MINUTES
Board of Regents – Executive and Governance Committee
June 22, 2022

The Board of Regents Executive and Governance Committee of Washington State University (WSU or University) met pursuant to call in Open Meeting at 10:00 a.m. on Wednesday, June 22, 2022, at WSU Pullman, Pullman, Washington.

Participating electronically: Marty Dickinson, Chair, Regents Brett Blankenship, and Lisa Schauer. Also participating electronically, Vice President for Finance and Administration and CFO Stacy Pearson, Vice President and WSU Health Sciences Spokane Chancellor Daryll DeWald, Interim Dean of the Elson S. Floyd College of Medicine Dr. James Record, Senior Assistant Attorney General and Division Chief Nathan Deen, and Executive Assistant to the Board of Regents Desiree Jacobsen

I. OPENING

A. Report from the Chair of the Board of Regents. Chair Dickinson called the Special Meeting of the Board of Regents Executive and Governance Committee to order. Chair Dickinson announced the Regents were participating in the meeting by phone and over Zoom. She further announced the purpose of the meeting was for Regents to consider proposed tuition rates for the newly established Masters of Health Administration and Leadership academic program.

Chair Dickinson reminded the audience there would be a public comment period during the meeting. She said the public comment period would be after the agenda item and would be for up to ten minutes and instructed anyone attending wishing to make public comment to sign up with the Board’s Executive Assistant Desiree Jacobsen.

Chair Dickinson asked the Board’s Executive Assistant Desiree Jacobsen to take a roll call of the Executive and Governance Committee members. All members were present.

II. ACTION ITEM: Masters of Health Administration and Leadership 2022-2023 Tuition Rates.

Vice President for Business and Administration and CFO Stacy Pearson and Interim Dean of the Elson S. Floyd College of Medicine Dr. James Record reviewed the agenda Item with the Committee. After Committee discussion, it was moved and seconded that the Board of Regents Executive and Governance Committee approve the Masters of Health Administration and Leadership 2022-2023 tuition rates as proposed. Carried. (Exhibit A)

III. PUBLIC COMMENT PERIOD. No public comment.
IV. **ADJOURNMENT.** The meeting adjourned at 10:11 a.m.

Approved by the Board of Regents at its meeting held September 16, 2022, in Pullman, Washington.

SIGNED COPIES AVAILABLE IN THE PRESIDENT’S OFFICE
June 22, 2022

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed tuition rate for the Masters of Health Administration and Leadership (MHAL), a new academic program for Academic Year 2022-2023 offered through the Elson S. Floyd College of Medicine.

PROPOSED: That the Washington State University Board of Regents approve the initial tuition rate of $950 per credit for the Masters of Health Administration and Leadership program.

SUBMITTED BY: Daryll DeWald, Vice President for Spokane Health Sciences Campus
Stacy Pearson, Vice President for Finance & Administration/CFO

SUPPORTING INFORMATION: State law authorizes the governing boards of the four-year higher education institutions to establish tuition and fees for all student categories except resident undergraduates. The WSU Board of Regents has the authority to set all non-resident undergraduate, resident and non-resident graduate, and resident and non-resident professional tuition rates.

The new Masters of Health Administration and Leadership (MHAL) program is a self-sustaining program that charges a per credit hour tuition rate sufficient to support the costs of the program. WSUS is proposing a tuition rate of $950 per credit for the 2022-2023 academic year for all students enrolled in MHAL courses. The rate is for all students including resident, non-resident, undergraduate and graduate students and Global Campus.

The Regents approved this new self-sustaining Masters of Health Administration and Leadership program at the May 2022 Board of Regents meeting. The program will enroll its first students in Fall of 2022.
ATTACHMENTS:

- Tuition and Fee Rate Increase Form (Attachment I)
- MHAL Board of Regents Agenda Item to Support Program Approval (Attachment II)
- Confirmation of Board of Regents Program Approval (Attachment III)
### Fee name: Masters of Health Administration and Leadership Tuition (MHAL)

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
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<tbody>
<tr>
<td><strong>Current Rate (Annual)</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Proposed Rate (Annual)</strong></td>
<td>$950 per credit</td>
<td>$950 per credit</td>
</tr>
<tr>
<td><strong>$ Increase</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>% Increase</strong></td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

Description of who pays the fee: (*undergraduates, graduates, full-time, part-time, / what campus/what terms – fall, spring and summer?):

All students enrolled in the MHAL courses, whether for certificates or full degree, including Global Campus.

Justification for the increase / consequence for not increasing:

*Please note that this is the initial tuition to be charged for a new program that was previously approved.* To be in line with current online degree trends, enable the recruitment and retention of world-class professional instructors and faculty, ensure adequate student support, and facilitate marketing and recruitment of qualified students. This differential tuition revenue will incentivize the department and college and support the growth of the program through marketing and corporate relation activities and continuous program improvement.

The program is specifically created for currently practicing healthcare providers who need to better understand how to move from being a great practitioner to a successful leader. It was purposefully created as a part of the medical school, which is value added to the practitioner-leaders who will become our students. We have created this leadership program from within the medical school as a vanguard that redefines the current industry standard. The differential tuition identifies this program as unique, valuable, and rigorous.

We are poised to be one of the first medical schools in the nation to create an administrative and leadership masters in collaboration with a college of business and are confident in our ability to provide a robust and relevant educational experience to the potential students, and this tuition rate is critical to that success.
## Tuition and Fee Rate Increase Request

**Decision Support information: when was the last increase, 5-year rate history, peer comparisons, etc**

MHA programs range in cost from $415 per credit to over $1200 per credit. Many of the popular online programs are between $550 and $700 per credit. However, those programs are not offered through a medical school. Hanover Research listed Business and Healthcare as the two top areas for investment in stackable credentials, and shows the average tuition for such programs as $783 per credit. Arizona State University (max) tuition rate per credit is $1,099 (Oct 2021). Therefore, for the reasons stated in the above section, we believe a per-credit tuition rate of $950 is warranted.

*This does not represent an increase in tuition as the program is entirely new to the WSU System.*

**Alternatives Considered:**

This program is required to be self-sustaining. A thorough analysis of the budgetary requirements, student projections, staff and faculty investments necessary and market assessment lead the college to request this tuition rate as the rate at which the program will be sustainable and ultimately profitable.

**How have (or will) you communicate impacts of the rate increase to students? What was the feedback received?**

N/A. This is the first year of the program.

Please Attach Any Supporting Documents
FUTURE ACTION ITEM #1
Establish a Master of Healthcare Administration and Leadership Degree
(Elizabeth S. Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Master of Healthcare Administration and Leadership Degree

PROPOSED: That the Board of Regents establish a Master of Healthcare Administration and Leadership Degree

SUBMITTED BY: Elizabeth S. Chilton, Provost and Executive Vice President

SUPPORTING INFORMATION: The Elson S. Floyd College of Medicine proposes the establishment of the Master of Healthcare Administration and Leadership MHAL degree.

The College of Medicine’s programs provide a solid foundation in the fundamentals of healthcare leadership with technical and business expertise in specialized areas of the field. It advances the WSU mission as a land-grant university in service to society through advancing knowledge across academic disciplines and application of knowledge that enhances quality of life and the economy of the state, nation, and world.

The faculty members in the MHAL program are leading experts in their respective disciplines. The faculty members lead academic instruction and research activities in healthcare systems to achieve the best clinical care outcomes and sustainable financial models in diverse communities of urban and rural care.

By offering the proposed degrees online, WSU creates access to high-quality degrees in a high-demand discipline to those who may not be able to avail themselves of the physical campus degree. The WSU Global Campus degree serves rural students, working professionals, and those who are place-bound for diverse reasons and will allow place-bound students the same opportunity to earn a master's degree as students who are not place-bound.

In addition, the program gives access to students who prefer the convenience of the Global Campus without having to relocate. As a professional master's degree program, the degree is designed to meet
the needs of aspiring and working professionals and adult learners. It will also provide opportunities for working professionals to refresh and update their skills and for those seeking to change careers. It offers all the opportunity to raise their credentials to WSU standards.

Additionally, the department intends to create relevant and desirable certificate programs that appeal to those who desire upgraded credentials but are not interested in a full degree program. Currently, medical students in the MD program complete a 12-credit leadership certificate. We seek to add certificates to a total of 36 hours plus a 2-hour Capstone in the MHAL, thus providing medical students an opportunity to earn another degree in their professional careers via completion of an additional 26 hours in MHAL.

The proposal for the Master of Healthcare Administration and Leadership degree is attached. This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was recommended by the Faculty Senate on April 7, 2022.

The Elson S. Floyd College of Medicine proposes the establishment of the Master of Healthcare Administration and Leadership degree effective as soon as feasible.

ATTACHMENT: Attachment A – Proposal to Offer a New Degree Program
MEMORANDUM

TO: Faculty Senate
FROM: Elizabeth Chilton, Provost and Executive Vice President
SUBJECT: Create Master of Healthcare Administration and Leadership
DATE: November 9, 2021

The attached proposal to create a Master of Healthcare Administration and Leadership degree has been reviewed by the Provost’s Office review committee. Conceptually the degree is a rethinking of the now-discontinued Master of Healthcare Policy and Administration degree that was offered for many years by the former Department of Healthcare Policy and Administration. However, the attached describes an entirely new curriculum rather than a revision of the former curriculum. The degree is built around the professional certificate in Leadership currently offered to students in the MD program and will be offered through Global Campus.

We have no concerns about the proposal and consider it ready for Senate review.
Proposal to Offer a New Degree Program or Extend an
EXISTING DEGREE TO GLOBAL CAMPUS

<table>
<thead>
<tr>
<th>Degree Title:</th>
<th>Master of Healthcare Administration and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Program:</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>Academic Plan:</td>
<td>Professional</td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>38</td>
</tr>
<tr>
<td>Department(s) or Program(s):</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>College(s):</td>
<td>Elson S. Floyd College of Medicine</td>
</tr>
<tr>
<td>Campus(es):</td>
<td>Spokane</td>
</tr>
<tr>
<td>Method of Instructional Delivery:</td>
<td>Online via Global Campus</td>
</tr>
</tbody>
</table>

| Contact Name:                          | Kelly Newell                                      |
| Email Address:                         | knewell@wsu.edu                                   |
| Contact Phone:                         | 509-335-4247                                      |
| *Proposed start date:                  | Fall 2022                                         |

*Proposed Start Date: Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

<table>
<thead>
<tr>
<th>Chair Signature:</th>
<th>John Tomkowiak (by email confirmation to Kelly Newell)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Approved 9-30-21</td>
</tr>
</tbody>
</table>

Everett Chancellor:  

Spokane Chancellor:  

Daryll DeWald (by email confirmation to Kelly Newell)  

Date:  

Approved 9-29-21

Tri-Cities VCAA:  

Kathleen McAtser (by email confirmation to Anna Schilte)  

Date:  

Approved 02.01.22

Vancouver VCAA:  

Date:  

2/1/2022

Dean Signature:  

Chip Hunter (by email confirmation to Kelly Newell)  

Date:  

Approved 9-29-21

Dean Signature:  

John Tomkowiak (by email confirmation to Kelly Newell)  

Date:  

Approved 9-30-21

VP Global Campus:  

David Cillay (by email confirmation to Kelly Newell)  

Date:  

Approved 9-24-21

Provost Office:  

Date:  

Comments:
Send completed form in Word format to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university’s academic and financial situation, and if it will have the resources to further the University’s objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?
Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?
How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?
How many students do you need to attract to break even, and can both the market and WSU’s capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a new program will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.
Proposal

Mission and Core Themes (Strategic Goals):

Provide a clear statement of the nature and purposes of the new degree in the context of WSU's mission and core themes (strategic plan).

Our programs provide a solid foundation in the fundamentals of healthcare leadership with technical and business expertise in specialized areas of the field. It advances the WSU mission as a land-grant university in service to society through advancing knowledge across academic disciplines and application of knowledge that enhances quality of life and the economy of the state, nation and world.

The faculty members in the MHAL program are leading experts in their respective disciplines. Our faculty members lead academic instruction and research activities in healthcare systems to achieve the best clinical care outcomes and sustainable financial models in diverse communities of urban and rural care.

By offering the proposed degrees online, WSU creates access to high-quality degrees in a high-demand discipline to those who may not be able to avail themselves of the physical campus degree. The Global Campus degree serves rural students, working professionals, and those who are place-bound for diverse reasons.

Educational Offerings:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.

The online program will allow place-bound students the same opportunity to earn a Master’s degree as students who are not place-bound. In addition, the program gives access to students who prefer the convenience of the Global Campus without having to relocate. As a professional master's degree program the degree is designed to meet the needs of aspiring and working professionals and adult learners. It will also provide opportunities for working professionals to refresh and update their skills and for those seeking to change careers. It offers all the opportunity to raise their credentials to WSU standards.

Additionally, the department intends to create relevant and desirable certificate programs that will appeal to those who desire upgraded credentials but are not interested in a full degree program.

Currently, medical students in the MD program complete a 12 credit leadership certificate. We seek to add certificates to total 36 hours plus a 2 hour Capstone in the MHAL thus providing medical students an opportunity to earn another degree in their professional careers via completion of an additional 26 hours in MHAL.

See Exhibit A for degree plan

See Exhibit B for new course development and delivery schedule.
Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

This degree will be delivered online, asynchronously via the Global Campus LMS infrastructure.

Students will access all courses via online delivery, and will utilize 7 week courses rather than 16 week semester-based courses.

Additionally, CCOB courses in the Managing the Business of Healthcare certificate will run on the Carson College 7-week calendar.

Students will have the opportunity to engage in hands-on experiences in their own communities at the direction of their instructors in key courses to gain relevant experience and complete the requirements of the professional degree. Additionally, students will take a 2-credit capstone course at the completion of their coursework to ensure a holistic learning experience.

Assessment of Student Learning and Student Achievement
* For graduate programs, please contact the Graduate School before completing this section.

Please provide a list and description of expected student learning outcomes.

ESFCOM faculty are working with Scott Avery at the WSU Office of Assessment of Teaching and Learning to formulate a comprehensive assessment plan for this degree in time for the degree to become operationalized.

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

N/A

Please indicate as appropriate:

☐ Assessment of this program will be incorporated into an existing assessment plan. Please attach a copy of the existing plan.

☐ A draft assessment plan is attached.

☐ A curriculum matrix is attached.

☒ A draft assessment plan being created in concert with the Office of Assessment of Teaching and Learning and will be available prior to degree launch.
Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the change

A professionally oriented master's degree program is an academic degree that prepares or enhances the preparation of a student in a particular profession by increasing competency in a set of knowledge and skills required in practice. These professions are typically licensed or government-regulated and often require the members of the profession to be externally accredited. Professions such as nursing, pharmacy, physical therapy, engineering, accounting, audiology, speech-language pathology, often require a degree for licensing. The professionally oriented master's degree program relies heavily on a competency curriculum that may include required internships, practicum, fieldwork, and a final capstone experience that applies the knowledge, skills, and training to a problem with the profession. This MHAL is a new addition to studies in the College of Medicine thus providing opportunity that has not existed previously.

2. The student population to be served
Provide realistic justification for the projected FTE.
How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?
Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The Global Campus primarily serves working adults seeking additional skills and educational attainment. The Global Campus employs numerous recruiters and marketing professionals who seek appropriate students for all degree programs, though the college and department will be primarily responsible for marketing and recruiting directly related to this specific degree program.

Projecting online graduate enrollments in any major is difficult and an inexact science. However, based on the demand in the workforce, conferrals at competitive programs and WSU, and the performance of other recently-launched online master's programs at WSU, we anticipate the enrollment to reach approximately 150 in year 5. The program needs approximately 45 students enrolled in the two ESFCOM certificates taking 9 credits per year to reach stasis and become profitable. We anticipate reaching that enrollment level by year 2. The courses taught in the Carson College of Business are part of the existing MBA, and will scale as necessary to meet student demand.

Currently the College of Medicine has recruited and retained diverse students in our Certificate in Medical Ethics program to greater degree than anticipated across WA and CA. We will continue to reach out to the minority groups in the workforce and professional associations and social media, etc. The ESFCOM has a dynamic Diversity and Inclusion division leading our efforts in providing opportunity for the underserved.

The MD program at ESFCOM requires for graduation the completion of the 12 credit certificate in Leadership. We will add additional certificates to total 36 hours for the MHAL degree. Medical students therefore can complete the masters with the additional 24 hours in certificates plus the capstone for 2 hours.

In addition to the desirability of the degree program itself, the three certificates should draw enrollments that will supplement the full-degree-seeking enrollments and those numbers are included in the budget projections.

Enrollment predictions are difficult to produce with accuracy, however based on conferrals at regional programs and existing online programs coupled with the demand analysis for jobs in this area, with targeted and focused...
marketing strategies, ESFCOM believes this program will meet enrollment targets as articulated in the budget. As with all online degree programs, enrollment will be closely monitored and should enrollment targets not be met, after every effort to recruit students has been exhausted, the program will be sunset and phased out slowly to ensure all students have the opportunity to complete their degree.

3. Procedures used in arriving at the decision to change (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

The decision to offer the degree was based on the evolution of healthcare delivery over the years during which the concerns about cost, access, effectiveness and efficiency in patient care moved to the forefront of a national agenda. The preparation of healthcare administrators and providers required education in leadership to achieve new national aims. The goal of providing that education to medical students and healthcare professionals is met with the creation of both certificates and an MHAL degree. Additionally, the Global Campus has commissioned numerous market demand analyses in both healthcare and overall need for programs in the Spokane area, Washington State, and the Pacific Northwest. Those studies unfailingly refer to healthcare administration and leadership as high-demand areas in terms of degrees, professional certificates, and jobs. Two such studies are included here in Exhibit G.

4. Organizational arrangements required within the institution to accommodate the change.

ESFCOM plans to leverage existing faculty and teaching resources, including CCOB, for the online Master of Healthcare Administration and Leadership degree to minimize extra costs, if any. In addition, the current marketing and recruiting efforts will be expanded to the online degree, including, but not limited to:

- **Alumni**
- Advisory board
- **Governments** (state, local)
- Healthcare Organizations and Corporations
- **ESFCOM Partners in Clinical Education**
- **Graduates of the Certificate in Medical Ethics Program**

The program architecture is as follows: the Master’s Program will be directed by Craig Fischer, Clinical Faculty, Director of Leadership and Organizational Development for oversight to whom faculty and students are accountable. He is responsible for the management of any changes to the program. The ESFCOM Admissions Department, headed by Dr. Leila Harrison, Senior Associate Dean, is responsible for the admissions process. A coordinator will be hired to manage the processes and procedures including academic advising, coaching, and remediation (if needed) as informed by the assessment and evaluations. The GC team provides technical support.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.
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<thead>
<tr>
<th>Year</th>
<th>Plan</th>
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<tbody>
<tr>
<td>2020-2021</td>
<td>Course development (see course development schedule, Exhibit B)</td>
</tr>
<tr>
<td></td>
<td>Begin offering the online major in Fall 2022</td>
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<tr>
<td></td>
<td>Marketing/recruitment</td>
</tr>
<tr>
<td>2021-2022</td>
<td>Contract with faculty as demand for courses exceeds the teaching</td>
</tr>
<tr>
<td></td>
<td>load of current temporary and</td>
</tr>
<tr>
<td></td>
<td>Continue marketing/recruitment</td>
</tr>
<tr>
<td></td>
<td>Course update according to schedule</td>
</tr>
<tr>
<td>2022-2023</td>
<td>Monitor enrollment in individual courses; revise frequency of</td>
</tr>
<tr>
<td></td>
<td>offerings as indicated</td>
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<tr>
<td></td>
<td>Begin assessment</td>
</tr>
<tr>
<td></td>
<td>Continue marketing</td>
</tr>
<tr>
<td></td>
<td>Course update according to schedule</td>
</tr>
</tbody>
</table>

**Budget:**

- Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

The department is not planning to hire any new faculty to support the online degree. Instead, the courses will be taught by existing faculty in concert with their on-campus courses or necessary thought leaders will be stipend to teach specific content.

Additionally, the department is proposing $950 per credit to be in line with current online degree trends. This additional tuition revenue will incentivize the department and college and support the growth of the program through marketing and corporate relation activities and continuous program improvement.

Courses taught in the CCOB-provided certificate (Managing the Business of Healthcare) are offered as part of the current MBA program and as such are not considered in the attached budget. These courses will be charged at current MBA tuition, and the funding model will be that of the current MBA.

Please see Exhibits C and D for the budget model details and enrollment projections.

**Student Services:**

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.
The Global Campus provides comprehensive student services, often in collaboration and cooperation with the centralized units, to ensure student success. Included are dedicated recruiters, transfer credit evaluation, career counseling, financial aid, e-tutoring, student involvement, and tech support for online students. The Global Campus is also skilled in working with students to match their goals with the programs and services offered by WSU.

Additionally, WSU Global Campus personnel are the experts on adult and contemporary distance learners, and provide specialized services to meet the needs of these unique students.

WSU Global Campus creates opportunities for meaningful student engagement through unique student involvement activities offered virtually and face-to-face. The Global Campus provides a robust infrastructure of support programs to assist students enrolled at any degree level, ESFCOM and CCOB will provide extensive advising to the students enrolled and will handle all admissions decisions.

Describe the implications of the change for services to the rest of the student body.

Adding online courses and creating access to a new degree program adds opportunity and options for student success and flexibility that accommodates students’ needs. Current students should not be negatively affected by the delivery of this new degree program and modality. Additionally, students and faculty from other WSU campuses will be able to participate in the courses (teaching and learning) when appropriate.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

None. All online courses are fully supported by AOI and the Global Campus through the Learning Management System.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

See Exhibit E for support from Library.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

Existing and stipend faculty will develop and teach the online courses. All faculty teaching online are held to the same qualifications as faculty on the physical campuses. Deans and Directors are directly responsible for the hiring of all teaching faculty and ensure credentials are appropriate for the program, and will hire faculty using normal hiring processes.

Content experts will be given a stipend and rank of adjunct faculty for delivery of the coursework that is beyond the capacity of the current faculty.
CCOB is committed to providing section instructors with healthcare expertise for the courses in the business certificate once enrollment levels justify additional sections.

### Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

The Carson College of Business will offer one of the constituent certificates constituting 12 credits of this degree. CCOB has agreed to offer students enrollment in these courses (see enrollment criteria in the description of the certificate in Exhibit A), and will scale instruction to meet demand as they do with all MBA enrollments. No additional funding is required to launch the “Managing the Business of Healthcare” certificate and all CCOB courses will fall under the current MBA funding model.

We anticipate very few impacts on other WSU programs or locations in the College of Medicine as this is a new program.

### Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

All new online degree programs will be evaluated continuously for enrollment and financial metrics. Underperforming degrees will be sunset once the college, department, and Global Campus have explored all reasonable efforts to increase enrollments and revenue through marketing, partnerships, and innovation. However, prior to sunsetting (phasing out a degree for non-enrollment performance) a degree, the need for the courses that are provided online will also be analyzed to ensure little to no impact on other departments and programs that rely on those courses.

Any degree that is discontinued will include an appropriate teach-out plan and students will be supported to completion of the degree.

### External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information (email, phone, address)</th>
</tr>
</thead>
</table>
| Dr. Joanne Roberts| Consultant for Providence, special focus on leadership development
                      Joanne.Roberts@providence.org                                     |
| Dr. Jay Cook       | Chief Medical Officer, Providence Everett Medical Center
                      James.Cook@providence.org                                         |

### Attachments:

- ☑ Financial Worksheet
- ☑ Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- □ Assessment Plan (In development)
- ☑ Letters of financial commitment from Dean Tomkowiak
- ☑ Contracts or MOUs if applicable
☒ Letter of Support from Library
☒ Budget projections (Self-Sustaining and State-Funded)

Send in Word format to: provost.deg.changes@wsu.edu
Exhibit A

Program Requirements for the Degree

The Master of Health Administration and Leadership is a professional master’s degree offered fully online via the Global Campus which is comprised of three stand-alone certificates and a 2-credit capstone course. A total of 38 semester credits are required based on course-work only. One certificate is offered in collaboration through the Carson College of Business. The other 26 credits will be taken from the Elson S. Floyd College of Medicine in the form of two certificates and a capstone course. Certificates may be taken in any order and successful completion of any certificate with a 3.0 GPA or better will guarantee admission to the MHAL. The capstone course must be taken in the final semester of a student’s progress toward graduation, but is not required for those simply accessing the certificates.

Title: Managing the Business of Healthcare Certificate

Description: This certificate consists of 12 credit hours. This certificate will stack with two other certificates and a capstone course as 1/3 of the Masters of Health Administration and Leadership degree which will be proposed to the Provost and Faculty Senate in Fall of 2021 for launch in Fall 2022.

This certificate provides the student the opportunity to learn the fundamentals of business that guide organizations, including health care organizations. These fundamentals include: financial and managerial accounting, leadership skills (including productivity), data analysis, operations, finances (e.g. the concepts of time and money, the valuing of stocks and bonds, risk and return ratios), marketing (including creating marketing plans), and ethical frameworks. These fundamentals will equip healthcare managers with an analytical toolbox to solve the typical problems faced by managers.

Catalog Description: Raise your business acumen through engagement of principles and applications that sustain optimal performance Foundational topics of marketing, cash-flow analysis, risk and return ratios, the cost of capital, models to improve productivity, persuasive communication, and application of ethical frameworks.

Courses Required: The Certificate is New; These Courses Are Already Approved

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Financial and Managerial Accounting</td>
<td>Acctg 550</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Foundations in Operations Management</td>
<td>BA 502</td>
<td>2 Credits</td>
</tr>
<tr>
<td>Foundations in Marketing</td>
<td>BA 501</td>
<td>2 Credits</td>
</tr>
<tr>
<td>Foundations in Finance</td>
<td>BA 504</td>
<td>2 Credits</td>
</tr>
<tr>
<td>Managerial Leadership and Productivity</td>
<td>MGMT 593</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

Please note:  
a. Students who do not have an undergraduate in business or cannot otherwise demonstrate by their transcript the completion of an introductory statistics course, micro-economics and macro-economics will also be required to take one or both:

i. BA 500 Data Analysis for Managers (2 credits)
   Course Prerequisite: Admission to the MBA program. Descriptive statistics, probability, common, discrete, and continuous distribution functions, sampling and estimation, and statistical inference.

ii. ECONS 555 Managerial Economics for Decision Making (3 credits)
   Optimal economic decision making for business in a global environment.

*eligibility to waive these two courses determined by CCOB
Title: Foundations of Leadership Certificate

Description: This certificate consists of 12 credit hours and provides the student the opportunity to enhance their leadership and managerial skills through an introduction to self-assessment in leadership. The process of self-reflection on one’s own strengths and limitations is vital in leading others. A key characteristic of a successful leader is emotional intelligence. Students develop a personal learning path for their own growth and the skill to use it as a change agent in healthcare and learn tools to effectively lead through transformational change. This certificate will stack with two other certificates and a capstone course as 1/3 of the Masters of Health Administration and Leadership degree which will be proposed to the Provost and Faculty Senate in Fall of 2021 for launch in Fall 2022.

Catalog Description: The health care professional looking to deepen an appreciation of relationships between their own strengths and others, self-assesses then analyzes various leadership styles in the development of teams. Students engage best practices in team cohesion, building trust, psychological safety, and skillful debate.

Courses Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Leadership and Self-Assessment</td>
<td>MED MHAL 501</td>
<td>3</td>
</tr>
<tr>
<td>Teamwork and Teambuilding</td>
<td>MED MHAL502</td>
<td>3</td>
</tr>
<tr>
<td>Emotional Intelligence and the Healthcare Leader</td>
<td>MED MHAL503</td>
<td>3</td>
</tr>
<tr>
<td>Leading Through Transformation Change</td>
<td>MED MHAL 504</td>
<td>3</td>
</tr>
</tbody>
</table>

Title: Essentials of Healthcare Certificate

Description: This certificate consists of 12 credit hours and provides the student the opportunity to explore concepts of leadership related to the delivery of value-based care. Quality measures and their application, key pieces of legislation related to health policy, political contexts of policy development, and the skill of assessing information sources are analyzed. In the US health system, effectiveness and cost related to desired outcomes, as well as constraints are presented. Students consider the need for advocacy in health equity and examination of structural bias. This certificate will stack with two other certificates and a capstone course as 1/3 of the Masters of Health Administration and Leadership degree which will be proposed to the Provost and Faculty Senate in Fall of 2021 for launch in Fall 2022.

Catalog Description: Healthcare exists in a field of high stakes force factors. Learn the principles and values in the aim to decrease waste and increase efficiency; the lifecycle and challenges in policy and health legislation; forms of effective advocacy and structural bias in healthcare access.

Courses Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value-Based Leadership: Incorporating the Triple Aim</td>
<td>MED MHAL 505</td>
<td>3</td>
</tr>
<tr>
<td>Healthcare Policy and Politics</td>
<td>MED MHAL 506</td>
<td>3</td>
</tr>
<tr>
<td>Health Equity, Advocacy and Their Impact on Healthcare</td>
<td>MED MHAL 507</td>
<td>3</td>
</tr>
<tr>
<td>US Healthcare Systems: From Micro to Macro</td>
<td>MED MHAL 508</td>
<td>3</td>
</tr>
</tbody>
</table>
Final Capstone Course (To be completed in the student’s final semester):

<table>
<thead>
<tr>
<th>Capstone Course</th>
<th>MED MHAL 600</th>
<th>2 Credits</th>
</tr>
</thead>
</table>

## Exhibit B

### Course Development Plan

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Desired Development Term</th>
<th>Desired Delivery Term</th>
<th>Course Developer (faculty or Grad student)</th>
<th>Course Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHAL 501</td>
<td>Introduction to Leadership and Self-Assessment</td>
<td>Fall 2021</td>
<td>Fall 2022</td>
<td>C. Fischer</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 502</td>
<td>Team Building and Leadership</td>
<td>Fall 2021</td>
<td>Fall 2022</td>
<td>C. Fischer</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 503</td>
<td>Emotional Intelligence and Leadership</td>
<td>Fall 2021</td>
<td>Fall 2022</td>
<td>C. Fischer</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 504</td>
<td>Leading Through Transformational Change</td>
<td>Fall 2021</td>
<td>Fall 2022</td>
<td>C. Fischer</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 505</td>
<td>Understanding Triple Aim</td>
<td>Summer 2021</td>
<td>Fall 2023</td>
<td>L. Sood</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 506</td>
<td>Healthcare Policy and Politics</td>
<td>Summer 2021</td>
<td>Fall 2023</td>
<td>L. Wood</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 507</td>
<td>Health Equity, Advocacy and their Impact on HealthCare</td>
<td>Summer 2021</td>
<td>Fall 2023</td>
<td>L. Manriquez</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 508</td>
<td>Healthcare Systems Micro to Macro</td>
<td>Summer 2021</td>
<td>Fall 2023</td>
<td>C. Heine</td>
<td>C. Fischer, L. Francis</td>
</tr>
<tr>
<td>MHAL 600</td>
<td>MHAL Capstone</td>
<td>Fall 2022</td>
<td>Fall 2023</td>
<td>C. Fischer, L. Francis</td>
<td>C. Fischer, L. Francis</td>
</tr>
</tbody>
</table>
# Exhibit C

## Budget Projection (Proposed with Differential Tuition, Self-Sustaining)

<table>
<thead>
<tr>
<th>Tuition Earned</th>
<th>FY2022</th>
<th>% of Tuition</th>
<th>FY2023</th>
<th>% of Tuition</th>
<th>FY2024</th>
<th>% of Tuition</th>
<th>FY2025</th>
<th>% of Tuition</th>
<th>FY2026</th>
<th>% of Tuition</th>
<th>Cumulative</th>
<th>% of Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Operating Tuition</td>
<td>$251,700</td>
<td>100.0%</td>
<td>$251,700</td>
<td>100.0%</td>
<td>$503,400</td>
<td>100.0%</td>
<td>$699,000</td>
<td>100.0%</td>
<td>$1,262,500</td>
<td>100.0%</td>
<td>$1,262,500</td>
<td>100.0%</td>
</tr>
<tr>
<td>Less: Wages or Tuition Discounting - Matric.</td>
<td>$68,900</td>
<td>27.4%</td>
<td>$68,900</td>
<td>27.4%</td>
<td>$137,800</td>
<td>20.2%</td>
<td>$206,700</td>
<td>30.1%</td>
<td>$373,000</td>
<td>29.6%</td>
<td>$373,000</td>
<td>29.6%</td>
</tr>
<tr>
<td>Net Tuition</td>
<td>$182,800</td>
<td>72.6%</td>
<td>$182,800</td>
<td>72.6%</td>
<td>$461,600</td>
<td>79.8%</td>
<td>$492,300</td>
<td>69.9%</td>
<td>$889,500</td>
<td>70.4%</td>
<td>$889,500</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spilted Tuition by Area</th>
<th>FY2022</th>
<th>% of Tuition</th>
<th>FY2023</th>
<th>% of Tuition</th>
<th>FY2024</th>
<th>% of Tuition</th>
<th>FY2025</th>
<th>% of Tuition</th>
<th>FY2026</th>
<th>% of Tuition</th>
<th>Cumulative</th>
<th>% of Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources &amp; Administration</td>
<td>$209,079</td>
<td>70.4%</td>
<td>$408,000</td>
<td>70.4%</td>
<td>$513,800</td>
<td>79.5%</td>
<td>$593,000</td>
<td>84.2%</td>
<td>$1,186,800</td>
<td>92.9%</td>
<td>$1,186,800</td>
<td>92.9%</td>
</tr>
<tr>
<td>Tuition/Financial Aid</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
<td>$ -</td>
<td>-</td>
</tr>
<tr>
<td>Campus Fee (5%)</td>
<td>$11,295</td>
<td>4.0%</td>
<td>$22,500</td>
<td>4.0%</td>
<td>$54,300</td>
<td>8.5%</td>
<td>$64,125</td>
<td>9.2%</td>
<td>$188,125</td>
<td>14.8%</td>
<td>$188,125</td>
<td>14.8%</td>
</tr>
<tr>
<td>General (1%)</td>
<td>$14,000</td>
<td>4.7%</td>
<td>$28,000</td>
<td>4.7%</td>
<td>$66,000</td>
<td>10.2%</td>
<td>$72,750</td>
<td>10.3%</td>
<td>$263,750</td>
<td>20.4%</td>
<td>$263,750</td>
<td>20.4%</td>
</tr>
<tr>
<td>Student Affairs (4%)</td>
<td>$19,350</td>
<td>6.6%</td>
<td>$38,700</td>
<td>6.6%</td>
<td>$92,850</td>
<td>14.3%</td>
<td>$101,875</td>
<td>14.5%</td>
<td>$303,725</td>
<td>23.6%</td>
<td>$303,725</td>
<td>23.6%</td>
</tr>
<tr>
<td>Total - Gross Tuition</td>
<td>$251,700</td>
<td>100.0%</td>
<td>$251,700</td>
<td>100.0%</td>
<td>$503,400</td>
<td>100.0%</td>
<td>$699,000</td>
<td>100.0%</td>
<td>$1,262,500</td>
<td>100.0%</td>
<td>$1,262,500</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Direct & Indirect Costs for Academic Programs

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>FY2022</th>
<th>% of Tuition</th>
<th>FY2023</th>
<th>% of Tuition</th>
<th>FY2024</th>
<th>% of Tuition</th>
<th>FY2025</th>
<th>% of Tuition</th>
<th>FY2026</th>
<th>% of Tuition</th>
<th>Cumulative</th>
<th>% of Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Costs</td>
<td>$201,000</td>
<td>100.0%</td>
<td>$204,780</td>
<td>100.0%</td>
<td>$272,932</td>
<td>100.0%</td>
<td>$318,831</td>
<td>100.0%</td>
<td>$391,137</td>
<td>100.0%</td>
<td>$1,359,137</td>
<td>100.0%</td>
</tr>
<tr>
<td>Non Program Costs</td>
<td>$31,000</td>
<td>15.5%</td>
<td>$61,700</td>
<td>30.1%</td>
<td>$84,000</td>
<td>30.8%</td>
<td>$103,000</td>
<td>32.5%</td>
<td>$156,000</td>
<td>39.9%</td>
<td>$542,000</td>
<td>39.9%</td>
</tr>
<tr>
<td>Gross Tuition</td>
<td>$190,000</td>
<td>94.5%</td>
<td>$143,080</td>
<td>69.9%</td>
<td>$188,932</td>
<td>70.2%</td>
<td>$215,831</td>
<td>67.5%</td>
<td>$235,137</td>
<td>60.1%</td>
<td>$807,137</td>
<td>60.1%</td>
</tr>
</tbody>
</table>

## Annual Net Revenue & Cumulative Program Profit/(Loss)

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Net Revenue</td>
<td>$395,000</td>
<td>$550,000</td>
<td>$636,000</td>
<td>$692,000</td>
<td>$868,000</td>
</tr>
<tr>
<td>Cumulative Profit/Loss</td>
<td>$395,000</td>
<td>$550,000</td>
<td>$636,000</td>
<td>$692,000</td>
<td>$868,000</td>
</tr>
</tbody>
</table>

## Breakdown of Gross Tuition Revenue

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Revenue</td>
<td>$345,000</td>
<td>$410,000</td>
<td>$500,000</td>
<td>$560,000</td>
<td>$650,000</td>
</tr>
<tr>
<td>Wages &amp; Social Security</td>
<td>$50,000</td>
<td>$60,000</td>
<td>$70,000</td>
<td>$80,000</td>
<td>$90,000</td>
</tr>
<tr>
<td>General (1%)</td>
<td>$14,000</td>
<td>$28,000</td>
<td>$56,000</td>
<td>$64,000</td>
<td>$72,000</td>
</tr>
<tr>
<td>EBB USP Payroll</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total Gross Tuition</td>
<td>$395,000</td>
<td>$410,000</td>
<td>$500,000</td>
<td>$560,000</td>
<td>$650,000</td>
</tr>
</tbody>
</table>

## Profit Margin and % of Expenses to Total Tuition

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margin %</td>
<td>120.8%</td>
<td>120.8%</td>
<td>120.8%</td>
<td>120.8%</td>
<td>120.8%</td>
</tr>
<tr>
<td>% Expenses to Total Tuition</td>
<td>21.6%</td>
<td>21.6%</td>
<td>21.6%</td>
<td>21.6%</td>
<td>21.6%</td>
</tr>
</tbody>
</table>
## Exhibit D

**Budget Projections (State Funded)**

### Table:

<table>
<thead>
<tr>
<th>Tuition Earned</th>
<th>FY2022</th>
<th>% of Total Tuition</th>
<th>FY2023</th>
<th>% of Total Tuition</th>
<th>FY2024</th>
<th>% of Total Tuition</th>
<th>FY2025</th>
<th>% of Total Tuition</th>
<th>FY2026</th>
<th>% of Total Tuition</th>
<th>Cumulative</th>
<th>Corrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Operating Tuition - Masters Program (Excludes US Tuition)</td>
<td>$184,062</td>
<td>100.0%</td>
<td>$186,123</td>
<td>100.0%</td>
<td>$191,078</td>
<td>100.0%</td>
<td>$237,254</td>
<td>100.0%</td>
<td>$255,246</td>
<td>100.0%</td>
<td>$2,802,892</td>
<td>100.0%</td>
</tr>
<tr>
<td>Gross Operating Tuition - Undergraduate Program (Excludes US Tuition)</td>
<td>$24,045</td>
<td>0.0%</td>
<td>$24,230</td>
<td>0.0%</td>
<td>$24,870</td>
<td>0.0%</td>
<td>$28,060</td>
<td>0.0%</td>
<td>$29,240</td>
<td>0.0%</td>
<td>$156,230</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$184,062</td>
<td>100.0%</td>
<td>$186,123</td>
<td>100.0%</td>
<td>$191,948</td>
<td>100.0%</td>
<td>$265,314</td>
<td>100.0%</td>
<td>$284,486</td>
<td>100.0%</td>
<td>$2,959,122</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Split of Tuition by Area:

<table>
<thead>
<tr>
<th>FY2022</th>
<th>% of Total Tuition</th>
<th>FY2023</th>
<th>% of Total Tuition</th>
<th>FY2024</th>
<th>% of Total Tuition</th>
<th>FY2025</th>
<th>% of Total Tuition</th>
<th>FY2026</th>
<th>% of Total Tuition</th>
<th>Cumulative</th>
<th>Corrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Health Administration and Leadership</td>
<td>$133,080</td>
<td>73.0%</td>
<td>$141,323</td>
<td>75.0%</td>
<td>$141,323</td>
<td>75.0%</td>
<td>$173,778</td>
<td>71.0%</td>
<td>$187,167</td>
<td>71.0%</td>
<td>$1,468,200</td>
</tr>
<tr>
<td>EBH Tuition for Courses Delivered by Program Home Dept</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
</tr>
<tr>
<td>Tuition for Other Programs Included in Gross Tuition</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
<td>0.0%</td>
<td>$ -</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$184,062</td>
<td>100.0%</td>
<td>$186,123</td>
<td>100.0%</td>
<td>$191,948</td>
<td>100.0%</td>
<td>$265,314</td>
<td>100.0%</td>
<td>$284,486</td>
<td>100.0%</td>
<td>$2,959,122</td>
</tr>
</tbody>
</table>

### Direct & Indirect Costs for Academic Programs:

<table>
<thead>
<tr>
<th>FY2022</th>
<th>% of Program Costs</th>
<th>FY2023</th>
<th>% of Program Costs</th>
<th>FY2024</th>
<th>% of Program Costs</th>
<th>FY2025</th>
<th>% of Program Costs</th>
<th>FY2026</th>
<th>% of Program Costs</th>
<th>Cumulative</th>
<th>Corrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Costs</td>
<td>$184,062</td>
<td>100.0%</td>
<td>$186,123</td>
<td>100.0%</td>
<td>$191,948</td>
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<td>$265,314</td>
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<td>$284,486</td>
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<td>$284,486</td>
<td>100.0%</td>
<td>$2,959,122</td>
</tr>
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</table>

### Breakdown of Gross Tuition Revenue:

- Program Tuition
- Revenue & Budget by Fund
- Central Tuition Revenue
- EBH Tuition

### Annual Net Revenue & Cumulative Program Profit/Loss:

- Fiscal Year: FY2022 - FY2026
- Annual Net Revenue: ($184,062) - ($24,045)
- Cumulative Profit/Loss: ($184,062) - ($24,045)

### Profit Margin and % of Expenses to Total Tuition:

- FY2022: 18.0%
- FY2023: 18.0%
- FY2024: 18.0%
- FY2025: 18.0%
- FY2026: 18.0%
August 31, 2021

Craig Fischer
Elson S. Floyd College of Medicine
Washington State University Health Sciences

Dear Mr. Fischer,

I am writing to provide a library capacity analysis for the proposed new Master of Healthcare Administration and Leadership program in Spokane. The program revives and improves on WSU’s earlier health policy and administration program (which was well supported by the library) and complements existing health sciences programs that are already strongly supported. Library resources were closely scrutinized throughout the medical school’s four-year accreditation process and were judged to be excellent. Similarly, the library has a long history of successful participation in the accreditation of WSU’s other health sciences programs requiring high levels of library services and resources. Additionally, there are leadership, education, and business programs across the WSU system that are strongly supported by library resources and personnel that are available to the students and faculty in Spokane and elsewhere.

Key library resources and collections available for the use of this program include AccessMedicine, ClinicalKey, Embase, LWW Health Library, and MEDLINE Complete. These resources cover not only the literature of medical science but also include including highly cited management-oriented journals such as Leadership in Health Services and Journal of Health and Human Services Administration. Additionally, databases such as Business Source Complete, PsycInfo, and Sociological Abstracts provide access to a broader scope of relevant research in leadership and administration—including The Harvard Business Review, among many others.

There will likely be some need to expand library resources as this program grows, as one would expect, but the resources currently in place are more than sufficient to provide a solid foundation for the program as proposed. Interdisciplinary collaboration among librarians and other library personnel is strong across all of WSU’s programs and the same will no doubt be true of this one, bringing exciting possibilities for new partnerships and learning.

Sincerely,

Jonathan Potter, Assistant Director
Spokane Academic Library
Washington State University

412 E Spokane Falls Blvd, SAC 211
Spokane WA 99202
September 9, 2021

Kelly Newell
Director, Program and Partner Development
Washington State University
Academic Outreach and Innovation

Dear Kelly,

This letter is to affirm our full and energetic support for the development and startup of the proposed Master of Healthcare Administration and Leadership (MHAL) online academic program. As you know, this is an important collaboration between the WSU Colleges of Medicine and Business using a stackable certificate model that will lead to new revenues while training healthcare industry leaders of the future. To further demonstrate our commitment to the MHAL, the College of Medicine formally committed to use the 2.5% return of core funds at the FY-2122 budget hearing to support the development and startup of this new program. This academic degree program is a component of our strategic plan and extends our current leadership certificate, which all medical students take during their MD education, into a comprehensive course of study and practicum in leadership leading to the master’s degree. We envision a broad population of healthcare professionals will be interested in this offering to advance their careers. We await approval of this important new academic program with excitement and optimism.

Regards,

John Tomkowiak, MD, MOL
Founding Dean
Exhibit G
Demand Analysis

Master of Health Administration Leadership
Market opportunity summary May 2021

Employment Outlook:
- Median pay rate of $104,280 per year
- Growth projection of 32% 2019-2029 (much higher than average)
- Number of jobs in 2019: 422,300 (US)
- Regional jobs in 2019: 25,114
- Most jobs require a bachelor’s degree, however master’s degrees are also common and preferred by many employers.
- Licensure is required for nursing home administrators (a growing area of employment for healthcare managers)
- Licensure is not normally required for other areas, however consider mapping to professional certification in Medical Management
- Nursing management is the most posted job regionally

Top Competitive Programs Online:
- Western Governors University: Masters of Health Leadership & MBA Healthcare Management
  - $16,540 for Two-Year program.
  - 3,615 completions in 2019 (includes bachelors level Healthcare Management BS Business Admin.
  - Growth 16% in 2019
- University of Phoenix: Masters of Health Administration
  - 3 tracks: MBA, Health Care Compliance and Privacy, Informatics
  - $698 per credit. 36 Credit program. 17 months
  - 2,301 completions in 2019 (includes bachelors level Heath Admin BS and Health Management BS)
  - Growth 16% in 2019
- Grand Canyon University: Masters of Science in Health Admin.
  - Offers track in Health Care Quality and Patient Safety
  - $550 per credit 48 credits
  - 1,283 completions in 2019 (includes bachelor level)
  - Growth at -4.8% 2019
- Southern New Hampshire University: MS in Health Information Mgt., MS in Healthcare Admin., MS in Management – Healthcare, MBA in Healthcare Management
  - $627 per credit 35-40 credits
  - 966 completions in 2019 (includes Bachelor Level)

Top Regional Program Providers:
- Oregon Health & Science University Not online
  - 92 Completions in 2019 (does not include Bachelors)
- University of WA – Seattle Campus Not Online
  - 80 Completions in 2019 (does not include Bachelors)
- Pacific University Not Online
  - 31 Completions in 2019 (does not include Bachelors)
- Portland State Not Online

1. BLS.gov website and Emsi Analyst
2. Professional Association of Health Care Office Management
• 22 Completions in 2019 (does not include Bachelors)

Skills Required:
• Analytical
• Communication
• Detail Oriented
• Leadership
• Healthcare Technology and Data Analytics
• Interpersonal Skills
• Strategic Planning

Top Qualifications and Certifications Analysis: For those employers hiring Master’s level talent, top qualifications sought by employers include non-medically related certifications such as MBA, Project Management Professional, PMI, Certified Quality Improvement Associate. For those employers recruiting non-Master’s level talent, the top qualifications are all medically-related certifications. This provides strong rationale for including business skills and qualifications in this Master’s Degree track to make graduates marketable to employers.

Opportunity Scans: The following PDF documents commissioned by the Global Campus in 2019 show the viability and desirability of this degree program. (Double click on the icons below to access the full reports).

Spokane Program Development Scan.pdf

Market Opportunity Scan - Washington State University Global.pdf
**Professionally Oriented Masters Worksheet**

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<th>2'09</th>
<th>540</th>
<th>710</th>
<th>1,080</th>
<th>1,350</th>
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<tr>
<td>Total number of student credit hours delivered per year</td>
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<td>540</td>
<td>710</td>
<td>1,080</td>
<td>1,350</td>
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<tr>
<td>Student credit hours available to be paid out through this program</td>
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<td>540</td>
<td>710</td>
<td>1,080</td>
<td>1,350</td>
<td>3,960</td>
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<tr>
<td>Total tuition earned through Masters’ offerings, before waivers (Self &amp; Tuition)</td>
<td>1,616,682</td>
<td>353,122</td>
<td>454,164</td>
<td>2,575,246</td>
<td>1,040,310</td>
<td>$3,182,000</td>
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<tr>
<td>E&amp;F tuition earned through directly delivery of US courses ($153.38)</td>
<td>$250,500</td>
<td>$551,000</td>
<td>$654,000</td>
<td>$1,020,000</td>
<td>$1,487,500</td>
<td>$3,182,000</td>
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<tr>
<td>E&amp;F tuition earned for others, due to delivery outside of program ($513.38)</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
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</table>

**Academic Program Direct & Indirect Costs**

**Faculty Instruction Costs**  
Faculty Name (Laura Francis)  
Academic Year Salary | $172,000 | $176,460 | $187,989 | $182,518 | $181,178 | $559,434 |
| Percent of time dedicated to this program (e.g. 25) | 40% | 50% | 50% | 50% | 50% | 50% |
| Employee’s benefit percentage (e.g. 28) | 25% | 25% | 25% | 25% | 25% | 25% |
| Salary & Benefits dedicated to this program | $68,800 | $69,230 | $71,144 | $72,139 | $71,178 | $237,089 |

**Faculty Name (Craig Fischer)**  
Academic Year Salary | $132,000 | $132,200 | $144,444 | $116,712 | $119,664 | $372,689 |
| Percent of time dedicated to this program (e.g. 25) | 50% | 50% | 50% | 50% | 50% | 50% |
| Employee’s benefit percentage (e.g. 28) | 30% | 30% | 30% | 30% | 30% | 30% |
| Salary & Benefits dedicated to this program | $65,400 | $65,903 | $85,580 | $57,856 | $60,832 | $235,397 |

**Faculty Name (Adjunct Instructor)**  
Academic Year Salary | $20,000 | $20,000 | $20,000 | $20,000 | $20,000 | $110,000 |
| Percent of time dedicated to this program (e.g. 25) | 100% | 100% | 100% | 100% | 100% | 100% |
| Employee’s benefit percentage (e.g. 28) | 15% | 15% | 15% | 15% | 15% | 15% |
| Salary & Benefits dedicated to this program | $4,500 | $4,500 | $4,500 | $4,500 | $4,500 | $17,500 |

**Academic Program Direct & Indirect Costs**  
**Direct Instructional Support Salaries & Benefits**  
Employee Name (John Doe)  
Academic Year Salary | $50,000 | $50,000 | $50,000 | $50,000 | $50,000 | $250,000 |
| Percent of time dedicated to this program (e.g. 25) | 40% | 40% | 40% | 40% | 40% | 40% |
| Employee’s benefit percentage (e.g. 28) | 30% | 30% | 30% | 30% | 30% | 30% |
| Salary & Benefits dedicated to this program | $20,115 | $20,115 | $20,115 | $20,115 | $20,115 | $104,575 |

**Admissions and Recruiting**  
Annual Salary | $60,000 | $62,000 | $62,000 | $62,000 | $62,000 | $310,000 |
| Percent of time dedicated to this program (e.g. 25) | 10% | 10% | 10% | 10% | 10% | 10% |
| Employee’s benefit percentage (e.g. 28) | 25% | 25% | 25% | 25% | 25% | 25% |
| Salary & Benefits dedicated to this program | $15,000 | $15,000 | $15,000 | $15,000 | $15,000 | $75,000 |

**Marketing Support**  
Annual Salary | $60,000 | $62,000 | $62,000 | $62,000 | $62,000 | $310,000 |
| Percent of time dedicated to this program (e.g. 25) | 10% | 10% | 10% | 10% | 10% | 10% |
| Employee’s benefit percentage (e.g. 28) | 25% | 25% | 25% | 25% | 25% | 25% |
| Salary & Benefits dedicated to this program | $15,000 | $15,000 | $15,000 | $15,000 | $15,000 | $75,000 |

**Course Development Costs**  
Costs and services - photography / supplies | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $12,000 |

**Direct Course Costs**  
Costs and services - photography / supplies | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $12,000 |

**Other (Detail)**  
Computers, Printers, Software | $3,000 | $3,000 | $3,000 | $3,000 | $3,000 | $12,000 |
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Masters of Health Administration and Leadership</th>
<th>Self-Sustaining Model</th>
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<tr>
<td>Tuition Earned</td>
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<tr>
<td>Tuition Paid</td>
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<tr>
<td>Direct &amp; Indirect Costs for Academic Program</td>
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<td>Program Costs</td>
<td>$2,238,260</td>
<td>$2,238,260</td>
</tr>
<tr>
<td>Program Cost as % of Program Revenue</td>
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<td>100.0%</td>
</tr>
<tr>
<td>Program Cost as % of Gross Tuition Revenue</td>
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<td>25.0%</td>
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<tr>
<td>Gross Tuition Revenue</td>
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<tr>
<td>Tuition Per Credit Hour</td>
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<td>Tuition Paid Per Credit Hour</td>
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<td>Program Costs Per Credit Hour</td>
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</tr>
<tr>
<td>Program Cost as % of Tuition Paid Per Credit Hour</td>
<td>100.0%</td>
<td>100.0%</td>
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</tbody>
</table>

**Breakdown of Gross Tuition Revenue**

- **Program Revenue**: $9,320,000
- **Other Sources**: $0
- **Total Gross Tuition Revenue**: $9,320,000

**Annual Net Revenue & Cumulative Program Profit/(Loss)**

- **Annual Net Revenue**: $0
- **Program Profit/(Loss)**: $0
- **Cumulative Program Profit/(Loss)**: $0

**Profit Margin**

- **Total Tuition**: $9,320,000
- **Program Costs**: $2,238,260
- **Program Profit**: $7,081,740
- **Profit Margin**: 76.1%

**Cash Flow**

- **Program Cash Flow**: $7,081,740
May 9, 2022

MEMORANDUM

TO: Elizabeth Chilton, Provost and Pullman Chancellor

FROM: Desiree Jacobsen, Executive Assistant to the Board of Regents

SUBJECT: Establish the Master of Healthcare Administration and Leadership

This memo is to confirm that at the May 6, 2022 Board of Regents meeting, the Regents approved establishing the Master of Healthcare Administration and Leadership as proposed.

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

Attachment
FUTURE ACTION ITEM #1
Establish a Master of Healthcare Administration and Leadership Degree
(Elizabeth S. Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Master of Healthcare Administration and Leadership Degree

PROPOSED: That the Board of Regents establish a Master of Healthcare Administration and Leadership Degree

SUBMITTED BY: Elizabeth S. Chilton, Provost and Executive Vice President

SUPPORTING INFORMATION: The Elson S. Floyd College of Medicine proposes the establishment of the Master of Healthcare Administration and Leadership MHAL degree.

The College of Medicine's programs provide a solid foundation in the fundamentals of healthcare leadership with technical and business expertise in specialized areas of the field. It advances the WSU mission as a land-grant university in service to society through advancing knowledge across academic disciplines and application of knowledge that enhances quality of life and the economy of the state, nation, and world.

The faculty members in the MHAL program are leading experts in their respective disciplines. The faculty members lead academic instruction and research activities in healthcare systems to achieve the best clinical care outcomes and sustainable financial models in diverse communities of urban and rural care.

By offering the proposed degrees online, WSU creates access to high-quality degrees in a high-demand discipline to those who may not be able to avail themselves of the physical campus degree. The WSU Global Campus degree serves rural students, working professionals, and those who are place-bound for diverse reasons and will allow place-bound students the same opportunity to earn a master's degree as students who are not place-bound.

In addition, the program gives access to students who prefer the convenience of the Global Campus without having to relocate. As a professional master's degree program, the degree is designed to meet...
the needs of aspiring and working professionals and adult learners. It will also provide opportunities for working professionals to refresh and update their skills and for those seeking to change careers. It offers all the opportunity to raise their credentials to WSU standards.

Additionally, the department intends to create relevant and desirable certificate programs that appeal to those who desire upgraded credentials but are not interested in a full degree program. Currently, medical students in the MD program complete a 12-credit leadership certificate. We seek to add certificates to a total of 36 hours plus a 2-hour Capstone in the MHAL, thus providing medical students an opportunity to earn another degree in their professional careers via completion of an additional 26 hours in MHAL.

The proposal for the Master of Healthcare Administration and Leadership degree is attached. This proposal was reviewed carefully and has support from the Provost’s Office. This recommendation was recommended by the Faculty Senate on April 7, 2022.

The Elson S. Floyd College of Medicine proposes the establishment of the Master of Healthcare Administration and Leadership degree effective as soon as feasible.

ATTACHMENT: Attachment A – Proposal to Offer a New Degree Program