

Faculty Consent Agenda Item

Request for Authorization to Implement a New Degree Program

Program Name & Degree	Master’s in Healthcare Management (MHM)				
Requested by (College/Department)	Department of Management and Organizations, Eller College of Management				
CIP Code	51.0701				
Purpose of Program	<p>The business of healthcare delivery is becoming increasingly complex with providers (e.g., hospitals, clinics, treatment facilities) facing pressures to cut costs, increase patient outcomes, and coordinate across a continuum of care. While health policy used to be the traditional background of healthcare leaders, increasingly leaders are finding the need for formal business training. Unfortunately, most of the top healthcare management master’s degrees (e.g., Masters in Health Administration) are offered through public health colleges rather than business schools. These degrees have a heavy emphasis on health policy, with a relatively small sampling of business topics. Traditional MBA programs provide excellent business training, but even those program with healthcare concentrations (such as the fulltime and online Eller MBA degrees) typically only require relatively small sampling of courses related to healthcare. We are proposing a new degree to fill this gap and address the needs of the rapidly evolving healthcare industry. The Master’s in Healthcare Management (MHM) will be <i>a business degree that provides students with a solid foundation in core business concepts along with specialized healthcare management curriculum that contextualize business within contemporary healthcare challenges</i>. This 30-credit hour degree that can be completed online is synergistic with other Eller program, borrowing core courses from our online MBA degree and electives from online MBA and MSMIS degrees. It provides a solid foundation in healthcare management and students can select a concentration in <i>healthcare leadership, healthcare innovation, or healthcare informatics</i>. These three areas of concentration were developed based on the faculty expertise within the Eller College and based on the needs identified through extensive interviews with healthcare leaders. All student will also complete an applied capstone experience in which they will analyze and develop a solution for a business or leadership challenge within a healthcare organization.</p>				
	5-year projected annual enrollment				
	1 st year	2 nd year	3 rd year	4 th year	5 th year
	10	20	30	40	50
Source(s) of Funding	AISS, Eller College strategic allocations, private donor support				

Approvals:

ABOR
Graduate Council

9/22/17

CAAC

9/26/17

Provost's Council

Faculty Senate Executive Cmte

Faculty Senate



Financial Summary *

OMS Healthcare Management

*Traditional OFFLOAD model: instruction \$15K per course

Updated:

11/7/2017

Year	ProForma 1	ProForma 2	ProForma 3	ProForma 4	ProForma 5
Average Annual Enrollment	5	18	28	38	48
Sources of Funds to UA					
Gross SCH Revenue	112,700	454,720	779,100	1,101,520	1,450,400
Less AISS Share	(33,810)	(136,416)	(233,730)	(330,456)	(435,120)
Sources of Funds to Eller					
Net SCH Revenue	80,500	324,800	556,500	786,800	1,036,000
Less Unrealized Net SCH Revenue	(1,610)	(6,496)	(11,130)	(15,736)	(20,720)
Donor Support for Development (up to \$250K)	155,288	-	-	-	-
Total Sources of Funds to Eller	234,178	318,304	545,370	771,064	1,015,280
Uses of Funds					
Course Development	153,750	-	-	-	-
Course Instruction	79,800	241,200	242,100	243,000	243,900
Course Facilitation	631	2,846	17,745	25,019	40,275
PhD Students	-	-	-	-	-
Program Coordinator	23,275	24,154	37,456	38,724	53,377
Career Services	14,963	15,527	32,105	33,192	34,314
Advertising	-	-	-	-	-
Other Operational Expenses*	-	-	-	-	-
ASC on Expenses	2,724	2,837	3,294	3,399	3,719
Total Uses of Funds	275,142	286,564	332,701	343,333	375,584
Net proceeds (deficit)	(40,965)	31,740	212,669	427,731	639,696
Rate of Return	-17%	10%	39%	55%	63%
Break-Even Number of Students	33	11	13	14	15

Notes:

*Operational expenses include student events (assuming 2 per year) and other program materials. *Removed per Vin*

Factors annual 3% increase on staff salaries

Assumes Program Coordinator goes from 0.5 to 0.75 FTE in year 3, and 0.75 to 1.0 FTE in year 5

Assumes Career Services position goes from 0.25 to 0.5 FTE in year 3

Not currently factoring increase on faculty costs but we will review this annually and estimate in Yr3 that we would be in a position to do this



NEW ACADEMIC PROGRAM – IMPLEMENTATION REQUEST

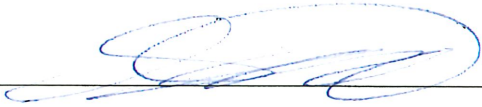
SIGNATURE COVER PAGE

Initiating college(s), school, department, or committee:

Department of Management and Organizations, Eller College of Management

Title of this Request: **Master's in Healthcare Management (MHM)**

Unit Administrator: Stephen Gilliland, Executive Director, Center for Management Innovations in Healthcare

Administrator's Signature:  Date: 8/28/17

Unit Administrator: Jerel Slaughter, Head, Department of Management and Organizations

Administrator's Signature:  Date: 8/28/17

Dean's Signature:  Date: 8/28/17

All programs that will be offered fully online must include the following signature:

Vincent Del Casino Jr., Vice Provost for Digital Learning and Associate Vice President of Student Affairs and Enrollment Management

Signature:  Date: 8/29/17



NEW ACADEMIC PROGRAM – IMPLEMENTATION REQUEST

I. PROGRAM NAME, DESCRIPTION AND CIP CODE

A. PROPOSED PROGRAM NAME AND DEGREE(S) TO BE OFFERED

Master's in Healthcare Management (MHM)

B. CIP CODE – 51.0701

C. DEPARTMENT/UNIT AND COLLEGE

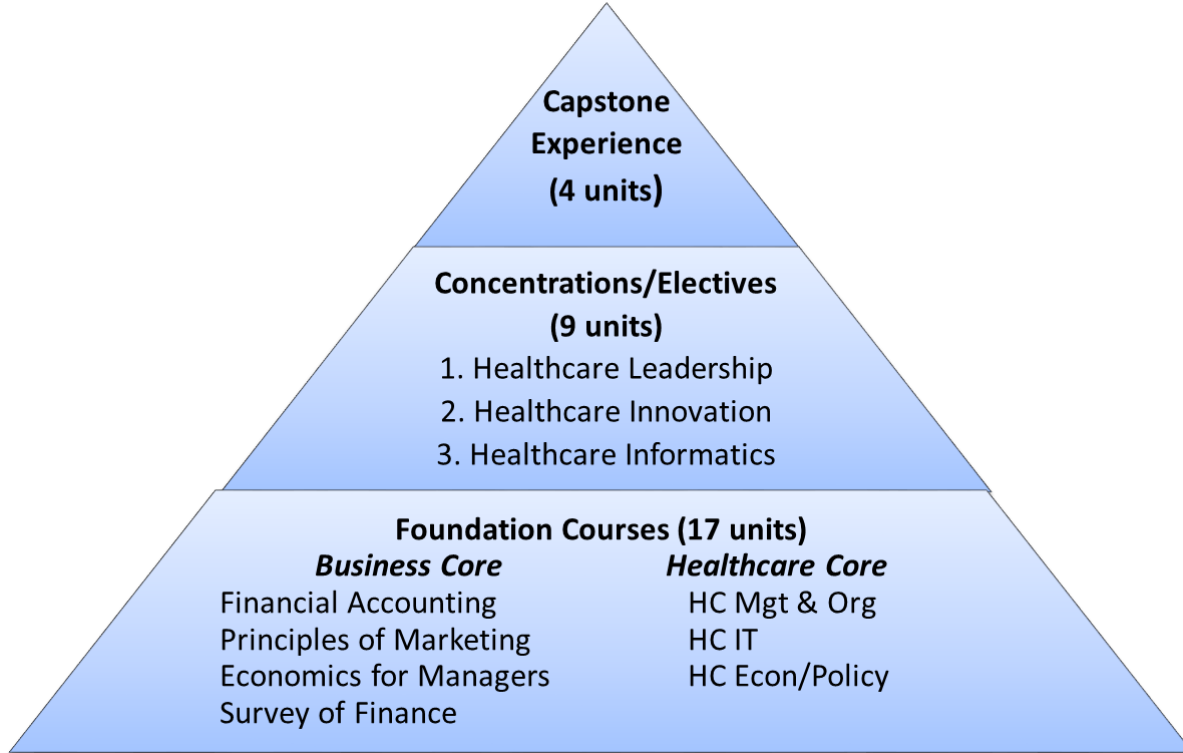
Department of Management and Organizations, Eller College of Management

II. PURPOSE AND NATURE OF PROGRAM

The business of healthcare delivery is becoming increasingly complex with providers (e.g., hospitals, clinics, treatment facilities) facing pressures to cut costs, increase patient outcomes, and coordinate across a continuum of care. While health policy used to be the traditional background of healthcare leaders, increasingly leaders are finding the need for formal business training. Unfortunately, most of the top healthcare management master's degrees (e.g., Masters in Health Administration) are offered through public health colleges rather than business schools. These degrees have a heavy emphasis on health policy, with a relatively small sampling of business topics. Traditional MBA programs provide excellent business training, but even those program with healthcare concentrations (such as the fulltime and online Eller MBA degrees) typically only require relatively small sampling of courses related to healthcare. Additionally, the MBA degree is highly technical and beyond the interest of many healthcare service providers (e.g., doctors and nurses) who are advancing into leadership positions.

We are proposing a new degree to fill this gap and address the needs of the rapidly evolving healthcare industry. The Master's in Healthcare Management (MHM) will be *a business degree that provides students with a solid foundation in core business concepts along with specialized healthcare management curriculum that contextualize business within contemporary healthcare challenges*. This 30-credit hour degree that can be completed online is synergistic with other Eller program, borrowing 4 core courses from our online MBA degree and electives from online MBA and MSMIS degrees. It provides a solid foundation in healthcare management with three core healthcare management foundation courses. Upon this foundation students can select a concentration in *healthcare leadership, healthcare innovation, or healthcare informatics*. These three areas of concentration were developed based on the faculty expertise within the Eller College and based on the needs identified through extensive interviews with healthcare leaders. Each concentration requires completion of three electives. Finally, all student will complete an applied capstone experience in which they will analyze and develop a solution for a business or leadership challenge within a healthcare organization. Figure 1 graphically summarizes our proposed degree.

Figure 1



III. PROGRAM REQUIREMENTS – list the program requirements, including minimum number of credit hours, required courses, and any special requirements, including subspecializations, subplans, theses, internships, etc.

Admission to the MHM requires the following:

- Undergraduate degree
- GPA of 3.0 or higher
- No GRE/GMAT requirement
- A MHM graduate application
- Be accepted into the program as per Graduate College’s approval

Completion of the MHM degree requires 30 credit hours from the following courses:

1. Core Business Courses (students complete all four 2-unit courses)
 - Financial Accounting (ACCT 540)
 - Principles of Marketing (MKTG 510)
 - Economics for Manager (ECON 550)
 - Survey of Finance (FIN 510M)
2. Core Healthcare Courses (students complete three 3-unit courses)
 - Healthcare Economics (ECON 556)
 - Healthcare Management and Organizations (MGMT 538)
 - Healthcare Information Technology (MIS 506)

3. Healthcare Elective Courses (students complete 3 3-unit courses in one of the following areas of concentration: healthcare leadership, healthcare innovation, healthcare informatics)
- Healthcare Accounting (new ACCT course)
 - Leading Healthcare Change (new MGMT course)
 - Healthcare Quality and Reliability (new MGMT course)
 - Healthcare Entrepreneurship (MGMT/ENTR 548)
 - Healthcare Marketing Strategy (new MKTG course)
 - Healthcare Law (BNAD 565)
 - Data Mining for Business Intelligence (MIS 545)
 - Information Security Risk Management (MIS 516)
 - Data Visualization (new MIS course)

Healthcare Leadership	Healthcare Innovation	Healthcare Informatics
Healthcare Accounting	Healthcare Entrepreneurship	Data Mining for Business Intelligence
Leading Healthcare Change	Healthcare Marketing Strategy	Information Security Risk Management
Healthcare Quality and Reliability	Healthcare Law	Data Visualization

4. Capstone Experience
- Healthcare Strategy Capstone A & B (new MGMT courses)

A. CURRENT COURSES AND EXISTING PROGRAMS -- *list current courses and existing university programs which will give strengths to the proposed program.*

The proposed MHM degree uses the following classes from the MBA degree:

- Financial Accounting (ACCT 540)
- Principles of Marketing (MKTG 510)
- Economics for Manager (ECON 550)
- Survey of Finance (FIN 510M)
- Healthcare Economics (ECON 556)
- Healthcare Entrepreneurship (MGMT/ENTR 548)
- Healthcare Law (BNAD 565)

The following courses will be used from the current MSMIS degree:

- Data Mining for Business Intelligence (MIS 545)
- Information Security Risk Management (MIS 516)

All the new courses to be developed for the MHM will be offered as electives in the Online MBA degree. Additionally, a select set of these courses will be offered as electives in the Online MSMIS degree and the new Online MSA (accounting) degree.

B. NEW COURSES NEEDED -- *list any new courses which must be added to initiate the program; include a course prefix, number, title, catalog description and number of units for each of these courses.*

The following courses will be added to initiate the MHM degree (all 3 units, except as noted):

- ACCT 575 Healthcare Accounting – Financial and managerial accounting concepts are examined in the context of healthcare business models. Topics include financial statements, budgets, revenue streams in healthcare, managerial accounting of service lines and expansion decisions, and providers and revenue generators vs. cost centers.
- MGMT 536 Leading Healthcare Change – Healthcare organizations needs to adapt to the rapid changes occurring in payment models, delivery mechanisms, and industry organization. This course covers theory and technique for leading organizations through transformation at the broad strategic level and in terms of improving processes and efficiencies, all within the unique context and challenges of the healthcare industry.
- MGMT 537 Healthcare Quality and Reliability – Increasing emphasis on value-based care has necessitated that healthcare leaders develop programs for improving quality, safety, and reliability outcomes. Topics include the nature of patient errors, design of quality and safety programs, creating a culture to support high reliability organizing and an environment of quality care and patient satisfaction.
- MKTG 538 Healthcare Marketing Strategy – Healthcare markets offer unique challenges and opportunities with regard to strategic marketing. Concepts of identifying customers, pricing products and services, customer relationship management, and market segmentation will be examined across provider service, pharmaceuticals, and medical devices. The role of marketing analytics will also be addressed in each of these areas.
- MIS 561 Data Visualization (note: this course is being develop for the Online MSMIS degree) - The goal of this class is to introduce students to principles and tools of data visualizations, and create visualizations using appropriate tools for two different but related purposes: (1) exploration; and (2) presentation. The first part is about trying to understand the data and test hypotheses that drive the data visualization effort, and formulate a story; the second part is to convey that finding to others in a convincing manner.
- MGMT 595 (A & B) Healthcare Strategy Capstone (2 units each) – This course gives students the chance to apply many of the principles they learn in the healthcare curriculum in an actual field setting. Students will scope, research, plan and execute a project that delivers value for a healthcare organization. Students will experience how decision are made in real-time, apply skills and learning using a project methodology, and communicate findings and recommendations in a professional manner. Students in the MHM program must have completed 20 units toward the MHM degree before taking this two course sequence.

- C. REQUIREMENTS FOR ACCREDITATION** -- describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

The MHM degree will fall under the umbrella accreditation of the Eller College of Management through the AACSB.

- D. DISTANCE LEARNING** – indicate whether this program will be offered via distance learning and which courses are available via distance learning.

As an online degree, all courses will be offered via distance learning.

IV. STUDENT LEARNING OUTCOMES AND ASSESSMENT

- A. STUDENT OUTCOMES** -- describe what students should know, understand, and/or be able to do at the conclusion of this program of study.

Student outcomes for the program are:

1. Explain the breadth and scope of challenges facing the healthcare industry, with particular emphasis on the US healthcare system;
2. Integrate business principles of accounting, finance, economics, and marketing into the healthcare context;
3. Define healthcare leadership and organization challenges associated industry structure, policy dynamics, and outcome-based health delivery models;
4. Apply healthcare concentration insight to deliver an implementable solution to a contemporary healthcare challenge.

In addition to these student outcomes, there is one additional program outcome: *Leverage skills and experiences for career success.*

- B. STUDENT ASSESSMENT** -- provide a plan for assessing intended student outcomes while the students are in the program and after they have completed the degree.

Four outcome assessment activities are planned:

1. Case study exams – One of the healthcare capstone strategy classes will have a case study exam as part of the assessment process. This case exam will be graded separately from the course evaluation process using rubric to provide direct assessment of the first three student outcomes.
2. Capstone project – All students will complete a capstone project as part of their Healthcare Strategy Capstone. Projects will be used to assess all four student outcomes.
3. Student exit survey – All MHM students will complete an exit survey to obtain feedback on the students' experiences in the program. Questions will be embedded in this survey

to address the extent to which the final student outcome and the additional program outcome were achieved.

4. Post-graduation assessment – Three years after graduation, MHM alumni will be surveyed to assess the extent to which the final program outcome is realized over time.

The following table provides a summary of student outcomes and way in which each will be assessed.

Student Outcomes	Case Study Exam	Capstone Project	Student Exit Survey	Post-Graduation Assessment
1. Explain the breadth and scope of challenges facing the healthcare industry, with particular emphasis on the US healthcare system	X	X		
2. Integrate business principles of accounting, finance, economics, and marketing into the healthcare context	X	X		
3. Define healthcare leadership and organization challenges associated industry structure, policy dynamics, and outcome-based health delivery models	X	X		
4. Apply healthcare concentration insight to deliver an implementable solution to a contemporary healthcare challenge		X	X	
Program Outcome: Leverage skills and experiences for career success			X	X

V. STATE'S NEED FOR THE PROGRAM

A. HOW DOES THIS PROGRAM FULFILL THE NEEDS OF THE STATE OF ARIZONA AND THE REGION?

Healthcare is one of the fastest growing economic sectors in both Arizona and the United States. According to the Bureau of Labor Statistics (BLS), healthcare jobs are “expected to have the fastest employment growth and to add the most jobs between 2014 and 2024.” According to BLS projections, the five fastest growing industries in the US are:

- Home healthcare services
- Outpatient care centers
- Offices of other health practitioners
- Other ambulatory healthcare services
- Medical and diagnostic laboratories

With this industry growth, healthcare is expected to add close to 3 million jobs by 2024, which means there will be at least 300,000 managerial and leadership position added to supervise the new hires in healthcare. In fact the BLS projects a 17% growth in job for medical and health service managers from 2014-2024, much faster than the average for all occupations.

While shortages in healthcare providers (e.g., doctors, nurses, etc.) have been well documented, less attention has been given to the fundamental skill gap found in business and leadership skills in healthcare. Medical advances have outpaced the business and economic models of healthcare. The spiraling costs and growing impact on State and national budgets suggest that unless trends are altered dramatically, the costs of healthcare will soon become unsustainable. We need people with strong business training to be addressed these challenges and developing business models for the future.

In Arizona, there are more than 16,000 doctors, 60,000 nurses, and thousands of other healthcare providers (e.g., pharmacists, physical therapist, etc.). All of these providers are increasingly needing to understand the complex business environment of healthcare to effectively manage their organizations and people. There are currently few options in Arizona for healthcare providers to obtain business training. MBA degrees offer some opportunities for concentration in healthcare, but generally this is limited to a few courses. Further, the MBA degree is an investment in time and money that exceeds that capacity of many busy healthcare leaders.

B. IS THERE SUFFICIENT STUDENT DEMAND FOR THE PROGRAM? -- Explain and please answer the following questions.

1. What is the anticipated student enrollment for this program? (Please utilize the following tabular format).

With both the online MBA and online undergraduate Eller degrees, we saw very rapid growth in enrollment. However, these are both general business degrees. Closer comparisons for projecting demand will be the Eller online master’s in cyber security and master’s in accounting that both launch this fall. We conservatively used the following numbers for business planning

purposes. However, we anticipate enrollment will likely exceed these numbers as they have for the other online degrees we have recently introduced.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Majors	10	20	30	40	50

2. What is the local, regional and national need for this program? Provide market analysis data or similar evidence of the need for this program. Include an assessment of the employment opportunities for graduates of the program during the next three years.

Job listings on Indeed.com suggest that there are currently more than 1,500 fulltime jobs available in Arizona in the area of healthcare administration. Of these listings, approximately half have a salary estimate of greater than \$55,000 per year. Demand is greatest in the metropolitan Phoenix area, with extensive listing from large healthcare companies (Banner, HonorHealth, Dignity, Tenet, Maricopa Integrative Health System).

As part of our market research, we met with more than 50 healthcare leaders, most within Arizona, but also from other western states (e.g., California and Washington). All leaders expressed a strong need for this degree. They feel that that current MBA degree is too business focused and does not provide enough healthcare context. They also feel that current MHA degrees offered through colleges of public health provide good health policy training but do not have enough focus on business fundamentals. The three areas of concentration in our degree – healthcare leadership, healthcare innovation, and healthcare informatics – were identified through discussions with these leaders. Indeed the entire curriculum was developed and revised through extensive one-on-one discussions with healthcare leaders.

We have been in discussions with Banner about having MHM students work on innovation projects within Banner as part of their capstone healthcare strategy experience. We will be piloting this experiential learning approach with a group of MBA and health science students in spring 2018. Based on initial success with this pilot, we plan to expand the group of health industry partners and embed it within a broader Innovation Lab concept in Eller and a Digital Health Collaboratory being organized by Tech Launch Arizona. We believe the MHM represents an excellent opportunity to strengthen the relationship between Banner and the University of Arizona, particularly with regard to student engagement.

We have been in discussions with the deans of Pharmacy, Medicine, Nursing, and Public Health about offering the MHM degree (and certificates based on healthcare management courses) to their graduate students. All have been supportive of our proposed degree and we have attached letters of support with this proposal.

Based on our research and discussion, we have identified three target markets for the MHM degree:

1. *Healthcare practitioners* (e.g., physicians, nurses, physical therapists, etc.) who have or are considering moving into management positions. Most healthcare professionals receive little training in the area of business and management and feel ill-prepared for management and leadership positions. Discussions with the deans of medicine and pharmacy suggest that there is likely interest from current or recent graduates of MD and PharmD programs.
2. *Healthcare administrators* (hospital managers, medical group managers, etc.) often find the career mobility limited without a master’s degree. Through extensive discussions with the AzMGMA (Arizona Medical Group Management Association) we have learned that few medical group managers have graduate degrees and many feel they are lacking the business skills for the increasingly complex healthcare industry.
3. *UA undergraduates* in health and social sciences (e.g., public health, psychology, communications, etc.) who are on track to graduate early can add the MHM degree with an extra year of studying. This 4+1 (or 3+1) option could be an attractive option for students interested in human services given starting salaries in the mid \$50,000 range and the median salary for medical practice managers above \$80,000.

3. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? (Please utilize the following tabular format).

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	5	15	25	35	45

IV. APPROPRIATENESS FOR THE UNIVERSITY -- Explain how the proposed program is consistent with the University mission and strategic direction statements of the university and why the university is the most appropriate location within the Arizona University System for the program.

The Eller College of Management at the University of Arizona offers some of the top business degrees in the State and is recognized for the excellence demonstrated in areas of entrepreneurship, MIS, and economics. With college leadership developing a strategic vision that emphasizes healthcare, and a strong alumni network in health industries, the Eller College is well positioned to provide fulfill critical needs for Arizona in the area of healthcare management.

MHM Inclusive Excellence Statement

Inclusive Excellence (IE) is a fundamental part of the University of Arizona’s strategic plan and culture. As articulated and endorsed by the Association of American Colleges and Universities, an IE institution, in pursuit of a multiplicity of educational and social outcomes, engages the values and voices of all faculty, staff, and students and the varied rich backgrounds, experiences, perspectives, talents, gifts, and cultures that individuals and groups bring to an institution of higher learning. Stated differently, an IE institution perceives diversity and inclusiveness as a resource that offers tremendous benefits and, subsequently, works towards cultivating, utilizing, and embedding the concept in all areas of the institution. By achieving and maintaining inclusive student, staff, and faculty bodies, along with creating an inclusive climate, an IE institution successfully connects with the reality of our evolving society and contributes to a better world. Ultimately, by cultivating a broadly diverse and inclusive intellectual environment, an IE institution gains an edge in educational and research opportunities and in thereby preparing all students for living and working in a diverse democracy and an increasingly complex global society.

The MHM Program adheres to the UA principles of IE by being attentive to diversity and inclusiveness in all aspect of the program and in particular, to the recruitment and retention of underrepresented communities (e.g., students of color, people with disabilities, etc.) We strive to create the best possible climate for all students to learn, grow, and develop, allowing them to contribute to the goals and objectives of the healthcare organizations. Thus, one of the goals of the program is to increase the diversity of students in the program, with special emphasis on students of color, who are largely underrepresented in healthcare.

V. EXISTING PROGRAMS WITHIN THE ARIZONA UNIVERSITY SYSTEM

- A. Arizona University System -- List all programs with the same CIP code definition at the same academic level (Bachelor's, Master's, Doctoral) currently offered in the Arizona University System. (Please utilize the following tabular format).

	CIP CODE¹	PROGRAM	LOCATION University & Site	PROGRAM ACCREDITATION? YES/NO
1	51.0701	MPH	UA – Phoenix and Tucson	Yes
2	51.0701	MPH	ASU* - Phoenix	?

* Offered by University of Minnesota, hosted by ASU

Neither ASU’s WP Carey School of Business nor NAU’s WA Franke College of Business offer a master’s degree in healthcare management. Both UA and ASU college/school of Public Health offer MPH degrees with an emphasis in health services/public health administration. The

significant difference is that these degrees emphasize public health with some course work in administration. The proposed MHM is a business degree which emphasizes the business of healthcare. The following table summarizes some of the key differences between the proposed MHM degree and existing MPH degrees.

	MHM	MPH (Health services administration)	MPH (Public health policy and management)
Focus	A business degree that provides students with a solid foundation in fundamental business concepts along with specialized healthcare management courses that contextualize business concepts within contemporary healthcare challenges.	Prepares students to develop the skills needed to work in a variety of health related organizations such as health systems, health agencies, third party payers and/or health care supply chain organizations in both governmental and non-governmental settings.	Prepares students for leadership roles in the public and private sectors and to effectively create and implement policies and manage programs that promote the public's health with special emphasis on the diverse and rural populations of the Southwest.
Credits	30	42	42
Business courses	14 courses (3 accounting & finance, 2 marketing, 4 management, 4 MIS, 1 economics)	4 courses (1 accounting, 2 management, 1 marketing)	3 courses (1 accounting, 2 management)
Health policy courses	2 courses (health economics and law)	8 courses (5 public health core + health economics, law, and system delivery)	6 courses (5 public health core + advance public health policy)

While we do not see significant overlap between the MPH and proposed MHM degrees, we do see opportunities for collaboration. We are currently engage in discussions with our colleagues in public health about cross-listing courses and potentially developing a new concentration within the MHM that focuses on senior living. This is a rapidly growing area of business and a significant issue from a public policy perspective. These collaboration opportunities will continue to be developed as the MHM is implemented.

Similarly, there is expertise in other health science colleges that could strengthen the MHM degree. We are in discussions with faculty in pharmacy (health and pharma economics) and population health about their involvement in some of the proposed courses in the curriculum. We also have had several discussions with the College of Nursing about partnering on the experiential capstone course such that both MHM and nursing graduate students could collaborate on projects.

It should also be noted that there is currently a dual degree option of an MBA/MPH degree, as well as dual degree options with MBA/MD and MBA/PharmD. None of these options have been particularly popular. The MBA/MPH degree has enrolled on average 1 student per year for the past 5 years (5 students total). Over the past 5 years, the MBA/MD has 2 students enroll

(average 0.4 per year) and the MBA/PharmD has not had any students enroll. In discussions with deans of health science colleges, it appears that the MBA is a difficult degree to pair with health science graduate degrees because of the cohort structure of health science degrees and the heavy coursework of the MBA. We believe the proposed MHM degree will offer a much more attractive option for dual degree seekers and look forward to developing the structure of these dual degrees when the MHM is implemented.

Outside the Arizona University System, competition for similar degrees is limited. The vast majority of similar degrees are Master’s in Healthcare Administration and most are offered out of colleges of public health. The curriculum tends to be heavy on public health and light on business. Our MHM reverses this ratio with a heavy emphasis on business fundamentals and healthcare management classes that integrate business and healthcare. A number of business schools offer an MBA with a concentration in healthcare management (e.g., Wharton, Harvard, Michigan, Duke, etc.), but these degrees are 55-60 credits, two years fulltime, and tuition is in excess of \$120,000. Most of these degrees are not viable for working professionals and most not open to recent undergraduates without work experience.

Top 100 business schools that offer specialty master’s degrees in healthcare management include the following:

University	Degree	Length	Online	Cost
Johns Hopkins University	MSHCM	36 credits, 1-2 years	Part-time available online	\$1330/credit
University of Texas - Dallas	MSHM	36 credits – 18-24 months	Partially online	Variable: \$780 - \$2100/credit
Vanderbilt University	MMHC	30 credit, 1 year	No	\$49,950
Temple University	MHA	33 credits, 27 months	No	\$1113 - \$1360/credit

Based on this analysis, we believe we have identified an important educational need that is not being addressed by our peer business school.

VI. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty -- List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty members who will participate in the program. If proposed program is at the graduate level, also list the number of master's theses and doctoral dissertations each of these faculty members have directed to completion. Attach a brief vita for each faculty member listed.

Faculty, degree, rank	Department	Level of involvement	Theses/dissertations
Stephen Gilliland, PhD Professor	Management and Organizations	Executive Director, 40%	12/10
Brian Hilligoss, PhD Associate Professor	Management and Organizations	30%	0/3
Gautam Gowrisankaran, PhD, Professor	Economics	10%	7/5
Keith Joiner, MD MPH Professor	Economics and Medicine	15%	19/3
Suzie Weisband, PhD Associate Professor	MIS	15%	0/0
Ann McGrath, MBA Adjunct Instructor	Accounting	15%	0/0

Eller faculty biographical sketches are provided in Section VIII – Other Relevant Information.

2. Additional Faculty -- Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

Faculty Rank	Department	Hire year
Assistant/Associate	Marketing	FY 18
Assistant/Associate	MIS	FY 18
Assistant/Associate	Economics	FY 18

Note: These hires have been identified as a strategic priority by the Eller College Dean, funding has been allocated, and the hiring plan has been approved by the Provost.

3. Current Student and Faculty FTEs -- Give the present numbers of Student FTE (identify number by graduate and undergraduate students) and Faculty FTE in the department or unit in which the program will be offered.

The Department of Management and Organizations has 423 undergraduate majors, 316 undergraduate minors, and 9 PhD students. The department does not currently offer a terminal master's degree. Faculty FTE in the department is 19.

4. Projected Student and Faculty FTEs -- Give the proposed numbers of Student FTE and Faculty FTE for the next three years in the department or unit in which the program will be offered.

The numbers of faculty, undergraduate students, and PhD students are not expected to change significantly over the next three years. We anticipate adding 10, 20, and 30 masters students for each of the next three years with the launch of our proposed MHM degree.

B. LIBRARY

1. Acquisitions Needed -- Describe additional library acquisitions needed during the next three years for the successful initiation of the program.

No anticipated library acquisitions needed.

C. PHYSICAL FACILITIES AND EQUIPMENT

1. Existing Physical Facilities -- Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

The MHM degree will be delivered online using the present online delivery system (D2L). Faculty and staff will use existing facilities.

2. Additional Facilities Required or Anticipated -- Describe physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

None.

D. OTHER SUPPORT

1. Other Support Currently Available -- Include support staff, university and non-university assistance.

The Department of Management and Organizations currently has a graduate program coordinator for the PhD program. It is anticipated that this person would initially expand her duties to include oversight of the MHM program. As the program grows, a fulltime program coordinator will be added. In addition, the Eller College provides resources for online program delivery and experiential learning that would be utilized for this program. Recruiting support will be provided by UA Online.

2. Other Support Needed, Next Three Years -- List additional staff needed and other assistance needed for the next three years.

A program coordinator will be funded at 50% in the first two years, increasing to 100% in year five. We also anticipate funding a portion (50%) of an Eller College career services person to provide internship and job search support for MHM students in year 2 or 3 of the program.

VII. FINANCING

A. SUPPORTING FUNDS FROM OUTSIDE SOURCES --List.

The MHM degree will use funding support from UAOnline to develop online courses. We are also seeking philanthropic support for course development.

B. BUDGET PROJECTIONS FORM -- Complete the budget projections form describing the current departmental budget and estimating additional costs for the first three years of operation for the proposed program. Please note that these costs for each year are incremental costs, not cumulative costs.



Financial Summary *

OMS Healthcare Management

*Traditional OFFLOAD model: instruction \$15K per course

Updated:

4/11/2017

Year	ProForma 1	ProForma 2	ProForma 3	ProForma 4	ProForma 5
Average Annual Enrollment	5	18	28	38	48
Sources of Funds to UA					
Gross SCH Revenue	112,700	454,720	779,100	1,101,520	1,450,400
Less AISS Share	(33,810)	(136,416)	(233,730)	(330,456)	(435,120)
Sources of Funds to Eller					
Net SCH Revenue	80,500	324,800	556,500	786,800	1,036,000
Less Unrealized Net SCH Revenue	(1,610)	(6,496)	(11,130)	(15,736)	(20,720)
Donor Support for Development (up to \$250K)	155,288	-	-	-	-
Total Sources of Funds to Eller	234,178	318,304	545,370	771,064	1,015,280
Uses of Funds					
Course Development	153,750	-	-	-	-
Course Instruction	79,800	241,200	242,100	243,000	243,900
Course Facilitation	631	2,846	17,745	25,019	40,275
PhD Students	-	-	-	-	-
Program Coordinator	23,275	24,154	37,456	38,724	53,377
Career Services	14,963	15,527	32,105	33,192	34,314
Advertising	-	-	-	-	-
Other Operational Expenses*	-	-	-	-	-
ASC on Expenses	2,724	2,837	3,294	3,399	3,719
Total Uses of Funds	275,142	286,564	332,701	343,333	375,584
Net proceeds (deficit)	(40,965)	31,740	212,669	427,731	639,696
Rate of Return	-17%	10%	39%	55%	63%
Break-Even Number of Students	33	11	13	14	15
Notes:					
*Operational expenses include student events (assuming 2 per year) and other program materials. <i>Removed per Vin</i>					
Factors annual 3% increase on staff salaries					
Assumes Program Coordinator goes from 0.5 to 0.75 FTE in year 3, and 0.75 to 1.0 FTE in year 5					
Assumes Career Services position goes from 0.25 to 0.5 FTE in year 3					
Not currently factoring increase on faculty costs but we will review this annually and estimate in Yr3 that we would be in a position to do this					

VIII. OTHER RELEVANT INFORMATION

A. Eller Faculty Biographical Sketches

Stephen Gilliland

Dr. Stephen W. Gilliland is the Executive Director of the Center for Management Innovations in Healthcare in the Eller College of Management, University of Arizona. He also holds the Peter and Nancy Salter Chair in Healthcare Management. He has served a variety of leadership roles in the Eller College including Vice Dean, Associate Dean Executive Education, Department Head for the Department of Management and Organizations, and Executive Director of the Center for Leadership Ethics. Prior to moving to Arizona, Stephen received degrees in organizational psychology from the University of Alberta and Michigan State University (PhD 1992) and was on faculty at Louisiana State University.

Stephen's research examines the fairness of management practices and policies, corporate greed, and ethical decision making. Through this merging of psychological, social, and managerial issues, he has authored over 50 journal articles and book chapters. He has edited seven books in the series *Research in Social Issues in Management*. In 2006, Stephen was elected as a Fellow in the Society for Industrial and Organizational Psychology (SIOP) and in 1997 received the Ernest J. McCormick Award for Early Career Contributions from the same organization.

Stephen has taught numerous courses on leadership, healthcare entrepreneurship, human resource management, business ethics, and social entrepreneurship. He has developed and taught executive leadership programs for healthcare, public sector, utility, and mining organizations. Gilliland has consulted with small and large, public and private organizations on strategic planning and implementation and executive team development. He is Chairman of the Board of St. Joseph's hospital in Tucson and also serves on the boards of directors of Agape Hospice in Tucson and Merchants Information Solutions, a Phoenix based provider of integrity testing and identity theft management solutions.

Brian Hilligoss

Dr. Brian Hilligoss is an associate professor of Management and Organizations in the Eller College of Management, University of Arizona. Brian was previously on faculty at The Ohio State University and holds degrees in information science from the University of North Carolina at Chapel Hill (MSIS, 2001) and the University of Michigan (Ph.D., 2011).

Brian's research explores the dynamics of both clinical and administrative health care work and investigates how processes of organizing, communicating, and coordinating influence the quality and safety of health care. He has studied such topics as patient handoffs, accountable care organizations, quality improvement, and translational science. He has authored over 25 journal articles and book chapters. His work has been funded by the US Agency for Healthcare Research and Quality, the Patient Centered Outcomes Research Institute, and the Robert Wood Johnson Foundation and has been recognized with awards from the Health Care Management Division of the Academy of Management and the International Medical Informatics Association.

Brian has taught courses on managing health services organizations, health care leadership, and quality and patient safety. He recently received an award for outstanding teaching from The Ohio State University College of Public Health.

Gautam Gowrisankaran

Gautam Gowrisankaran is the Arizona Public Service Professor of Economics in the Department of Economics, Eller College of Management, University of Arizona. He is an internationally recognized scholar on hospital competition and quality, consumer durable goods markets, health policy and market structure, and the economics of renewable energy, among other topics.

Prof. Gowrisankaran earned his B.A. from Swarthmore College in 1991 and his Ph.D. from Yale University in 1995. Prof. Gowrisankaran also holds a doctorate *honoris causa* from the University of Oulu. He has served as a regular or visiting faculty member at the University of Chicago, Harvard University, Universidad de los Andes (Chile), the University of Michigan, the University of Minnesota, Northwestern University, Yale University and Washington University in St. Louis (among others), is a Research Associate of the National Bureau of Economic Research, and a *Professeur affilié* at the HEC Montreal Business School.

Prof. Gowrisankaran's work has been published in leading economics and health services journals including the *American Economic Review*, *Econometrica*, the *Journal of Political Economy*, and *Health Affairs*. His research has been featured in media outlets ranging from the *Chicago Tribune* to the *Associated Press* and he has appeared as a television panelist for *Arizona Public Media* and other live media sources.

Prof. Gowrisankaran has served as principal, or co-principal, investigator on many grants from funders including the National Science Foundation (NSF), the Agency for Health Care Research and Quality (AHRQ), and the Commonwealth Fund. He is currently on the editorial boards of the *American Economic Review*, the *International Economic Review*, the *Journal of Business and Economics Statistics*, and the *RAND Journal of Economics*. He has consulted and offered testimony as an expert witness in several antitrust and regulatory cases, on behalf of state and federal agencies and private firms.

Keith Joiner

Keith A. Joiner, M.D., M.P.H, is Professor of Medicine, Economics, and Health Promotion Sciences at the University of Arizona. From 2004 until 2008, he was Dean of the College of Medicine, and Vice-Provost for Medical Affairs, at the University of Arizona. In 2009, he was senior scholar at the Association of Academic Health Centers, Washington, DC. In 2010, he moved to the Eller College of Management at the University of Arizona. In 2010, he co-founded and co-directed the Center for Management Innovations in Health Care (CMIHC) at the Eller College. He served as Director of the CMIHC from 2014-2016.

Before moving to the University of Arizona, he was the Waldemar von Zedtwitz Professor of Medicine, Cell Biology and Epidemiology at the Yale University School of Medicine, Chief of the Section of Infectious Diseases, and Associate Department Chair in the Department of Medicine. He founded and directed the Investigative Medicine Program at Yale, a unique PhD program open only to individuals with an MD degree and at least two years of residency training.

He has received many honors for his research and administrative accomplishments, including election to the American Society of Clinical Investigation (ASCI), American Association of Physicians (AAP), fellowship in the American Association for the Advancement of Science (AAAS), and the Society of Medical Administrators (SOMA). In 2005, he was named a "*Top NIH Grantee*", being above the 95th percentile in distribution of NIH grant funds over the period from 1980-2004, despite only being in the

extramural program (and therefore eligible for grant awards) for 15 out of the 25 years. Dr. Joiner has published 255 articles, and has 2 patents.

His current research and teaching are in health economics and policy, focusing on new payment models in health care. He teaches health economics and policy in the undergraduate and MBA programs, in both the face-to-face and online formats.

Suzie Weisband

Dr. Suzie Weisband is an associate professor of Management Information Systems in the Eller College of Management, University of Arizona. Suzie has been teaching the Health Information Systems class for more than 5 years to both graduates and undergraduates, and covers a wide-range of timely and important health and technology issues.

Suzie's research has studied the role of interruptions in an Operating Room (OR) simulation and the many trajectories that nurses, anesthesiologists, doctors, and patients move through to get work done and meet in the OR. The complexity of the health care context, and the increasing role of technology, does not always make the job easier, but electronic health records, and all that it encompasses, is part of the fabric of healthcare in the U.S. and internationally.

In her class, Suzie focuses on healthcare in the U.S., but also explores other countries' models of healthcare. She offers a variety of perspectives, current readings, student projects, and guest speakers on healthcare informatics — a complex system of insurance firms, hefty costs, rampant addiction, profit-driven, overworked doctors and clinical staff who really, really care about their patients. The politics and business of healthcare is part of that story, and it's not new.

Ultimately, the U.S. is at the forefront of healthcare innovation. Suzie introduces students to new technologies, new therapies, personalized healthcare, coordinated care, and incentives that help employees lose weight, treat chronic ailments, robotic surgeries, genetics and DNA editing, virtual health, augmented reality, mobile apps, blockchains and security, to name a few. The goal of this course is to provide students with the complexity of healthcare and to consider viable technology solutions where human behavior, ethics and the law are embedded.

Ann McGrath

Ann McGrath is a Lecturer in the Department of Accounting, Eller College of Management, at the University of Arizona. Ann has over 30 years' of experience working with healthcare organizations in executive positions and as a consultant and advisor. Ann received her BSBA from the University of Arizona and her MBA from the University of Phoenix.

From 2002 until 2015, Ann was with the University of Arizona Health Network (UAHN) and its predecessor organizations. Her responsibilities included strategic planning, operational improvement, resource management, merger and acquisition (M&A) due diligence and capital planning. Her work focused on improving quality, access to care, patient experience, staff satisfaction and financial sustainability. While at UAHN, Ann was a member of the University HealthSystem Consortium (UHC) Senior Operations Officer Council, and served on its Steering Committee for two years.

From 1984 until 2002, Ann worked for Arthur Andersen LLP, an international accounting and consulting firm. While at Andersen, Ann worked on a broad range of healthcare organizations, including academic medical centers, community hospitals, health systems, rural providers, organ procurement

organizations, post-acute providers, and health plans. Her engagements included financial statement audits, SEC filings, bond offerings, and due diligence assistance for mergers and acquisitions. Ann's clients included SEC registrants, tax-exempt organizations, and privately-owned corporations. While with Andersen, Ann was in charge of the Desert Southwest healthcare industry training program, and was an instructor at Firmwide, regional, and local office training.

B. Letters of Support

Letters of support provided by:

- Chuck Cairns, Dean College of Medicine – Tucson
- Elizabeth Calhoun, Associate Vice President for Population Science, UA Health Sciences
- Iman Hakim, Dean Mel and Enid Zuckerman College of Public Health
- Rick Schnellmann, Dean College of Pharmacy
- Joan Shaver, Dean College of Nursing

August 14, 2017

Paulo Goes
Dean and Halle Chair in Leadership
Eller College of Management
The University of Arizona
Tucson, Arizona 85721

RE: M.S. program in Healthcare Management

Dear Dean Goes:

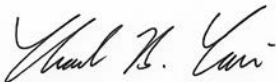
I fully support the new Master of Science program in Healthcare Management (MHM) through the Eller College of Management at the University of Arizona. The proposed MHM degree program will provide excellent opportunities for College of Medicine students, residents and fellows to explore specializations and dual degree options.

Clearly, the demand for business knowledge for healthcare professionals is on the rise and there is a need for physicians to have expertise in healthcare management. In addition, there may be an opportunity to foster formal degree education in healthcare management among colleagues in our health care delivery partner.

I can confirm that the proposed MHM program complements and does not compete with our own offerings.

Please contact me for any questions, comments or for more information.

Sincerely,



Charles B. Cairns, MD, FACEP, FAHA
Dean
College of Medicine - Tucson
Professor, Emergency Medicine
University of Arizona



Office of the
Associate Vice
President for
Population Science
and Discovery

Phoenix Campus
550 East Van Buren Street
Phoenix, AZ 85004-2230

Tucson Campus
Roy P. Drachman Hall Bldg., B207
1295 North Martin Avenue
P.O. Box 210202
Tucson, AZ 85721-0202
Tel: (520) 626-9921
Fax: (520) 626-1460

August 14, 2017

Stephen Gilliland
Peter and Nancy Salter Chair in Healthcare Management
Executive Director
Center for Management Innovations in Healthcare
Department of Management and Organizations
University of Arizona, Eller College of Management
1130 E. Helen St., McClelland Hall 405EE
Tucson, AZ 85721-0108
(520) 621-9324; fax (520) 621-4171

Dear Stephen:

As Associate Vice President and the Executive Director of the Center for Population Science & Discovery at The University of Arizona Health Sciences, I am most pleased to support your proposal for a Master's degree in Healthcare Management. Its objectives are clearly aligned with our Center's mission to improve the health of populations and promote health equity in Arizona and beyond.

My Center has worked closely with the Banner's Health Plan and I believe this program can only strengthen this partnership and have positive consequences for both parties. This unique relationship between a university and a healthcare corporation, I believe, will be very attractive to students, but will also allow Banner to improve care and efficiencies with the practicums that the student will be completing. This unique opportunity has the ability to elevate this Eller MBA program to one of the best programs in the nation.

As someone with formal training in healthcare administration, I can assure the committee that the demand for training in the business of healthcare will only grow.

I most enthusiastically support your efforts and look forward to our expanded collaborations with Banner Health and work to improving health equity in our state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Edna O. O.'.

Gilliland, Stephen W - (gillilan)

From: Hakim, Iman A - (ihakim)
Sent: Tuesday, August 29, 2017 11:06 AM
To: Goes, Paulo B - (pgoes)
Cc: Gilliland, Stephen W - (gillilan); Hakim, Iman A - (ihakim)
Subject: RE: update and request

Dear Paulo
Greetings from Canada
Sorry for the delay in replying as I was traveling continuously .
I discussed your program with the leadership and addressed the faculty concerns.
I am pleased to inform you that I / the College will support your new program
I will be back to the office in Tucson on SEP 6
Best Regards

Iman

*Iman Hakim, Dean
Mel & Enid Zuckerman College of Public Health
Professor of Public Health, Family & Community Medicine & Nutrition
Mel & Enid Zuckerman Endowed Chair in Public Health
Founding Director, Global Health Institute*

Promote * Prevent * Protect



From: Goes, Paulo B - (pgoes)
Sent: Monday, August 28, 2017 1:01 PM
To: Hakim, Iman A - (ihakim) <ihakim@email.arizona.edu>
Cc: Gilliland, Stephen W - (gillilan) <gillilan@email.arizona.edu>
Subject: RE: update and request

Dear Iman,

Sorry for insisting with this request. We are trying to meet all deadlines for a new program approval. I really appreciate the opportunity to address any issues that you may have about our program.
Stephen and I would be happy to meet.

Best regards,

Paulo

From: Goes, Paulo B - (pgoes)
Sent: Friday, August 18, 2017 1:47 PM
To: Hakim, Iman A - (ihakim) <ihakim@email.arizona.edu>
Cc: Gilliland, Stephen W - (gillilan) <gillilan@email.arizona.edu>; Rosales, Cecilia B - (crosales) <crosales@email.arizona.edu>; Taren, Douglas L - (taren) <taren@email.arizona.edu>; Derksen, Daniel J - (dderksen)

<dderksen@email.arizona.edu>

Subject: RE: update and request

Dear Iman,

I know it's a busy time for everyone as the semester starts Monday, but I would like to follow up and check on your position. I'm attaching the revised proposal for our MHM program which addresses the Graduate College's feedback. A support letter from PH would be great! I believe Stephen has got positive feedback from your key folks. Let me know if we can answer any additional questions.

Thanks,

Paulo



Paulo Goes

Dean and Halle Chair in Leadership
Eller College of Management, The University of Arizona
1130 E. Helen St., McClelland Hall 417
Tucson, Arizona 85721
520.621.2125
pgoes@eller.arizona.edu

From: Hakim, Iman A - (ihakim)

Sent: Friday, July 7, 2017 1:18 PM

To: Goes, Paulo B - (pgoes) <pgoes@email.arizona.edu>

Cc: Gilliland, Stephen W - (gillilan) <gillilan@email.arizona.edu>; Rosales, Cecilia B - (crosales) <crosales@email.arizona.edu>; Taren, Douglas L - (taren) <taren@email.arizona.edu>; Derksen, Daniel J - (dderksen) <dderksen@email.arizona.edu>

Subject: RE: update and request

Hi, I have been traveling continuously in June .

I just found and sent the email to the leadership of the program and they are all copied on this email for their feedback on your proposed program as well as the department strategic plan for new programs so that we can all have a clear picture going forward

Have a great weekend

Iman

*Iman Hakim, Dean
Mel & Enid Zuckerman College of Public Health
Professor of Public Health, Family & Community Medicine & Nutrition
Mel & Enid Zuckerman Endowed Chair in Public Health
Founding Director, Global Health Institute*

Promote * Prevent * Protect

August 15, 2017

Paulo Goes, Ph.D.
Dean and Halle Chair in Leadership
Eller College of Management
The University of Arizona
1130 E. Helen St., McClelland Hall 417
Tucson, Arizona 85721
pgoes@eller.arizona.edu

Dear Paulo:

On behalf of The University of Arizona College of Pharmacy, we are in support of the proposed creation for the Master's in Healthcare Management (MHM) in the Department of Management and Organizations at the Eller College of Management. The demand for business knowledge for healthcare professionals is on the rise and this program would provide an innovative solution by providing business appropriate training opportunities that would ultimately enhance the diversity of the health care workforce.

Pharmacy is committed to developing the health care professional and engaging others across campus in developing new programs and opportunities. The MHM complements our program and does not compete with our courses. This program would help to improve business skills and abilities by providing opportunities to our students to explore specializations and dual degree options.

I offer the full and enthusiastic support of the College for this endeavor and I am confident the MHM can build upon the successes of the College's existing programs.

Sincerely,



Rick G. Schnellmann, PhD
Dean, College of Pharmacy
Howard J. Schaeffer Endowed Chair
Professor of Pharmacology and Toxicology
schnell@pharmacy.arizona.edu



THE UNIVERSITY OF ARIZONA
College of Nursing

Office of the Dean

PO Box 210203
Tucson, AZ 85721-0203
Tel: (520) 626-6152
Fax: (520) 626-2669
www.nursing.arizona.edu

August 17, 2017

Dr. Paulo Goes
Dean and Halle Chair in Leadership
The University of Arizona Eller College of Management
1130 E. Helen Street
McClelland Hall 417
Tucson, Arizona 85721

Dear Paulo:

Thank you for sharing your plans for a new MS in Healthcare Management degree. The concentration of Healthcare Leadership, Innovations and Informatics are bound to be appealing, including to people in our field of nursing. I am certain that this program will be of interest to many potential students in our discipline who desire more specialty credentials and dual degree options.

The plan for this program does not compete with any of our present offerings. However, we have been in early planning for an administrative leadership pathway for our practice doctorate, the Doctor of Nursing Practice. For the future, if we proceed, I trust that we could speak with you about the possible connections between what we might offer, and this program when implemented.

Thanks once again for reaching out to us; and, best of luck in launching this definitely needed program.

Sincerely,

Joan L. Shaver, PhD, RN, FAAN
Dean and Professor

