

**COORDINATING COMMISSION  
FOR POSTSECONDARY EDUCATION**

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**PROPOSAL FOR NEW INSTRUCTIONAL PROGRAM**  
Form 92-40

**SECTION I**

Institution Submitting Proposal: University of Nebraska Medical Center  
Title of Program: Master of Health Professions Teaching and Technology  
CIP Code: 13.0301  
Organizational Unit in which program will be located:  
College of Allied Health Professions

Name of contact person in the event additional information is needed: Dr. Susan M. Fritz

Telephone: 402-472-5242

Degree, Diploma, or Certificate to be offered (use separate submittal for each level):

Master of Health Professions Teaching and Technology

Proposed date to initiate program: When approved by the Coordinating Commission

List the location(s) where this program will be offered: UNMC

If the program has a projected ending date, please so indicate:

Date approved by Governing Board: September 16, 2016

(Attach all documents related to this proposal upon which the Governing Board made its decision to approve the proposal.)

Chief Executive Officer's or other Authorized Officer's signature: \_\_\_\_\_

  
Susan M. Fritz

**Proposal to Create a Master of Health Professions Teaching and Technology  
University of Nebraska Medical Center  
College of Allied Health Professions**

**I. Descriptive Information**

*Name of the institution proposing the program:* The University of Nebraska Medical Center (UNMC)

*The name of the program (major) proposed:* Master of Health Professions Teaching and Technology (MHPTT)

*Degree/credential to be awarded graduates of the program:* Master of Health Professions Teaching and Technology

*Other approved programs offered in this field by the institution:* No similar degrees exist in association with any University of Nebraska campus.

*Administrative unit for the program:* College of Allied Health Professions (CAHP)

*Proposed delivery site(s) and type(s) of delivery:* The curriculum for this program will be delivered entirely online. The course will be administered using the Blackboard Learning Management System already utilized by University of Nebraska Campuses.

*Date approved by governing board:* Pending.

*Proposed date (term/year) the program will be initiated:* Upon approval.

*Description, including credit hours and other requirements (program of study) and purpose of the proposed program:* The purpose of the Master of Health Professions Teaching and Technology program is to provide health professions educators with an academic foundation in health science education, teaching skills, and the science of teaching through courses in cognitive psychology, learning theory/pedagogy, instructional design, educational research, evaluation and assessment, leadership, adult and distance learning, and use of emerging technologies such as simulation and virtual reality. The program is designed to foster improvement in instructional methods and ability to develop innovative teaching methods for both academic and healthcare settings. Courses utilize academic activities that explore learning theory, best practices in teaching, the design and application of educational research and the investigation of the uses of instructional technology in health professions education. The curriculum is made up of a set of 5 core courses (15 credit hours) and electives with a portfolio-based capstone project. A student earning a degree will complete 30 credit hours (all core courses with 15 hours of electives/capstone). Students may earn a post-baccalaureate certificate with completion of four of the five core courses. A complete description of the certificate program can be found in the certificate proposal. Students completing the post-baccalaureate certificate will also have the option of continuing on to complete the masters degree.

The goal of the program centers on the student's proper selection, vetting and incorporation of novel educational technologies into existing and newly-developed coursework. The educational pedagogy, adult learning theories and research are foundational for assessment of new methods of course content delivery. In addition, educational research articulates how to carry out research projects related to the use of emerging educational technologies. Outcomes from these arenas will become key artifacts in the capstone portfolio students complete throughout the program while working with their faculty mentor.

The program is structured around eight core student learning outcomes with objectives identified for each.

1. Instructional Methods
  - Develop educational programs and materials with appropriate scope, sequence and focus for learners through the application of evidence-based strategies and methodologies
2. Innovation in Teaching
  - Design effective learning environments using a variety of interactive educational and multimedia strategies which engage the learner in interdisciplinary and collaborative activities
3. Learning Theory
  - Apply content knowledge, pedagogical, and professional knowledge necessary to carry out teaching responsibilities and for successful performance in the health professions field
4. Best Practices in Teaching
  - Demonstrate reflective practice through the integration of evidence-based knowledge, skills and attitudes towards establishing effective learning environments
5. Research
  - Develop research skills and engage in scholarship activities in an effort to advance understanding and the practice of education in the health professions
  - Analyze empirical data to support the theories of effective teaching, adult learning and interdisciplinary collaboration
6. Instructional Technology
  - Demonstrate effective integration of current and emerging technology into health professions education to foster active learning and employ innovative teaching strategies for today's learner
7. Leadership in Health Professions Education
  - Apply knowledge of the administrative aspects of leading educational programs for health professions
  - Demonstrate leadership in health professions education through innovation, mentorship and reflective practice
8. Learner Assessment
  - Assess the effectiveness and efficiency of instructional strategies and student learning achievements through the evaluation of program and /or curricula outcomes
  - Create engaging learning solutions to improve health professions education

The courses offered in the program were developed to support the student learning outcomes and course objectives were mapped to the program learning outcomes.

The program curriculum: See Appendix A for syllabi.

**Core Curriculum:**

HPTT 601 Foundations of Health Professions Education

HPTT 602 Instructional Design for Health Professions Education

HPTT 603 Integrating Technology into Health Professions Curriculum

HPTT 604 Multi-media and Emerging Technologies for Learning in the Health Professions

HPTT 605 Evaluation and Assessment of Teaching and Learning in Health Professions Education

**Electives: (Students to complete 4 of the following)**

HPTT 620 Distance Education in Health Professions Education  
HPTT 621 Fundamentals of Adult Learning in Health Professions Education  
HPTT 622 Cognitive Psychology Applied to Health Professions Education  
HPPT 623 Leadership and Administration in Health Professions Education  
HPTT 624 Simulated and Virtual Learning in Health Professions Education

**Capstone:**

HPTT 630 Research Analysis and Design for Health Professions Education  
HPTT 631 Digital Portfolio Capstone: Part 1 – 1 credit hour  
HPTT 632 Digital Portfolio Capstone: Part 2 – 2 credit hours

Additional elective courses will be added to meet student demand for expanded information or more detail on topics and may include other courses already offered on the UNMC campus. Graduate courses at the 600 level are standard for professional programs; they are equivalent to 800 level courses in the Graduate College.

**Justification for required credit hours:** The number of credit hours for attainment of the degree is based on the goal of allowing a full-time student (with summer courses) to complete the degree within two academic years. In addition, a survey of similar programs offered at other institutions was performed during the initial stages of the program's development. The majority of equivalent outside degree and certificate programs have nearly identical credit hour requirements.

**Post-Baccalaureate Certificate:** Students have an option to obtain a post-baccalaureate certificate following completion of four of the five courses within the core curriculum (12 credit hours). A complete description of the certificate program can be found in the certificate proposal.

**II. Centrality to Role and Mission**

One of the major missions of UNMC is to improve the health of Nebraska through premier educational programs with the vision of preparing the best-educated health professionals and scientists. One key initiative within UNMC's strategic plan is to implement innovative educational models that embrace new and evolving technologies to advance educational programs to be the most learning-centered university. The development of effective and innovative educators that use evidence-based, learner-centered methods to teach the next generation of the health care professionals is critical to fulfilling this mission. The MHPTT program represents the first health professions centered, educationally-based course of study within the University of Nebraska system that gives healthcare professionals the requisite knowledge and skills needed to develop and deliver educational content in a manner that reflects best practices and effectively integrates new and developing teaching technologies. This training is particularly poignant as UNMC stands up iEXCEL (Interdisciplinary Experiential Center for Enduring Learning) and its technology rich curriculum. (See Appendix B.)

In addition, the program was developed and will be delivered by an interprofessional team of health care professionals representing multiple healthcare disciplines, educators, and experts in information/educational technology. The program is intended to also be made up of students from multiple health care disciplines including medicine, nursing, allied health professions, public health, dentistry, and pharmacy. The intent is to provide all participants, regardless of professional affiliation, a broad background and varied perspectives on the skills and training of each profession through

longitudinal interaction that will ultimately lead to expanded interprofessional educational programs in the future.

The program leadership supports the program faculty in course development. Regular monthly meetings of all faculty members are designed to keep momentum on projects and course building, provide development activities, and camaraderie and professional collaboration. Further, the MHPTT program is one of high visibility to UNMC leadership which provides additional incentive for faculty members to be actively involved. There is an established campus community of educators with a great deal of interprofessional “cross pollination” between colleges, committees, projects and initiatives on campus which sustain the sense of community. The program Advisory Committee was driven by the interprofessional e-Learning steering committee. These have close ties with several strategic initiatives/programs such as iEXCEL, the Interprofessional Academy of Educators, Faculty Development, Teacher Boot Camp, and Performance Improvement in Teaching Series (PITS), all of which have similar missions, outcomes, and participating faculty as the MHPTT program. The budget structure provides for a pathway for funds to circulate back to the College Dean of which the faculty appointment resides. This monetary compensation can serve to sustain support and commitment from faculty in the delivery of program content.

### **III. Evidence of Need and Demand**

*Need for the program in the institution, the community, the region, the state, or the nation.*

The Education of Health Professionals for the 21<sup>st</sup> Century Commission conducted a comprehensive review of over 3,000 medical, nursing, and public health schools and published their findings in a 2010 report (Lancet. 2010; 376:1923-58). The findings and recommendations echo those of numerous other professional societies. Briefly, allowing for the paradigm shift that occurred in medical education following the Flexner report in 1910, since then there have not been major, systematic changes in the method of training healthcare professionals. This is in spite of the fact that the face of medicine has changed dramatically since the turn of the 20<sup>th</sup> century. Reforms in the education of healthcare providers have lagged markedly behind changes in other areas of post-secondary education. In order to keep pace with the changing environment, instructional reform is critical. This includes institution of competency-based education, promotion of inter- and transprofessional education/collaboration, leveraging of innovations in technology and information exchange (i.e. simulation, virtual reality, distance learning, and electronic collaboration), strengthening of course syllabi and other instructional infrastructure, and adoption of learner-centered teaching and assessment methods.

While there is essentially uniform agreement on the need for a post-Flexnerian revolution in health career training, one of the main gaps in undertaking the wide-reaching changes needed is the lack of knowledge and experience of most health professions educators. Much of the education of future care providers comes from those currently involved in the *practice* of healthcare delivery. Although these expert clinicians often possess great depth and breadth of knowledge in their clinical disciplines, many have little to no formal training or experience in pedagogical theory and the use of evidence-based teaching practices. As a result, many health professions educators tend to teach in the manner in which they were taught. Further, the speed of innovation in informational and educational technology can make effectively incorporating advances into curricula a daunting task for health professions educators. This is particularly so when coupled with the difference between the technological experience of current and future generations of learners as compared with those teaching. Finally, numerous accrediting bodies are beginning to focus on the learning and teaching environment, including in their respective standards not only the content of educational programs (“what is taught”) but the methods by which instruction occurs (“how things are taught”). Therefore, it has become incumbent on health professions educators to become

knowledgeable about best practices and effectively implementing them, not only to improve learners' experiences but to meet external requirements.

Simulation, a method of active learning that has become the gold standard for the training in and assessment of procedural skills in almost disciplines, serves as a local example of need. A 2015 survey of 638 UNMC students revealed that 78% felt that the instructional method was critical to healthcare education. However, only 34% reported having been exposed to simulation activities during that academic year, despite the large menu of simulation technology available to faculty. This is largely due to our educators' lack of knowledge about and experience with appropriate use of simulation activities. With the recent approval of iEXCEL by the University of Nebraska Board of Regents, this masters program will also help create a cadre of faculty members who are highly trained and comfortable using technology to enhance teaching and promote effective learning. The curriculum of the program will serve to provide health professions educators with the ability to effectively teach students in formal academic settings or in real clinical and simulated clinical care environments and will provide these educators with the knowledge and competencies to use best practices and evidence to guide curriculum development and delivery. Graduates of the MHPTT program will be among the best prepared nationally to excel in delivering health professions education. They will be capable of effectively deploying an expanded arsenal of simulation, virtual, and online teaching tools and will emerge as leaders in the area of health professions education and scholarship.

*Demand for the program – the extent of student interest in the proposed program.*

The major pool of applicants for the MHPTT program will be current and future health professions educators from all disciplines who have or will have teaching responsibilities or are interested in sharpening their educational acumen. Unlike other similar programs offered at external institutions, the MHPTT is focused on training its students to effectively evaluate and utilize educational technology in training medical professionals. The coursework will also capitalize on UNMC's expertise in distance education to help the participants to use best practices to teach students that are physically separated, representing a longstanding need for the state.

An internal survey of 82 UNMC faculty, medical residents, and graduate students revealed that 72 individuals showed interest in the MHPTT program with over half (40) desiring to begin coursework as soon as possible. Those interested included individuals from the Colleges of Medicine, Nursing, Public Health, Dentistry, and Allied Health Professions.

Additionally, the content of the program would be valuable to health professions educators at other local institutions that are involved in training health care professionals. Among Nebraska institutions alone, this includes at least 300 potential students (see Appendix C), whether they complete the entire program or choose to take a single course. This number does not include the more than 100 clinical preceptors that could also benefit from the program's coursework). Further, surveys and other evidence show that the majority of MHPTT students will not be seeking de novo employment following completion of the degree/certificate. Rather, most will be involved in the program to increase teaching acumen in their current position or as a means to gain expanded educational responsibility.

During the period in which courses for the MHPTT program have been piloted, with only minimal internal advertisement 12 students have begun coursework with the intention of completing the degree when approved. Of note, two of these are external (i.e. not employees of the University of Nebraska).

Two market-based surveys have been conducted to assess interest and the potential job market. (See Appendix D.) Using UNMC as an exemplar of a potential market for MHPTT graduates, in April 2016 there were 85 advertised faculty openings. Forty-five (representing 53% of the total) had teaching

responsibilities listed as one of the primary duties of the position and 12 programs were solely focused on education (three specifically related to educational administration). Being completely online, the program will attract students from across the United States where the job market reflects similar opportunities.

#### **IV. Adequacy of Resources**

##### *Faculty and Staff Resources*

The MHPTT Advisory Board that has guided the development of the curriculum is composed of faculty representing the College of Medicine, College of Pharmacy, College of Dentistry, College of Public Health, College of Nursing, College of Allied Health Professions, Graduate Studies and Information Technology Services on the UNMC campus.

The program committee for the MHPTT facilitated the development of the program and will direct the administration of the program and oversee the program coordinator. The program committee consists of the CAHP Assistant Dean for Academic Affairs, an Associate Professor in the College of Medicine, an Associate Professor in the CAHP (Radiography/CVIT/CT Program Director) and an Assistant Professor in the CAHP. The CAHP's Academic and Student Affairs staff will assist in recruitment and admissions processes.

MHPTT Program Committee:

Co-Chairs:

Geoff Talmon, M.D., Associate Professor, Vice Chair of Medical Education, Director  
Interprofessional Academy of Educators, COM

Janice Tompkins, MPH, MT(ASCP), Assistant Professor, Assistant Dean for Academic Affairs,  
CAHP

Assistant Co-Chairs:

Tanya Custer, MS, RT, Assistant Professor, CAHP

Tammy Jones, MPA, RT, Associate Professor, Director Radiography/CVIT/CT Programs, CAHP

The faculty for the program is made up of 16 members from interdisciplinary departments/units at UNMC, each with a courtesy appointment within the CAHP. These include 6 individuals from the College of Medicine (1 M.D., 2 Ph.D., 3 Masters), 1 College of Nursing (Ph.D.), 4 CAHP (1 Ph.D., 3 Masters), 1 College of Public Health (Masters), and 4 from Information Technology Services (1 Ph.D., 3 Masters). See Appendix E for faculty Curriculum Vitae.

	Course #	Course Title	Faculty	Affiliation
<b>C O R E</b>	HPTT 601/801	Foundations of Health Professions Education	Gary Beck, PhD	Medicine
	HPTT 602/802	Instructional Design for the Health Professions	Suhasini Kotcherlakota, PhD	Nursing
	HPTT 603/803	Integrating Technology into Health Professions Curriculum	Analisa McMillan, MEd	Public Health
	HTTP 604/804	Media & Emerging Technologies for the Health Professions	Dan Moser, PhD Melissa Diers, MEd, DMC-D Faye Hagggar, EdS Michael Kozak, MEd	ITS Learning Environment
	HTTP 605/805	Evaluation & Assessment of Teaching and Learning in the Health Professions	Sarah McBrien, MS	Medicine
<b>R E Q U I R E D</b>	HPTT 630/830	Research Analysis and Design for Health Professions Education	Russ Buzalko, PhD	Medicine
	<b>Portfolio/ Project</b>			
	HPTT 631/831	Introduction to the Digital Portfolio Capstone	Analisa McMillian, MEd Faye Hagggar, EdS	Public Health ITS
	HPTT 632/832	Digital Portfolio Capstone Part 2	Analisa McMillian, MEd Faye Hagggar, EdS	Public Health ITS
<b>E L E C T I V E S</b>	HPTT 620/820	Distance Education for the Health Professions	Tanya Custer, MS, RT	Allied Health
	HPTT 621/821	Fundamentals of Adult Learning Among Health Care	Tanya Custer, MS, RT	Allied Health
	HPTT 622/822	Cognitive Psychology for Health Care Professions	Tammy Jones, MPA, RT	Allied Health
	HPTT 623/823	Leadership and Administration in the Health Professions	Mike Huckabee, PhD, PA-C	Allied Health
	HTTP 624/824	Simulated Learning in the Health Professions	Patti Carstens, MS, CHSE	Medicine

### *Physical Resources*

The program will be administered within Academic and Student Affairs in the CAHP, located in Bennett Hall utilizing existing office space for the program coordinator and admissions staff. Program faculty have offices and computers that will be used to administer the online instruction. All other program activity is administered online with no need for physical space. If the need arises for on-campus student or faculty consultation, various conference rooms and/or individual faculty/committee members' offices will be utilized.

### *Instructional Equipment and Information/ Technological Resources*

As an Academic Health Science Center, UNMC offers many educational opportunities and advantages for students. Students have access to the McGoogan Library of Medicine which, in addition to resources physically located on campus, has over 16,534 full-text, online journals and over 13,000 on-line textbooks. Starting in 2016, UNMC students will have seamless, extended access to electronic journals and books from the other University of Nebraska campus libraries. There is wireless access throughout the library and many networked computer stations for student use. In addition, the library provides services to students including how to search for literature, locate articles and books, search the internet, note copyright restrictions, cite sources, and avoid plagiarism. All UNMC students have complete access to library and other online resources whether on or off of the UNMC campus.

For local students and faculty, this includes the technology located in the e-learning laboratory housed on the 8<sup>th</sup> floor of the McGoogan Library of Medicine including classroom/video capture software (i.e. Echo 360, Camtasia), Articulate Studio, and video/audio recording facilities. While local students also have access to all of the simulation equipment located in the Michael F. Sorrell Center, all students may consult with the Center's staff for expert advice and guidance. All students will have access to the programs in the Microsoft Office suite as part of the institutional license.

To support faculty, the McGoogan library provides extensive information in regard to Copyright and Fair Use on their website at <http://unmc.libguides.com/c.php?g=444239&p=3029525>. Librarians are also on hand to do one-on-one training with faculty in regard to copyright as needed. The library also provides an "eReserves" system on Blackboard for faculty to utilize in enhancing the materials available to students in an area of study.

All courses endeavor to make all material as accessible as possible. Both UNMC and On-line Worldwide provide guidelines in regard to ADA compliance on their websites which will be followed as part of this program in accordance with both Section 504 and 508 for accessibility. Any additional needs will be addressed on an ad hoc basis based on student needs. Both Online Worldwide & UNMC as an institution have accessibility plans in place.

- Online Worldwide: <http://online.nebraska.edu/content/disabilities>
- UNMC: <http://www.unmc.edu/stucouns/services/disabilities/index.html>
- Faculty will use additional documentation through the use of a WCAG guideline, level AA checklist. <https://www.wuhcag.com/wcag-checklist/>

Many of the program instructors have extensive experience in both designing and delivering online courses and serve to support the design and development of new courses. Various campus-wide resources are also available to faculty for training opportunities related to online course delivery, best practices in online education and student success. A few of these resources include; PITS workshop, Teacher Bootcamp, Faculty Development seminars, and the Interprofessional Academy of Educators. Additionally, the faculty participating in the delivery of course content for the program have academic credentials and/or professional experience in the best practices of online and distance education instructional delivery methods. The program committee led the design of a standard template for the delivery of each online course.

Embedded into the courses are opportunities for facilitating learning communities among the students. This is accomplished through small group work, discussion postings, and course introductions. The

program will also encourage students to share their final capstone project, an e-portfolio, to their learning community.

The College of Allied Health Professions requires all matriculating distance and online based students to complete an on-boarding orientation process to include instructions on how to operate and navigate through the technology, web etiquette, privacy, alternate methods of communicating with instructors, opportunities to maximize student success, and time management strategies.

UNMC currently provides 24/7 on call support for IT issues. This includes the Blackboard platform. Other hours of operation are communicated to students with the option to leave a message for follow up. Course instructors provide communication expectations at the start of each semester with instructions and policies related to response time for follow up to inquiries.

UNMC already has a regional and national reputation for distance education, particularly related to healthcare; and the combined marketing of initiatives related to iEXCEL will drive interest in the program. The enrollment projections are based on the available market data and experience with pilot courses over the last academic year. The College of Allied Health Professions Office of Academic and Student Affairs is experienced with multiple advertising and recruitment venues and has existing recruitment and marketing plans which would incorporate the MHPTT program. Additional marketing opportunities will be available through NU Online Worldwide. Additionally, professional list serves and online worldwide web advertisement are avenues for marketing and recruitment that can reach a broad audience at little to no cost. The major thrust of marketing efforts will be to promote the focus on assessment and inclusion of technology in health professions education. The other aspects of research and basic pedagogical knowledge are secondary goals, but necessary prerequisites, the latter constitute the certificate program. The program outcomes are aimed at improving teaching skills, developing expertise in integrating technology, and promotion of educational scholarship in concert of each other, rather than one outcome taking precedence.

#### *Budget Projections for the first five years of the program*

Special funding from the office of the UNMC Vice Chancellor for Academic Affairs supported the program committee and faculty in the design and development of the high quality curriculum of the program and the piloting of courses internally to UNMC faculty and staff in the 2015-2016 AY. This funding was a one-time allocation for development and is not included in the budget going forward. The courses are delivered asynchronously online. Each course is designed with weekly, highly-interactive, graded discussion boards, where interaction occurs between the instructor and each student and also student to student.

The main source of revenue for the MHPTT program will be derived from tuition accrued through a tuition per credit hour system as is in place for other online programs in the University of Nebraska system. The tuition of \$560 per credit hour is similar to that of other University of Nebraska online graduate level courses and is competitive with like programs offered at outside institutions. It is estimated that over a three year ramp-up period, at least 14 students will enroll in the program each semester based on the experience of similar programs and data accrued in the feasibility study. At this minimum level of enrollment, projected revenue for the first five years of the program is presented in Table 1.

Implementation of the program will require the addition of administrative support in the form of a program coordinator (0.5 FTE) and admissions staff (0.35 FTE). The program will be administered through the administrative structure of the College of Allied Health Professions which already has a well-

developed framework, expertise, and track record for managing distance programs of this type. Campus units whose faculty teach in the program will receive a stipend for teaching courses on an ad hoc basis, distributed only when their course is offered (at least 5 students enrolled). Projected expenses are presented in Table 2. A minimum of five students must be enrolled in a course before a course can be delivered and three of the five must be tuition-paying students.

**TABLE 1: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM  
Master of Health Professions Teaching and Technology at UNMC**

	FY(2017) Year 1	(FY 2018) Year 2	(FY 2019) Year 3	(FY2020) Year 4	(FY 2021) Year 5	Total
Reallocation of Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
2. Local Tax Funds (community colleges)						\$0
Tuition and Fees <sup>1</sup>	\$48,863	\$87,953	\$108,650	\$109,802	\$110,953	\$466,221
Other Funding						\$0
1						\$0
2						\$0
3						\$0
<b>Total Revenue</b>	<b>\$48,863</b>	<b>\$87,953</b>	<b>\$108,650</b>	<b>\$109,802</b>	<b>\$110,953</b>	<b>\$466,221</b>

<sup>1</sup> Projected tuition generation will be sufficient to support the program.

**Revenues are not expected to match expenses.**

Tuition is modeled at Online Worldwide rate of \$560/credit hour, with no increase in the first two academic years, inflated at 2.5% per year thereafter, and assumes each student takes one to two courses, for each of three annual semesters.

These data represent 70% of total anticipated enrollment in both the Masters and certificate level Health Professions Teaching Technology curriculum.

**TABLE 2: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM  
Master of Health Professions Teaching and Technology at UNMC**

	(FY 2017) Year 1		(FY 2018) Year 2		(FY2019) Year 3		(FY2020) Year 4		(FY2021) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
<b>Personnel</b>												
Faculty <sup>1</sup>	0.275	\$23,447	0.45	\$39,648	0.63	\$54,572	0.63	\$56,209	0.63	\$57,895	0.63	\$231,772
Professional												\$0
Graduate assistants												\$0
Support staff	0.245	\$14,255	0.35	\$20,976	0.35	\$21,605	0.35	\$22,253	0.35	\$22,921	0.35	\$102,010
Subtotal	0.52	\$37,702	0.8	\$60,624	0.98	\$76,177	0.98	\$78,462	0.98	\$80,816	0.98	\$333,781
<b>Operating</b>												
General Operating <sup>2</sup>		\$11,402		\$20,274		\$25,987		\$26,535		\$27,095		\$111,293
Equipment <sup>3</sup>												\$0
New or renovated space												\$0
Library/Information Resources <sup>4</sup>												\$0
Other												\$0
Subtotal		\$11,402		\$20,274		\$25,987		\$26,535		\$27,095		\$111,293
<b>Total Expenses</b>	0.52	\$49,104	0.8	\$80,898	0.98	\$102,164	0.98	\$104,997	0.98	\$107,911	0.98	\$445,074

<sup>1</sup> Teaching faculty will be paid via stipend for individual courses taught; modeling \$3000 per 15 week, 3 credit hour course. A Program Director will be hired at .25 FTE in year 1, expected to grow to .75 FTE by year 3.

<sup>2</sup> Faculty development, office supplies, communications, data processing, equipment maintenance.

<sup>3</sup> Program will be delivered entirely online via Online Worldwide. No additional equipment is anticipated.

<sup>4</sup> None are anticipated.

The data represent 70% of total expenses for the combined Masters and certificate level curriculum.

## **V. Avoidance of Unnecessary Duplication**

The MHPTT program represents the only degree program of study in the University of Nebraska system that will exclusively provide health professions educators with an academic foundation in education focused on health professions related teaching skills, the science of teaching and learning, and the application of teaching technologies to teaching health profession students. Other online programs across the country provide instruction for teaching in the health professions but this programs uniquely ties this to the use of technology and simulation in delivering health professions education to students.

According to the Foundation for Advancement of International Medical Education and Research (FAIMER), there are 36 master level medical education programs offered in the United States. Of those 36 programs, only 11 are offered via online delivery. None of the 11 programs indicate that technology is an area of emphasis. The Master of Health Professions Teaching and Technology program provides a unique integration of learning theories with technology setting it apart from the remaining 11 existing programs. <http://www.faimer.org/resources/mastersmeded.html>

## **VI. Consistency with the Comprehensive Statewide Plan for Postsecondary Education**

Providing a MHPTT degree is consistent with the vision and major statewide goals outlined in the *Comprehensive Statewide Plan for Postsecondary Education*. Notably, the major intent of the proposed transition is to fulfill the mission of UNMC. In particular, this proposal supports a number of the statewide goals and outcomes outlined in the *Plan*, including:

- deployment of instructional technology to broaden access for learners (p. 2-5)
- helping students graduate within a reasonable and predictable time frame (p. 2-8)
- incorporating “real world” experience in curricula through the real-time implementation of new educational techniques and resources in students’ own health professions teaching (p. 2-15)
- responding to the changing health care needs of Nebraska’s citizens, incorporating the use of new educational technology and distance learning to teach both current/future health care providers and patients in underserved rural areas (p 3-6)

The University of Nebraska Medical Center stands to benefit from this proposal as health professionals that participate in the program will develop and hone teaching skills to allow them to succeed in the new paradigm of health professions education (active learning, simulation, online learning, etc.), allowing UNMC to stay at the forefront of innovative education. In addition, UNMC students will benefit from the use of evidence-based teaching strategies to improve learning and retention and more effectively prepare them for practice in their respective health professions.

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	Year 1	Year 2	Year 3	Year 4	Year 5	
Reallocation of Existing Funds						\$0
Required New Public Funds						\$0
1. State Funds						\$0
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Tuition and Fees <sup>1</sup>	\$48,863	\$87,953	\$108,650	\$109,802	\$110,953	\$466,221
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3						\$0
Total Revenue	\$48,863	\$87,953	\$108,650	\$109,802	\$110,953	\$466,221

<sup>1</sup> Projected tuition generation will be sufficient to support the program.

**Revenues are not expected to match expenses.**

Tuition is modeled at Online Worldwide rate of \$560/credit hour, with no increase in the first two academic years, inflated at 2.5% per year thereafter, and assumes each student takes one to two courses, for each of three annual semesters.

These data represent 70% of total anticipated enrollment in both the Masters and certificate level Health Professions Teaching Technology curriculum.

**TABLE 2: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM**  
**Master of Health Professions Teaching and Technology at UNMC**

Personnel	(FY 2017) Year 1		(FY 2018) Year 2		(FY 2019) Year 3		(FY 2020) Year 4		(FY 2021) Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty <sup>1</sup>	0.275	\$23,447	0.45	\$39,648	0.63	\$54,572	0.63	\$56,209	0.63	\$57,895	0.63	\$231,772
Professional											0	\$0
Graduate assistants											0	\$0
Support staff	0.245	\$14,255	0.35	\$20,976	0.35	\$21,605	0.35	\$22,253	0.35	\$22,921	0.35	\$102,010
Subtotal	0.52	\$37,702	0.8	\$60,624	0.98	\$76,177	0.98	\$78,462	0.98	\$80,816	0.98	\$333,781
<b>Operating</b>												
General Operating <sup>2</sup>		\$11,402		\$20,274		\$25,987		\$26,535		\$27,095		\$111,293
Equipment <sup>3</sup>												\$0
New or renovated space												\$0
Library/Information Resources <sup>4</sup>												\$0
Other												\$0
Subtotal		\$11,402		\$20,274		\$25,987		\$26,535		\$27,095		\$111,293
<b>Total Expenses</b>	0.52	\$49,104	0.8	\$80,898	0.98	\$102,164	0.98	\$104,997	0.98	\$107,911	0.98	\$445,074

<sup>1</sup> Teaching faculty will be paid via stipend for individual courses taught: modeling \$3000 per 15 week, 3 credit hour course. A Program Director will be hired at .25 FTE in year 1, expected to grow to .75 FTE by year 3.

<sup>2</sup> Faculty development, office supplies, communications, data processing, equipment maintenance.

<sup>3</sup> Program will be delivered entirely online via Online Worldwide. No additional equipment is anticipated.

<sup>4</sup> None are anticipated.

The data represent 70% of total expenses for the combined Masters and certificate level curriculum.

**Appendices**  
**(available upon request)**

Appendix A—Syllabi

Appendix B—iEXCEL

Appendix C—NE Health Programs

Appendix D—Market Survey

Appendix E—Curriculum Vitae

September 19, 2016

Dr. Michael Baumgartner  
Executive Director  
Coordinating Commission for  
Postsecondary Education  
140 N. 8<sup>th</sup> Street, Suite 300  
Lincoln, NE 68509

**RECEIVED**  
SEP 21 2016  
Coordinating Commission  
for Postsecondary Ed.

Dear Michael:

Enclosed is a copy of the proposal to create a Master of Health Professions Teaching and Technology in the College of Allied Health Professions at UNMC. The proposal was approved by the Board of Regents at the September 16, 2016 meeting. Also enclosed is the Proposal for New Instructional Program Form 92-40.

Please do not hesitate to contact me if you have any questions.

Sincerely,



Susan M. Fritz  
Executive Vice President and Provost

Enclosures

c: Chancellor Jeffrey Gold  
Vice Chancellor Dele Davies  
Dean Kyle Meyer, College of Allied Health Professions  
Vice Provost David Jackson

TO: The Board of Regents  
Academic Affairs

MEETING DATE: September 16, 2016

SUBJECT: Creation of the Master of Health Professions Teaching and Technology (MHPTT) in the College of Allied Health Professions at the University of Nebraska Medical Center

RECOMMENDED ACTION: Approval is requested to create the Master of Health Professions Teaching and Technology in the College of Allied Health Professions at UNMC

PREVIOUS ACTION: January 29, 2016 – The Board approved the Master of Medical Nutrition degree in the college of Allied Health Professions at UNMC.  
April 10, 2015 – The Board approved the Interdisciplinary Experiential Center for Enduring Learning (iEXCEL) at UNMC.

EXPLANATION: The purpose of the Master of Health Professions Teaching and Technology (MHPTT) program is to provide health professions educators with an academic foundation in health science education, teaching skills, and the science of teaching through courses in cognitive psychology and learning, and use of emerging technologies such as simulation and virtual reality. The program is designed to foster improvement in instructional methods and ability to develop innovative teaching methods for both academic and healthcare settings. Courses utilize academic activities that explore learning theory, best practices in teaching, the design and application of educational research and the investigation of the uses of instructional technology in health professions education.

The major pool of applicants for the MHPTT program will be current and future health professions educators from all disciplines who have or will have teaching responsibilities or are interested in sharpening their educational acumen. Unlike similar programs offered beyond NU, the MHPTT is focused on training its students to effectively evaluate and utilize educational technology in training medical professionals. The coursework also will capitalize on UNMC's expertise in distance education to help the participants to use best practices to teach students that are physically separated, representing a longstanding need for the state.

This proposal has been approved by the Executive Graduate Council and the Council of Academic Officers. This proposal also has been reviewed and recommended for approval by the Academic Affairs Committee.

PROGRAM COST: \$49,104 Year 1; \$445,074 over five years

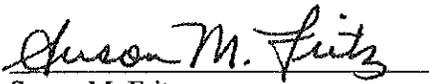
SOURCE OF FUNDS: Distance Education tuition

SPONSORS:

H. Dele Davies  
Vice Chancellor for Academic Affairs and Dean for Graduate Studies

Jeffrey P. Gold, Chancellor  
University of Nebraska Medical Center

RECOMMENDED:

  
Susan M. Fritz  
Executive Vice President and Provost

DATE:

August 22, 2016