

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 8**

Wednesday, April 13, 2011

Alumni Rooms AB, 3:00 p.m.

Presiding Officer: Michael Draney, Speaker

Parliamentarian: Clifford F. Abbott

#### **1. CALL TO ORDER**

#### **2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7 March 9, 2011 [page 2]**

#### **3. CHANCELLOR'S REPORT**

#### **4. CONTINUING BUSINESS**

- a. Proposal for an Honors Program (amended second reading) [page 5]  
Presented by Illene Noppe

#### **5. NEW BUSINESS**

- a. Resolution on Granting Degrees [page 5]
- b. Resolution of Congratulations to Women's Basketball [page 5]
- c. Wisconsin Idea Partnership [page 6]  
Presented by Brian Sutton  
supporting materials: letter from Chancellors [page 7]  
Regents' Resolution [page 11]
- d. Resolution on UW-Green Bay Adjuncts [page 13]  
Presented by Illene Noppe
- e. Code Change on Elections (first reading) [page 14]  
Presented by Cliff Abbott
- f. New Program: Health Information Management and Technology (first reading) [page 16]  
Presented by Derryl Block
- g. Requests for future business

#### **6. PROVOST'S REPORT**

#### **7. OTHER REPORTS**

- a. Academic Affairs Council Report [page 47]
- b. Faculty Rep's report - presented by Brian Sutton
- c. University Committee Report - presented by Illene Noppe
- d. Student Government Report - presented by Heba Mohammad

#### **8. ADJOURNMENT**

**MINUTES 2010-2011**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 7**

Wednesday, March 9, 2011  
Alumni Room, University Union

Presiding Officer: Michael Draney, Speaker of the Senate

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

PRESENT: Lucy Arendt (BUA), Scott Ashmann (EDU), Andrew Austin (SCD), Kimberly Baker (HUB), Toni Damkoehler (AVD), David Dolan (NAS-UC), Michael Draney (NAS-UC), Adam Gaines (AVD), Adolfo Garcia (ICS), Viki Goff (ICS), Doreen Higgins (SOWORK), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Mark Kiehn (EDU), Mimi Kubsch (NUR), James Loebel (BUA), John Luczaj (NAS alternate), Christopher Martin (HUS), Michael McIntire (NAS), Thomas Nesslein (URS), Illene Noppe (HUD-UC), Courtney Sherman (AVD alternate), Heidi Sherman (HUS), Christine Smith (HUD), Brian Sutton (HUS-UC), Patricia Terry (NAS), Julia Wallace (Provost, *ex officio*), Jennifer Zapf (HUD)

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

NOT PRESENT: Caroline Boswell (HUS), Thomas Harden (Chancellor, *ex officio*), Amanda Nelson (HUB), John Stoll (PEA)

GUESTS: Derryl Block, Scott Furlong, and John Lyon

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

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 6, February 16, 2011**  
Speaker Draney asked for corrections or objections and, getting silence in return, he declared the minutes approved.

**3. Chancellor's Report** Since the Chancellor was called away to Madison, there was no report although the Provost in her report later in the meeting offered to take questions on his behalf.

**4. Continuing business**

a. Election of Speaker of the Senate for 2011-2012. Speaker Draney asked for nominations.  
**Senator Sutton (Senator Kaufman second) nominated Derek Jeffreys and the Senate approved (21-0-1).**

**5. New business**

a. Slate of Candidates for Faculty Elective Committees for 2011-2012. Professor John Lyon from the Committee on Committees and Nominations described the process, sought suggestions for the improvement of this year's electronic version of the preference survey, and presented the slate of candidates, noting a lack of eligible candidates for certain slots from the Social Sciences

voting district. **Senator Damkoehler (Senator Terry second) moved to accept the slate and the motion passes (24-0-0).**

b. Proposal for an Honors Program (first reading). UC Chair Noppe presented, with PowerPoint accompaniment, a proposal from the Honors Program Task Force. It is for an Honors Program, which she distinguished from an Honors College where honors students are mostly separated from other students. The rationale included the claim that we are in the minority in not having an Honors Program and that it would be good for recruitment, retention, and the intellectual climate of the campus. There would be an admission process that focussed on determining motivation from essays as opposed to using just GPA. The program would offer students an honors experience of some sort in each semester focussing on interdisciplinarity and student research. The program would begin with a cohort of 25 students, require five faculty release times, and might cost about \$37,000 per year. The Senate was being asked to support the proposal contingent upon securing external funding through Advancement.

The discussion contained a few endorsements from senators' own positive experiences of being involved in honors programs. There were several suggestions and questions on the particulars (handling of transfer and non-traditional students, level of support for faculty supervision of student research/theses, surveying of student views, choosing faculty involved, the contingent funding, the work involved in reading admission essays) but there was also a more fundamental disagreement over the appropriateness of the proposal. On the one hand if the aspirations of the program are things we would want for all our students, is the preferential treatment of some students appropriate? On the other hand why shouldn't better students have challenges and supports just for them?

c. Requests for future business. The Speaker made the standard request for future business.

**6. Provost's Report** The Provost laid out a problem with what we charge students to take classes. The problem stems from the increasing use of distance education courses, not just for special separate programs but for many students in most programs. The rules governing tuition and fees and definitions of what counts as distance education have reached such Byzantine complexity - the factors include the tuition plateau (which by System rules allows a full time student to pay one amount for 12-18 credits), segregated fees (which do not include a technology fee charged as part of tuition), the distance education fee (at \$20 the lowest in the state), financial aid rules, hybrid courses (which recently got defined by the Higher Learning Commission as distance education courses when the face-to-face portion slips below 25%), and the January term (which currently only contains on-line courses) - so that the variation in what students in the same class are paying is beginning to look like the variation air travellers are paying on the same flight. Some faculty advisors are savvy to these variations in helping students plan their route to degrees, but they shouldn't have to do a pricing analysis for students. It should be much easier to explain to students what an education costs. A possible solution might be to get System to eliminate the plateau so students get charged by the course, although one senator pointed out that the plateau encourages students to take advantage of some elective courses they might not otherwise take.

## **7. Other Reports**

a. Academic Affairs Council Report Speaker Draney acknowledged the report included in the agenda.

b. Faculty Rep's report. Faculty Rep Sutton reported that the faculty reps had not met since the last Senate meeting but he invited concerns he could take to their next meeting.

c. University Committee Report. UC Chair Noppe announced that President Reilly appreciated the resolution on the Budget Repair Bill from last month's Senate meeting and she then listed the items on the UC agenda for the previous couple of meetings, mostly the Honors Program, committee nominations, and Wisconsin politics.

d. Student Government Report. Speaker Draney introduced Heba Mohammad who commented on a few items before student government: their rejection of participation in the United Council; investigation of a child care facility; and interest in a ride share program.

**8. Adjournment** The meeting ended at 4:20.

[corrected 4/13/11]

**Resolution in Favor of the Recommendations  
of the Honors Program Task Force**

Be it resolved that the Faculty Senate endorses the establishment of an Honors Program at UW-Green Bay, as described by the Honors Program Task Force, contingent upon the procurement of outside funding for creating, implementing, and sustaining the program.

**Faculty Senate Continuing Business 4a 4/13/2011**

**Recommendation 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 2011 Commencement.

**Faculty Senate New Business 5a 4/13/2011**

**Resolution Commending the UWGB Women's Basketball Team**

Whereas the UWGB women's basketball team compiled a 34-2 record this year, winning both the regular season and the conference tournament championships of the Horizon League and advancing to the Sweet Sixteen of the NCAA tournament for the first time in school history, and

Whereas UWGB women's basketball teams have had 28 consecutive semesters of composite GPAs of 3.0 or higher, and UWGB's athletic teams as a whole have had 22 consecutive semesters of composite GPAs of 3.0 or higher,

Therefore be it resolved that the Faculty Senate of the University of Wisconsin at Green Bay commends UWGB athletes in general and the women's basketball team in particular for their athletic and academic achievements.

**Faculty Senate New Business 5b 4/13/2011**

## **Wisconsin Idea Partnership Resolution**

Whereas the University of Wisconsin System has admirably served Wisconsin's citizens for the past forty years, and

Whereas the UW-System's share of the state budget has been consistently declining for the past twenty-five years, culminating in a proposed \$250 million cut for 2011-13, and

Whereas financial decisions at each institution are optimally made at a local level by those most familiar with the institution,

Therefore be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay endorses the Wisconsin Idea Partnership, a plan which would extend to all UW-System institutions the financial and administrative flexibilities Governor Walker has advocated providing for UW-Madison, while keeping all current UW-System schools within the System.

**Faculty Senate New Business 5c 4/13/2011**

## **From a letter sent to Legislature from the Chancellors**

March 23, 2011

Dear Senators and Representatives:

As you begin work on the 2011-13 biennial budget, we hope that you will give careful consideration to the effect your decisions will have on the University of Wisconsin System, all 26 campuses, all 72 county Extension offices, all 182,000 enrolled students, and all 30,000 of our UW faculty and staff colleagues.

We hope that you will support the **Wisconsin Idea Partnership** as the best way to provide all UW institutions with new management tools that will help us mitigate the effects of \$250 million in state funding reductions.

Attached is a summary of the Wisconsin Idea Partnership and a resolution of support passed by the UW System Board of Regents on March 10, 2011. **We support this proposal to provide much needed administrative flexibility to all UW institutions as part of one unified system that includes UW-Madison.** More than ever, that flexibility is needed to preserve broad access to a high-quality UW education.

Thank you for your consideration.

## **WISCONSIN IDEA PARTNERSHIP**

### **Summary of Proposal to Provide Management Flexibilities for All University of Wisconsin System Institutions**

The primary purpose of the Wisconsin Idea Partnership is to advance the Wisconsin Idea by providing the maximum flexibility to all University of Wisconsin Chancellors to lead their institutions in the most effective and efficient manner possible, for the benefit of their students, faculty, staff, and local communities. To accomplish this, the UW System proposes amending the proposed 2011-13 biennial budget bill to provide all UW campuses and UW-Extension with new management flexibilities within the current Board of Regents of the University of Wisconsin System governance structure. These statutory flexibilities are necessary to ensure that all UW institutions can operate more efficiently and effectively, with the tools to manage significant budget cuts and compete effectively for outside resources, and attract high quality students, faculty, and staff. This Wisconsin Idea Partnership provides UW-Madison with all the operational flexibilities proposed by Governor Walker, but within a unified System framework. This option avoids the creation of a new public authority that would separate UW-Madison from all other UW institutions. By preserving existing law that governs UW institutions, this straightforward approach addresses many concerns about student, faculty, and staff shared governance, student access, tuition rates, academic freedom in teaching and research, and the appointment of a new and separate governing board. If this language is included in the 2011-13 budget, the Board of Regents will delegate these new management flexibilities to the UW campuses and UW-Extension to the fullest extent possible, while ensuring transparency and appropriate levels of Board oversight and public accountability. The Wisconsin Idea Partnership is focused on the following areas: Budgeting, Tuition/Pricing, Human Resources, Capital Planning and Construction, Financial Management, and Purchasing and Procurement.

#### **Budgeting**

Currently, general-purpose revenue (GPR) dollars and other funds are allocated to the UW System in earmarked “silos,” providing campuses little or no ability to move funds among appropriations, or the flexibility to reprioritize available funds in one area to address emerging state and university needs in another. This limits the tools that Chancellors may use to “manage to the bottom line.” Under the Wisconsin Idea Partnership, the Board of Regents would receive from the state a single “GPR block grant,” replacing the current appropriation structure of line-item funding earmarked for utilities, debt service, pay plan, health insurance, and new initiatives. UW institution-specific block grants would allow the UW campuses and UW-Extension to use GPR, fees, and other program revenues for any appropriate university purpose. Institutions would continue to retain additional revenues from institution-specific tuition increases and from new enrollment growth. The Wisconsin Idea Partnership would permit UW institutions to reallocate funding among all budget lines to address institutional priorities and regional needs. Savings from utilities, fringe benefits, and other areas could be used to fund core academic operations, technology transfer, educational services for small businesses, competitive compensation for faculty/staff, financial aid, or other priorities.

## **Tuition/Pricing**

Wisconsin Statutes grant tuition revenue generating authority to the UW System Board of Regents, but the law also restricts the use of these funds so that resident undergraduate tuition rates are by and large determined by actions taken by the Governor and legislature during the biennial budget process. Approval of the Wisconsin Idea Partnership would provide the Board of Regents with authority to set tuition levels for UW campuses so that all institutions have the ability to meet the needs of students and employers while maintaining high levels of educational quality. All UW institutions would be able to enhance educational quality, address competitive compensation challenges, improve student services, boost retention rates, and increase graduation rates based upon their individual circumstances. This change, in conjunction with the budgeting changes that remove multiple tuition appropriations, would improve the budgeting and planning process for all UW campuses. Policies would be developed to ensure that UW campuses remain affordable for Wisconsin citizens. This tuition flexibility would allow individual campuses to generate funding for unique value-added services and programs, establish niches within the higher-education marketplace, or implement new pricing models.

## **Human Resources**

Today, UW faculty and academic staff employees are governed by the same laws that govern virtually all other State of Wisconsin employees. Titles, pay ranges, pay plans, benefit plans, and other human resources decisions are now made by the Office of State Employment Relations (OSER), and are generally applied uniformly across all agencies, ignoring UW's unique need to compete in a global market for human capital.

The Wisconsin Idea Partnership would provide all UW Chancellors with freedom to address growing challenges associated with recruiting and retaining the quality and diversity of staff needed to further their institutions' missions. The Wisconsin Idea Partnership would address the need to provide incentives for innovative practices and reward creativity and initiative on the part of faculty, academic staff, and limited appointees (unclassified staff), non-represented classified employees, and represented classified employees.

The Wisconsin Idea Partnership would provide for oversight by the statewide Board of Regents within the constraints of the budget authority provided, while reducing costly and unnecessary reports and duplicative oversight by OSER.

With these recommended changes, the UW Board of Regents would be responsible for setting pay plans and approving collective bargaining agreements for all UW System employees, and for determining the appropriate job classifications for all staff, within the constraints of its budget.

## **Capital Planning and Construction**

UW institutions face many state capital planning and construction policies and oversight mechanisms that significantly increase the time it takes to complete a construction project and the project's overall cost. These project costs could be reduced significantly by streamlining the planning, design, and approval processes, and by placing the responsibility and accountability closer to the users – typically those who are also paying for the project.

Under the Wisconsin Idea Partnership, the Legislature would continue to enumerate all projects funded with General Fund Supported Borrowing (GFSB) or Program Revenue Supported Borrowing (PRSB) over \$500,000. The State Building Commission would approve all projects over \$500,000 regardless of source of funds. The Division of State Facilities (DSF) would have control of and manage all projects funded with GPR or GFSB. The Board of Regents would have authority to undertake and oversee the management of projects funded entirely from sources other than GPR and GFSB such as program revenue and gifts and grants.

UW campuses could manage all aspects of non-GPR, non-GFSB projects, including hiring architects and engineering consultants, bidding, contracting, and project supervision. The Board and institutions would be responsible for funding overhead costs and the DSF would continue to be able to charge a management fee on GPR and GFSB projects.

The Board would be able to accept gifts of land or other real property or to allow privately-owned or operated facilities on University land.

## **Financial Management**

Under current law, UW institutions cannot manage their own finances and investments. The State invests all revenues, and UW institutions are credited for interest earnings on certain funds. The state keeps investment earnings on most program revenue funds, while statutes restrict the UW to managing and investing only gifts and trust funds.

The Wisconsin Idea Partnership would allow the Board of Regents to oversee revenue and interest earnings on program revenue funds (tuition, auxiliaries operations, and other revenues earned through program revenue operations). In order to preserve the State's cash flow capabilities, program revenue funds would be required to be placed in the local government fund, but the University would retain interest earnings from those funds. Additionally, the Board would gain authority to invest any and all surplus funds, and retain interest earnings on those funds. Statutory limitations on income accumulation in funds holding specific gifts, grants, and bequests would be removed. Finally, the Board of Regents would be able to determine the percentage of trust funds that may be held in common stocks.

## **Purchasing and Procurement**

All University of Wisconsin System institutions must adhere to strict laws and regulations that govern the procurement of goods and services. These laws apply uniformly to all State agencies, ignoring the specialized needs of UW campuses and prohibiting the use of other purchasing tools that could enhance UW operations and reduce costs.

Except as specifically delegated, the Department of Administration (DOA) would continue to have primary oversight over procurement. The Board of Regents would be delegated the authority to enter into contracts for specialized, University-related materials, supplies, equipment, and services. This authority would be further delegated to UW campuses and UW-Extension. The Board of Regents would be authorized to enter into consortium purchasing agreements with other higher education institutions and UW institutions could purchase from any vendor included in those purchasing agreements. Additionally, the UW institutions would manage their vehicle fleets in lieu of management by DOA. The Board of Regents would also have the opportunity to manage its own worker's compensation program and insurance contracts provided a six-month notice of such intent was provided to DOA.

## Conclusion

Wisconsin is at a crossroads. To thrive in a global economy that rewards innovation and knowledge, our state needs more college graduates and more jobs to employ its citizens. The University of Wisconsin System has an ambitious, detailed plan to help on both counts in order to move Wisconsin forward but it needs an equally detailed commitment from Wisconsin people and their government. As UW's share of state support has deteriorated from 12 cents on the dollar to 8 cents in 2009-11 to a proposed 6.1% in 2011-13, the need for new management flexibilities at all UW institutions has never been more urgent. We look forward to the day when the State of Wisconsin renews its financial commitment to its public university and reverses this trend of declining support. In the meantime, the Wisconsin Idea Partnership will help the UW institutions survive these perilous times and enable 30,000 dedicated faculty and staff to provide a high quality education to 182,000 students.

### **Biennial Budget Resolution**

3/10/2011

WHEREAS in 1971 the University of Wisconsin merged with the Wisconsin State Universities to create the University of Wisconsin System (System); and  
WHEREAS over the last 40 years the System has evolved into one of the nation's premier university systems, with over 182,000 students and over \$1 billion in research, and into a key contributor to the economy of the State of Wisconsin; and  
WHEREAS institutions of the System have experienced a steady decline in state resources needed to provide access to quality higher education in the state; and  
WHEREAS all System institutions operate in highly competitive national, and often international, markets for students, faculty, staff, and financial resources; and  
WHEREAS in light of these budget reductions and the competitive higher education market in which all System institutions operate, all System institutions need significant management flexibilities in human resources, tuition-setting, budgeting, purchasing, and capital projects; and  
WHEREAS System institutions' need for increased management flexibilities has long been sought by UW leaders, and most recently affirmed by the System's Tuition and Financial Aid Working Group and Competitive University Workforce Commission; and  
WHEREAS the importance and need for these flexibilities for all System institutions has been championed by business, community, media, and higher education leaders around the state; and  
WHEREAS other public universities possess many of the flexibilities that System institutions seek, and other states are proposing increased flexibilities for their public universities in order to manage reductions in public funding and better serve their states; and  
WHEREAS the proposed 2011-13 Wisconsin biennial budget bill reduces funding for System institutions by \$250 million dollars, and a cut of this magnitude, without flexibilities, creates significant challenges to all System institutions' ability to provide access to quality higher education for Wisconsin residents, create more jobs, and support communities; and  
WHEREAS the budget bill provides for major cuts to all institutions in the System, but allows for increased management flexibilities only for UW-Madison, and further separates UW-Madison from all other System institutions through the creation of a new UW-Madison public authority; and  
WHEREAS the creation of one or more separate public authorities would fragment the System and encourage more competition between System institutions; add new bureaucracy due to duplicative administrative and academic structures; and increase the total costs borne by state taxpayers, students, and families; and

WHEREAS fragmentation of the state's public university system will result in less collaboration between UW-Madison and other System institutions; and

WHEREAS fragmentation of the System will diminish UW-Extension's ability to make available to every corner of the state the vast stores of knowledge and expertise possessed by System faculty and staff through its presence in all 72 counties, with three tribal governments, and on each System campus; and

WHEREAS fragmentation of the System will eliminate a shared set of policies and procedures that aid research and teaching collaborations between institutions and that make it easier for information and research to be disseminated and partnerships to take hold; and

WHEREAS faculty, staff, and students from institutions throughout the System have voiced concerns over what the creation of a public authority for individual institutions would mean to current governance rights and structures, access for Wisconsin residents, affordable tuition rates, and academic freedom in teaching and research,

BE IT THEREFORE RESOLVED that the University of Wisconsin System Board of Regents strongly supports amendment of 2011 Senate Bill 27 to provide all institutions the management flexibilities proposed for UW-Madison, within the Board of Regents' and System's current governance and statutory framework; and

BE IT FURTHER RESOLVED that the System Board of Regents will delegate the new flexibilities directly to each UW institution, while ensuring transparency and appropriate levels of board oversight and public accountability; and

BE IT FURTHER RESOLVED that the System Board of Regents endorses the careful future study of alternative structures for leading and managing the University of Wisconsin System, including but not limited to, public authority status for the entire System; and

BE IT FURTHER RESOLVED that the System Board of Regents believes that any action that would break up the UW System puts at risk a proven and successful approach for delivering quality, and cost-effective public higher education that has served Wisconsin well for almost 40 years; and

BE IT FINALLY RESOLVED that the System Board of Regents recognizes that stable state funding, affordable access, a high-quality, appropriately-compensated faculty and staff, and all System institutions working together through a carefully-planned structure, are necessary to achieve the widely-supported Growth Agenda for Wisconsin and strengthen the state's public higher education system.

## **Resolution on UW-Green Bay Adjuncts**

Due to an increase in the number of courses (especially those with alternative delivery methods) taught by adjuncts, the University Committee proposes the following broad guidelines to be adhered to across campus:

*“Be it resolved that all adjuncts teaching courses at UW-Green Bay be approved by the Unit responsible for that course. Unit approval must also be given to the adjunct’s course syllabi and course materials. In addition, all adjuncts must be evaluated, on an ongoing basis, by the approving unit upon the completion of any course that said adjunct teaches.”*

**Faculty Senate New Business 5d 4/13/2011**

## **Proposed Code Changes on Elections**

The proposal is to delete the struckthrough elements in the following sections of Code:

### **52.03 ELECTION OF SENATORS**

B. District Senators Shall be Elected as Follows:

3. ~~Election shall be by unsigned, written ballot.~~ The results of the election shall be announced at the meeting. The results of the election ~~and the ballots~~ shall be transmitted to the Secretary of the Faculty and Academic Staff by December 15 for recording.

### **53.04 INTERDISCIPLINARY UNIT CHAIRPERSON: SELECTION**

A. The chairperson shall be elected by a simple majority of the interdisciplinary unit members with the approval of the appropriate Dean(s) 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 on the number of terms a chairperson may serve. The vote shall be ~~by written ballot~~ at an interdisciplinary unit meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) 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 50 percent of the interdisciplinary unit faculty or on request of the appropriate Dean(s).

### **53.09 DISCIPLINARY AND OTHER UNIT CHAIRPERSON: SELECTION**

A. The chairperson shall be elected by a simple majority of the disciplinary or other unit members with the approval of the appropriate Dean(s) for a term of three years. There is no limit on the number of terms a chairperson may serve. The vote shall be ~~by written ballot~~ at a meeting of that unit with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) 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 50 percent of the unit faculty or on request of the appropriate Dean(s).

### **52.07 ORGANIZATION OF THE FACULTY SENATE**

B. The Speaker of the Senate shall be elected from among the senators ~~by written ballot~~ at a Senate meeting in the month of May. The Speaker of the Senate shall be the executive coordinator of the Senate. Term of office for the Speaker shall be one year. He/she shall be eligible to succeed himself/herself.

C. The Deputy Speaker of the Senate shall be elected from among the senators ~~by written ballot~~ at a Senate meeting before the month of November. The Deputy Speaker will be the Presiding Officer in the absence of the Speaker.

## **53.12 GRADUATE PROGRAM**

### **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 for a term of three 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 for approval. Removal of the chairperson by the Dean of Professional and Graduate Studies 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.

### **From the Faculty Handbook, but not in Code:**

#### **Faculty Elective Committees**

Faculty members are elected to elective faculty committees from a slate of names presented by the Committee on Committees and Nominations. Annually the Committee on Committees and Nominations nominates at least two candidates for each elective committee position to be filled. The list of nominations shall be sent by the Secretary of the Faculty and Academic Staff to each member of the Faculty prior to the Faculty Senate meeting at which the Committee on Committees and Nominations reports. Additional nominations, made by petition of three members of the Faculty, must be received within 10 days of the report of the Committee on Committees and Nominations. Such nominations are made with approval of the nominee.

The election is held prior to the close of the academic year. Ballots are sent to each member of the Faculty from the Office of the Secretary of the Faculty and Academic Staff. Ballots shall be returned to the Office of the Secretary of the Faculty and Academic Staff for tallying. ~~The Secretary of the Faculty and Academic Staff, one observer from the Committee on Committees and Nominations, and/or one observer from the University Committee, count the ballots.~~ The Office of the Secretary of the Faculty and Academic Staff reports the results.

**Faculty Senate New Business 5e 4/13/2011**

**Proposal for Authorization to Implement New Program**

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

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

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

## **Introduction**

Healthcare in the United States is rapidly changing. The American Recovery Reinvestment Act (ARRA Public Law 111-5) and Health Information Technology Economic and Clinical Health Act (HITECH) signal significant changes in Health Information Technology (HIT) and provide \$19.2 billion in spending to support changes (AHIMA, 2010). At the operational level, the ways in which healthcare is given, administered, and funded are very different than the way healthcare worked in the second half of the 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 parts 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

### 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.

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

### Partner Campuses

The partners for this program (referred to hereafter as “partners”) are UW-Green Bay, UW-Parkside, and UW-Stevens Point.

### Timeline for Initiation

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

### 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 was 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 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 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 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 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 UWSP 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.

To be eligible for admission to this program, students will have to have an Associate's Degree from an accredited institution or 60 credits or the equivalent. More specifically, students will have to have satisfied UW System minimum general education breadth requirements as stipulated in the UW System Associate Degree Transfer Policy. Prerequisites for admission will be Introductory College Algebra, Introductory Biology, and Introductory Communications, or their equivalents, passed with grades of C or better. (Note: Admissions decisions are made by the home institution to which students apply. Students entering the degree program with an Associate's Degree from UW Colleges are likely to have met most of the prerequisites. However, students will have to work with their home institution to clarify their institution's degree requirements.)

### **Minimum General Education Breadth Requirements and Associate Degree Transfer Policy**

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 six 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 and then finish this degree online through any one of the three partner institutions.

The program will have an academic director at each institution. Students will receive academic advising regarding admissions and graduation requirements and financial aid through the administrative 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. An advisor specifically for this program will be housed at UW-Extension and will work in concert with student services staff at the three partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person for students near Madison. The program advisor 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 so that students don't have to transfer courses from one campus to another and worry about multi-institutional arrangements regarding financial aid, transcribing, 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

All students will complete a Capstone project course at the end of their HIMT program. Under the supervision of the course instructor, students will work with HIMT professionals in institutions convenient to them. As part of the planning process for the program, partnerships for Capstone placement will be developed with healthcare institutions. In recognition that students may be located at great distances from their home campus, student placements may be in various 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. Examples of Capstone projects might include student development of a training module for Electronic Health Record (EHR) implementation or development of data collection methods, analysis, and reporting of a specific set of healthcare data.

### Learning Outcomes and Overview of Curriculum

As part of creating the curriculum for this program, multiple resources were tapped 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. Below is the list of competencies provided by AHIMA and approved by all partners. The areas of competency are as follows.

### **Health Data Structure, Content and Standards**

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

### **Healthcare Information Requirements and Standards**

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

### **Clinical Classification Systems**

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

### **Reimbursement Methodologies**

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

### **Healthcare Statistics and Research**

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

### **Healthcare Delivery Systems**

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

levels.

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

### **Healthcare Privacy, Confidentiality, Legal, and Ethical Issues**

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

### **Information and Communication Technologies**

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

### **Data, Information, and File Structures**

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

### **Data Storage and Retrieval**

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

### **Data Security**

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

### **Healthcare Information Systems**

1. Compare and contrast the various clinical, administrative, and specialty service applications used in healthcare organizations.
2. Apply appropriate systems life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to the selection of healthcare information systems.

3. Facilitate project management by integrating work efforts, as well as planning and executing project tasks and activities.
4. Formulate planning, design, selection, implementation, integration, testing, evaluation, and support for organization-wide information systems.
5. Apply ergonomic and human factors in interface design.

#### **Human Resources Management**

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

#### **Strategic Planning and Organizational Development**

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

#### **Project and Operations Management**

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

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 so that there is no 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 will be required to take all 16 core courses in the HIMT program. They will then choose either the Health Information Management track or the Health Information Technology track to complete their degree. Each track consists of 4 track-specific courses. 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.

PROGRAM COURSE LIST

CAMPUS

**Core**

HIMT 300 Survey of Contemporary Computing	UW-Green Bay
HIMT 310 Healthcare Systems and Organizations	UW-Green Bay
HIMT 320 Survey of Information Technology in Healthcare	UW-La Crosse
HIMT 330 Health Care 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 Health Care 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 Medical Informatics - 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 Medical Informatics - Standards	UW-Parkside
HIMT 490 Capstone	UW-La Crosse

**Healthcare Management Track**

HIMT 355 Principles of Management	UW-Green Bay
HIMT 365 Healthcare Economics	UW-Stevens Point
HIMT 415 Human Resource Management	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

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.

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

#### **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: Health Care 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– 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: Health Care 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 Health Care 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 addresses the reimbursement cycle from patient registration to the receipt of final payments. The emphasis is on federal regulations and the role of HIM regarding payment systems. Topics will include accounting principles, budget processes, healthcare finance, compliance strategies, charge-master and case mix management, and payment systems and plans.

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

### **HIMT 400: Medical Informatics 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 Health Care 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 – 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 Assessments 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

#### **HIMT 450: Medical Informatics - 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 Medical Informatics 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

#### **HIMT 498: Special Topics in Health Information Management–**

Examines a specific topic within Health Information Management for seminar or independent study

#### **HIMT 499: Special Topics in Health Information Technology–**

Examines a specific topic within Health Information Technology for seminar or independent study

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 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 (BIO 102)

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

UW-Stevens Point (COM 101)

UW-Green Bay (COM 133)

UW-Parkside (COM 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). Hence, the proposed HIMT degree will not negatively impact or duplicate any other degrees offered in the University of Wisconsin.

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

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.

### 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, however, recruitment and marketing efforts for this degree will focus on under-represented populations. For instance, a lead generation site through Monster.com focuses on audiences with interests in healthcare and information management and corresponding educational opportunities. Through work with Monster.com, UW-Extension will leverage advertising space on multiple partner sites in the "Diversity & Inclusion Network:" BlackPlanet.com, AsianAvenue.com, MiGente.com, and others. UW-Extension will also advertise this program in minority-focused newspapers, periodicals, and websites.

While the proposed major 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. Currently, there is near equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

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 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.

Through these efforts adult and nontraditional students of color and underrepresented student populations will be informed and encouraged to enroll in the Sustainable Management program.

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. 22-23.)

### 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 will provide online classes for students to complete those requirements. UW Colleges has worked with UW-Parkside, UW-Green Bay, and UW-Stevens Point to identify prerequisites for the first 60 credits that students will have to have prior to being admitted to the Health Information Management and Technology degree, and UW Colleges will offer all prerequisites. 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. All partners will share equally in net revenues relative to the number of courses they offer in the program.

### Outreach

The entire HIMT Bachelor's Degree 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.

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.

#### **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

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).

### 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	160	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**

#### Assessment

This program will be assessed through multiple qualitative and quantitative evaluation tools. These tools include but are not limited to course evaluations; interviews and discussions with faculty, academic advisors, students and employers; and surveys from campus Career Services. UW-Extension is also 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 assess the continuing relevancy of the curriculum and whether it fosters the competencies needed to fill key jobs in Wisconsin. The Advisory Board will provide feedback about the program to the Academic Directors for their annual program review meeting.

To determine how well the learning outcomes are being met, and how well students are mastering the areas of competence, each course will assess student mastery using methods identified by the instructor – papers, class projects, exams, community-based activities, for example. Students will also complete course evaluations according to the process used at each respective campus. Academic directors will communicate regularly, and meet formally semi-annually to discuss data on each course and how well students have reached the course objectives and the relevant program learning outcomes. In addition, the faculty teaching in the degree will meet annually to discuss the program, its effectiveness as a collaborative degree, how well students are meeting the learning outcomes identified, and related issues. Each course will be reviewed annually for immediate minor revisions. It is expected that each course will undergo major revision every three years.

Student satisfaction and success will also be measured. 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 UW System). 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. 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. Student services, instructional, and business office personnel from each institution have committed to maintaining annual contact to review processes and concerns and to make adjustments as necessary.

### 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 “place” 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 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.

### **In FY11-12 a total of 9.750 FTEs**

Current costs represent a total of 5.500 FTEs:

- .25 FTE academic program director at each campus representing the campus interests in the program for a total of 1.0 FTE (Campuses)
- 2.50 FTE: academic staff to convert courses to online formats (Extension)
- 1.0 FTE: program manager (Extension)
- 1.0 FTE: student service coordinator (Extension)

Additional Costs represent a total of 4.250 FTEs:

- 1.50 FTE: faculty for content development (Campuses)
- 2.00 FTE: faculty for course instruction (16 courses in year 1) (Campuses)
- 0.5 FTE: registration services at partner campuses (.125 FTE per campus) (Campuses)
- 0.25 FTE: course revision/maintenance (Extension)

### **In FY12-13 a total of 12.750 FTE**

Additional costs represent a total of 7.250

- 1.50 FTE: faculty for content development (Campuses)
- 4.5 FTE: faculty for course instruction (36 courses in year 2) (Campuses)
- 0.50 FTE: registration services at partner campuses, including .125 FTE per campus (Campuses)
- 0.750 FTE: course revision/maintenance (Extension)

### **In FY11-12 a total of 13.125 FTEs**

Additional costs represent a total of 10.125

- 6.750 FTE: faculty for course instruction (54 courses in year 3) (Campuses)

- 0.50 FTE: registration services at partner campuses (.125 FTE per campus) (Campuses)
- 0.875 FTE: faculty course revisions (Campuses)
- 2.00 FTE: course revision/maintenance (Extension)

## **7. Academic Support Services**

### Library Resources

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

Library Links for partner campuses:

UW Green Bay - Distance Learning Resources

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

UW Parkside – Distance Learning Resources

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

UW Stevens Point – Distance Learning Resources

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

In addition to traditional UW System library resources, UW-Extension will provide online learning resources. Students will be able to utilize the Online Writing Lab (OWL) housed in and staffed by UW-Extension. This writing lab serves as a tutorial service for students who need extra writing help. <http://access.wisconsin.edu/owl/>

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

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

### Access to Student Services

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

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 student 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 am - 9 pm; F. 8 am - 4:30 pm; and Su. 1 pm - 9 pm. 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.

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. Revenue surpluses will be shared equally amongst the participating partners.

Program tuition will be set at \$375/credit for FY12 and will be the same among all four partner campuses. 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 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 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.

### Estimated Total Costs and Resources

	First Year		Second Year		Third Year	
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	4.250	\$326,080	7.250	\$596,560	10.125	\$983,860
Non-personnel		0		0		0

Other - (S&E)		\$286,000		\$246,000		\$255,000
Subtotal	4.250	\$612,080	7.250	\$842,560	10.125	\$1,238,860
TOTAL COSTS	9.750	\$1,279,240	12.750	\$1,520,280	13.125	\$1,533,070
<b>CURRENT RESOURCES</b>						
Adult Student Initiative		\$1,063,240		\$888,480		\$356,470
Subtotal		\$1,063,240		\$888,480		\$356,470
<b>ADDITIONAL RESOURCES</b>						
Program Revenue-tuition		\$216,000		\$631,800		\$1,176,600
Subtotal		\$216,000		\$631,800		\$1,176,600
TOTAL RESOURCES		\$1,279,240		1,520,280		\$1,533,070

It should be noted that for consistency across categories, positions funded by GPR dollars at the beginning of the program are treated as if they come with fringe. However, since fringe is not paid separately by institutions on GPR-funded positions, those positions will come with fringe only after they are moved to program revenue funds. That will happen once the program generates sufficient revenue dollars. For a more detailed and long-term budget synopsis, see Appendix B.

### Revenues

- UW-Extension Growth Agenda Adult Student Initiative GPR will be used to underwrite the development of 241 Health Information Technology courses. GPR will also fund program support costs in excess of program revenues.
- Program revenue assumptions:

	<u>Year - 1</u>	<u>Year - 2</u>	<u>Year - 3</u>
Number of Courses Offered	16	36	54
Average Enrollments per Course Section	12	15	18
Average Number Students in Program (12 Cr)	48	135	243
Student Credit Hours	576	1,620	2,916
Tuition per Credit	\$375	\$390	\$405

### Program Investment

- Joint development of 22 Health Information Technology courses by faculty and UW-Extension over two years, \$890,880.
- Faculty course development of content, .125 FTE and \$5,000 per course.
- UW-Extension instructional course design and development, 440 hours and \$31,680 per course.

### **UW Institution - Program Support**

- Program director, .250 FTE, \$25,000 per institution and GPR funded in year 1 and 2. In year 3 and beyond the program director will be program revenue funded with a base salary increase of \$500 per year plus fringe.
- Faculty course instruction will be program revenue funded, .125 FTE, \$7,500 plus fringe per course. Instructional costs will increase \$500 per year.
- Faculty course instruction S&E, \$500 per course.
- Registrar services, .125 FTE, \$5,000 per institution and GPR funded in year 1 and 2. In year 3 and beyond the base salary will be program revenue funded with a \$500 increase per year plus fringe.
- Faculty course revisions to update course content and prepare the course to be offered will be program revenue funded, 7 courses will be revised every 2 to 3 years and \$2,500 per course.
- Marketing local, \$7,000 per institution and GPR funded.

### **UW-Extension – Program Support**

- Program Manager and Student Service Coordinator, 2 FTE, \$105,000 and GPR funded in year 1 and 2. In year 3 and beyond the academic program advisor will be program revenue funded plus fringe.
- Course revision assumes 7 courses will be revised every 2 to 3 years, 300 hours per course.
- Course maintenance assumes 40 hours per the number of course sections offered.
- Marketing statewide, \$250,000 and GPR funded.

### **Net Cash Flow**

- It is projected that the program will be program revenue cost recovery within five years of its initial launching. Revenues in excess of costs will be shared equally amongst the participating partners.

For ten-year budget projections for the Health Information Management and Technology Bachelor's Degree, see Appendix B.

### **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. Most courses will require minor updates annually.

Appendix A1 –  
General Degree Requirements for UW-Green Bay  
<http://www.uwgb.edu/catalog/undergrad/componenets.htm>

Appendix A2  
General Degree Requirements for UW-Parkside  
<http://www.uwp.edu/departments/registrar/transfer/clc/gened.cfm>

Appendix A3 –  
General Degree Requirements for UW Stevens Point  
<http://www.uwsp.edu/news/uwspcatalog/sciencedegree.htm>

Appendix B –  
Ten Year Budget Model

**Faculty Senate New Business 5f 4/13/2011**

**Senate Report from the Academic Affairs Council  
for April 2011**

Create Area of Emphasis: Biology for Educators

Large number of actions revolving around reorganizing the IST Program by listing core courses and areas of emphasis separately.

Approve BUA Distance education program

Drop History 100

Add GPA requirement to the Nursing program

Create American Cultures area of emphasis in Humanistic Studies

Approve Professional Accounting Certificate

Interview Greg Davis, Chair of Environmental Science as part of program review

Approved the Health Information Management Technology program (NURS + Comp Sci), contingent on receipt of Authorization to Plan. The purpose was to allow time for UC and Senate actions by the end of the semester if possible.