UNIVERSITY OF WASHINGTON
CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

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College	Department or Unit	Date
University of Washington Tacoma	Nursing	11/12/08

New Programs

☐ Leading to a Bachelor of_____ in _____ degree.

☑ Leading to a Bachelor of Arts_____ degree with a major in Healthcare Leadership_____

☐ Leading to a _____ Option within the existing major in _____.

☐ Leading to a minor in _____.

Changes to Existing Programs

☐ New Admission Requirements for the Major in _____ within the Bachelor of _____.

☐ Revised Admission Requirements for the Major in _____ within the Bachelor of _____.

☐ Revised Program Requirements for the Major in _____ within the Bachelor of _____.

☐ Revised Requirements for the Option in _____ within the major in _____.

☐ Revised Requirements for the Minor in _____.

Other Changes

☐ Change name of program from _____ to _____.

☐ New or Revised Continuation Policy for _____.

☐ Eliminate program in _____.

Proposed Effective Date:

Quarter: ☑ Autumn ☐ Winter ☐ Spring ☐ Summer   **Year: 20 09**

Contact Person	Contact's Phone	Contact's Email
Sharon Gavin Fought, Director-Nursing Program	253 — 692 — 5647	sgfought@u.washington.edu

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new programs, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. *(Use additional pages if necessary).*

See Attachment #1

CATALOG COPY

Catalogue Copy as currently written. Include only sections/paragraphs that would be changed if you request is approved. Please cross out or otherwise highlight any deletions.

PROPOSED CATALOG COPY

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications)

See Attachment #2

SIGNATURES (required)

	Date
Chair/Program Director	
[signature]	12 Nov 08
Dean	Date
George Mobus	11/20/08
College Committee	Date
Beth Rushing	12/2/08
Faculty Council on Academic Standards	Date
George Mobus	2/20/09

UoW 1503 (12/05) REVERSE

RESET FORM

ATTACHMENT 1

Approval to offer a Bachelor of Arts degree with a major in Healthcare Leadership is being requested in this proposal. This new degree will prepare students in South Puget Sound with the critical thinking processes and experiential learning necessary to becoming healthcare leaders in organizations ranging from healthcare organizations to government agencies.

I. Relationship to Institutional Role and Mission

The proposed Bachelor of Arts degree with a major in Healthcare Leadership (HLM) aligns with the mission and vision of the University of Washington Tacoma (UWT) in that it is designed to utilize an interdisciplinary approach that prepares students for careers in leadership positions across a spectrum of healthcare settings. UWT has transitioned to a four-year university and now has the infrastructure to increase its degree offerings. Foundational lower division courses are now offered at UWT which will facilitate students earning a degree in Healthcare Leadership. Additionally, the interdisciplinary course opportunities at the upper division level will allow students to craft a degree that is congruent with their future career goals. In addition to the major, opportunities exist to obtain a minor in business administration, human rights, nonprofit management, urban studies, applied computing, Asian studies, or Hispanic studies. Also, a certificate in geographic information systems is possible.

A critical part of UWT's mission is to provide access to time-bound students in the South Puget Sound. With the probable creation of some type of universal healthcare, demands for healthcare leaders will grow. Proactively offering this major will address student access needs as well as insuring adequate availability of graduates with the necessary healthcare leadership competencies for the state of Washington.

Also, as per our values statement, a hallmark of UWT is our institutional success with establishing and working with the surrounding communities. Students in the HLM will have community partnership opportunities throughout the major which will culminate in a five-credit fieldwork experience in which the students will participate in a real-world learning experience in a healthcare organization in the local community. These learning opportunities will serve as a bridge to future employment opportunities for the students, as well as acting as a catalyst for energizing our community partners.

This major will be housed within the Nursing Program. This program was created by the nursing faculty and reflects a commitment to create a major needed within our community. It will start with a .5 dedicated faculty member which will increase to 1.0 faculty by year 2, based on student FTEs. All of the nursing faculty will teach various courses within the major; other campus faculty memberswill teach specific required courses.

II. Documentation of Need and Demand

A. Student

A 2008 Needs Survey Program was administered by the UWT Office of Institutional Research. This survey was completed by lower-division students. For the Healthcare Leadership major, 22 (6.51%) indicated that they would enroll and "major in this if offered", 70 (20.71%) indicated they were "interested" and 72 (21.30%) indicated they were "vaguely interested". It is also expected that students outside the major will take HLM courses as electives to include students majoring in business, computer sciences, nonprofit management, nursing, psychology, and social work. (See Appendix A for details.)

B. Community

According to a recent report (The News Tribune, 15 May 2005), healthcare employment accounted for 12,905 employees working for healthcare organizations listed in the top fifty employers in the Tacoma region. Of the 50 top employers (in terms of number of employees), nine were related to healthcare[1].

A specific survey related to the need for this healthcare major was given to five members of our Community Advisory Board. These five members represented Clover Park Technical College, Franciscan Health System, Olympic College, Tacoma Community College, and Tacoma-Pierce County Health Department. None of the respondents indicated "Not Needed" as a choice. See Table 1 for survey results.

Table 1: Needs Assessment by Community Advisor Board

	South Puget Sound Need	
Knowledge Domain	**Needed (%)**	**Very Needed (%)**
Healthcare Leadership	20	80
Communications and Human Relationship	20	80
Professionalism	60	40
Knowledge of the Healthcare Environment	20	80
Business Skills & Knowledge	60	40
Overall Need for major		100

C. Workforce

National Level Data
Analysis of data from the United States Department of Labor and examination of current universities' enrollment status support a need for a Healthcare Leadership major at UW Tacoma. Future employment demands support this major. A recent report from the American Hospital Association (AHANewsNow, 2008) states that "hospitals are strong contributors to the U. S. economy and a steady source of employment, even during recessions."[2]

Department of Labor Data.
In a report analyzing the job outlook for medical and health services managers by the Department of Labor, the following information was reported.

> Employment of medical and health services managers is expected to grow faster than average for all occupations through 2014, as the healthcare industry continues to expand and diversify. Job opportunities will be especially good in offices services, and outpatient centers. Applicants with work

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[1] Area's Top 100 Employers May 15, 2005 http://www.thenewstribune.com/

[2] Malamud, M. (April 14, 2008), Public underestimates how much hospitals drive local economies. AHANewsNow http://www.ahanews.com/ahanews/files/41408AHANews.pdf

experience in the healthcare field and strong business and
management skills should have the best opportunities.[3]

In March 2008, the Employment Situation Report (United States Department of
Labor) reported that the unemployment rate increased to 5.1% from 4.8% in
February. The current unemployment numbers are 7.8 million with an additional
1.4 million people unemployed, but not officially counted because they have not
actively sought employment within the prior four weeks. Of significance,
healthcare employment increased in March, 2008, by 23,000 jobs. Healthcare
added a total of 363,000 jobs since April, 2007. Whereas job losses have been
experienced in construction, manufacturing, and professional and business
services, healthcare employment has added more jobs over than past year than
the two other growth industries: food services and mining. In a similar vein, the
American Hospital Association reported that the healthcare sector added jobs
that accounted for 45% of all private sector jobs added in 2007[4].

Employment Post-Graduation.
Table 2 lists the types of employment opportunities reported for graduates of the
various universities. In addition to organizations such as hospitals and long-term
care facilities, graduates with a healthcare leadership degree are employed by
insurance companies and pharmaceutical companies as well as in governmental
positions that focus on public health and policy issues.

Table 2: Employment Opportunities

Institution	Employment Data (Types of Employers of Graduates, etc.)
Appalachian State	Med Groups, Hospitals, Long-term care. 5-15% don't work in healthcare
U. of Baltimore	
Clayton State U.	Hospital, Insurance, State Medicaid, and Group Medical Practices would be the four largest employers.
East Carolina U.	Hospitals, nursing homes, medical practice, social agencies, Rx and DME sales
George Mason U.	
Howard U.	Hospitals, long-term care facilities, insurance companies, pharmaceutical companies, and research laboratories. Students with a GPA of at least 3.00/5.00 have been most successful in obtaining positions
Iona College	Most of our students actually stay in their originating places of business, usually hospital or long term care facility, BUT move up in those ranks. Employers like that. Few students have begun their own businesses; some have gone to the consulting firms

[3] United States Bureau of Labor Statistics, Employment Situation Summary: March 2008
www.bls.gov/news.release/empsit.nr0.htm

[4] Malamud, M. (April 14, 2008), Public underestimates how much hospitals drive local economies.
AHANewsNow http://www.ahanews.com/ahanews/files/41408AHANews.pdf

U. of New Hampshire	Virtually all of our students pursue careers in health management & Policy, although some do not. Directly following graduation, the largest percentage of them goes to work in analyst positions in healthcare systems or teaching hospitals. We also have a fairly large group of students going toward insurance companies and or smaller hospitals. We have a handful of students every year who move toward public health or policy positions with governmental agencies or not-for-profit organizations/associations. These positions are also typically as analysts or advocates. We have about 10% of each graduating class going on directly to graduate school and one or two who pursue careers in LTC and a similar number with pharmaceutical or medical equipment sales.
U. of North Florida	We no longer offer this program because we had almost no students enrolled. The program existed approximately 5 years and I think we graduated 13 people. We are finishing out those in the "pipeline" but not accepting any new students.
Penn. State U	10-15% of our students in each sector: acute care,consulting, pharm/med supply/med device, ambulatory care, LTC, policy
South U. - Savannah	Has only been in practice for the last 2 years, no graduating class yet. Fall, 08 will be first
California State - Chico	We have a wide variety of employers, including acute care, various long-term care facilities, public health programs, and payer organizations.
Idaho State U.	Group practice management, hospitals, long-term care facilities
Oregon State U.	Our graduates are employed by healthcare delivery and payer organizations throughout the Pacific Northwest but tend to be concentrated in Oregon
Weber State U.	Hospitals, Health insurance plans, Long Term Care Facilities, Medical Group Practices

Data From Universities with Undergraduate Healthcare Degrees

As part of the needs assessment for the Healthcare Leadership major at the University of Washington Tacoma, a survey regarding enrollment status and trends was conducted using universities that were members of the Association of University Programs in Health Administration (AUPHA)[5]. Personnel from the Office of Institutional Research and Planning at the University of Washington Tacoma gathered information from these universities. From the AUPHA list of 62 universities, data was reported for 15 universities (See Table 3).

Of the 15 universities, all but one currently has an undergraduate program. One university (University of North Florida) is closing its program due to low enrollment. Current enrollment ranges from 54 to 337 undergraduates. Of the fourteen universities with some type of undergraduate healthcare leadership focus, twelve universities report increasing enrollment (based on either examining their 2006-2007 enrollment compared to 2003-2004 statistics or their

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[5] Association of University Programs in Health Administration (AUPHA). http://www.aupha.org/i4a/pages/index.cfm?pageid=1

qualitative report of enrollment status). East Carolina University reports increasing their enrollment by 200% in the last three years and Howard University reports doubling enrollment in the last four years. One university reports stable enrollment and one reports declining enrollment.

Table 3: Healthcare Leadership major Enrollment Status by Universities.

Institution	Current# of Students or (FTE)	2006-2007	2005-2006	2004-2005	2003-2004	Status of Enrollment
Appalachian State	60 (undergrad)					Increasing
U. of Baltimore	115					Increasing undergrad; Steady for graduates
Clayton State U.	337	337	302	285	256	Increasing
East Carolina U.	151 (undergrad.)					Increasing (200% in last 3 years)
George Mason U.	170 +/-					stable
Howard U.	110					Increased- doubled in last 4 years
Iona College	80 (grad.), 25 (undergrad.)					Steady-grad; declining- undergrad
U. of New Hampshire	142	68			20	Increasing each year by about 11-12
U. of North Florida	Closing Program					
Penn. State U	260 (major) 40-50 (minor)	260	240	215	190	Increasing
South U. - Savannah	25					increasing
California State Chico	50 major, 10 minor	54	29	29	31	Increasing
Idaho State U.	80 undergrad					increasing
Oregon State U.	134 (121 BS, 13 MPH)					Undergrad growing, Masters declining
Weber State U.	110 (60 undergrad., 50 grad.)	.				Both increasing

III.   Support of the Statewide Strategic Master Plan for Higher Education

In accord with the 2008 Strategic Master Plan for Higher Education in Washington[6], the healthcare leadership degree addresses many concerns found in that report. First, this master plan reports that a tremendous growth has been occurred in allied health and health services degrees. Between 2000 and 2006, a 71% increase was experienced. While it is not known what percent growth was experienced outside of nursing, it seems reasonable to believe that the number of people graduating with healthcare technical degrees has substantially increased due to the growth of healthcare demands as well as known shortages in radiology, pharmacy, respiratory, and laboratory.

The 2008 Strategic Master Plan also identified that management occupations may experience shortages and that to "address problems in human health" that a "well-educated workforce" is essential. With the expected growth in healthcare demands in

[6] Washington Higher Education Coordinating Board, 2008 Strategic Master Plan for Higher Education in Washington

the next decade, it is certain that more healthcare leadership positions will be created.

Finally, the Healthcare Leadership major will address a critical issue raised by the 2008 Strategic Master Plan. Currently, a number of healthcare-related degrees are considered to be "technical degrees" or labeled to be "terminal degrees." It is a goal for the healthcare degree to be one that bridges this gap between community and technical colleges and facilitates access to a baccalaureate degree. While work will need to be done in terms of transfer agreements, development of this bridge will provide a way for technical degree students to obtain a bachelor's degree in a time-efficient fashion. This will increase the number of people in the South Puget Sound who have the requisite healthcare leadership knowledge, skills, and abilities. UWT has the potential to offer people within the South Puget Sound area an opportunity to receive a bachelor's degree that is mutually beneficial to the graduate and the South Puget Sound community

IV. Relationship to Other Institutions

The UWT Nursing Program offers a minor in health consisting of 28 quarter credits. This would be the closest offering at UWT to a degree in Healthcare Leadership. However, this minor does not focus on business/leadership aspects of healthcare. Other than online universities, there is not an undergraduate degree in Healthcare Leadership offered at other Puget Sound area institutions. However, WSU, Vancouver offers an Allied Health degree that prepares students to apply to Physical Therapy, Occupational Therapy, or Physician's Assistant programs. UW Seattle offers an advanced degree in Health Administration and a bachelor's degree in Public Health. According to the plan of the UWT proposed degree, the interdisciplinary focus of the degree is unique and differentiates it from similar programs. Essential for the success of this major is partnership with community organizations for fieldwork placement. Also, coordination with community colleges will occur to facilitate effective transfer procedures.

V. Curriculum

A. Framework

The organizing framework for the UW Tacoma Healthcare Leadership major is based on work done by the Healthcare Leadership Alliance (HLA)[7]. The HLA consists of six "premier professional societies representing over 100,000 members across the healthcare management disciplines." These professional societies are as follows:

--American College of Healthcare Executives,
--American College of Physician Executives,
--American Organization of Nurse Executives
--Healthcare Financial Management Association,
--Healthcare Information and Management System Society,
--Medical Group Management Association and its certifying body, the American College of Medical Practice Executives.

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[7] http://www.healthcareleadershipalliance.org

In a two-year development project using job analysis and research, the HLA identified 300 leadership competencies in five domains and published these as a Competency Directory. The purpose of this project was "to ensure that healthcare leaders are prepared for future challenges they will face, and to determine the commonalities and distinctions in credentialing and professional certification among the various associations." The HLA believes that this "Competency Directory also will be used by university educators in health administration to design curriculum."

Specific Program Goals
With such cross-disciplinary and research support, the Healthcare Leadership major adopted five domains. Goals for each domain are as follows:

Domain #1: Communication and Relationship Management
Use multiple communications strategies that enhance positive human relationships considering both healthcare clients/customers and work force personnel.
Domain #2: Leadership
Demonstrate the ability to integrate both theoretical and experiential knowledge relevant to leadership in the healthcare environment.
Domain #3: Professionalism
Integrate ethical behaviors into healthcare leadership professional practice.
Domain #4: Knowledge of the Healthcare Environment
Demonstrate knowledge of the healthcare environment that includes synthesis of the cost, access, and quality challenges and is able to propose solutions to these challenges.
Domain #5: Business Skills and Knowledge
Demonstrate basic budgeting, outcomes measurement, and information management.

In addition to the above five domains, the concepts of access, cost, quality and the healthcare work environment provide the horizontal integrators. Although access, cost, and quality are well-known challenges for healthcare leaders, the concept of healthcare work environment was added as many current research studies support the relationship of this concept to outcomes that are important to leaders; namely, retention, team performance, and customer/worker satisfaction

B. Requirements

Admission to the Healthcare Leadership major requires the students to complete the General Education requirements and earn a total of 90 credits with an overall grade point average of 2.5.

Prerequisite Courses
A course in statistics and a course in anatomy and physiology, human biology, or medical terminology are required.

The Healthcare Leadership major consists of 90 upper division credits. Of these 90 credits, 55 are core credit requirements, 20 credits are required electives from health courses or selected minors/certificate courses, and 15 credits are free electives chosen by the student to fulfill graduation requirements/number of credits per the University of Washington guidelines. Students will be required to identify electives they propose taking with supporting rationale. Students will

have the option to earn a certificate or minor which usually requires 25-30 credit hours. (See Appendix A for requirements for each minor.)

C. Course of Study

The majority of courses will be drawn from existing Nursing and Health courses with one course from Computing and Software Systems. Four new courses have been developed including two courses in the Leadership domain, one in the Knowledge of the Healthcare Environment domain, and one course in the Business Skills and Knowledge domain (see Form 4A). Sequencing of courses are found in Form 4B. (See Appendix B for course descriptions.)

Form 4A: Core Courses-13 courses with 4 New Courses

Domain	Course	Quarter	New	Home Program
Communication & Relationship Management	Diversity: Issues of Exclusion & Inclusion (THLTH 407) [Core: Health & Society Minor]	4		NSG
	Critical Analysis & Writing to Improve Decision Making (THLEAD 350)	1		HLM/NSG
	Interpersonal Relationships (THLEAD 430)	4		HLM/NSG
Leadership	Healthcare Leadership Strategies (THLEAD 360)	2	Yes	HLM/NSG
	Healthcare Leadership Fieldwork (THLEAD 480)	6	Yes	HLM/NSG
Professionalism	Ethical Issues (THLEAD 410)	5		HLM/NSG
Knowledge of Healthcare Environment	Health, Illness & Society (THLTH 310) [Core: Health & Society Minor]	1		NSG
	Business of Healthcare: Access, Cost & Quality (THLTH 340)	1		HLM/NSG
	Healthcare Legal and Accreditation Issues (THLEAD 420)	4	Yes	HLM/NSG
	Introduction to Research (THLEAD 403)	5		HLM/NSG
Business Skills & Knowledge	Promoting Health Through Social Marketing (THLTH 320)	2		NSG
	Healthcare Budgetary Analysis & Financial Decision Making (THLEAD 380)	3	Yes	HLM
	Database Management & Data Analysis (TINST 311)	3		CSS

CSS=Computing Software Systems, HLM=Healthcare Leadership major, NSG=Nursing,

Form 4B: Upper Division Sequencing of Core & Elective Courses

Quarter	Course	Credits
1	THLEAD 350 Critical Analysis & Writing to Improve Decision Making	3
	THLTH 310 Health Illness & Society [Core: Health & Society Minor]	5
	THLTH 440 The Business Of Healthcare: Cost, Access, & Quality	5
2	THLEAD 360 Healthcare Leadership Strategies	5
	THLTH 320 Promoting Health Through Social Marketing	5
	Elective	5
3	THLEAD 380 Healthcare Budgetary Analysis & Financial Decision Making	5
	TINST 311 Database Management & Data Analysis	5
	Elective	5
4	THLTH 407 Diversity: Issues of Exclusion & Inclusion Core: Health & Society Minor	3
	THLEAD 420 Healthcare Legal and Accreditation Issues	5
	THLEAD 430 Interpersonal Relationships	3
	Elective	5
5	THLEAD 410 Ethical Issues	3
	THLEAD 403 Introduction to Research	3
	Elective	5
	Elective	5
6	THLEAD 480 Healthcare Leadership Fieldwork	5
	Elective	5
	Elective	5
Total Credits		90

Health courses currently taught by Nursing as well as courses in Business, Computing and Software Systems, Interdisciplinary Arts and Sciences, and Social Work can be used to fulfill required and free elective credits. Examples of Health courses that could fulfill required and free elective credits include the following:

THLTH 415 Representations of Health Policy and Ethics in Film
THLTH 420 Holistic Health
THLTH 425 Violence in Intimate Partner Relationships
THLTH 430 Adolescent Health in Context
THLTH 445 Women's Health, Women's Lives
THLTH 445 Health in a Developing Nation Study Abroad
THLTH 470 Challenges and Controversies in U.S. Healthcare
THLTH 472 Human Health and the Environment
THLTH 485 Critical Issues in Global Health
TNURS 402 Families in Society

D. Articulation

As the Nursing Program has a well established record of partnering with community colleges, it is expected that creating articulation agreements for students planning to transfer can be readily accomplished. More challenging will be the creation of a pathway for technical degree students to enter into the

major with more credit than the currently accepted 15 transfer credits. However, this will need to be accomplished to facilitate these students be able to "bridge" to a baccalaureate degree.

E. Program Delivery

The courses will be offered during afternoon and evenings to facilitate attendance by working students. The courses will be offered at the University of Washington, Tacoma campus. The major mode of course delivery will be a mix of face-to-face and online interactions. Student-faculty interactions will be both synchronous and asynchronous with use of discussions forums, chat room, and physical/virtual faculty office hours. Other than general faculty orientation to Blackboard, no additional technology skills will be required by faculty.

VI. Infrastructure Requirements

As part of the planning process for this degree, discussions occurred with the directors of the library (to include media services), information technology and computer services, facilities services, and public relations and communication. All directors approved this proposal in terms of reflecting sufficient resources to support this major. Fiscal considerations of this support are reflected in the budget found in Part XIII (Form 7).

VII. Faculty

All faculty members within the nursing program will support this major and will teach courses labeled with a prefixes of THLTH and THLEAD. These faculty members are experienced in teaching a range of students from fulltime lower division to part time working students. A dedicated faculty member will be responsible for providing leadership for this major. In September 2009, a faculty member with expertise in leadership was hired in a tenure-line position. Additional faculty will be hired as the number of student FTEs grows.

Form 6A: Program Faculty

Name	Rank	Status	% Effort in Program	FTE/year
Year 00: To Be Determined	Associate Prof	PT	50%	.5
Year 01: TBD	Associate Prof	PT	50%	.5
Year 02: TBD	Associate Prof	FT	100%	1.0
Year 03: TBD	Associate Prof	FT	100%	1.0
Year 04: TBD TBD	Associate Prof Assistant Prof	FT PT	100% 50%	1.5
Year 05: TBD TBD	Associate Prof Assistant Prof	FT PT	100% 50%	1.5

VIII. Administration

Dedicated staff will be hired prior to the start of the program to assist in recruiting and processing of student application into the major. Staffing will increase with increase in student FTEs.

Form 6B Clerical/Support Staff

Name	Title	Responsibilities	% Effort
Year 00: To Be Determined	Program Coordinator	recruiting, developing marketing materials, advising, reviewing transcripts, budgeting, collecting credential requirements, processing articulation agreements, ongoing evaluation procedures, filing	50%
Year 01: As Above	As Above	As Above	50%
Year 02: As Above	As Above	As Above	50%
Year 03: As Above	As Above	As Above	50%
Year 04: As Above	As Above	As Above	50%
Year 05: As Above	As Above	As Above	50%

IX. Students

A. Description and numbers

Two different student populations will be served by the Healthcare Leadership major. At the beginning of the major, students will mostly come from UWT's lower division student body. Based on the 2008 Needs Survey, 90 students indicated that they were interested in this major. It is believed that these students will be full time.

The second student population is those students who already have a technical degree in a health related field, e.g., radiology, pharmacy. It is hoped that the administrative procedures can be completed so as to be able to accept these technical degree bridge students by the third year. It is thought that these students would mostly complete the degree on a part time basis.

Form 5A: Size of Program*-see previous # note

	Year 1- 2009	Year 2- 2010	Year 3 2011**	Year 4-2012
	10^{09}	10^{09} - Graduate		
		10^{10}	10^{10}-Graduate	
			15^{11}	15^{11}-Graduate
				15^{12}
Total FTE	**10**	**20**	**25**	**30**

* Superscript indicates year started major
**Expected admission of students with Technical Degrees who have completed General Education Requirement

Form 5B: Headcount and FTE Numbers*

No. of Students	Year 1	Year 2	Year 3	Year 4**
Headcount	10	20	25	30
FTE	10	20	25	30

*Considered only those enrolled in major. Data indicate 70 lower division students with "interest" and 72 "vaguely interested" in healthcare leadership courses.
**Year 4: Year in which the program plans to reach full enrollment.

B. Diversity Plan

The UWT has taken significant actions to insure a community of respect. Its Diversity Statement states that UWT wants to sustain respectful relationships through which social injustice is confronted and resolved through non-violent behaviors. The Office of Equity and Diversity brings many opportunities by which to learn about and to engage in authentic dialog across multiple boundaries. This unit has a staff of five and has a diversity resource center open to all campus members. This office also monitors the demographic composition of the campus to include faculty, students, and staff. Additionally, antidiscrimination policies are available in the University Handbook and are disseminated to students, faculty and staff on all three UW campuses. This University does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, or Vietnam-era veteran status.

Additional specific UWT campus activities are as follows:

- Including the University of Washington non-discrimination statement on all position announcements
- Advertising faculty and relevant staff positions in minority publications and distributing the position announcements to lists of minority and women candidates maintained by the University of Washington Graduate School
- Using informal collegial and professional networks to help faculty identify potential minority and female candidates for student, staff, and faculty positions
- Making personal contact with potential faculty candidates, encouraging them to apply and answering any questions they might have, and using additional campus-wide financial resources through the Provost's office to ensure competitive offers and attractive recruitment packages for candidates from under-represented groups
- Holding applicant events where potential students can meet with faculty and professional staff and learn about the proposed program and its admission process
- Clearly stating anti-discrimination policies in all application packets
- Coordinating with state-level professional organization (e.g., the Respiratory Care Society of Washington) to disseminate information to minority groups
- Ensuring that marketing materials and web-based material are designed to attract diverse applications
- Working to increase the student scholarship funding specific to the Healthcare Leadership major.
- Offering academic support (e.g., The Teaching & Learning Center) and other student services targeted to underrepresented student populations.

Procedures proposed to retain students from under-represented groups include:

- Facilitating meetings of ethnic organizations
- Working to provide emergency financial assistance to students in crisis, administrated through the Enrollment Services Office
- Targeting students of color and other under-represented groups in the recruitment process, and providing information on financial aid and scholarships
- Using Student Affairs staff to link students experiencing academic or personal difficulties with appropriate resources

- Providing information on financial aid, scholarships, and TA opportunities to students from under-represented groups

Additional Activities associated specifically with the Healthcare Leadership major:

The faculty members who will teach in the Healthcare Leadership major actively support diversity actions. More than 50% of the faculty members teach an undergraduate course in diversity. Faculty members have served on the campus-level diversity committee including co-chairing this committee. The most recently hired faculty member's research program focuses on the Latino population, especially the experiences of being a student. She has published her research in Minority Nurse and has presented at the National Association of Hispanic Nurse Conference in 2007. Also, faculty members are engaged in research that details the effects of negative behaviors. Two faculty members are conducting a study that looks at bias in the nursing workplace and retention of the nursing workforce. Another faculty member is looking at the effect of bullying in the workplace.

X.   Accreditation: N/A

XI.   Program Assessment

The effectiveness of the academic program for the Healthcare Leadership major will be regularly assessed to validate the impact of the program on the community and achievement of the goals of the program. Community impact will be conducted post graduation. Data for comparison will be obtained at program completion and at regular intervals thereafter from graduate surveys and surveys of employers of graduates. Additional specific program assessment methods are as follows:

Graduation rates: This outcome reflects the number of students entering, dropping out, length of time in program, and numbers graduating.

> Data to be obtained include: applications and admission rates, graduation rate, attrition rate, time to complete the program, and number of applicants/ students/graduates from underrepresented groups. A follow-up of students who withdraw from the program will be conducted to determine reasons for dropping out and to identify plans for returning or for further study.

Patterns of employment: This outcome reflects employment patterns of graduates related to initial employment after graduation or to changes in employment over time since completing the program.

> Data obtained will include position and scope of responsibility 1, 3, and 5 years post graduation.

Program satisfaction: This outcome reflects the satisfaction level or evaluation of the program by major constituencies such as alumni and employers.

> Data will be obtained at year 1, 3, and 5 years after graduation from a representative sample of graduates. In addition, data will be obtained at years 2 & 4 post graduation from the employers of these alumni. Data collection will be obtained through survey.

Data provided by the above method will be analyzed for themes/patterns and changes made in the major based on the evidence provided.

XII.   Student Assessment

An assessment of student outcomes of the Healthcare Leadership major will be conducted utilizing multiple methods. The goals of the program will guide the assessment process. These goals are:

1.   Use multiple communications strategies that enhance positive human relationships considering both clients/customers and work force personnel.
2.   Demonstrate the ability to integrate both theoretical and experiential knowledge relevant to leadership in the healthcare environment.
3.   Integrate ethical behaviors into leadership professional practice
4.   Demonstrate knowledge of the healthcare environment that includes awareness of cost, access, and quality challenges and is able to generate solutions to these challenges
5.   Demonstrate basic budgeting, outcome measurement, and informatics abilities

Specific assessment methods within each of the five goals are as follows:

1. Uses multiple communications strategies that enhance positive human relationships considering both clients/customers and work force personnel:

This outcome reflects the student's ability to communicate orally and in writing, responsive to the needs of diverse populations, negotiate differences, and deal with conflict.

Data will be obtained from responses to case studies that discuss communication and relationship management, selected papers included in the portfolio representing issues of diversity, communication and critical thinking, and evaluations of field placements in healthcare leadership practice.

2. Demonstrates the ability to integrate both theoretical and experiential knowledge relevant to leadership in the healthcare environment:

This outcome reflects the student's skill in reasoning, analysis, research, and decision making relevant to healthcare leadership.

Data will be obtained from a portfolio containing a representative sample of papers from courses requiring reflective, persuasive, or research writing. These selected papers will be used as a guide to demonstrate progress in throughout the Healthcare Leadership program in a written *Summary of Progress*.

3. Integrates ethical behaviors into leadership professional practice:

This outcome reflects the student's ability to reflect critically upon and to apply principles of ethics to diverse situations and dilemmas.

Data will be obtained from evaluations of field placements in healthcare leadership practice and from responses to case studies that discuss ethical behavior and decision making in healthcare leadership practice.

4. Demonstrates knowledge of the healthcare environment that includes awareness of cost, access, and quality challenges and generates solutions to these challenges:

This outcome reflects the student's ability to think critically about healthcare management and to explicate through field experiences and selected papers responses to the business of healthcare.

Data will be obtained from evaluations of field placements in healthcare leadership practice and selected papers included in the portfolio responding to issues of cost, quality and access in healthcare.

5. Demonstrates basic budgeting, outcome measurement, and informatics abilities:

This outcome reflects the student's ability to develop budget and evaluation measures as a leader in healthcare and to understand systems that store, process and communicate information.

Data will be obtained from responses to case studies, selected papers included in the portfolio that discuss issues budgeting and outcome measurement, and evaluations of field placements in healthcare leadership practice.

Data provided by the above method will be analyzed for themes/patterns and changes made in the major based on the evidence provided.

XIII. Budget

The proposal for this major has been reviewed and approved at UWT. It has faculty, staff, and administration support. Detailed information about Student FTEs is found in Section IX of this proposal. A goal of 30 FTEs is projected by Year 4. Funding for this major is from both the General Funds from the state and Tuition and Fees. No other funds are needed. With the approval of the Healthcare Leadership major, synergy is expected in terms of enrollment among other major and minors. The HLM students will increase FTEs in other programs, especially Interdisciplinary Arts & Science programs. Other majors will choose HLM courses as electives, especially undergraduate social work, psychology, and business majors.

Form 7: Program Financial Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Salaries & Benefits @ 29.5%	$ -	$ -	$ -	$ -	$ -
Faculty Salaries and Benefits @ 30.5% and 24.5%	$ 49,800	$101,756	$ 103,832	$ 153,159	$ 156,222
TA/RA Salaries & Benefits					
Clerical Salaries & Benefits @ 32%	$ 27,278	$ 27,824	$ 28,381	$ 28,948	$ 29,527
Other Salaries & Benefits @ 12%	$ -	$ -	$ -	$ -	$ -
Financial Aid specific to the program					
Contract Services	$ 3,430	$ 6,980	$ 7,080	$ 8,870	$ 8,970
Goods and Services	$ 2,750	$ 2,750	$ 3,250	$ 3,750	$ 3,750
Travel	$ 575	$ 1,075	$ 1,075	$ 1,575	$ 1,575
Equipment	$ 4,000	$ -	$ -	$ 2,000	$ -
Lease or Acquisition (attach form III.a)					
Other (itemize)	$ 17,316	$ 1,000	$ 1,500	$ 2,000	$ 3,000
Indirect (if applied to the program)	$ 10,515	$ 16,120	$ 16,330	$ 21,734	$ 22,044
Total Costs (By Year)	**$ 115,664**	**$157,545**	**$ 161,447**	**$ 222,036**	**$ 225,088**
Total Costs (For Program Not Escalated for Inflation)		$273,209	$ 434,656	$ 656,692	$ 881,780
General Funds: State Support	$ 52,000	$104,000	$ 130,000	$ 156,000	$ 156,000
Tuition and Fees(total)	$ 52,450	$104,900	$ 137,700	$ 173,490	$ 173,490
Corporate Grants/Donations					
Internal Reallocation *					
Other Fund Source (specify)					
Total Revenue	**$ 104,450**	**$208,900**	**$ 267,700**	**$ 329,490**	**$ 329,490**

Appendix A
List of Minors/Certificate with Requirements
Open to Healthcare Leadership majors

Minors and Certificates

Applied Computing Minor

Contact an adviser in the Institute of Technology at (253) 692-5860 to learn more about this minor.

The minor in Applied Computing is designed for students who want to be sophisticated users of computing technology and principals in their field, but do not seek extensive programming experience. The minor offers grounding in basic computing skills and principles and key technologies such as database management and computer networks. It also provides the student the opportunity to integrate these skills into his or her major field.

The minor in Applied Computing does not require computer proficiency or prerequisites. This minor consists of five courses: three core courses designed to offer depth in computing skills and concepts and two to encourage breadth of experience.

Requirements
The Applied Computing minor requires **25 credits** to include:

Core courses (15 credits)
    TINST 310 Computational Problem Solving
    TINST 311 Database Management and Data Analysis
    TINST 312 Computer Networks and the Internet

Elective courses (10 credits)
Students must choose one course from each list to fulfill the 10 elective credits:

List A (5 credits):
    TINST 401 Technology in the Service of Society
    TINST 475 Entrepreneurship in Computing and Software Systems
    TINST 490 Special Topics in Applied Computing
    TINST 498 Directed Readings in Applied Computing
    TINST 499 Research in Applied Computing
    TCSS 452 Human-Computer Interface
    TCSS 481 Computer Security

List B (5 credits):
    A second TINST elective from List A
    TACCT 330 Introduction to Accounting Information Systems
    TBUS 301 Quantitative Analysis for Business
    TCSIG 330 Inquiry and Research in the Social Sciences
    TESC 100 Introduction to Environmental Science
    TESC 107 Geohazards and Natural Disasters
    TESC 120 Introductory Biology I
    TESC 122 Physics: Electromagnetism and Oscillatory Motion
    TESC 123 Physics: Waves
    TESC 130 Introductory Biology II
    TESC 140 Introductory Biology III
    TESC 215 Meteorology
    TESC 236 Plants and People: the Science of Agriculture
    TESC 239 Energy and the Environment
    TESC 243 Geography of the Physical Environment
    TESC 315 Applied Physics with Environmental Applications
    TESC 333 Environmental Chemistry
    TESC 340 Ecology and Its Applications
    TESC 345 Pollution and Public Policy
    TESC 362 Introduction to Restoration Ecology
    TESC 404 Costa Rica Field Studies: Ecology and Community
    TESC 433 Pollutant Fate and Transport in the Environment
    TESC 435 Limnology
    TESC 445 Estuarine Field Studies
    TGIS 311 Maps and GIS
    TIBCG 437 Technology in the Modern World
    TQS 210 Intermediate Statistics with Applications
    TSOCWF 424 Information Technology and Human Service Practice

Note: Some required courses may be taken out of sequence to accommodate student schedules.

Asian Studies Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

The Asian Studies minor offers students the opportunity to develop a well-rounded understanding of the countries and cultures of Asia. The courses enable students to fit the Asian experience into a theoretical context of global patterns of modernization and economic development while focusing on specific historical and cultural elements in Asian countries.

Requirements
The Asian Studies minor requires **30 credits** to include:

10 credits from the following list of   framework courses:
    TCOM 430 Global Networks, National Identities
    TCOM 460 Communication and National Development
    TSMG 313 Theories of Economic Development and Social Change
    TSMIN 418 Interpreting Enigmatic India
    TSMIN 424 Imperial China
    TSMIN 322 Comparative Perspectives on East Asian and Latin American Development
    TSMIN 436 Contemporary Chinese Culture and Society
    TURB 430   Pacific Rim Cities

20 credits from the following list of content courses:
    TCHIN 101 First-Year Chinese
    TCHIN 102 First-Year Chinese
    TCHIN 103 First-Year Chinese
    TCXIN 281 Art and Culture in India
    TCXIN 282 Art and Culture in China
    TCXIN 283 Art and Culture in Japan
    TIBCIN 220 Premodern East Asia
    TIBCIN 366 Islam
    TIBCIN 367 East Asian Religions: Zen and Taoism
    TIBCIN 463 God: East and West
    TSMIN 412 History of Vietnam
    TSMIN 413 Premodern Japan
    TSMIN 414 Modern China
    TSMIN 415 Modern Japan
    TSMIN 416 Modern Korea
    TSMIN 434 The Pacific War

Business Administration Minor

The minor in Business Administration is designed for undergraduate students in any non-business major or program to increase their understanding of business theory, practices, and applications within a wider economic and social context. The curriculum is designed to emphasize critical competencies, including strategic thinking, integrated business knowledge, communication and teamwork needed by students with a broad range of interests to succeed in the 21st century.

The minor requires 30 credits (minimum of 20 credits in residence). There are four specific courses required for a total of 20 credits. An additional 10 credits of 300-400 level electives, which should generally be taken after completion of all required courses, are selected from an approved list of classes.

Students may request to transfer in up to 10 credits to be applied toward the required courses. The student must maintain an average 2.0 GPA in each course required to earn the minor. Additionally, a student must earn at least a 2.0 GPA in both TACCT 210 and TFIN 220. At least three courses for the Business minor must be taken at the upper-division (i.e. 300-400) level.

Learning Outcomes
1. To recognize the social, political, ethical, and environmental consequesnces of management decisions.
2. To understand group and individual dynamics in organizations.
3. Diagnose complex organizational problems and design effective solutions.
4. Understand basic financial statement analysis and reporting.
5. To evaluate an organization's market, competitive position, and customers, in order to make effective decisions regarding organizational focus and resource deployment.

Courses are 5 credits unless otherwise noted.

Required Courses (20 credits)
    T ACCT 210: Introduction to Financial Accounting

    T FIN 220: Introduction to Microeconomics

    T BUS 300: Managing Organizations

    T BUS 320: Introduction to Marketing Management

Elective Courses (10 credits)
    T BGEN 412: Ethical Issues in Business

    T BUS 330: Introduction to Information Technology

    T MGMT 430: Managing the Workforce

    T MGMT 433: Managing Organizational Diversity

    T MGMT 452: The Dynamics of Leadership

    T MGMT 455: Managing and Motivating Work Teams

    T MGMT 457: Negotiation and Conflict Management

    T MGMT 475: Creating, Leading, and Implementing Change

    T MGMT 478: International Business

    T MGMT 480: Intl. Management

    T MKTG 348: Social Marketing

    T MKTG 355: Professional Sales

    T MKTG 425: Advertising

    T MKTG 445: Services Marketing

    T MKTG 450: Consumer Marketing

    T MKTG 460: Research Methods

Other electives as approved by a Milgard School of Business academic adviser in consultation with Business faculty.

Hispanic Studies Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

Hispanic Studies combines proficiency in the Spanish language with a general knowledge of the cultural, historical and political framework of Spanish America. It also promotes an awareness of Hispanic culture in the United States. This interdisciplinary minor draws on traditional fields such as second-language acquisition, history, literary analysis and criticism, film studies, art history, political science, and sociology. It emphasizes the interrelationship between language and culture and trains people to interact with native speakers of Spanish more effectively.

Requirements

The minor in Hispanic Studies requires **25 credits** to include:

10 credits of Spanish language skills:*

TCXG 301	Intensive Spanish: Reading
TCXG 302	Intensive Spanish: Conversation
TCXG 303	Intensive Spanish: Writing

15 credits of Hispanic Studies courses:*

TCSIIN 435	Popular Movements in Latin America
TCSIIN 441	Mexican Cinema and Society
TCXIN 376	Hispanic Film
TCXIN 377	Mexican Literature and the Search for National Identity
TCXIN 461	Contemporary Mexican Culture
TCXIN 462	Women in Latin America
TCXIN 463	Contemporary Cuban Culture
TCXIN 464	The Arts, Cultures and History of Mexico (study abroad; 12 cr.)
TCXIN 476	Latin American Women Writers
TCXIN 490	Contemporary Spanish Culture
TCXUS 228	Hispanics in the United States
TIBCIN 461	Religion and Church in Latin America
TIBCIN 490	Society and Culture in Cuba (study abroad; 15 cr.)
TSMIN 224	Modern Latin America
TSMIN 323	The Making of Mexico
TSMIN 326	Modern Brazil
TSMIN 410	Caribbean Basin: Selected Topics

Human Rights Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

The Human Rights minor is a tri-campus, interdisciplinary minor open to undergraduate students from all programs and departments of the University of Washington. Students who are interested in social justice or international law and politics will find this new option to be of particular interest.

Requirements

The Human Rights minor requires **25 credits** to include the following:

> 10 credits of courses concerned with human rights (i.e., as defined in the Universal Declaration of Human Rights) as a core concept.

Tacoma:
TCSIG 452 Political Theory of Human Rights
TIBCG 452 Anti-Semitism and the Holocaust
TSMIN 311 International Human Rights
TSMIN 420 Theories of Political Violence
TSMIN 421 Human Rights in Emerging Democracies: Eastern Europe and Latin America
TSMIN 422 International Humanitarian Law
(Faculty offering appropriate courses may approve substitutions.)
Bothell:
BLS 335, BLS 353, BLS 403, BLS 414,
Seattle:
PHIL 338, POLS/SOJU 363, SOCSCI 201, WOMEN 405

> 5 credits of courses concerned with human rights in a broad context, e.g. poverty, race/ethnicity, gender.

Tacoma:
TCSIIN 435 Popular Movements in Latin America
TCSIIN 436 Rural Societies and Development
TCSIUS 221 African American History: Jim Crow to Martin Luther King, Jr.
TCSIUS 335   Social Class and Inequality
TCSIUS 340   History of U.S.-American Indian Relations
TCSIUS 441   Black Freedom Movement
TCSIUS 452   Minorities and the Law
TCXUS 384 African American Women's Literature
TCXUS 385 African American Literature from Slavery to the Present
TCXUS 478 Literature of the Harlem Renaissance
TIBCIN 352 Cultural Geography
TIBCUS 459   African-American Culture and Consciousness
TCSIUS 222   African-American History: 1945-Present
TSMIG 313 Theories of Economic Development and Social Change
TSMIN 312 Nineteenth Century Revolutions and Revolutionaries
TSMIN 330 Globalization in Latin America
TSMIN 425 Contemporary Issues in International Political Economy
TSMIN 433 Exploring Nazism
TSMUS 413   Civil Rights, Civil Liberties
TSMUS 415   Labor Research Practicum
TURB 314   Gender and the Urban Landscape
TURB 316   Cities and Citizenship: Researching Inequalities in Urban Settings
(Faculty offering appropriate courses may approve substitutions.)
Bothell:
BLS 322, BLS 344, BLS 345, BLS 362, BLS 367, BLS 412, BLS 415, BLS 430, BLS 432, BLS 445
Seattle:
AAS 372, AES 275, ANTH 434, ANTH 437, ANTH/SISEA 470, GEOG 230, GEOG 330, GEOG 371, GEOG 430, GEOG 495, HIST 346, HIST 452, HIST/SISJE 470, HSTAA 321, HSTAA 322, HSTAA 416/LAW 467, HSTAA 450, HSTAA/SISLA 480, HSTAS 463, PHIL 230, POLS 311, POLS 360, POLS 361, POLS 407, POLS/SIS 426, SIS 302, SIS 330, SIS/GEOG 335, SIS 342, SIS /GEOG 375, SIS 422, SIS 456/POL S 450, SIS 460, SIS 465, SIS 476, SISEA 459/POLS 419, SPAN 322, SPAN 468, WOMEN 305, WOMEN 310, WOMEN/SIS 333, WOMEN/SIS/ANTH 345, WOMEN 455

> 10 additional credits from either of the above lists.

> > At least 3 credits (of the 25 required) must be in a human-rights-related internship, practicum, international study abroad or demonstrated equivalent.

Courses that satisfy this requirement include:
TIAS 496, BLS 403, BLS 480, POLS 496, SPJU 310, SIS 399, and similar practicum, study-abroad courses in other programs (on the Seattle campus). See an adviser for faculty-approved alternatives. Courses used to satisfy this requirement must be approved/supervised by faculty offering courses appropriate to the minor.

Nonprofit Management Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

This minor in Nonprofit Management offers students the opportunity to develop competencies in, among other things, community building, volunteer management, budgeting, grant writing and fundraising, as well as to gain a better understanding of current societal challenges. Students will also gain valuable professional experience through supervised internships in local nonprofit agencies. These internships provide students with important real-world challenges, as well as the opportunity to develop networks leading to meaningful and exciting careers improving the communities in which they live.

Requirements

The Nonprofit Management minor requires **25 credits** to include the following:

TCSIUS 431: Community Organizations and the Nonprofit Sector

TCSIG 431: Organizational Development

TCSIUS 451: Essentials of Grant Writing and Fundraising

TIAS 496: Internship

TCSIUS 457: Nonprofit Management Capstone

Urban Studies Minor

Offered by Urban Studies. Check with an Urban Studies adviser to learn more about this minor.

Urban Studies is multidisciplinary by nature and, hence, can serve to complement a variety of degree programs at UW Tacoma. The Urban Studies minor is intended to provide students from other programs an understanding of land appreciation for urban issues and problems.

Requirements

The Urban Studies minor requires **30 credits** to include the following:

Core Courses (10 credits):

TURB 301 The Urban Condition
and
TURB 430 Pacific Rim Cities *or* TURB 460 Cities in the Developing World

Core Electives (15 credits):

Select 15 credits from approved Urban Studies core elective list, to include at least one 400-level course.

Capstone Course (5 credits)

TURB 492   Urban Studies Capstone Seminar

Geographic Information Systems (GIS) Certificate

Offered by Urban Studies and Environmental Science. Check with an adviser or visit www.tacoma.washington.edu/urban_studies/academics/GIS/ *to learn more about this certificate.*

The certificate in Geographic Information Systems (GIS) provides students with an excellent foundation in the concepts necessary for spatial modeling with a variety of digital data. Students develop the analytical and practical skills needed for research in GIS and entry into the employment sector. The certificate program is a nine-month course of study for those seeking the knowledge and skills to utilize GIS in fields such as urban and regional planning, environmental research, resource management, crime analysis, marketing, real estate, medical research and various branches of government. The program is designed to benefit entry- to intermediate-level users who lack formal education in GIS.

Requirements

The GIS certificate requires **24 credits** to include the following. All courses must be completed with a minimum grade of 2.0.

TGIS 311 Maps and GIS (6)

TGIS 312 GIS Data and Analysis (6)

TGIS 313 Advanced GIS (3)

TGIS 414 GIS Project Design (6)

TGIS 415 GIS Practicum (3)

Admission

Students must complete a separate application for the GIS Certificate and submit the following:

GIS Application

60 semester or 90 quarter college-level credits to include a course in statistics

Two letters of recommendation

Résumé

Personal statement

Students are admitted to the program in Autumn Quarter only. The priority deadline for admission is August 1. Refer to the GIS Web site for more information.

Appendix B
Required Course Descriptions

Communication and Relationship Management Domain
THLTH 407 Diversity: Issues of Exclusion and Inclusion

Examines the many ways difference is defined, used, and experienced at various levels in our society. Students will analyze the intersection of multiple forms of oppression, specifically those based on gender, race, ethnicity, class, religion, and sexual orientation. Attention will be given to social and individual ideology as well as to the institutional manifestation of such ideology in United States society. This course will focus on discovering the influence of individual life experiences on the development of one's belief system. The relationship among individual belief systems, the daily reality of living in a multicultural society, and health will be emphasized. Barriers to culturally sensitive care will be addressed. Implications for healthcare leadership practice will be discussed in terms of how individual values and belief systems affect care delivered.

THLEAD 350 Critical Analysis and Writing to Improve Decision Making

Focuses on critical thinking and writing relevant to learning and practice in healthcare. Includes self-assessment, collaborative learning, problem-solving approaches, and decision making and applies critical analysis to health-related issues.

THLEAD 430 Interpersonal Relationships in Healthcare

Addresses communication skills, patterns, and practices. Examines nonverbal and verbal modes of communications. Explores a variety of communications domains: cultural, personal, professional, group interaction, and conflict. Emphasizes application of conceptual models in interpersonal processes.

Leadership Domain
THLEAD 360 Healthcare Leadership Strategies

Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change mastery and conflict resolution. Provides essential theoretical leadership foundation and reviews evidence for specific leadership styles. Provides opportunity to discovery one's own leadership abilities within each of the discussed topics.

THLEAD 480 Healthcare Leadership Network

Provides an opportunity to integrate theory with the work environment in a healthcare organization associated with future career goals. Provides experiential opportunities to demonstrate professional behaviors

Professionalism Domain
THLEAD 410 Ethical Issues

Identifies ethical issues relevant to health and healthcare delivery. Uses multiple ethical perspectives to identify, describe, and analyze selected ethical dilemmas relevant to professional practice, the delivery of healthcare, and the health of individuals and populations

Knowledge of Healthcare Environment
THLTH 310 Health, Illness, and Society

Examines societal factors that influence the health of individuals and populations. Utilizes perspectives from diverse disciplinesin an interdisciplinary course. Analyzes topics such as the social construction of health and illness, the meaning of health and illness in cultural context, the social determinants of health, and issues in healthcare delivery and access.

THLTH 440 The Business of Healthcare

Explores forces driving the changes in the evolving U. S. healthcare system to include resource allocation and cost-containment strategies. Emphasizes examination

of key economic concepts (e.g., outputs, supply, demand, markets) as they relate to the business of healthcare.

THLEAD 420 Healthcare Accreditation and Legal Issues

Provides a survey of critical accreditation and legal issues commonly found in healthcare organizations. Focuses on specific accreditation processes and quality issues. Examines patient access to care and consent requirements, security requirements, safety challenges, organizational legal issues and personnel legal issues.

THLEAD 403 Introduction to Research in Healthcare

Introduces concepts and processes used in investigating health and healthcare delivery problems.

Business Skills and Knowledge Domain

THLTH 320 Promoting Health Through Social Marketing

Designed for students who are interested in learning strategies to promote health both locally and globally. Presents basic social marketing principles and requires development of a real-world media campaign to promote health at a population level.

THLEAD 380 Healthcare Budgetary Analysis and Financial Decision Making

Focuses on budgets commonly encountered in healthcare including operating and capital budgets. Provides methods to analyze financial status including variance analysis, break-even analysis and evaluation of financial documents (income, balance and cash flow) as well as introduction to cost effectiveness and cost/benefit analysis strategies. Examines insurance as a source of revenue used in healthcare budgets.

TINST 311 Database Management and Data Analysis

Covers methods for transforming data into information through a database management system, how to query it interactively, how to visualize it in a meaningful way, how to share it on the Internet, and how to analyze.

Appendix C
Community Letters of Support

[to be added to final HECB proposal submission]

Appendix D
External Reviewers
[to be added to final HECB proposal submission]

Attachment #2: Healthcare Leadership Major

Proposed Catalog Copy

The Bachelor of Arts degree with a major in Healthcare Leadership is for students who wish to pursue a career in a healthcare leadership role. In addition hospitals and long-term care facilities, graduates with a healthcare leadership degree are employed by insurance companies and pharmaceutical companies as well as in governmental positions that focus on public health and policy issues.

The Healthcare Leadership major consists of 90 upper division credits. Of these 90 credits, 55 are core credit requirements, 20 credits are required electives from health courses or selected minors/certificate courses, and 15 credits are free electives chosen by the student to fulfill graduation requirements/number of credits per the University of Washington guidelines. Students will have the option to earn a certificate or minor which usually requires 25-30 credit hours. The required core classes are as follows:

> THLTH 310 Health Illness & Society
> TINST 311 Database Management & Data Analysis
> THLTH 320 Promoting Health through Social Marketing
> THLEAD 350 Critical Analysis & Writing to Improve Decision Making
> THLEAD 360 Healthcare Leadership Strategies
> THLEAD 380 Healthcare Budgetary Analysis & Financial Decision Making
> THLEAD 403 Introduction to Research
> THLTH 407 Diversity: Issues of Exclusion & Inclusion
> THLEAD 410 Ethical Issues
> THLEAD 420 Healthcare Legal and Accreditation Issues
> THLEAD 430 Interpersonal Relationships
> THLTH 440 The Business Of Healthcare: Cost, Access, & Quality
> THLEAD 480 Healthcare Leadership Fieldwork

Admission to the Healthcare Leadership major requires the students to complete the General Education requirements and earn a total of 90 credits with an overall grade point average of 2.5 in lower division courses. Additionally, a course in statistics and a course in anatomy and physiology or medical terminology are required with a minimal grade of 2.0.

Tacoma: Bachelor of Arts Degree in Healthcare Leadership (THLTH-20081202)

Tri-Campus Review Comments:

soob
SOO BORSON
I love this proposal.

rubel
EDWIN W. RUBEL
This is no time to undertake the expense of establishing a new program. We must work and lobby very diligently to maintain the core programs and faculty at all UW campuses.

wwelton
WILLIAM E. WELTON
Program and faculty comments from the UW MHA Program, HIHIM Program, and Health Services faculty are attached.

Inter-program/inter-campus collaborative development process is suggested.

See Attached

December 17, 2008

Sharon Gavin Fought, RN, Ph.D.
Director, Nursing Program
UW Tacoma

Dear Professor Fought –

Please allow me to introduce myself. I am William Welton, Program Director of the UW Masters in Health Administration (MHA) Program at UW-Seattle. I, and the other MHA faculty, just learned of the proposal for development of the UWT BA in Health Leadership. I wanted to offer our input, which I am sharing with appropriate faculty and administrators, and to invite you and your key program faculty to meet with us to discuss each other's program and educational objectives and explore possibilities for collaboration.

Let me provide some background information about the MHA program. As you may know the MHA Program is a multi-disciplinary program within the Graduate School that is administratively located within the School of Public Health's Department of Health Services. The MHA Program is organized as an Interdisciplinary Group Degree Program within the University [partner schools in this collaboration include the UW Schools of Public Health, Business Administration, Medicine, Nursing, Public Affairs, and Law].

The 38 year-old MHA Program is accredited by the Commission on Accreditation Of Healthcare Management Education (CAHME), and is one of the highest ranked (top 5) MHA Programs nationally. Our mission is developing transformational leaders to aid in transforming the health care delivery field. The program is highly respected within the regional health care delivery field, having educated a great number of health care leaders within the region. The MHA curriculum is a 79 credit 'leadership competency-based' health management curriculum built around the NCHL leadership competency model. Initially, we looked at several of the then developing competency models within the field (including the HLA model). We finally selected the NCHL model since it seemed to meet our educational goals most appropriately. We then applied and were selected by NCHL as one of the first four MHA programs to demonstrate the effectiveness of competency-based leadership education at the master's level [and we have been a part of this program since 2004, collaborating with ten other MHA programs across the nation].

From a programmatic perspective, we offer two versions of the MHA degree – the In-Residence version [20-24 graduates per year] (which currently has MD/MHA, MPH/MHA, MBA/MHA, MPA/MHA, and JD/MHA variant concurrent degree offerings) and the Executive MHA version [25 – 30 mid-career graduates per year]. We also offer a Certificate Program in Medical Management [25 – 30 CPMM graduates per year]. Last year be began a new Certificate Program in Health Leadership [CHL Program] in partnership with the Northwest Regional Primary Care Association. The first class was a class of 30 mid-career management leadership personnel from within the HRSA-sponsored primary care center community within the northwestern U.S. At any given time we have 120 – 150 students enrolled within our various programs.

In addition to the MHA, our department offers a certificate program in Health Informatics and Health Information Management (HIHIM), headed by Gretchen Murphy. This program is highly regarded (nationally and regionally) and prepares baccalaureate level health professionals for work within the rapidly evolving health informatics / medical records environment. This program also offers a certificate opportunity for BS-level graduates interested in developing a HIHIM-oriented career. Our program has been working closely with Ms. Murphy and her faculty over the last several years to develop synergies between the two programs. We have seen a significant number of HIHIM graduates within our MHA Programs. This has been a strong relationship and is growing stronger. Should you wish to come up and meet with us, I would involve Gretchen in such a meeting.

I and the MHA faculty would welcome the opportunity to explore collaboration with you and your core faculty around developing a 'model undergraduate health leadership program' at UWT. From our point of view, such a model would focus on recruiting outstanding candidates into the health leadership and management field at earlier points and developing a synergistic recruitment and manpower development system connecting undergraduate and graduate curriculum content, skill development expectations and educational systems with each other and with the region's health provider community. Also such collaboration would involve using a common leadership competency model and defining appropriate educational and job preparation goals at the undergraduate and graduate levels.

We think this collaboration is important because a key challenge in our field has been developing appropriate educational foci within, and interconnections and synergies between graduate and undergraduate programs in health administration/leadership. Much of the discussion around these issues within our field has centered on differences in professional preparation philosophy, failure to define and/or capture synergies in curriculum content, and failure to appropriately identify synergies in technical skill levels and career development capacities. Overall, we see opportunities for developing a seamless career recruitment and preparation process where graduates of synergistically designed undergraduate and graduate-level programs are able to move into appropriate health management and leadership roles within the field. Over time, all of this would allow us collectively to build a stronger 'UW healthcare leadership development' brand of within the healthcare management field - within the region and within the nation. The UW MHA Program has generally been seen as a leader in efforts to bridge these gaps through a several year collaborative relationship with the Oregon State University BSPH health management program.

To begin this process I would invite you and your key program faculty to visit us here in Seattle so that we can have a more detailed discussion about each other's program and educational objectives and explore possibilities for collaboration. It seems to us that a collaborative development approach would be particularly appropriate, given the current economic climate within the University.

I can be reached by telephone at 206-685-5294 and by e-mail at wwelton@u.washington.edu.

Regards,

Will Welton, Dr.P.H, M.H.A.
Senior Lecturer and MHA Program Director

Cc:
Dean, UW Graduate School
Dean, UW School of Public Health
Vice Provost, UWEO
Chancellor, UWT
Chair, UW Department of Health Services
Director, UW HIHIM Program

UNIVERSITY OF WASHINGTON

TACOMA

George Mobus, Chair
Faculty Assembly Standing Committee on Academic Policy
University of Washington Tacoma

Janet Primomo, Chair
Faculty Council on Tri-Campus Policy
University of Washington

16 February 2009

Dear Committee and Council Members,

This document contains responses to the comments from the tri-Campus review for the proposed BA in Healthcare Leadership. On behalf of those who crafted this proposal, we do appreciate the time taken to review and respond.

SOO BORSON indicated *"I love this proposal."* Thank you for the affirmation and for taking the time to review the document and to respond.

EDWIN W. RUBEL replied *"This is no time to undertake the expense of establishing a new program. We must work and lobby very diligently to maintain the core programs and faculty at all UW campuses."* We agree; this is a challenging time and it is important to maintain the core of the University. However, UW Tacoma has a limited number of majors available and we serve a region in which employment in health care is a major sector of the economy. We have worked to create a proposal that takes significant advantage of existing courses. With respect to the proposed BA, only four new courses will be created; currently, we plan to not offer those courses until autumn 2010. By taking advantage of existing courses and expanding capacity in those courses, we can efficiently initiate a program in response to our community and have enrollment grow incrementally, based on the resources that will be available in coming years. Enrollment in the early years is quite modest. We believe it is prudent to request program approval at this time.

WILLIAM E. WELTON from the UW MHA Program, HIHIM Program, submitted an attachment with thoughtful comments and suggestions, including an invitation with respect to inter-campus collaborative development. He and I recently had the opportunity to discuss his letter and the interests of faculty in the UW MHA Program. We are delighted that Dr. Welton and his colleagues are interested in our proposal. Through discussion, we also clarified that the proposed BA and the existing MHA program differ in several important areas: intended audience

(undergraduate students vs graduate students and health care professionals), model for core competencies (National Center for Healthcare Leadership vs Healthcare Leadership Alliance) and content emphasis (leadership vs administration). While conceptually there are areas of overlap with respect to knowledge and skills, the proposed BA is intended to prepare leaders in a range of entry to mid-level positions, including those who are health care providers, such as respiratory therapists, while the MHA clearly and effectively prepares administrators. Our community college partners and potential employers emphasized the need for preparation in "leadership" as opposed to "administration". In addition, the focus on leadership is consistent with what faculty are prepared to develop and offer. In some cases, such as informatics, there has not been the interest in our region, in spite of at least three efforts to assess the need for either courses, certificate programs, minors or majors.
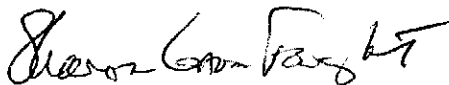
That said, there is certainly room for discussion, exploration of opportunities for joint grant proposals or certificate programs, and recruitment opportunities for the MHA program with respect to future graduates of the proposed program. Historically, we have had productive experiences with courses offered across campuses in Nursing, for example, and will continue to identify such opportunities, particularly given the popularity of "hybrid" courses making use of educational technology.

We welcome the opportunity to discuss options to share faculty or courses, for example. We have agreed to plan for a joint meeting of relevant faculty in spring quarter, inviting UW Seattle MHA faculty and relevant UW Tacoma faculty from across campus as a first step.

Given the differences in intended audience for the program, the expressed need of our region, and the differences in strengths of the campuses and relevant programs, we do plan to continue the process to have the proposal reviewed and approved and do so with the support of Dr. Will Welton on behalf of his faculty.

Thank you for your consideration of this proposal.

Sincerely,

Sharon Gavin Fought PhD, RN
Director, Nursing Program
University of Washington Tacoma