/2012**

**Faculty Senate Document # 11-21 – Approved 4/11/2012**

**Resolution on the Granting of Degrees**

(Implemented as directed by Faculty Senate Document #89-6, March 21, 1990)

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 spring 2012 Commencement.

**Faculty Senate New Business 5a 4/11/2012**

**Joint Committee on Awards and Recognition**

1. The Committee on Awards and Recognition is composed of four appointed faculty members, with no more than two from one domain voting district, ~~three~~ **four** appointed Academic Staff members, one appointed Classified Support Staff member, and two appointed student members.
2. Appointments to the Committee shall be for a term of two years with the terms of faculty and academic staff staggered so as to ensure continuity of membership. Student members are appointed annually.
3. The committee coordinates with the Provost/Vice Chancellor and Chancellor in nominating candidates for awards and recognitions.
4. The committee nominates for the following awards: Faculty Award for Excellence in Teaching; Faculty Award for Excellence in Scholarship; Academic Support Award for Excellence; University Award for Excellence in Institutional Development; University Award for Excellence in Community Outreach; University Award for Excellence in Collaborative Achievement; Classified Staff Award for Excellence
5. The committee advises the Chancellor as to candidates for non-academic awards.
6. The committee advises on matters of public events and aids in arranging commencements, honors convocations, and other convocations and public functions as requested by the Chancellor.
7. The committee recommends names for buildings and other physical facilities and features of the campus.

NOTE: The faculty members on the committee constitute the core of the Honorary Degree Committee.

## PROPOSAL TO MODIFY LIBRARY AND INSTRUCTIONAL TECHNOLOGY COMMITTEE

by adding boldface items and deleting struck-through items in current Faculty Handbook language:

### Joint Committee on Library and Instructional Technology Committee

1. The Library and Instructional Technology Committee is composed of four faculty members, one from each of the four domain voting districts, ~~two~~ **three** persons from the Academic Staff, and one student. The faculty members are elected from a slate prepared by the Committee on Committees and Nominations. Faculty members serve three-years with terms staggered to assure continuity. **The academic staff members are elected from a slate prepared by the Leadership and Involvement Committee. Academic staff members serve two years with terms staggered.**
2. The Library and Instructional Technology Committee is advisory to the Associate Provost for Information Services, the Director of the Cofrin Library, and the Technology Council on policy matters pertaining to instructional technology and library automation. **Ex officio (non-voting) members of the committee include** the Associate Provost for Information Services, ~~and the~~ Director of the Cofrin Library, **Manager of the Learning Technology Center, and Director of the Advancement of Teaching & Learning.** ~~are ex officio (non-voting) members of the~~ Committee.
3. The Committee represents the Faculty and Academic Staff in making recommendations **on library and instructional technology** policy matters pertaining to all units which are under the direction of the Chief Information Officer and University Librarian.

## **Committee on Workload and Compensation Resolution**

Whereas, the Faculty Senate created a new Committee on Workload and Compensation (CWC) in order to investigate, to raise awareness, and to make suggestions about compensation and workload issues for faculty and academic staff;

Whereas, the process of addressing these issues must be cooperative, collaborative, and transparent;

Whereas, although faculty salaries compared to benchmarks are reasonably well-known, academic staff salary comparisons are not;

Whereas, there is limited data about the nature of work and the kinds of workloads on the UWGB campus;

And, whereas, comparative data on workload and salary from an external professional analysis will be important in redressing workload and compensation issues;

Therefore, be it resolved that the Faculty Senate encourages the administration to continue to collaborate closely and to consult frequently with the CWC in order to find a process and a solution to the problems of workload and compensation at UW-Green Bay;

And, be it resolved that the Faculty Senate supports the administration's and the CWC's efforts including the initiative to bring in a neutral third-party, to provide the campus with the basis for policy and practical actions on the issues of compensation and workload.

**Faculty Senate New Business 5d 4/11/2012**

## Proposed Code Revisions of 53.12 (E) GRADUATE FACULTY BOARD OF ADVISORS

E. ~~Graduate Faculty Board of Advisors~~ **Studies Council**. **Members of** the Graduate Faculty Board of Advisors **is** **Studies Council are** elected from among the tenured members of the graduate faculty [as defined in 53.12 (A)]. The Board is convened by the Associate Provost for Academic Affairs/Director of Graduate Studies and serves in an advisory capacity to the **Provost and Vice Chancellor for Academic Affairs**, Associate Provost for Academic Affairs/Director of Graduate Studies and appropriate Dean(s). ~~The Board has the authority to make recommendations concerning curriculum, program and personnel within the graduate program.~~

1. ~~The Board of Advisors is~~ **Council members are** elected from among the tenured members of the graduate faculty and consists of two at-large members who serve for three years, with terms staggered to ensure continuity, and may not be elected for consecutive terms. Graduate program chairs and the chairs of cooperative graduate programs shall also serve as voting members of the ~~Board.~~ **Council**. The Associate Provost for Academic Affairs/Director of Graduate Studies, Dean of the College of Professional Studies, and Dean of the College of Liberal Arts and Sciences serve ex-officio, non-voting. Additionally, a graduate student shall be selected by the Associate Provost for Academic Affairs/Director of Graduate Studies to serve as a nonvoting member of the Board for a one-year term.
2. The Committee on Committees and Nominations shall nominate members for vacancies on the Board of Advisors, ensuring that the two at-large members do not belong to the same graduate program.
3. **Upon the request of the appropriate Dean(s), the Graduate Studies Council shall approve or disapprove all new programs or modifications to existing programs, and on all new credit courses or modifications to existing credit courses at the graduate level.**
4. **The Graduate Studies Council shall have the responsibility and authority for review and approval of all credit courses and all academic programs at the graduate level. Its official decision shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all curricular decisions made by the Graduate Studies Council in the minutes of its monthly meetings and forward them along with copies of all official Graduate Studies Council correspondence to the Provost/Vice Chancellor for Academic Affairs.**
5. **In a case where the Graduate Studies Council does not approve a new course or program, the initiator of that new course or program may ask the Graduate Studies Council for reconsideration of the decision, providing new arguments or**

supplementary evidence in support of the proposal to can be made to address the Graduate Studies Council's objections. If this appeal fails to produce a satisfactory conclusion, in the view of the initiator, an appeal to the University Committee can be made. In such cases the University Committee may investigate the appeal themselves or establish an ad hoc committee to do so. If the University Committee chooses to overturn the decision of the Council, the results of that deliberation will be reported to the Senate, published in the Senate minutes and forwarded to the Provost/Vice Chancellor for Academic Affairs.

6. On its own initiative, or upon request of the University Committee, the Graduate Studies Council may advise the Faculty Senate about issues of graduate level education policy and implementation that falls within the jurisdiction of the Faculty.
  7. The Graduate Studies Council shall annually provide the Secretary of the Faculty and Academic Staff, for inclusion in the *Faculty Governance Handbook*, a current list of graduate programs, and graduate level certificate programs.
- F. ~~Curriculum Review. The course proposals and curriculum of the graduate program are subject to review and approval by the Academic Affairs Council.~~

**Faculty Senate Continuing Business 4a 5/2/2012**

## Proposed Code Changes to 53.12 A.

### 53.12 GRADUATE PROGRAM

- A. Graduate Degree Programs: Membership, Responsibilities, Appointment Process.
1. Membership. The faculty of a graduate program shall consist of those UW-Green Bay faculty members holding professorial rank and Lecturers with faculty status who have been appointed to that program by the Provost/Vice Chancellor for Academic Affairs on the recommendation of the ~~Dean of Professional and Graduate Studies~~ **appropriate dean** and the graduate program executive committee. A faculty member may have a split appointment or assignment with another graduate program but may vote in only one program.
  2. Responsibilities. Graduate program faculty members will be expected to regularly contribute to the success of the program in one or more of the following ways: (1) serve on thesis committees, either as major professor and/or committee member (in programs that require a culminating research project, the expectation is that faculty will regularly serve as project advisors); (2) provide graduate level instruction either through the teaching of graduate level courses, cross-listed courses, or independent studies/internships; and/or (3) contribute to the graduate program's development (e.g., serving on program committees, attending program meetings, etc.). Interdisciplinary Budget Units are strongly encouraged to recognize the contributions of individuals with an appointment to a graduate program as part of the individual's budgetary unit periodic performance review.
  3. Appointment Process. Graduate program faculty appointments will be for a period of three years. Prior to the end of the second year of the appointment an individual should be considered for renewal by members of a program's Executive Committee. Faculty determined not to have met graduate faculty expectations would not have their graduate program appointment renewed. An individual could also decline the opportunity to have her/his appointment renewed by submitting a note to the program chair.

## Proposal to Change the periodicity of Senate Meetings

### Code Changes

Eliminate struck-through language and add bold (red) language for the following Code sections:

#### 52.06 MEETINGS

- A. The Senate shall normally meet once ~~a month~~ **every three weeks starting three weeks after the beginning of the contract period (not counting spring break and winter break)** during the academic year, or as business dictates.
- B. Special Senate meetings may be called by the Speaker of the Senate or by petition of five senators.
- C. The majority of members constitutes a quorum.
- D. Any member of the University community (students or employees of UWGB) may be recognized by the Presiding Officer to speak on any matter on the agenda.
- E. Faculty shall receive agenda and summary minutes automatically, and may have access to the full proceedings on request to the Secretary of the Faculty and Academic Staff.
- F. There shall be time allotted for new business at each meeting. Items submitted at this time shall be discussion items at the next meeting and action items at the next.

#### 52.01 JURISDICTION OF THE SENATE

- A. The Senate shall represent the Faculty in all matters within the jurisdiction and powers of the Faculty as enumerated in UWGB Chapter 50.04.
- B. The Senate may decide, in matters of major importance, to request that action by the Faculty be taken.
- C. The Senate shall receive ~~regular monthly~~ reports **at each Senate meeting** from the University Committee on appropriate matters, including educational policy, budget, legislation, and actions taken by the Board of Regents, and by the various faculties and faculty committees, and by other bodies or individuals related to the UWGB campus. The Senate may take appropriate action in response to these reports.

**Proposal for Authorization to Implement New Program**

**Collaborative Online Master of Science Degree  
in Sustainable Management**

**University of Wisconsin-Green Bay**

**University of Wisconsin-Oshkosh**

**University of Wisconsin-Parkside**

**University of Wisconsin-Stout**

**University of Wisconsin-Superior**

With administrative and financial support from UW-Extension

## Introduction

In 2009, UW-Parkside, UW-River Falls, UW-Stout, UW-Superior, and UW-Extension partnered to offer a collaborative, online Bachelor of Science degree in Sustainable Management. Launched in Fall 2009, the program initially enrolled 34 students. From 2009 to 2010, enrollment in the program grew to 79 students, and by Fall 2011, enrollment in the program was 149 students and 373 course registrations.

Development of the undergraduate program was based in part on information that was received from industry leaders, including Ford Motor Company, Johnson Controls, SC Johnson, and others. Each company emphasized the importance of new competencies related to sustainability as our economy and society continue to evolve rapidly. They were highly supportive of the undergraduate program and asked if a master's program in sustainable management was under development. It was reported that the focus at the time was on the undergraduate program because of the need to contribute to increasing the percentage of bachelor's degree holders in Wisconsin and thereby support both the Growth Agenda and the Adult Student Initiative. The corporate advisors understood and encouraged the development of a master's degree in sustainable management as soon as was feasible.

As applications for the undergraduate program were received, it was surprising to learn that nearly one-third of the applicants already had bachelor's degrees. When students were asked why they were applying to another bachelor's program, they said that they wanted to build their knowledge in the area of sustainability, needed to do it online, and trusted the UW brand. Many noted that they would have applied to a master's program if the UW offered one in sustainable management and online.

Many inquiries about an online master's program in Sustainable Management have been received. Database records indicate that 240 students have requested to be contacted if the program is offered. This is a very strong level of interest given no marketing has been done for the program, and there has been no public announcement that the program is being developed.

The need for expertise in sustainable management and a deep understanding of the intersections of the natural, social, and economic realms is stronger today than it was even as recently as three years ago when the undergraduate program began. Scientists continue to refine their understanding of the impacts of climate change, and new information suggests that the impacts of climate change will be more severe and more disruptive to human populations than previously thought. For instance, three years ago, scientists predicted that summer sea ice in the Arctic would be gone by 2050. Today, observations show that it is declining faster than anticipated and the prediction is that it will be gone by 2020. That phenomenon alone has enormous environmental, social, economic, and political implications. When that phenomenon is coupled with the rising acidity levels in oceans, rapid global resource depletion, global population growth, and the social and economic impacts of these enormous changes, it becomes quickly apparent that managing and thriving within these new realities requires new knowledge, new skills, and new competencies. The conversation has changed from mitigation to adaptation, and the M.S. in Sustainable Management is designed to build leaders who have the expertise to help our society adapt better.

## 1. Program Identification

### Title of Program

Master of Science in Sustainable Management

### Department, College, School, or Functional Equivalent

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

- At the University of Wisconsin-Green Bay, the Master of Science in Sustainable Management degree will be housed in the College of Liberal Arts and Science. The degree will be closely aligned with the Environmental Management and Business Institute and the College of Professional Studies.
- At the University of Wisconsin-Oshkosh, the M.S. in Sustainable Management degree will be housed in the College of Business.
- At the University of Wisconsin-Parkside, the M.S. in Sustainable Management degree will be housed in the College of Natural and Health Sciences Center for Environmental Studies.
- At the University of Wisconsin-Stout, the M.S. in Sustainable Management degree will be housed within the College of Management.
- At the University of Wisconsin-Superior, the M.S. in Sustainable Management degree will be housed within the Department of Business and Economics.

### Timeline for Initiation

Pending approval by UW System and the Board of Regents in June 2012, the first classes for the degree will be offered in Spring 2013.

### Delivery

This master's degree will be delivered fully online. It is currently not offered in any other format on any UW campus.

## 2. Context

### History of Program

The world is changing quickly, and it is now clear significant attention must be paid to determine how we use natural resources and how our business practices impact human welfare. Consequences such as escalating costs of energy, shrinking supplies of fresh water, civil unrest, and global climate change are only a few examples. The business community understands this issue, and the public is concerned as well.

The need and demand exist for a graduate program that focuses specifically on developing effective, engaged, and informed leaders who understand *both* business systems (for-profit and not-for-profit) and natural systems. In addition to relevant and applicable knowledge, graduates need to possess leadership and communication skills enabling them to share this knowledge, while positioning businesses and organizations to be profitable *and* to contribute to global sustainability.

As shared, five campuses in the University of Wisconsin System are taking a leading role in addressing this issue. UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Superior seek approval to develop an online M.S. in Sustainable Management. UW-Extension will provide administrative leadership and financial support. This degree will focus on developing the competencies required to enable graduates to help businesses and organizations meet triple bottom line requirements: strong profitability and vibrant communities within a healthy environment.

This online M.S. in Sustainable Management will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education to achieve a graduate degree. Particular attention will be given to ensuring that students are well versed in business and science by teaching them about complex topics that require both perspectives. These topics include climate change, renewable resources, and industrial ecology. The program will ensure that students gain a comprehensive understanding of the ways in which changing human activities affect the inseparable natural, social, and economic environments. This knowledge will position UW graduates, many of whom will work for Wisconsin businesses and organizations, to gain a competitive advantage while preserving natural resources and strengthening communities.

A number of businesses and organizations in Wisconsin and in the nation have been consulted about the competencies graduates need to strategically position themselves to be valuable employees. The organizations consulted expressed strong support for this program, and the information they provided has been used in developing the competencies and, thus, the curriculum.

### **Relation to Institutional and System Mission**

The online M.S. in Sustainable Management contributes directly to the institutional mission of the University of Wisconsin System by supporting the UW Growth Agenda. The three components of the Growth Agenda are to:

1. Increase the number of degree holders in Wisconsin.
2. Increase the number of high-paying jobs.
3. Build stronger communities.

The online M.S. in Sustainable Management contributes to all three components of the Growth Agenda by providing a degree in demand and supported by Wisconsin businesses and organizations, and develops competencies that enable graduates to help Wisconsin employers meet the triple bottom line (strong profitability, healthy environment, and vital communities). It is a degree targeted at adult and nontraditional students possessing a bachelor's degree and thus broadens access for alumni and others to the university environment.

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

At UW-Parkside the M.S. in Sustainable Management aligns well with its mission to build high-quality educational programs, creative and scholarly activities, and services responsive to its diverse

student population. This degree supports its local, national, and global communities mission, and it strengthens its goals to utilize technology creatively and effectively in courses, programs, and services. This degree increases the graduate program offerings at UW-Parkside and provides further educational opportunities aligned with the undergraduate degree in Sustainable Management.

UW-Superior's select mission as a focused liberal arts institution is a strong fit for interdisciplinary programs. The interdisciplinary M.S. in Sustainable Management will draw on the university's academic resources in business, science, and economics. The select mission also directs the university to extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs. Building on the success of the undergraduate Sustainable Management degree, UW-Superior will now similarly partner to carry out this mission goal at the graduate level.

The M.S. in Sustainable Management degree is well aligned with the UW-Stout's mission and vision. It is a career-focused degree that will be congruent with the polytechnic nature of the university. Consistent with UW-Stout's mission, the goal of this program is to integrate applied learning, scientific theory, humanistic understanding, creativity, and research to solve real-world problems in sustainable management, help grow the economy, and serve a global society.

At UW-Oshkosh the M.S. in Sustainable Management aligns well with its mission to provide a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation, and dissemination of knowledge. This degree enables educators and students to explore and engage the challenges that confront regional, national, and global communities, using their intellectual and creative capabilities to understand, investigate, and solve problems. The social awareness component of the degree will allow students to respond to domestic and international needs for equitable and sustainable societies. The M.S. in Sustainable Management also supports UW-Oshkosh's learning outcomes of sustainability, leadership, and social and personal responsibility.

The UW-Green Bay mission stresses interdisciplinary studies and problem solving as well as maintaining its historical support for environmental sustainability. The M.S. in Sustainable Management fits extremely well into these crucial elements of UW-Green Bay's institutional mission and will build upon its dedication to engaged citizenship and advance its commitment to serving as an intellectual, cultural, and economic resource.

The ability to provide educational outreach through online learning opportunities, while expanding relationships with the comprehensive University of Wisconsin institutions, makes partnership in offering the M.S. in Sustainable Management program a perfect fit for the mission of UW-Extension.

### **3. Program Description**

This online M.S. in Sustainable Management will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education towards a graduate degree. Particular attention will be given to ensuring that students are well versed in both business and organizations, and science by teaching them about complex topics that require both perspectives. The program will ensure

that students gain a comprehensive understanding of the ways in which changing human activities affect the inseparable natural, social, and economic environments. Graduates will have the knowledge and skills to:

- Effectively communicate complex issues related to sustainability
- Analyze the relationship between human activity and the natural, social and economic environments
- Apply performance metrics utilizing financial, natural, and social capital to drive organizational decision making
- Understand and synthesize the role and impact of the built environment
- Evaluate the social and political impact of sustainability in political systems and their obligations to future generations
- Examine how organizational leaders develop and enable sustainable organizations
- Apply supply chain management to impact the design of products, processes, energy production and use, waste minimization, and pollution prevention

The M.S. in Sustainable Management is an online 34-credit graduate program offered jointly by UW-Superior, UW-Stout, UW-Parkside, UW-Oshkosh, and UW-Green Bay. Students will apply to one of the five partner institutions, and (upon admittance) that institution will become the student's administrative home for the degree.

The program will have an academic director at each institution. Students will receive academic advising regarding admission and graduation requirements and financial aid through their home institution. Faculty and academic advisors at each institution will offer virtual office hours and online chat capabilities as well as access by telephone and email. Students will have online library access through the home institution.

A program manager will be housed at UW-Extension. The M.S. in Sustainable Management program manager will work in concert with student services staff at the five partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person for students near Madison. The program manager will be in close contact with the enrolled students and with the academic program directors to provide the hands-on active support that has been shown to be important for adult and nontraditional learners. Students enrolled in this program will have access to an extensive array of online student services including writing labs, learning readiness assessments, and career advising offered by UW-Extension.

### Home Institution Model

Students apply, and are admitted, to one of the partner campuses in the collaborative degree. Students select UW-Superior, UW-Stout, UW-Parkside, UW-Oshkosh, or UW-Green Bay as their home institution when applying to the program. Once admitted, financial aid, registration, and tuition payment all take place through the home institution. Upon graduation, the diploma and transcript are issued from the home institution. All courses in the program have been approved by all five of the partner institutions. Students will register for any of the 14 courses at their home institution. All program partners will contribute courses, faculty, and direction for the program. Students in this degree program will take courses from all five partner institutions in order to complete the degree.

Students seeking admission to the M.S. in Sustainable Management program will be required to demonstrate a 3.0 cumulative undergraduate GPA and completion of a bachelor's degree. The GRE will not be required for admission to the program. Writing samples or recommendations may be requested and used toward an admissions decision if warranted. Students will apply and be admitted to one of the five partner institutions. The admissions determination will be made by a committee consisting of academic program directors from the five partner institutions. Once admitted, the student's home institution will remain constant for the duration of the degree program. Admissions will occur on a rolling basis with new applicants able to start the program during each of the academic terms: Fall, Spring, and Summer.

To graduate from one of the partner institutions, students in the M.S. in Sustainable Management program will have to satisfy all degree requirements for their home institutions.

### Time to Degree

Students may enter the program for the Spring, Summer, or Fall semester. Students can take courses in any order with the exception of the capstone, which must be taken the final semester. Ten courses complete the program, with a capstone orientation and the capstone experience. A student, who is working exclusively and aggressively on the degree, could complete in one year. We expect most students to take one to two courses per semester. Two courses a semester, three times a year, would complete the degree in two years.

### Capstone Course

The capstone course has two components. The first is a one-credit orientation course, and the second is a three-credit applied experience course. The second course is designed to assist students in synthesizing what they learned throughout the program and apply that knowledge in a work or related setting.

Each partner institution already has processes and procedures in place for capstone courses on its campus. The academic directors for this program will work together to synthesize the individual campus capstone processes into one, mutually satisfactory process for M.S. in Sustainable Management students to ensure that all students in the program have similar capstone experiences. The outcomes of the capstone course will be based on each student's defined plan of study for the capstone experience and corresponding applied research that creates the learning-application synthesis. All students will complete a capstone project at the end of their M.S. in Sustainable Management program. Under the supervision of the course instructor, students work with professionals in settings convenient to the location of their home. Capstone projects will be based on goals and objectives mutually agreed on by the student, the course instructor, and the company or other organization providing the experience. Students' capstone projects will result in research papers, multimedia presentations, or other projects that demonstrate each student's ability to understand how to apply what he or she has learned in the program in a field setting.

## Learning Outcomes and Overview of Curriculum

Before drafting the curriculum for this program, corporations with histories of being interested in sustainability and triple bottom line criteria were consulted. Some of these corporations have headquarters in Wisconsin, others in the Midwest. A number of them are multinational, Fortune 500 businesses. As a result of the engagement with these companies, a list of competencies was drafted. Faculty representatives from each of the five partner campuses had opportunities to work together to refine the competencies list. Students' acquisition of all competencies is the intended learning outcome of this program. Some of the companies that provided input toward the development of the M.S. in Sustainable Management program were:

- Ford PAS
- Johnson Controls
- Anixter
- Riley Construction

## Program Learning Outcomes

Upon completion of the program, graduates will be able to:

- Effectively communicate complex issues related to sustainability
- Analyze the relationship between human activity and the natural, social and economic environments
- Apply performance metrics utilizing financial, natural, and social capital to drive organizational decision making
- Understand and synthesize the role and impact of the built environment
- Evaluate the social and political impact of sustainability in political systems and their obligations to future generations
- Examine how organizational leaders develop and enable sustainable organizations
- Apply supply chain management to impact the design of products, processes, energy production and use, waste minimization, and pollution prevention

During the curriculum drafting process, adult and nontraditional students were consulted and asked about their preferences for course and curriculum formats. They expressed strong preference for having courses offered online in both traditional, semester-length formats and in accelerated formats. Students also expressed preference for a streamlined list of courses with few or no electives. Finally, students asked for minimal repetition or redundancy in the curriculum. In response to students' requests, the partner campus faculty representatives drafted the curriculum and focused the scope of courses offered. A core set of courses consisting of eight courses (24 credits) is required to be completed by all students. Students also choose two (six credits) of four courses in a specialty track. A capstone course sequence (four credits) is required of all students. The capstone sequence consists of a one-credit capstone preparation course taken the semester before students take the three-credit capstone course. In total, students will be required to complete 12 courses to satisfy the requirements of the online M.S. in Sustainable Management degree (34 credits).

To ensure that students are achieving the program outcomes, an assessment team will be established and charged with leading Sustainable Management program assessment. The team will meet annually to set guidelines for assessment and review progress. For more specifics on the assessment team please see the Assessment and Advising section on pages 16-17.

### Program Structure

The M.S. in Sustainable Management consists of eight core courses and two electives. Students will select two three-credit electives (specialty tracks) from four offerings. All students will also take a one-credit capstone preparation course and a three-credit capstone course. Students need to earn 34 credits in the program to graduate.

Each of the partner institutions will provide two to three of the total 14 courses offered. Students will receive academic advising regarding admissions, graduation requirements, and financial aid through their home campus. There will be a program manager (housed at UW-Extension) who works in collaboration with the campus partner institutions to provide support for students enrolled in the program.

### Curriculum

The curriculum consists of the following eight core courses, four electives (each student required to take two), a capstone preparation and a capstone experience. Students will select two of four options for their electives. The courses have been developed for this program with specific outcomes relevant to the required competencies for the graduates. These courses are a natural progression from the undergraduate curriculum and are unique to the program.

The full roster of courses will be developed over two years. If the Board of Regents approves the program in June 2012, the first courses will be offered in Spring 2013. Four courses will be developed and fully online in that term. An additional four courses will be developed for offering in Fall 2013. The balance of the courses (six) will be ready for Spring 2014. This program will run three semesters a year: Summer, Fall, and Spring. Students who start the program in Spring 2013 will have their choice of four courses. Each semester that follows will add additional courses.

## PROGRAM COURSE LIST

## Institution

### **CORE CURRICULUM (students complete the following 8 courses, 24 credits)**

SMGT 700 Cultural and Historical Foundations of Sustainability	Oshkosh
SMGT 710 The Natural Environment	Parkside
SMGT 720 Applied Research and the Triple Bottom Line	Superior
SMGT 730 Policy, Law, and the Ethics of Sustainability	Stout
SMGT 740 Economics of Sustainability	Superior
SMGT 750 The Built Environment	Oshkosh
SMGT 760 Geopolitical Systems: Decision Making for Sustainability on the Local, State, and National Levels	Green Bay
SMGT 770 Leading Sustainable Organizations	Green Bay

### **SPECIALTY ELECTIVES (students choose 2 of the following 4 courses, 6 credits)**

SMGT 780 Corporate Social Responsibility	Superior
SMGT 782 Supply Chain Management	Stout
SMGT 784 Sustainable Water Management	Parkside
SMGT 785 Waste Management and Resource Recovery	Green Bay

### **CAPSTONE EXPERIENCE (students complete the following, 4 credits)**

SMGT 790 Capstone Preparation Course (1 credit)	Oshkosh
SMGT 792 Capstone Project (3 credits)	Oshkosh

It should be noted that considerable attention was paid to the Association to Advance Collegiate Schools of Business (AACSB) accreditation. The curriculum was designed so as not to create accreditation complexities for campuses with AACSB accreditation. By its very nature, this is an interdisciplinary degree and so therefore does not fit the AACSB model. Hence, the partner campuses that have AACSB-accredited colleges of business will offer the program through other colleges, such as their College of Arts and Sciences. Those campuses that are not bound by AACSB accreditation criteria may offer the program through their business colleges/departments.

Students will be allowed to take the courses in whatever order works for them, with the exception of the capstone preparation and the capstone course. The capstone preparation course must be taken the semester before the capstone and the capstone must be taken in the final semester.

Descriptions for the courses in the M.S. in Sustainable Management degree program are as follows:

#### **SMGT 700 Cultural and Historical Foundations of Sustainability – UW-Oshkosh**

The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.

#### **SMGT 710 The Natural Environment – UW-Parkside**

Natural cycles, climate, water, energy, biosystems, ecosystems, the role of humans in the biosphere; human impacts on natural systems. The carbon cycle as a unifying theme. Specific topics to be studied include: disturbance pollution and toxicity, carrying capacity, and natural capital. Use of case studies.

### **SMGT 720 Applied Research and the Triple Bottom Line – UW-Superior**

Document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases.

### **SMGT 730 Policy, Law, and the Ethics of Sustainability – UW-Stout**

The law and ethics regarding sustainability of economic development and emerging environmental challenges at national and international levels; including National Environmental Policy Act (NEPA), United Nations Environmental Program (UNEP), carbon footprints, Kyoto Protocol, and Brundtland Commission. The policy and role of government and its agencies such as the Army Corps of Engineers and Department of Interior, in building a more just, prosperous, and secure environmental common future.

### **SMGT 740 Economics of Sustainability – UW-Superior**

Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.

### **SMGT 750 The Built Environment – UW-Oshkosh**

Explore how the built environment came to be and the intersection of human needs: water, air, food, waste, transportation, healthcare, and education. Evaluate community design: what does a sustainable community look like? Study related technologies and evaluate alternatives, discuss unintended consequences. Course will include case studies.

### **SMGT 760 Geopolitical Systems: Decision Making for Sustainability on the Local, State, and National Levels – UW-Green Bay**

An examination of decision making and public policy for sustainability at the national, state, and local levels, with emphasis on the social, economic, and political factors affecting decisions within both the public and private sectors. Attention is given to formal American policymaking processes, informal grassroots activities and consensus building, public engagement with sustainability decisions, corporate sustainability actions and reporting, the promise of public-private partnerships and collaborative decision making, and practical examples of how decision making fosters effective transitions to sustainability goals at all levels.

### **SMGT 770 Leading Sustainable Organizations – UW-Green Bay**

A macro-level perspective on leading sustainable organizations. Topics addressed include organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management, and situational leadership styles and behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

### **SMGT 780 Corporate Social Responsibility – UW-Superior**

Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well-being of a community.

Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

### **SMGT 782 Supply Chain Management – UW-Stout**

Planning, organizing, and controlling the organization's supply chain are examined in context of the triple bottom line. Total cost analyses of product and process life cycles are considered in the context of strategy and operations. Topics include sourcing, operations, distribution, reverse logistics, and service supply chains. Process measurements and the impact on organizational performance in the context of footprints (e.g., carbon, water, pollution). Discussion of existing and potential software systems.

### **SMGT 784 Sustainable Water Management – UW-Parkside**

This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

### **SMGT 785 Waste Management and Resource Recovery – UW-Green Bay**

Topics include the generation, processing, management, and disposal of municipal, industrial, and agricultural waste with an emphasis on the technical, economic, and environmental aspects of various recovery processes. Additional topics will include producer responsibility, design for environment, and life cycle analysis.

### **SMGT 790 Capstone Preparation Course – UW-Oshkosh**

This one-credit orientation course is designed to prepare students for the capstone project. Students will conduct research and literature reviews resulting in a capstone project proposal. Project proposals must receive approval before commencement of SMGT 792.

### **SMGT 792 Capstone Project – UW-Oshkosh**

Completion of the approved capstone project assisting students' synthesis of their learning throughout the program. This project will result in research papers, multimedia presentations, actual field settings, or other projects that demonstrate each student's ability to understand how to apply what he or she has learned in the program.

### Interrelationship with Other Curricula

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

Although this is a unique and new degree, it complements the broad array of degrees offered across the UW System by creating a new point of entry for adult and nontraditional students, by building upon the existing online Bachelor of Science in Sustainable Management, and by engaging faculty who have expertise in related areas on all of the partner campuses.

### Accreditation Requirements

While there are no specific professional credentialing agencies for the degree program, UW-Green Bay will serve as the lead institution in securing authorization to offer this collaborative, online master's degree from the Higher Learning Commission, the regional accrediting body for all five partner institutions..

### Diversity

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

This degree will target primarily nontraditional student populations. Many students of color, first-generation Americans, first-generation college students, and low-income students are—often by necessity—nontraditional students because they have family or work responsibilities that prevent them from attending school in traditional formats. Hence, from its inception, this degree is designed to attract underserved populations. In addition, however, recruitment and marketing efforts for this degree will focus on underrepresented populations. UW-Extension will leverage advertising space on multiple partner sites in the “Diversity & Inclusion Network”: BlackPlanet.com, AsianAvenue.com, MiGente.com, and others. UW-Extension will also advertise this program in minority-focused newspapers, periodicals, and websites.

While the proposed degree does not project a significant number of new faculty and staff, the partner campuses will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

UW-Extension has several initiatives currently underway to attract more students of color into the UW System. Through UW HELP, brochures focusing on Hispanic and Hmong students are sent to those target groups. A program manager for the M.S. in Sustainable Management employed by UW-Extension will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. UW-Extension is also maintaining ethnic information from COBE data that will allow UW-Extension to market specifically to ethnic audiences.

The SMGT Advisory Board will consist of representatives from leading employers in Wisconsin and other states that are interested in addressing interconnections between a strong economy, a healthy environment, and vibrant communities. Also on the board will be the academic directors from each of the five partner campuses, the UW-Extension Program Manager for the Sustainable Management program, and a dean's representative from UW-Extension CEOEL. The SMGT Advisory Board will meet annually. Program faculty will be invited to attend and participate in the meeting. The board members will also be asked to help host students working on capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The manager of the Sustainable Management degree program will provide assistance to the board, set up the annual board meeting, and so on. The academic directors of the program and the dean from UW-Extension CEOEL will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program stays relevant to trends in the field of sustainability.

Ensuring that diverse student populations enter the M.S. in Sustainable Management program is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The UW-Extension student advisor will work closely with students to self-identify barriers to their success to either help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. UW-Extension will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the areas of assessment focuses on diversity. (See Assessment and Advising section, pp. 18-19.)

### Collaboration

The M.S. in Sustainable Management is a collaborative degree. Five partner campuses (UW-Stout, UW-Superior, UW-Parkside, UW-Oshkosh, and UW-Green Bay) assisted in developing the curriculum and competencies necessary for the program. The five partner campuses have jointly developed and approved the program. All 14 courses have been approved at each of the partner institutions.

UW-Extension will provide administrative support, financial investment, marketing, and student services for the program. Although students choose a home institution where they receive the degree, all of the courses are developed and housed at UW-Extension. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty reside at the different partner institutions. All courses will be listed in the campus registration systems. All partners will share equally in the net revenues from the program.

### Outreach

The M.S. in Sustainable Management is a deliberate outreach effort from UW-Extension and the five partner campuses. Courses and student services are all provided online. It is our expectation that many of the students will be nontraditional. The program seeks to support these busy students as they work on their education while also attending to other priorities such as work and family. Marketing and recruitment will seek to reach a large number of students from differing demographics—further extending our outreach efforts.

Through the M.S. in Sustainable Management Advisory Board, and additional outreach efforts, Wisconsin businesses and organizations will be engaged to help develop learning opportunities for students in the program. Student capstone experiences will provide a further bridge into the business and broader community as students partner with companies and organizations to work on sustainable projects. In addition, those businesses and organizations will be involved in helping to create direct school-to-work paths so that students who enroll in the program have opportunities that lead to full-time employment.

### Delivery Method

The entire M.S. in Sustainable Management degree program will be offered online. All of the courses, and corresponding student services, are offered online. Students can complete the degree program without visiting their home institution.

#### 4. Need, Market Research, and Market Demand

One need not look far to recognize the importance of sustainability for our society and for the world. The need for sustainability, combined with the knowledge economy, creates the need for well-educated leaders who can address some of the more pressing concerns of the 21st century. This is particularly pertinent in Wisconsin where we manage extensive natural resources, where our manufacturing base is changing rapidly, and where our per capita income is \$4,500 lower than that of neighboring Minnesota (Bureau of Census numbers: <http://www.infoplease.com/ipa/A0104652.html>). By helping to increase educational attainment in Wisconsin, this master's degree will help address this salary differential.

According to the U.S. Bureau of Labor Statistics handbook, jobs in environmental sustainability or "green technology" careers are becoming big business; especially, as the global market expands and more companies expand their commitment to environmental sustainability. Indeed, careers in green technology are expected to grow much faster than the average job market as a whole, translating to about a 20 percent increase per year, at least until 2018.

A strong market for this degree already exists with 23 percent of the 345 applicants for the online Bachelor of Science in Sustainable Management already possessing a bachelor's degree. In addition, 215 students have inquired specifically about a master's degree in sustainable management. The online M.S. in Sustainable Management is a natural extension of the online Bachelor of Science in Sustainable Management.

Based on initial scans, CEOEL commissioned a market study to explore business needs, job opportunities, and potentially competing programs. The study was conducted by Eduventures (a higher education market research firm) to determine whether an online M.S. in Sustainable Management from the UW System campuses is viable.

Key findings of the Eduventures survey include:

While sustainability education is new to the higher education landscape, the University System of Wisconsin has established expertise in this market through current program offerings and campus-wide environmental initiatives. Sustainability is new to the higher education landscape and therefore is not yet clearly defined; however, the University of Wisconsin System does have some established expertise in this discipline. UW-Extension should leverage pedagogical expertise from its current bachelor's, master's and certificate programs to offer a master's degree credential in sustainability leadership.

Types of individuals potentially interested in this degree include:

- Those seeking an advanced degree.
- Those working in the professional and business services sectors.
- Those working in trade, transportation, and utilities sectors.
- Community development professionals.
- General and operations managers.
- Construction managers.
- First-line supervisors/managers of construction trade workers and production and operating workers.
- Entry - to mid-level management professionals.
- Professionals within environmental health and safety positions.
- Individuals aspiring to positions as directors of sustainability or sustainability coordinators.

- Professionals within the construction, business services, manufacturing, and utilities sectors,
- Adult and nontraditional students.

### A Lack of University Programs

According to research conducted by Eduventures, 43 institutions in Wisconsin confer master's degrees, but only one offers a master's degree relevant to sustainability. UW-Madison offers the Master of Science in Conservation Biology and Sustainable Development. However, the online M.S. in Sustainable Management degree sought in this document is very different from the degree offered by UW-Madison. It differs in curriculum, delivery format/structure, content, target audience, and price, hence providing an online alternative for nontraditional students.

Other related graduate degrees available within the UW System include:

- UW-Green Bay – M.S. in Environmental Science and Policy
  - Emphasis: Ecosystem Studies
  - Emphasis: Environmental Technology and Analysis
  - Emphasis: Environmental Policy/Administration
- UW-Madison – M.S. in Agro Ecology
  - Certificate in Air Resource Management
  - M.S. in Community/Environmental Sociology
  - M.S., Ph.D. in Environment and Resources
  - M.S., Ph.D. in Environmental Chemistry and Technology
  - M.F.A., M.S., Ph.D. in Human Ecology
  - M.S., Ph.D. in Urban and Regional Planning
  - M.S. in Water Resource Management
- UW-Milwaukee – M.S. in Freshwater Science and Technology
  - M.U.P. in Urban Planning
- UW-River Falls – Certificate in Sustainable Community Planning
- UW-Stevens Point – M.S. in Natural Resources

Nationally, there are a large number of graduate degree programs in sustainability studies; however, it is less clear how many if any focus on sustainable management. Further, the field is dominated by in-person programs, while the online degree options are smaller in number.

Related degrees and programs outside the UW System include:

- Edgewood College – Certificate program in Sustainability Leadership
- Harvard University – Graduate program in Sustainability and Environmental Management
- Ithaca College – Online Professional Certificate program in Sustainability Leadership
- Polytechnic Institute of New York University – Certificate in Sustainability Leadership
- Portland State University – M.S. in Leadership for Sustainability Education
- Saybrook University – M.A. in Organizational Systems, Leadership of Sustainable Systems
  - Specialization
- University of Massachusetts - Online M.S. in Sustainability Studies
- University of Illinois - Online M.A. in Environmental Studies with a Concentration:

## Sustainable Development and Policy

University of Oregon – Certificate and workshops in Sustainability Leadership

Walden University - Online M.S. in Leadership - Leading Sustainability

### Enrollment

Based, in part, on the positive actual year-to-date performance and projected growth in the online Bachelor of Science in Sustainable Management program, we are projecting strong enrollments in the master’s program. The five-year program enrollment projection patterns shown in the following table are consistent with those of adult students in other University of Wisconsin online programs. For the purpose of this model, it is anticipated that the annual attrition will be moderate—15 percent—for students moving through the program.

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	29	26	52	49	87
Continuing		25	38	67	59
Total	29	51	90	116	136
Graduating		5	10	40	40

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

## On-Campus Correlative

Because this is a collaborative online program to which each partner campus contributes two to three courses for a total of 14 courses, none of the individual partner campuses will offer this program in a face-to-face format.

### **5. Assessment and Advising**

#### Program Assessment

The assessment of student learning outcomes for the M.S. in Sustainable Management degree program will be managed by an assessment team comprised of the five academic program directors from each partner campus. This team also serves as the oversight and decision-making body for the program. The term of service for each of the faculty members will be determined by the home campus they are representing. The team will meet semiannually in person; however, teleconferences may be used to meet more regularly if need arises.

The assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's seven learning outcomes. The team will also identify what data will be needed and serve as the collection point for the data. The rubric will focus on processes and data to measure direct student learning through, for example, the compilation of student portfolios that represent examples of student work obtained from different courses. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency in a specific student outcome. Program graduates will be surveyed to determine success in securing employment related to the major, and regarding the types of roles and careers that graduates have entered.

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

The assessment team will compile these various sources of data and complete an annual report summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. Decisions of the assessment team will go through the normal curricular processes at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

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

## Advising

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

UW-Extension will provide program advising in consultation with the campus partners. A robust and proactive communications plan is in place to make sure students get the information they need quickly and easily. A full-time advisor at UW-Extension will reach out to the enrolled students several times a semester to make sure problems are resolved quickly. The UW-Extension advisor will work with the campus services and the faculty, assisting students with any concerns.

UW-Extension also offers an online readiness assessment for online learning, an online writing lab, online social networking, and a carefully designed website that serves as a resource for students. In partnership with the five campus institutions, students will have access to a wide array of services.

## Access for Individuals with Disabilities

The courses in the online M.S. in Sustainable Management will be ADA accessible. Students with special needs will be directed to work with the disability services offices at their home institutions to work out the best ways to meet their special needs.

## **6. Personnel**

### Current Faculty Requirements

Because this will be a collaborative degree shared by five campuses, the burden on faculty at any one campus will be limited. There are 14 courses that make up the online graduate degree, so each campus will teach two to three courses per Fall and Spring semesters once the program is fully operational, and one campus will teach four—with the addition of the capstone course. Campuses will also teach summer courses based on student demand. It will take about one and one-half years for all courses to be offered.

### Additional Faculty Requirements

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

## 7. Academic Support Services

### Library Resources

Students will have access to their home institution's online library resources. Additionally, the UW System provides for inter-library transfers within the UW System. Online courses will be designed to maximize the use of web resources and e-books in the curriculum. Textbooks will be provided by CEOEL's virtual bookstore, MBS. Students may order texts online or via a toll-free call.

Library links for partner campuses:

UW-Green Bay Cofrin Library

<http://www.uwgb.edu/library/>

UW-Oshkosh Polk Library

<http://www.uwosh.edu/library/>

UW-Parkside Library

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

UW-Stout Library

<http://www.uwstout.edu/lib/services/de.cfm>

UW Superior Library – Distance Learning Resources

<http://library.uwsuper.edu/distancelearning.html>

In addition to traditional UW System library resources, UW-Extension will provide online learning resources. Students will be able to utilize the Online Writing Lab (OWL) housed in and staffed by UW-Extension. This writing lab provides a tutorial service for students who need extra writing help.

<http://access.wisconsin.edu/owl/>

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

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

### Access to Student Services

Students in the M.S. in Sustainable Management program will be able to reach the program advisor through several means: Toll-free phone number, email, free video/audio Internet call via Skype and Internet chat. Students in the Madison area may also speak to the advisor in person during regular office hours. The advisor will be available Monday – Friday from 8:00 a.m.–4:30 p.m. In addition, UW-Extension student services for general advising, program information, registration help, and so on, are available M.–Th. 8 a.m.–4:30 p.m.; F. 8 a.m.–4:30 p.m.; and Su. 2 p.m.–8 p.m.

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

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

### Technical Support

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

Technical support is also currently provided by UW-Extension to faculty developing courses and teaching in the program. In addition to online and phone support, UW-Extension course designers travel to partner campuses to work with faculty to help them develop their courses. UW-Extension also holds periodic online course development retreats to inform instructors about emerging technologies and to help them incorporate new technologies into their courses.

Each partner campus also has technical support that Sustainable Management students may access.

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

## **8. Facilities and Equipment**

### Capital Resources

This is an online program.

### Capital Budget Needs

No additional capital budget needs are anticipated.

### Security

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

## **9. Finance**

Budget Narrative

The initial development and implementation of the program will be funded by 2007–09 Growth Agenda GPR funding for the UW-Extension Adult Student Initiative. These funds will provide start-up resources until the program can be self-supporting. The budget is built on the program being self-supporting within five years of implementation. UW-Extension is underwriting the investment to develop the program’s 14 courses and will also fund UW institutions and UW-Extension program support costs until the program begins to generate revenues in excess of expenses. Thus, current and additional costs will be funded through a combination of GPR and program revenues. In the following budget chart, “additional costs” will be covered by resources and additional FTE allocations from UW-Extension to either buy-out current faculty time or provide resources to allow faculty to teach overload. Revenue surpluses will be shared equally among the participating partners.

Program tuition for the M.S. in Sustainable Management will be set at \$675/credit for 2012–2013 and will be identical at all five partner institutions. For the purpose of budgeting, it has been estimated that tuition will increase at a rate of 5.5 percent per year. Students will not be charged any additional fees as part of the program, except for the costs of their books. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. However, they will not be required to pay these fees if they do not take advantage of those resources. This tuition rate is based on market demand estimates as well as comparisons with other online programs in the UW System and nationally.

The tuition revenue estimate is based upon an estimated average enrollment of 29 students x 15 credits/year x \$675/credit in the first year; 51 students x 15 credits/year x \$712/credit in the second year; and 90 students x 15 credits/year x \$751/credit in the third year. If the program does not generate the expected enrollments, the marketing effort will be reevaluated and adjusted to better reach the intended students.

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

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

**Estimated Total Costs and Resources**

	FY 2011–12		FY 2012–13		FY 2013–14	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars

Personnel						
Faculty/Instructional Staff	1.250	\$175,000	1.250	\$175,000	1.250	\$175,000
Academic/Classified Staff	2.00	\$198,038	2.750	\$324,758	1.50	\$138,198
Non-Personnel		0		0		0
Subtotal	3.250	\$373,038	4.00	\$499,758	2.750	\$313,198
<b>ADDITIONAL COSTS</b>						
Personnel						
Faculty/Instructional Staff	0.50	\$28,000	2.50	\$207,200	5.75	\$291,200
Academic/Classified Staff	0	0	0.875	\$103,160	1.00	\$161,720
Other - (S&E)		\$2,000		\$141,000		\$146,000
Subtotal	0.50	\$30,000	3.375	\$451,360	6.75	\$598,920
<b>TOTAL COSTS</b>	<b>3.750</b>	<b>\$403,068</b>	<b>7.375</b>	<b>\$951,118</b>	<b>9.5</b>	<b>\$912,918</b>
<b>CURRENT RESOURCES</b>						
Adult Student Initiative		\$403,068		\$659,518		\$207,238
Subtotal		\$403,068		\$659,518		\$207,238
<b>ADDITIONAL RESOURCES</b>						
Program Revenue–Tuition		0		\$291,600		\$704,880
Subtotal		0		\$291,600		\$704,880
<b>TOTAL RESOURCES</b>		<b>\$403,068</b>		<b>\$951,118</b>		<b>\$912,918</b>

In fiscal year 2011–12 current costs represent a total of 3.25 FTEs and \$373,038:

Personnel

- Faculty/Instructional Staff 1.25 FTEs and \$175,000:
  - **UW Campus Academic Director (FTE, Salary, and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director at each of the five partner campuses. \$175,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 5 partner campuses.
- Academic/Classified Staff 2.0 FTEs and \$198,038:
  - **UW-Extension CEOEL Instructional Design Support (FTE, Salary, and Fringe)** – 1.0 FTEs and \$123,200 to design and develop online courses. Reflects a cost rate of \$70.00 per

hour, to design and develop 4 courses at 440 hours per course. \$123,200 includes 440 hours @ \$70.00/hour x 4 courses.

- **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary, and Fringe)** - 1.00 FTE and \$74,838 for a program manager and student service coordinator each at 0.5 time. \$74,838 includes \$53,456 salary plus 40.0% fringe or \$74,838 for these two positions within the division.

**In fiscal year 2011–12 additional costs represent a total of 0.5 FTEs and \$30,000:**

Personnel

- Faculty and Instructional Staff 0.5 FTE and \$28,000:
  - **UW Campus Course Development (FTE, Salary and Fringe)** – 0.5 FTEs and \$28,000 represent 0.125 FTEs and \$7,000 per course to fund faculty content development. \$28,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 4 courses.
- Other (Supplies & Expenses) \$2,000:
  - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$2,000 represents \$500 per course section taught. \$2,000 includes \$500 per course section (as assigned to campuses) x 4 course sections.

**In fiscal year 2012–13 current costs represent a total of 4.0 FTEs and \$499,758:**

Personnel

- Faculty/Instructional Staff 1.25 FTEs and \$175,000:
  - **UW Campus Academic Director (FTE, Salary and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director at each of the five partner campuses. \$175,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 5 partner campuses.
- Academic/Classified Staff 2.750 FTEs and \$324,758:
  - **UW-Extension CEOEL Instructional Design Support (FTE, Salary, and Fringe)** – 1.750 FTEs and \$249,920 to design and develop online courses. Reflects a cost rate of \$71.00 per hour, to design and develop 8 courses at 440 hours per course. \$249,920 includes 440 hours @ \$71.00/hour x 8 courses.
  - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary, and Fringe)** - 1.00 FTE and \$74,838 for a program manager and student service coordinator at .5 time. \$74,838 includes \$53,456 salary plus 40.0% fringe or \$74,838 for these two positions within the Division.

**In fiscal year 2012–13 additional costs represent a total of 3.375 FTEs and \$426,160:**

Personnel

- Faculty and Instructional Staff 2.5 FTEs and \$207,200:
  - **UW Campus Course Development (FTE, Salary, and Fringe)** - 1.00 FTE and \$56,000 represent 0.125 FTEs and \$7,000 to fund faculty content development. \$56,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 8 courses.
  - **UW Campus Course Instruction (FTE, Salary, and Fringe)** – 1.5 FTEs and \$151,200 represent 0.125 and \$12,600 for instructional costs per course section. \$151,200 includes \$9,000 salary plus 40.0% fringe or \$3,600 per course (as assigned to campuses) for the teaching of 12 course sections.

- Academic/Classified Staff 0.875 FTE and \$103,160:
  - **UW Campus Student Services Support (FTE, Salary, and Fringe)** - 0.625 FTE and \$35,000 represent 0.125 and \$7,000 to fund registrar services at each of the five partner campuses. \$35,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 x 5 partner campuses.
  - **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary, and Fringe)** - 0.250 FTE and \$68,160 for course maintenance. Reflects a cost rate of \$71.00 per hour, the maintenance of 12 course sections at 40 hours per course section. \$68,160 includes 80 hours @ \$71.00 per hour x 12 course sections.
  
- Other (Supplies & Expenses) \$141,000:
  - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$6,000 represents \$500 per course section taught. \$6,000 includes \$500 per course section (as assigned to campuses) x 12 course sections.
  - **UW Campus Local and Regional Marketing (S & E)** - \$35,000 represents \$7,000 to fund local marketing at each of the five partner campuses. \$35,000 includes \$7,000 x 5 partner campuses.
  - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$100,000 for ongoing statewide marketing and public relations.

**In fiscal year 2013–14 current costs represent a total of 2.750 FTEs and \$313,198:**

- Faculty/Instructional Staff 1.25 FTEs and \$175,000:
  - **UW Campus Academic Director (FTE, Salary, and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director at each of the five partner campuses. \$175,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 5 partner campuses.
- Academic/Classified Staff 1.5 FTEs and \$138,198:
  - **UW-Extension CEOEL Instructional Design Support (FTE, Salary and Fringe)** – .5 FTEs and \$63,360 to design and develop online courses. Reflects a cost rate of \$72.00 per hour, to design and develop 2 courses at 440 hours per course. \$63,360 includes 440 hours @ \$72.00/hour x 2 courses.
  
  - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary and Fringe)** - 1.00 FTE and \$74,838 for a program manager and student service coordinator at 0.5 time. \$74,838 includes \$53,456 salary plus 40.0% fringe or \$74,838 for these two positions within the Division.

**In fiscal year 2013–14 additional costs represent a total of 9.5 FTEs and \$895,918:**

#### Personnel

- Faculty and Instructional Staff 3.0 FTEs and \$291,200:
  - **UW Campus Course Development (FTE, Salary, and Fringe)** – 0.250 FTE and \$14,000 represent 0.125 FTE and \$7,000 to fund faculty content development. \$14,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 2 courses.
  - **UW Campus Course Instruction (FTE, Salary, and Fringe)** – 2.75 FTEs and \$277,200 represents 0.125 and \$12,600 for instructional costs per course section. \$277,200 includes \$9,000 salary plus 40.0% fringe or \$3,600 per course (as assigned to campuses) for the teaching of 22 course sections.
- Academic/Classified Staff 1.0 FTE and \$161,720:

- **UW Campus Student Services Support (FTE, Salary, and Fringe)** - 0.625 FTE and \$35,000 represent 0.125 and \$7,000 to fund registrar services at each of the five partner campuses. \$35,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 x 5 partner campuses.
- **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary, and Fringe)** - 0.5 FTE and \$126,720 for course maintenance. Reflects a cost rate of \$72.00 per hour, the maintenance of 22 course sections at 80 hours per course section. \$126,720 includes 80 hours @ \$72.00 per hour x 22 course sections.
- Other (Supplies & Expenses) \$146,000:
  - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$11,000 represents \$500 per course section taught. \$11,000 includes \$500 per course section (as assigned to campuses) x 22 course sections.
  - **UW Campus Local and Regional Marketing (S & E)** - \$35,000 represents \$7,000 to fund local marketing at each of the five partner campuses. \$35,000 includes \$7,000 x 5 partner campuses.
  - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$100,000 for ongoing statewide marketing and public relations.

Commitment to Maintain Program

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

UW-Extension will continue to provide marketing, recruitment, and outreach services along with technical expertise, IT services, equipment and software, financial planning, and oversight.

Each partner campus will be responsible for ensuring that appropriate faculty teaches in the program. UW-Extension will work with partner campuses so that courses are developed and updated on a regular schedule that ensures quality. Every online course will be significantly updated every two years, and all courses will receive minor updates for each semester.

**Faculty Senate Continuing Business 4d 5/2/2012**