

EPC PROPOSAL FORM

Submit a **pdf version with all appropriate signatures** (or attached email signatures with endorsement or reservations) **and a Word version** (without signatures) to facgov@plu.edu.

Deadlines: **Type 3** - November 1. **Type 2** - December 1. **Type 1** - October 1 for J-Term and Spring requests; March 1 for Summer/Fall requests. *Early submission is strongly recommended.*

Originating Academic Unit(s):

PLU School of Business

Name of Dept. Chair/Program Chair/Assoc. Dean

Juanita Reed, Associate Dean / Cameron Bennett, Interim Dean

Date Proposal Submitted:

October 31, 2025

REQUIRED SIGNATURES FOR APPROVAL

(Note: Type 1 only does not require Dean or Provost signature.)

*Dept. Chair/Program Chair/Assoc. Dean (**printed name and signature**) Date*

- ☐ With Endorsement
☐ With Reservations

Dean

Date

- ☐ With Endorsement
☐ With Reservations

Provost

Date

PROPOSAL SUMMARY

One-sentence summary of the proposal.

This proposal requests the addition of five (5) optional concentrations to the existing four (4) already available in the PLU MBA program. The five new concentrations are Artificial Intelligence, Business Analytics, Cybersecurity Management, Finance, and Healthcare Administration.

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

- ☒ **Yes**
☐ **No** (indicate why not)

Does this proposal impact any other academic units?

- ☒ **Yes** (provide email statement of support from chair of impacted units indicating at least 2/3 of the full-time teaching faculty in those units support that impact or, if not, why not)
☐ **No**

Does this proposal involve Core Curriculum elements in any way?

- ☐ **Yes**
☒ **No**

TYPE 1

Check all that apply.

- ☐ Add Core Curriculum element to a Special Topics course⁺⁺
- ☐ Add, change and/or remove Core Curriculum element to an existing course⁺⁺
- ☐ Change a course's credit hours
- ☐ Change course description (if change alters learning objectives or a student could retake the altered course for credit then submit as new course)
- ☐ Change grading type (e.g. P/F, letter grade)
- ☐ Catalog editorial change
- ☐ Change course number
- ☐ Change course title
- ☐ Prerequisite change within the academic unit only
- ☐ Reactivation of formerly offered course(s)

TYPE 2: SUBSTANTIVE CHANGES

Check all that apply.

- ☐ Add a permanent Core Curriculum course⁺⁺
- ☒ Add a permanent non-Core Curriculum course
- ☐ Add or remove cross-listing to pre-existing course
- ☐ Change a concentration requirement^{**}
- ☐ Change a major requirement^{**}
- ☐ Change a minor requirement^{**}
- ☐ Change a prerequisite involving another unit's course
- ☐ Create new department code
- ☐ Create new subject prefix
- ☐ Delete course
- ☐ Eliminate concentration
- ☐ Eliminate degree
- ☐ Eliminate major
- ☐ Eliminate minor
- ☐ Merge multiple department codes into single or new department code (indicated preferred code below)
- ☐ Other:

TYPE 3: NEW PROGRAMS - REQUIRES FACULTY ASSEMBLY AND BOARD OF REGENTS APPROVAL

Check all that apply.

- ☐ Add certificate (non-Continuing Education)^{^^}
- ☒ New concentration^{^^}
- ☐ New degree^{^^}
- ☐ New major^{^^}
- ☐ New minor^{^^}
- ☐ Other:

⁺⁺ Review [How to Request a Core Element](#) and then complete the [Worksheet for Requesting a Core Element](#).

^{**} Complete the [EPC Curriculum Change Template](#) and a revised two-year course cycle.

^{^^} Complete the [EPC Curriculum Change Template](#), a revised two-year course cycle, and an [Institutional Impact Evaluation Form](#).

STATEMENT OF RATIONALE (1000-word limit)

Provide a statement of rationale for your requested changes. Include information on impact on student learning and outcomes.

MBA programs with concentrations are growing more quickly than non-specialized MBAs. From 2016–2021, enrollment in specialized MBA programs grew by 19%, compared to 13% growth in general MBAs (AACSB, 2022). Given the MBA market is crowded, additional relevant concentrations will give PLU a clear, marketable differentiator. The concentrations currently offered for the MBA have drawn the attention of applicants and they have identified them as one of the top considerations for choosing our program. However, the rate of completion of these concentrations is very low. MBA Students articulated that the timing and modality of these classes are two of the primary reasons they decide not to follow through. As a result, enrollment has been low. Of the four current concentrations, we are only able to run one per summer, due to low enrollments. This leaves many students feeling that we are not providing the specialized opportunity that we have advertised. The accessible modality and enhanced availability of these courses throughout the year will allow students to earn the concentration of their choice regardless of how many of their PLU classmates are participating. They will interact with students from other universities and learn from subject area specialists. We plan to keep our existing concentrations for now on the books (without the courses being added to the schedule) and will re-evaluate them for possible update or elimination in the future.

Each of the five new proposed concentrations - Artificial Intelligence, Business Analytics, Cybersecurity Management, Finance and Healthcare Administration - are high-demand, career-oriented specializations that will increase our competitive advantage in a crowded marketplace, and enable our MBA students to acquire additional skills that will set them apart.

No new full-time faculty hires are required to offer these concentrations; instructional support will be provided by the LCMC teaching institution through the Rize platform, with oversight by the School of Business. Because the MBA specializations are delivered online, impact on shared resources such as classroom space, scheduling, or IT infrastructure is minimal. All Rize courses offered through the LCMC are delivered using Canvas. PLU faculty will retain full oversight of academic quality and integration into the MBA framework. Faculty teaching on the Rize platform and subject matter experts will serve as instructional support.

Existing graduate support services (advising, career development, library resources) will serve these concentrations with modest incremental demand. Graduate advising and admissions teams will require modest training to support the new concentrations. No additional staffing is anticipated in year one.

Artificial Intelligence:

According to PwC's [2024 Global AI Jobs Barometer](#), sectors that benefit from AI are experiencing almost five times (4.8x) higher growth in labor productivity. Business managers are already being challenged with tough AI questions—questions that will only continue to grow in number and scope. Does your business have a use case where AI would add value? Should we buy an AI solution—and if so, which one? These questions are really hard to answer without literacy in AI, and when you gain that knowledge, you'll set yourself apart from your peers. For almost every outcome that any graduate MBA would have, an AI specialization would increase the value of and help make them stand out.

By the end of the program, students will be able to leverage AI technologies to drive innovation, efficiency, and ethical decision-making in business contexts. They will critically assess the

capabilities and limitations of AI to ensure solutions align with organizational goals, and apply governance frameworks to support responsible and compliant AI implementation. Students will also learn to communicate AI concepts effectively to diverse audiences, explore career opportunities in the AI field, and manage the full lifecycle of machine learning projects from design to implementation.

Business Analytics:

According to the U.S. Bureau of Labor Statistics, demand for business analysts is growing rapidly as organizations depend on data to guide decisions. Leaders are asking tougher questions—what story is our data telling us, and how do we act on it? Without fluency in business analytics, these answers remain out of reach. By learning to translate data into insights and communicate them effectively, students will stand out as a manager who drive smarter, evidence-based decisions.

By the end of the program, students will be able to create data queries and visualizations using industry-standard tools to analyze complex datasets, and develop data-driven strategies to achieve organizational goals. They will demonstrate proficiency in Python for data analysis, communicate analytics concepts effectively to diverse stakeholders, and assess career opportunities across key sectors. Additionally, students will manage the full lifecycle of machine learning projects, ensuring successful implementation and alignment with business objectives.

Cybersecurity Management:

Strong wages and faster-than-average growth. U.S. Information Security Analysts report 2024 median pay of \$124,910 and a projected 29% employment growth from 2024–2034 (much faster than average). These data support a durable labor market for management leaders who understand cybersecurity risk and governance.

By the end of the program, students will be able to design and manage governance, risk, and compliance plans that strengthen organizational resilience and align with business goals. They will evaluate security solutions across IT, OT, cloud, and IoT systems, demonstrate strategic leadership in implementing cybersecurity measures, and effectively communicate technical and policy information. Students will also explore cybersecurity career paths and apply ethical hacking tools to identify and address security vulnerabilities.

Finance:

Finance is one of the most strategically valuable fields for MBA graduates, with entry-level analysts earning nearly six figures and CFOs reaching \$442,000 or more. But finance is more than salary. It equips graduates to create value across industries, positions them for leadership roles, and offers intellectual challenge and global impact. For students who thrive on numbers, strategy, and influence, finance is a career that combines impact and personal satisfaction.

By the end of the program, students will be able to make corporate financial decisions and solve problems using modern financial modeling techniques. They will apply quantitative and analytical skills to optimize investments, interpret financial analytics, and use valuation methods to support decision-making. Students will effectively communicate financial insights and strategies to stakeholders and evaluate emerging financial technologies and their potential to disrupt traditional finance.

Healthcare Administration:

Employment for healthcare administrators is projected to grow by 28% between 2022 and 2032 [BLS]. With the median annual wages of medical and health services managers at [\\$110,680 as of May 2023, and the top 10 percent earning more than \\$216,750](#), the financial rewards in this field are substantial and the job options rich and diverse. Beyond the financial

benefits, pursuing an MBA in Healthcare Administration prepares students to make a meaningful impact in a vital industry. How can clinics attract and retain a healthcare workforce? How do we decide whether a new hospital should focus on pediatrics or oncology? A career after an MBA in Healthcare Administration means a commitment to solving interesting and impactful problems just like these—and just when technology is poised to revolutionize healthcare. Our current Healthcare Management is outdated. Changing the name and adding course options will make it more appealing to students and more valuable to them after graduation.

By the end of the program, students will be able to analyze the impact of policy changes on the U.S. healthcare system using economic frameworks, and evaluate and manage key challenges across IT, human resources, and revenue cycles effectively and ethically. They will manage and communicate healthcare data to support clinical decision-making and improve outcomes, conduct financial analyses to inform organizational decisions, and assess career opportunities across key sectors in healthcare administration.

Proposed Catalog Language changes for all areas requiring change (blue Bold for additions and blue Strikethrough for deletions).

Master of Business Administration Degree (M.B.A.)

M.B.A. (Business Administration) Degree Requirements

*36 semester hours; 44 semester hours with ~~emphasis~~ **concentration***

Students are not required to have an area of ~~emphasis~~ **concentration**.

- **M.B.A.**
36 semester hours
 - - BMBA 509: Global Business Perspectives (4)
 - BMBA 510: Legal, Ethical and Social Responsibilities of Business (4)
 - BMBA 511: Accounting for Decision Making (4)
 - BMBA 513: Marketing Management (4)
 - BMBA 515: Organizations, Leadership and Change Management (4)
 - BMBA 517: Understanding & Managing Financial Resources (4)
 - BMBA 521: Supply Chain and Information Management (4)
 - BMBA 522: Quantitative and Managerial Decision Analysis (4)
 - BMBA 523: Business Strategy and Innovation Management (4)

M.B.A. (Management Science & Quantitative Methods) Degree Requirements

44 semester hours

- - BMBA 504: Quantitative Methods for Decision Making (4)
 - BMBA 509: Global Business Perspectives (4)
 - BMBA 510: Legal, Ethical and Social Responsibilities of Business (4)

- BMBA 511: Accounting for Decision Making (4)
- BMBA 513: Marketing Management (4)
- BMBA 515: Organizations, Leadership and Change Management (4)
- BMBA 517: Understanding & Managing Financial Resources (4)
- BMBA 521: Supply Chain and Information Management (4)
- BMBA 522: Quantitative and Managerial Decision Analysis (4)
- BMBA 523: Business Strategy and Innovation Management (4)
- BMBA 526: Big Data and Decision Analytics (4)

M.B.A. Emphasis Concentration Areas

Artificial Intelligence Concentration

9 semester hours

BMBA 555R Generative AI for Managers (3)

BMBA 556R Business Use Cases for AI (3)

And three credits from the following:

BMBA 557R AI Governance and Ethics (3)

BMBA 559R Managing AI Projects (3)

Business Analytics Concentration

9 semester hours

BMBA 540R Storytelling with Data (3)

BMBA 541R Spreadsheet Modeling for Decision-Making (3)

And three credits from the following:

BMBA 542R Python for Business Analytics (3)

BMBA 559R Managing AI Projects (3)

Cybersecurity Management Concentration

9 semester hours

BMBA 564R Information Governance, Risk Management, and Compliance (3)

BMBA 565R Network Architectures for Cyber Managers (3)

And three credits from the following:

BMBA 566R Cyber Risk Management and Strategy (3)

BMBA 567R Executive Cyber Defense (3)

Finance Concentration

9 semester hours

BMBA 572R Managerial Finance (3)

BMBA 573R Capital Markets and Investing (3)

And three credits from the following:

BMBA 574R Financial Statements Analysis and Valuation (3)

BMBA 575R Frontiers of Finance (3)

Healthcare Administration Concentration

9 semester hours

BMBA 545R Structure and Economics of the US Healthcare System (3)
BMBA 548R Management of Healthcare Organizations (3)

And three credits from the following:

BMBA 546R Data Analysis for Healthcare Management (3)
BMBA 547R Healthcare Finance (3)

Healthcare Management ~~Emphasis~~ Concentration
8 semester hours

BMBA 560: Managing Health Care Enterprises (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589: Special Topics (1 to 4)**
- **BMBA 596: Internship (1 to 4)**

Entrepreneurship and Closely-Held Enterprises ~~Emphasis~~ Concentration
8 semester hours

BMBA 550: Leading Family and Closely-Held Enterprises (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589: Special Topics (1 to 4)**
- **BMBA 595: Internship (1 to 4)**

Technology and Innovation Management ~~Emphasis~~ Concentration (TIM)
8 semester hours

BMBA 570: Management and Marketing of Technology (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589: Special Topics (1 to 4)**
- **BMBA 595: Internship (1 to 4)**

Supply Chain Management ~~Emphasis~~ Concentration
8 semester hours

BMBA 561: Advanced Supply Chain Management (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589 Special Topics (1 to 4)**
- **BMBA 595: Internship (1 to 4)**

Certificates

Certificate in Technology and Innovation Management (TIM)

8 semester hours

Individuals holding a bachelor's degree in a business or technology related field from an accredited institution may pursue a Certificate in Technology and Innovation Management (TIM). Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- - BMBA 570: Management and Marketing of Technology (4)
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)

Certificate in Healthcare Management

8 semester hours

Individuals holding a bachelor's degree in a business or healthcare related field from an accredited institution may pursue a Certificate in Healthcare Management. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- - BMBA 560: Managing Health Care Enterprises (4)
 - And 4 semester hours from the following:
 - BMBA 562: Health Care Regulation, Law & Ethics (4)
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)

Certificate in Entrepreneurship and Closely-Held Enterprises

8 semester hours

Individuals holding a bachelor's degree in a business or related field from an accredited institution may pursue a Certificate in Entrepreneurship and Closely-Held Enterprises. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- - BMBA 550: Leading Family and Closely-Held Enterprises (4)
 - And 4 semester hours from the following:
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)

Certificate in Supply Chain Management

8 semester hours

Individuals holding a bachelor's degree in a business or related field from an accredited institution may pursue a Certificate in Supply Chain Management. Holders of bachelor's degrees in other fields with relevant industry experience are also considered.

- - BMBA 561: Advanced Supply Chain Management (4)
 - And 4 semester hours from the following:
 - BMBA 577: Project Management (4)
 - Approved BMBA 587/588/589: Special Topics (1 to 4)

Master of Business Administration (M.B.A.) - Graduate Courses

BMBA 504 : Quantitative Methods for Decision Making

Methods and techniques of quantitative research. Emphasis on research design, data collection, basic data analysis; including, chi-square, correlation, ANOVA and regression, as well as interpretation and presentation of results. Students will work in groups to provide a custom research project for a business or non-profit client. (4)

BMBA 509 : Global Business Perspectives

Evaluate cultural, economic, political and environmental contexts for global business. Develop value-adding strategies, organizational capabilities and personal competencies for business success across borders and cultures. On-campus course with embedded international experience. (4)

BMBA 510 : Legal, Ethical and Social Responsibilities of Business

A survey of legal topics essential to effective managerial decision making. Explore the legal, ethical, and social implications of legal strategies and practices. This course also examines the sources and development of conflict and develops negotiation as a tool for managing conflict situations. (4)

BMBA 511 : Accounting for Decision Making

An examination of financial and managerial accounting topics, including financial reporting, budgeting, and cost behavior. The focus is on using accounting to support business decision making. (4)

BMBA 513 : Marketing Management

A practical approach to understanding and applying customer-directed marketing strategies for achieving organizational goals. Students will examine theoretical concepts and apply contemporary approaches to the marketing of services, products and ideas in business, public, and nonprofit organizations. (4)

BMBA 515 : Organizations, Leadership, and Change Management

The leader's role in creating organizational designs, processes and cultures. Leader competencies and practices for developing and managing people to meet performance requirements and organization cultural fit, and analyzing needs for organizational change. (4)

BMBA 517 : Understanding and Managing Financial Resources

Corporate finance topics including cash flow forecasting, planning, budgeting, valuation models, cost of capital, leverage, and risk and return. Additional topics include ratio analysis, computer simulation, financial feasibility assessment, balance sheet analysis, determinants of interest rates, and the impact of business cycle fluctuations on shareholder value. (4)

BMBA 521 : Supply Chain and Information Management

Develops a managerial perspective on the role of manufacturing and service operations within the enterprise and in supply chains. Examine the strategic role of information technology and systems in enabling decision making for global competitive advantage. (4)

BMBA 522 : Quantitative and Managerial Decision Analysis

Provide an intensive introduction to quantitative methods for business applications. Examination of the context within which individual firm decisions must be made. Demand, cost, pricing decisions, and the economic and regulatory environment of the firm are emphasized. (4)

BMBA 523 : Business Strategy and Innovation Management

Apply a multidisciplinary approach to explore execution of business- and corporate-level strategies, such as differentiation, cost-leadership, diversification, alliances, and M&As, and managing innovation to generate sustainable competitive advantage in a global context. (4)

BMBA 526 : Big Data and Decision Analytics

This course provides a broad overview of analytic strategies for (structured and unstructured) data collected in interactive channels. Topics covered include: big data, key performance indicators, and how to optimize digital experiences by incorporating testing and experimentation. Prerequisites: BMBA 513. (4)

BMBA 540R : Storytelling with Data

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. (3)

BMBA 541R : Spreadsheet Modeling for Decision-Making

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data

visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. (3)

BMBA 542R : Python for Business Analytics

Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. (3)

BMBA 545R : Structure and Economics of the US Healthcare System

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3)

BMBA 546R : Data Analysis for Healthcare Management

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3)

BMBA 547R : Healthcare Finance

In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3)

BMBA 548R : Management of Healthcare Organizations

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. (3)

BMBA 550 : Leading Family and Closely-Held Enterprises

Explores issues unique to managing, working within, or advising closely held businesses. Role of closely held firms in global economy; control, fairness, and equity issues; succession;

unique aspects of family firms including family dynamics inside and outside of the business. Prerequisite: BMBA 515. (4)

BMBA 555R : Generative AI for Managers

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. (3)

BMBA 556R : Business Use Cases for AI

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. (3)

BMBA 557R : AI Governance and Ethics

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. (3)

BMBA 559R : Managing AI Projects

AI project can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. (3)

BMBA 560 : Managing Health Care Enterprises

Surveys policy and operational issues facing managers in the rapidly changing health care environment. Explores challenges of managing in health care settings, including hospitals, medical practice organizations, long-term care facilities and clinics. Discusses health care related organizations such as health insurance companies, consulting firms, managed care organizations, pharmaceutical companies, and other organizations that support the health care industry. Prerequisite: BMBA 515. (4)

BMBA 561 : Advanced Supply Chain Management

This course presents a range of advanced topics in integrated operations and supply chain management. Topics include strategic sourcing and procurement strategies, demand-driven performance, mitigation of supply chain risk, management of third party logistics, and management of supply chain security and risk. Critical to understanding supply chain operations is a review of conventional operations practices and the challenges of flow vs unit

costs and the specific challenges of complex supply chains and complex technical systems. Prerequisite: BMBA 521. (4)

BMBA 564R : Information Governance, Risk Management, and Compliance

Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. (3)

BMBA 565R : Network Architectures for Cyber Managers

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. (3)

BMBA 566R : Cyber Risk Management and Strategy

Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' (3)

BMBA 567R : Executive Cyber Defense

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. (3)

BMBA 570 : Management and Marketing of Technology

Examines the critical role that technology plays in achieving organizational effectiveness and competitive advantages. Topics include planning, developing, sourcing, and controls of technology and systems, technology transfer and commercialization, technology road mapping, technology integration, marketing of technology, science and technology policy, and global issues in technology management. Prerequisite: BMBA 521. (4)

BMBA 572R : Managerial Finance

All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget

management and decision-making that allow you to drive value creation in every aspect of the corporate world. (3)

BMBA 573R : Capital Markets and Investing

Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. (3)

BMBA 574R : Financial Statements Analysis and Valuation

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. (3)

BMBA 575R : Frontiers of Finance

Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. (3)

BMBA 577 : Project Management

Study of project management principles and techniques including planning, network building, project control, reporting and closing to address the unique conditions and challenges associated with designing and managing major non-repetitive undertakings. May not be counted toward more than one concentration or certificate. Prerequisite: BMBA 515. (4)

BMBA 587 : Special Topics in Business Administration

To provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

BMBA 588 : Special Topics in Business Administration

To provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

BMBA 589 : Special Topics in Business Administration

To provide graduate students with new, one-time and developing courses not yet available in the regular curriculum. The title will be listed on the student term-based record as ST: followed by the specific title designated by the academic unit. Selected advanced topics. (1 to 4)

BMBA 591 : Independent Study

Individualized reading and studies. Minimum supervision after initial planning of student's work. Rarely granted and requires prior approval of M.B.A. director and consent of instructor. (1 to 4)

If there are new courses in your proposal, please complete the following for each new course.

Course Code (e.g. ANTH 102) and number of credits (e.g. 4 or 1-4):

BMBA 540R (3), BMBA 541R (3), BMBA 542R (3), BMBA 545R (3), BMBA 546R (3), BMBA 547R (3), BMBA 548R (3), BMBA 555R (3), BMBA 556R (3), BMBA 557R (3), BMBA 559R (3), BMBA 564R (3), BMBA 565R (3), BMBA 566R (3), BMBA 567R (3), BMBA 572R (3), BMBA 573R (3), BMBA 574R (3), BMBA 575R (3)

Is this a course that can be repeated?

☐ **Yes** (must be clear in course description)

Number of times repeatable **–or–**

Number of credits repeatable

☒ **No**

Grade Type

☐ Check if Pass/Fail rather than Standard Letter Grade

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center, Internships)?

☐ **Yes** (explain what services and provide email statement of support from those areas)

☒ **No**

Explain how the proposed change(s) will be staffed.

Courses will be taught by faculty contracted by Rize. Additional PLU faculty will not be required to teach these courses.

If this proposal impacts regular offerings of Core Curriculum, FYEP and/or IHON courses, explain how.

N/A

Are special budgetary arrangements and funding required? If “no”, explain how the proposed changes will be integrated with current financial resources. (Budgetary considerations will be reviewed/approved by Dean and Provost.)

☒ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

PLU has a contractual agreement with Rize Education. This agreement includes an annual subscription fee and a per course registration fee for each

student. Specifically for the MBA concentrations, there is an \$800 registration fee per student for each 3 credit hour course. Rize has committed to using grant funding they received from Google to sponsor PLU's "Year Zero" (preparation year, 2025-2026) subscription fees.

The provost's Summer 2025 proposal to the university's Opportunity Fund was approved; these funds will cover the \$31,500 subscription fees for the MBA Suite from Jun 1, 2026 – May 31, 2027.

As a comparison, our current model for offering concentration courses requires one or two courses each summer, at generally low enrollment, and the costs are \$7,500 (plus benefits) for each faculty member - thus typically \$15,000 (plus benefits) each year for just two courses.

☐ **No**

Institutional Impact Evaluation Form

1. Name of Proposed Program: New MBA Concentrations in:

- 1. Artificial Intelligence**
- 2. Business Analytics**
- 3. Cybersecurity Management**
- 4. Finance**
- 5. Healthcare Administration**

2. Executive Summary: *In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.*

This proposal requests the addition of five new MBA concentrations—Artificial Intelligence, Business Analytics, Cybersecurity Management, Finance, and Healthcare Administration. Each concentration is designed to equip students with specialized knowledge and practical skills that meet the demands of today's dynamic business environment while complementing PLU's commitment to ethical, thoughtful leadership.

By integrating these concentrations, PLU prepares MBA students for meaningful, high-impact careers that embody the university's mission to foster thoughtful inquiry, service, leadership, and care. Graduates will not only master the technical and strategic competencies relevant to their field but will also learn to apply them ethically and responsibly, whether protecting organizational data, implementing AI solutions, analyzing financial systems, or translating data into actionable insights. These concentrations ensure that PLU MBA students can lead with both expertise and conscience, making a positive difference for people, communities, and the broader world.

Delivered online through PLU's partnership with Rize, with PLU faculty oversight, these concentrations provide flexible access to cutting-edge curricula without requiring additional full-time faculty, minimizing resource impact while maintaining academic rigor.

About Rize Education: PLU has a contractual agreement with Rize Education. This agreement includes an annual subscription fee and a per course registration fee for each student. Rize Education partners with private colleges to grow enrollment by launching high-demand programs students are searching for. Using an innovative course-sharing model, schools can add programs without the high upfront cost and risk of traditional program expansion. Beyond course sharing, Rize provides marketing support to recruit students and student services to prepare graduates for the workforce. Incubated at Adrian College in 2019, Rize has helped 120 colleges launch over 700 programs through the Lower Cost Models Consortium (LCMC), which allows members to create new pathways to student success while reducing costs.

3. Proposed Program Start Date: Summer 2026

4. Program Offerings:

- a. Describe the type of program (new degree, new major, new minor, new concentration).*

New Concentrations linked to both tracks (Business Administration & Management Science & Quantitative Methods) of the current MBA. These new concentrations add the possibility of a specialized MBA degree in subject areas that are current and highly desired by today's industry. We plan to keep our existing concentrations for now on the books (without the courses being added to the schedule) and will re-evaluate them for possible update or elimination in the future.

- b. *Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.*

The courses in the five new MBA concentrations— Artificial Intelligence, Business Analytics, Cybersecurity Management, Finance, Healthcare Administration—will be delivered fully online. This format provides maximum flexibility for students, allowing them to progress through their courses and complete the program on a timeline that fits their professional and personal commitments. Online delivery ensures accessibility for working professionals and adult learners, while maintaining high academic quality through faculty oversight, structured curricula, and interactive, engaging course design. By offering these concentrations online, PLU supports students in balancing career, life, and education, empowering them to achieve their MBA on their own schedule without compromising rigor or learning outcomes. Courses will be available to students at multiple points in Fall, Spring, and Summer terms.

- c. *Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.*

Each concentration will require three (3) 3-credit courses - two required and one elective chosen from a provided list of options. There are no prerequisites or general education requirements above and beyond what exists for the overall MBA program. These concentrations are optional and like all other MBA courses a student must earn a 2.0 GPA in each class for it to be counted toward the concentration.

Requirements for the Artificial Intelligence Concentration

BMBA 555R - Generative AI for Managers: Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. Required

BMBA 556R - Business Use Cases for AI: Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. Required

BMBA 557R - AI Governance and Ethics: Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. Elective

BMBA 559R - Managing AI Projects: AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. Elective

Requirements for the Business Analytics Concentration

BMBA 540R - Storytelling with Data: Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. Required

BMBA 541R - Spreadsheet Modeling for Decision-Making: Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. Required

BMBA 542R - Python for Business Analytics: Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. Elective

BMBA 559R - Managing AI Projects: AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. Elective

Requirements for the Cybersecurity Management Concentration

BMBA 564R - Information Governance, Risk Management, and Compliance: Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. Required

BMBA 565R - Network Architectures for Cyber Managers: In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. Required

BMBA 566R - Cyber Risk Management and Strategy: Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' Elective

BMBA 567R - Executive Cyber Defense: To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what

you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. Elective

Requirements for the Finance Concentration

BMBA 572R - Managerial Finance: All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. Required

BMBA 573R - Capital Markets and Investing: Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. Required

BMBA 574R - Financial Statements Analysis and Valuation: Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. Elective

BMBA 575R - Frontiers of Finance: Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. Elective

Requirements for the Healthcare Administration Concentration

BMBA 545R Structure and Economics of the US Healthcare System: Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3) Required

BMBA 546R Data Analysis for Healthcare Management: Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3) Elective

BMBA 547R Healthcare Finance: In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping

future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3) Elective

BMBA 548R Management of Healthcare Organizations: Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. (3) Required

d. *Provide a two-year course cycle for delivering the curriculum.*

BMBA 555R/BMBA 540R/BMBA 564R/BMBA 572R/BMBA 545R:

- Summer A
- Fall A
- Spring B *starting Spring 2027*

BMBA 556R/BMBA 541R/BMBA 565R/BMBA 573R/BMBA 546R:

- Summer B
- Fall B
- Spring A *starting Spring 2027*

BMBA 557R/BMBA 542R/BMBA 566R/BMBA 574R/BMBA 547R:

- Summer B
- Fall A
- Spring A
- Spring B *starting Spring 2027*

BMBA 559R/BMBA 567R/BMBA 575R/BMBA 548R:

- Summer A
- Fall B
- Spring A *starting Spring 2027*
- Spring B

e. *Provide completion pathways (including two and four-year advising plans for undergraduate programs).*

N/A. This curriculum is only available to graduate students.

f. *Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.*

Program	Learning Outcomes
Artificial Intelligence	PLO-1 Drive business innovation, efficiency, and ethical decision-making by leveraging an understanding of AI technologies. PLO-2 Critically assess the limitations and capabilities of AI technologies to make sure

	<p>AI-driven business solutions align with organizational objectives.</p> <p>PLO-3 Ensure responsible and compliant AI implementation in business setting by applying governance frameworks and ethical guidelines to AI projects.</p> <p>PLO-4 Communicate AI concepts and solutions effectively to diverse stakeholders.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to AI.</p> <p>PLO-6 Manage the complete lifecycle of machine learning projects, ensuring successful implementation and alignment with business objectives.</p>
Business Analytics	<p>PLO-1 Create data queries and visualizations using industry-standard tools to analyze complex datasets.</p> <p>PLO-2 Develop and communicate data-driven strategies to achieve organizational goals.</p> <p>PLO-3 Demonstrate proficiency in Python data analysis techniques to support decision-making and drive business insights.</p> <p>PLO-4 Communicate business analytics concepts and solutions to diverse stakeholders.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to business analytics.</p> <p>PLO-6 Manage the complete lifecycle of machine learning projects, ensuring successful implementation and alignment with business objectives.</p>
Cybersecurity Management	<p>PLO-1 Evaluate and create comprehensive governance, risk management and compliance plans that align with corporate performance goals, follow key regulations, and enhance organizational resilience.</p> <p>PLO-2 Evaluate security solutions to meet the unique needs of IT and OT systems, cloud environments, data storage, and IoT networks, aligning with business goals.</p> <p>PLO-3 Demonstrate strategic leadership in cybersecurity by proactively planning, implementing, and managing comprehensive security measures.</p> <p>PLO-4 Effectively communicate technical and policy information about cybersecurity challenges in order to effect organizational security measures.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to cybersecurity.</p> <p>PLO-6 Identify and operate open-source hacking tools to recognize and address security vulnerabilities in accordance with ethical hacking principles.</p>
Finance	<p>PLO-1 Make corporate financial decisions and solve financial problems using modern financial modeling techniques.</p> <p>PLO-2 Apply quantitative and analytical skills to make informed investment decisions and optimize investment portfolio performance.</p> <p>PLO-3 Apply and interpret financial analytics and use valuation techniques to aid in making investment decisions.</p> <p>PLO-4 Communicate financial analyses, insights, and strategies to stakeholders to drive financial success.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to finance.</p> <p>PLO-6 Evaluate new financial technologies and their potential to disrupt traditional finance.</p>
Healthcare Administration	<p>PLO-1 Analyze the effect of policy changes in the US healthcare system by applying relevant economic frameworks.</p> <p>PLO-2 Evaluate key challenges for today's healthcare systems — from IT systems to human resources and revenue cycles — and manage them effectively and ethically.</p> <p>PLO-3 Effectively and ethically manage and communicate healthcare data to support clinical decision-making and improve healthcare outcomes.</p> <p>PLO-4 Assess career opportunities and key sectors relevant to healthcare</p>

	administration. PLO-5 Analyze, model, and communicate financial analysis to evaluate and make financial decisions for healthcare organizations.
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- g. *Provide a plan for assessing program learning outcomes.*

Program Learning Outcomes are assessed through final projects. Each course in this program addresses one or more Program Learning Outcomes.

The component skills of these learning outcomes are assessed in the following ways:

- **Assignments and Case Studies:** Assignments and case studies enable students to apply theoretical concepts to practical scenarios, enhancing their ability to analyze and solve real-world healthcare challenges. These tasks develop critical thinking, data analysis, and strategic decision-making skills, directly supporting the achievement of all program learning outcomes.
- **Forum Discussions:** Forum discussions encourage interactive learning and critical analysis of course topics. By engaging in debates and sharing insights, students deepen their understanding, enhance communication skills, and learn to view issues from multiple perspectives. This collaborative approach helps students integrate knowledge across all program learning outcomes.
- **Quizzes:** Quizzes reinforce key concepts and ensure students' comprehension of the material. Regular assessments provide immediate feedback, helping students identify areas for improvement and solidify their knowledge. This method supports continuous learning and mastery of essential skills needed for all program learning outcomes.
- **Projects:** Projects simulate real-world healthcare management challenges, requiring students to integrate and apply their knowledge comprehensively. These assessments involve data analysis, strategic and financial planning, and ethical decision-making, culminating in presentations that demonstrate students' ability to manage and communicate healthcare information effectively. Projects directly align with and assess all program learning outcomes, providing a practical and immersive learning experience.

In addition, The School of Business faculty and administration – led by the faculty Curriculum and Assessment Committees – will have full oversight over all course offerings and will assess program learning outcomes on a continual basis along with all other School of Business course offerings as required by the accrediting body AACSB and PLU. Rize Education will provide results from their course evaluations. The School of Business faculty will determine if more information is needed beyond those evaluations. If so, they will design an instrument to administer to students who have taken those classes. Evaluations will begin on a semester basis and eventually move to a yearly review once a baseline has been determined.

- h. *Identify program entrance requirements, including application processes, if appropriate.*

Concentration requirements will not go above and beyond MBA entrance requirements.

5. **External Authorization:** *Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?*

No, we verified on October 13, 2025 that AACSB does not require prior authorization of curriculum changes. We will be asked to add these to our annual accreditation reports and in our CIR report we will need

to, "...demonstrate that the coursework resulting from this partnership is comparable to your own coursework. The school must ultimately demonstrate that those concentrations are of the same quality and rigor as your traditional ones. Additionally, you could also include how learners have regular and meaningful engagement with the instructor and how peer-to-peer learning occurs."

6. **Rationale:**

- a. *Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.*

Market Analysis

There is strong evidence of market demand for MBA programs with specialized concentrations. From 2016–2021, enrollment in specialized MBA programs grew by 19%, compared to 13% growth in general MBA programs (AACSB, 2022), demonstrating a clear student preference for programs that provide targeted skills and career differentiation. Labor market trends further support the value of the proposed concentrations:

The data below is specific to demand for graduate education nationally as provided by GrayDI.

	Summary	New Student Enrollment Vol. YoY Change Units (%)	Online Completions (Percentile of all CIP Codes)	% of Employment in the CIP Code with Masters	BLS 3-Year Historic Growth
Artificial Intelligence	Limited data due to newer CIP code	1,761 (113%)	117 (81)	N/A	4.5%
Business Analytics	Strong student and market demand for graduate education nationally	4,537 (13%)	9,760 (99)	22%	5.8%
Cybersecurity Management	Strong student and market demand for graduate education nationally	1,023 (11%)	5,928 (99)	18%	5.9%
Finance	Online education in Finance graduate education continues to remain in the	-27 (-1%)	1,407 (96)	26%	3.8%

	highest percentile of demand				
Healthcare Administration	Despite softening student demand, market demand for graduate education in healthcare remains strong	-80 (-6%)	567 (93)	34%	5.0%

Competition Analysis

Institution	MBA Program	Online Component	Specializations
Gonzaga University	Yes	Full online program available	No
Seattle Pacific University	No		
Seattle University	Yes (Early Career & Professional Programs)	No	No
Western Washington University	Yes	No	No
University of Washington (UW)	Yes (Full-Time, Evening, Hybrid)	Only for Hybrid Format	Electives, no specializations
UW Tacoma	Yes	Remote-Synchronous	Business Analytics
UW Bothell	Yes	Hybrid-Online Format Synchronous Online	Leadership; Technology

Central Washington University	Yes	Hybrid-Online Format Synchronous and Asynchronous courses with in-person networking events	Cybersecurity Management; HR Management; Sport Business; Business Analytics; Public Health
University of Portland	Yes	No	No
Washington State University	Yes	Fully Online	Marketing; Finance; International Business; Hospitality & Tourism
Eastern Washington University	Yes	Fully Online	Accounting; Cybersecurity; Data Analytics; Finance; Healthcare Administration; International Business; Organizational Leadership

In light of the competitive landscape, the proposed MBA concentrations offer several distinguishing characteristics that will make them highly attractive to prospective students:

- Distinctive Specializations Among Regional Competitors:** Most Washington institutions either offer general MBA degrees or a limited set of concentrations. Pacific Lutheran University's proposed concentrations in **Cybersecurity Management, Artificial Intelligence, Business Analytics, Healthcare Administration and Finance** represent a uniquely comprehensive and forward-looking portfolio. These areas align directly with national growth sectors and emerging skill demands, giving PLU a clear competitive advantage in the Pacific Northwest.
- Modern, Flexible, and Market-Aligned Delivery:** The proposed concentrations will be delivered fully online, providing **maximum flexibility for working professionals and adult learners** who want to continue their education while maintaining their careers. This format distinguishes PLU from hybrid or in-person competitors and allows the university to attract a broader and more geographically diverse group of MBA students while maintaining academic rigor and faculty oversight.
- Cutting-Edge, Ethically Grounded Curriculum:** The MBA concentrations are designed to prepare **strategic, ethically minded leaders** who can apply advanced technical knowledge in responsible, mission-aligned ways. Courses such as *Generative AI for Managers* and *Information Governance, Risk Management, and Compliance* address current business and technology priorities while emphasizing ethical application and social responsibility. This focus aligns closely with PLU's mission and further distinguishes these offerings from more traditional MBA pathways at other institutions.

b. Identify the target audience for the program.

These concentrations aim to target students either in specific industries related to the disciplines or students seeking to start a career in these areas. These concentrations will allow students to add a specialization to their MBA increasing its marketability during their job search.

c. Explain why this is the right time for the university to add this program.

MBA programs with concentrations are growing more quickly than non-specialized MBAs. From 2016–2021, enrollment in specialized MBA programs grew by 19%, compared to 13% growth in general MBAs (AACSB, 2022). Given the MBA market is crowded, concentrations will give PLU a clear, marketable differentiator.

Each of the five new proposed concentrations – Artificial Intelligence, Business Analytics, Cybersecurity Management, Finance, and Healthcare Administration – are high-demand, career-oriented specializations that will increase our competitive advantage in a crowded marketplace, and enable our MBA students to acquire additional skills that will set them apart.

d. Explain how this program might compete with other programs currently offered at PLU.

These concentrations are linked to the MBA from a Strategic Management perspective. As with the rest of the MBA curriculum, students are learning enough technical theory to make informed decisions for their organization. The only subject area potentially covered at PLU at the graduate level is a current proposal from the College of Natural Sciences for an MS in Cybersecurity degree (currently on the 14-day clock). However, while the MBA concentration and the MS degree share similar “Cybersecurity” titles - these two degrees will be for completely different types of students. The MS in Cybersecurity degree is extremely technical in content and format - basically “high code”, while the MBA concentration courses in Cybersecurity Management are just the opposite, management/governance focused - basically “low/no code”. The faculty from Computer Science have confirmed this interpretation of these difference and support the management focus curriculum with the Cybersecurity Management name to accentuate the difference from the MS in Cybersecurity.

e. Identify which academic units might be affected by this program, and how.

None.

f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

No

7. Marketing strategies:

a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

Rize Education will provide us with a launch kit that includes:

- Specialization Messaging Guide (program positioning, student persona, career outcomes, program page language)
- Specialization Post-Card
- Prospect Email Templates

- Infographics
 - Video Content (program overviews, short-form social media clips)
- b. Identify longer-term plans for marketing and advertising.
Over the first year we will work with Graduate Admissions and MarCom to customize the material from the Rize Education launch kit to meet our needs.

8. External funding sources: *Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.*

a. *Fundraising:*

Fundraising will be pursued by the School of Business Dean and the School of Business Executive Advisory Board, in collaboration with the Office of Advancement.

b. *Grants:*

Rize has committed to using grant funding they received from Google to sponsor PLU's "Year Zero" (preparation year, 2025-2026) subscription fees; there are no per-seat enrollment fees because there are no students enrolled in the program yet.

The provost's Summer 2025 proposal to the university's Opportunity Fund was approved; these funds will cover the \$31,500 subscription fees for the MBA Suite from Jun 1, 2026 – May 31, 2027. The per-seat fees will be absorbed into the university's operating budget and will be off-set by the tuition revenue from these concentrations.

c. *Other:*

N/A

9. Faculty, Staff and Administration:

a. *Describe the qualifications needed by faculty who will teach in the program.*

Instructors for Rize-powered courses are expected to have terminal degrees and often have significant industry and academic experience. Here are some examples:

[Artificial Intelligence](#)
[Business Analytics](#)
[Cybersecurity Management](#)
[Finance](#)
[Healthcare Administration](#)

b. *Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.*

No new full-time faculty hires are required to offer these concentrations; faculty/specialist support will be provided by the LCMC teaching institution through the Rize platform, with oversight by the School of Business. PLU faculty will retain full oversight of academic quality and integration into the MBA framework.

c. *Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?*

No.

- d. *Identify the number and type (contingent, tenure-track) of new faculty necessary to deliver the program.*

None.

- e. *If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.*

N/A

- f. *Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.*

Because the MBA concentrations are delivered online, impact on shared resources such as classroom space, scheduling, or IT infrastructure is minimal. All courses offered through the LCMC are delivered using Canvas. PLU faculty will retain oversight of academic quality and integration into the MBA framework. Faculty teaching on the Rize platform and subject matter experts will serve as instructional support.

Existing graduate support services (advising, career development, library resources) will serve these concentrations with modest incremental demand. The MBA Director (School of Business AD) and admissions teams will require modest training to support the new concentrations. The School of Business AD will be responsible for registering students on the Rize Education platform and inputting final grades from these concentration courses into Banner. No additional staffing is anticipated.

10. Facility and Technology Needs – *Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.*

- a. *Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.*

None.

- b. *Describe any furniture and/or equipment necessary to launch or maintain the program.*

None.

- c. *Explain any special security considerations associated with the program.*

None. The Rize systems do not integrate with any of PLU's existing systems.

- d. *Identify possible health and safety concerns associated with the program.*

None.

11. Library Resources:

- a. *Describe library resources needed to support the program, including print books, electronic materials, and other library resources.*

Artificial Intelligence: ChatGPT Plus Subscription

Business Analytics: ChatGPT Plus Subscription

Cybersecurity Management: Confronting Cyber Risk: An Embedded Endurance Strategy for Cybersecurity,
U.S. Cyber Range Basic Flat Rate Plan

Finance: Fundamentals of Corporate Finance, 11th Edition (Richard Brealey, Stewart Myers and Alan Marcus)

Healthcare Administration: ChatGPT Plus Subscription

All other materials are Open Education Materials. Student will be asked to purchase ChatGPT Plus Subscription for \$20/month depending on their concentration.

- b. *Does the new program require access to library resources not already available? Are these mandated by any program accreditation?*

NO

- c. *If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.*

While the concentration courses will be held online, all participants will be members of the on-campus MBA program and are therefore already utilizing these resources in a traditional manner.

- 12. Student Services**—*Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?*

- a. *Financial aid*

No.

- b. *Registration*

No.

- c. *Center for Student Success (advising, tutoring)*

Graduate advising and admissions teams will require modest training to support the new concentrations but this takes place in the School of Business for the MBA rather than CSS.

- d. *Other*

- 13. Budget.** Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	Year Zero 25-26	Academic Year 1 26-27	Academic Year 2 27-28	Academic Year 3 28-29	Academic Year 4 29-30
# Students in Program ⁱ	0	5	7	10	10
# Faculty FTE to Deliver Program ⁱⁱ	0	0	0	0	0

# New Faculty FTE to Deliver Programⁱⁱⁱ	0	0	0	0	0
Average Faculty Salary in unit^{iv}	0	0	0	0	0
# Administrators or Staff^v	0	0	0	0	0
# New Administrators or Staff^{vi}	0	0	0	0	0
Average Administrator or Staff Salary^{vii}	0	0	0	0	0
Services & Purchases^{viii}	\$0*	\$0*	\$33,000	\$34,700	<i>Not yet Contracted</i>
Facility and Technology^{ix}	0	0	0	0	0
Library Resources^x	0	0	0	0	0
Student Services^{xi}	0	0	0	0	0
Net	\$0	\$42,600	\$26,640	\$50,500	<i>Not yet Contracted</i>

NOTES:

- Services & Purchases:
 - Year 0: \$30,000 S&P charge is fully covered
 - Year 1: \$31,500 S&P charge is fully covered by PLU Opportunity Fund
- Revenue estimates based on students taking all 9 credits in one year
- Enrollment estimates are conservative and based on recent enrollments in the MBA concentrations. It is expected that exact enrollment numbers will be higher than what is listed.

i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.

ii. Identify projected faculty FTE for each of the first four years of the program.

iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.

iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.

v. Indicate the projected staff/administrator FTE for each of the first four years of the program.

vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.

vii. Indicate the average staff/administrator salary.

viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*

ix. Estimate facilities and technology expenses for each of the first four years of the program.

x. Estimate library expenses for each of the first four years of the program.

xi. Estimate student services expenses

14. Risk management - *Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.*

Quality and Academic Oversight: Ensuring that online courses maintain the same level of academic quality and rigor as traditional offerings in the School of Business.

Mitigation: PLU faculty retain oversight of all course content, assessment design, and learning outcomes. Rize will share course evaluations, learning outcome reports, and a live student success dashboard to ensure transparency. Regular reviews and alignment meetings with Rize instructional teams will ensure consistency with PLU's academic rigor and mission. Regular annual reviews by the School of Business Curriculum and Assessment Committees, in collaboration with the School of Business Dean's Office.

Student Enrollment and Engagement: Adoption of new online concentrations may be slower than anticipated if students are unfamiliar with the format or offerings.

Mitigation: Targeted marketing, clear communication of career outcomes, and integration of student support services (advising, career development, library resources) will encourage enrollment and promote engagement. Collaborative work with the Office of Admission and MarCom.

Termination of Partnership: In the event that PLU decides to forgo renewing the partnership with Rize Education, Rize agrees that PLU may continue to use the Service for five additional years to register Participating Students that are then enrolled in one of the Programs in any courses they need to complete their degree, pursuant to the MSA.

15. Accountability and Exit Strategy:

- a. *Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.*

An annual Partnership Strategy meeting with Rize will allow a check point to ensure alignment with enrollment and revenue targets.

- b. *Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.*

If the concentrations enroll less than 5 students by Year 3, PLU will forgo renewing the partnership with Rize Education. Upon termination, Rize will offer a 5-year teach out for any students enrollment in the concentrations, pursuant to the MSA.

- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The School of Business Office of the Dean, working in collaboration with the Office of Admissions and Provost's Office, will be responsible for providing accountability and oversight of the program in regard to enrollment and revenue targets.

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	Level of Support: <ul style="list-style-type: none"> • Support • Undecided • Do not support
Academic Unit Head Juanita Reed, Associate Dean / Cameron Bennett, Interim Dean	_____	_____	_____
College Dean Cameron Bennett, Dean	_____	_____	_____
Associate Provost for Undergraduate or Graduate Studies, as appropriate N/A	N/A		
Accreditation Liaison Officer Karen McConnell	_____	_____	_____
Director of the Library Joe Toth	_____	_____	_____
Student Financial Services Mike Frechette	_____	_____	_____
Director of Admission for Undergraduate or Graduate, as appropriate Melody Ferguson, Dean Cierra Smith, Director of Graduate Admission	_____ _____	_____ _____	_____ _____
Executive Director Center for Student Success Kris Plaehn	_____	_____	_____
Vice President for Administrative Services Shalita Myrick	_____	_____	_____
Director of Financial Operations N/A	N/A		

EPC PROPOSAL FORM

Submit a **pdf version with all appropriate signatures** (or attached email signatures with endorsement or reservations) **and a Word version** (without signatures) to facgov@plu.edu.

Deadlines: **Type 3** - November 1. **Type 2** - December 1. **Type 1** - October 1 for J-Term and Spring requests; March 1 for Summer/Fall requests. *Early submission is strongly recommended.*

Originating Academic Unit(s):

PLU School of Business

Name of Dept. Chair/Program Chair/Assoc. Dean

Juanita Reed, Associate Dean / Cameron Bennett, Interim Dean

Date Proposal Submitted:

October 31, 2025

REQUIRED SIGNATURES FOR APPROVAL

(Note: Type 1 only does not require Dean or Provost signature.)



10/28/2025

Dept. Chair/Program Chair/Assoc. Dean (printed name and signature) Date



10/28/25

With Endorsement

- ☐ With Endorsement
☐ With Reservations

Dean

Date

Endorsement Status

- ☐ With Endorsement
☐ With Reservations

Provost

Date

PROPOSAL SUMMARY

One-sentence summary of the proposal.

This proposal requests the addition of five (5) concentrations to PLU's existing MBA program– Artificial Intelligence, Business Analytics, Cybersecurity, Finance, and Healthcare Administration.

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ **Yes**

☐ **No** (indicate why not)

Does this proposal impact any other academic units?

☐ **Yes** (provide email statement of support from chair of impacted units indicating at least 2/3 of the

full-time teaching faculty in those units support that impact or, if not, why not)

☒ **No**

Does this proposal involve Core Curriculum elements in any way?

☐ **Yes**

☒ **No**

TYPE 1***Check all that apply.***

- ☐ Add Core Curriculum element to a Special Topics course**
- ☐ Add, change and/or remove Core Curriculum element to an existing course**
- ☐ Change a course's credit hours
- ☐ Change course description (if change alters learning objectives or a student could retake the altered course for credit then submit as new course)
- ☐ Change grading type (e.g. P/F, letter grade)
- ☐ Catalog editorial change
- ☐ Change course number
- ☐ Change course title
- ☐ Prerequisite change within the academic unit only
- ☐ Reactivation of formerly offered course(s)

TYPE 2: SUBSTANTIVE CHANGES***Check all that apply.***

- ☐ Add a permanent Core Curriculum course**
- X Add a permanent non-Core Curriculum course
- ☐ Add or remove cross-listing to pre-existing course
- ☐ Change a concentration requirement**
- ☐ Change a major requirement**
- ☐ Change a minor requirement**
- ☐ Change a prerequisite involving another unit's course
- ☐ Create new department code
- ☐ Create new subject prefix
- ☐ Delete course
- ☐ Eliminate concentration
- ☐ Eliminate degree
- ☐ Eliminate major
- ☐ Eliminate minor
- ☐ Merge multiple department codes into single or new department code (indicated preferred code below)

☐ Other:

TYPE 3: NEW PROGRAMS - REQUIRES FACULTY ASSEMBLY AND BOARD OF REGENTS**APPROVAL*****Check all that apply.***

- ☐ Add certificate (non-Continuing Education)^
- X New concentration^^
- ☐ New degree^^
- ☐ New major^^
- ☐ New minor^^

☐ Other:

⁺⁺ Review [How to Request a Core Element](#) and then complete the [Worksheet for Requesting a Core Element](#).

^{**} Complete the [EPC Curriculum Change Template](#) and a revised two-year course cycle.

^{^^} Complete the [EPC Curriculum Change Template](#), a revised two-year course cycle, and an [Institutional Impact Evaluation Form](#).

STATEMENT OF RATIONALE (1000-word limit)

Provide a statement of rationale for your requested changes. Include information on impact on student learning and outcomes.

MBA programs with concentrations are growing more quickly than non-specialized MBAs. From 2016–2021, enrollment in specialized MBA programs grew by 19%, compared to 13% growth in general MBAs (AACSB, 2022). Given the MBA market is crowded, additional relevant concentrations will give PLU a clear, marketable differentiator. The concentrations currently offered for the MBA have drawn the attention of applicants and they have identified them as one of the top considerations for choosing our program. However, the rate of completion of these concentrations is very low. MBA Students articulated that the timing and modality of these classes are two of the primary reasons they decide not to follow through. As a result, enrollment has been low. Of the four current concentrations, we are only able to run one per summer, due to low enrollments. This leaves many students feeling that we are not providing the specialized opportunity that we have advertised. The accessible modality and enhanced availability of these courses throughout the year will allow students to earn the concentration of their choice regardless of how many of their PLU classmates are participating. They will interact with students from other universities and learn from subject area specialists. We plan to keep our existing concentrations for now on the books (without the courses being added to the schedule) and will re-evaluate them for possible update or elimination in the future.

Each of the five new proposed concentrations - Artificial Intelligence, Business Analytics, Cybersecurity, Finance and Healthcare Administration - are high-demand, career-oriented specializations that will increase our competitive advantage in a crowded marketplace, and enable our MBA students to acquire additional skills that will set them apart.

No new full-time faculty hires are required to offer these concentrations; adjunct/specialist support will be provided by the LCMC teaching institution through the Rize platform, with oversight by the School of Business. Because the MBA specializations are delivered online, impact on shared resources such as classroom space, scheduling, or IT infrastructure is minimal. All Rize courses offered through the LCMC are delivered using Canvas. PLU faculty will retain full oversight of academic quality and integration into the MBA framework. Faculty teaching on the Rize platform and subject matter experts will serve as instructional support.

Existing graduate support services (advising, career development, library resources) will serve these concentrations with modest incremental demand. Graduate advising and admissions teams will require modest training to support the new concentrations. No additional staffing is anticipated in year one.

Artificial Intelligence:

According to PwC's [2024 Global AI Jobs Barometer](#), sectors that benefit from AI are experiencing almost five times (4.8x) higher growth in labor productivity. Business managers are already being challenged with tough AI questions—questions that will only continue to grow in number and scope. Does your business have a use case where AI would add value? Should we buy an AI solution—and if so, which one? These questions are really hard to answer without literacy in AI, and when you gain that knowledge, you'll set yourself apart from your peers. For almost every outcome that any graduate MBA would have, an AI specialization would increase the value of and help make them stand out.

By the end of the program, students will be able to leverage AI technologies to drive innovation, efficiency, and ethical decision-making in business contexts. They will critically assess the capabilities and limitations of AI to ensure solutions align with organizational goals, and apply governance frameworks to support responsible and compliant AI implementation. Students will also learn to communicate AI concepts effectively to diverse audiences, explore career opportunities in the AI field, and manage the full lifecycle of machine learning projects from design to implementation.

Business Analytics:

According to the U.S. Bureau of Labor Statistics, demand for business analysts is growing rapidly as organizations depend on data to guide decisions. Leaders are asking tougher questions—what story is our data telling us, and how do we act on it? Without fluency in business analytics, these answers remain out of reach. By learning to translate data into insights and communicate them effectively, students will stand out as a manager who drive smarter, evidence-based decisions.

By the end of the program, students will be able to create data queries and visualizations using industry-standard tools to analyze complex datasets, and develop data-driven strategies to achieve organizational goals. They will demonstrate proficiency in Python for data analysis, communicate analytics concepts effectively to diverse stakeholders, and assess career opportunities across key sectors. Additionally, students will manage the full lifecycle of machine learning projects, ensuring successful implementation and alignment with business objectives.

Cybersecurity:

Strong wages and faster-than-average growth. U.S. Information Security Analysts report 2024 median pay of \$124,910 and a projected 29% employment growth from 2024–2034 (much faster than average). These data support a durable labor market for management leaders who understand cybersecurity risk and governance.

By the end of the program, students will be able to design and manage governance, risk, and compliance plans that strengthen organizational resilience and align with business goals. They will evaluate security solutions across IT, OT, cloud, and IoT systems, demonstrate strategic leadership in implementing cybersecurity measures, and effectively communicate technical and policy information. Students will also explore cybersecurity career paths and apply ethical hacking tools to identify and address security vulnerabilities.

Finance:

Finance is one of the most strategically valuable fields for MBA graduates, with entry-level analysts earning nearly six figures and CFOs reaching \$442,000 or more. But finance is more than salary. It equips graduates to create value across industries, positions them for leadership roles, and offers intellectual challenge and global impact. For students who thrive on numbers, strategy, and influence, finance is a career that combines impact and personal satisfaction.

By the end of the program, students will be able to make corporate financial decisions and solve problems using modern financial modeling techniques. They will apply quantitative and analytical skills to optimize investments, interpret financial analytics, and use valuation methods to support decision-making. Students will effectively communicate financial insights and strategies to stakeholders and evaluate emerging financial technologies and their potential to disrupt traditional finance.

Healthcare Administration:

Employment for healthcare administrators is projected to grow by 28% between 2022 and 2032 [BLS]. With the median annual wages of medical and health services managers at [\\$110,680 as of May 2023, and the top 10 percent earning more than \\$216,750](#), the financial rewards in this field are substantial and the job options rich and diverse. Beyond the financial benefits, pursuing an MBA in Healthcare Administration prepares students to make a meaningful impact in a vital industry. How can clinics attract and retain a healthcare workforce? How do we decide whether a new hospital should focus on pediatrics or oncology? A career after an MBA in Healthcare Administration means a commitment to solving interesting and impactful problems just like these—and just when technology is poised to revolutionize healthcare. Our current Healthcare Management is outdated. Changing the name and adding course options will make it more appealing to students and more valuable to them after graduation.

By the end of the program, students will be able to analyze the impact of policy changes on the U.S. healthcare system using economic frameworks, and evaluate and manage key challenges across IT, human resources, and revenue cycles effectively and ethically. They will manage and communicate healthcare data to support clinical decision-making and improve outcomes, conduct financial analyses to inform organizational decisions, and assess career opportunities across key sectors in healthcare administration.

Proposed Catalog Language changes for all areas requiring change (**blue Bold** for additions and ~~blue Strikethrough~~ for deletions).

M.B.A. Emphasis Areas

Artificial Intelligence Emphasis

9 semester hours

BMBA 555R Generative AI for Managers (3)

BMBA 556R Business Use Cases for AI (3)

And three credits from the following:

BMBA 557R AI Governance and Ethics (3)

BMBA 559R Managing AI Projects (3)

Business Analytics Emphasis

9 semester hours

BMBA 540R Storytelling with Data (3)

BMBA 541R Spreadsheet Modeling for Decision-Making (3)

And three credits from the following:

BMBA 542R Python for Business Analytics (3)

BMBA 559R Managing AI Projects (3)

Cybersecurity Emphasis

9 semester hours

BMBA 564R Information Governance, Risk Management, and Compliance (3)

BMBA 565R Network Architectures for Cyber Managers (3)

And three credits from the following:

BMBA 566R Cyber Risk Management and Strategy (3)

BMBA 567R Executive Cyber Defense (3)

Finance Emphasis

9 semester hours

BMBA 572R Managerial Finance (3)

BMBA 573R Capital Markets and Investing (3)

And three credits from the following:

BMBA 574R Financial Statements Analysis and Valuation (3)

BMBA 575R Frontiers of Finance (3)

Healthcare Administration Emphasis

9 semester

BMBA 545R Structure and Economics of the US Healthcare System (3)

BMBA 548R Management of Healthcare Organizations (3)

And three credits from the following:

BMBA 546R Data Analysis for Healthcare Management (3)

BMBA 547R Healthcare Finance (3)

Healthcare Management Emphasis

8 semester hours

BMBA 560: Managing Health Care Enterprises (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589: Special Topics (1 to 4)**
- **BMBA 596: Internship (1 to 4)**

Entrepreneurship and Closely-Held Enterprises Emphasis

8 semester hours

BMBA 550: Leading Family and Closely-Held Enterprises (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589: Special Topics (1 to 4)**
- **BMBA 595: Internship (1 to 4)**

Technology and Innovation Management Emphasis (TIM)

8 semester hours

BMBA 570: Management and Marketing of Technology (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
- **Approved BMBA 587/588/589: Special Topics (1 to 4)**
- **BMBA 595: Internship (1 to 4)**

Supply Chain Management Emphasis

8 semester hours

BMBA 561: Advanced Supply Chain Management (4)

And 4 semester hours from the following:

- **BMBA 577: Project Management (4)**
 - **Approved BMBA 587/588/589 Special Topics (1 to 4)**
 - **BMBA 595: Internship (1 to 4)**
-

Course Descriptions

BMBA 540R Storytelling with Data: Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. (3)

BMBA 541R Spreadsheet Modeling for Decision-Making: Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. (3)

BMBA 542R Python for Business Analytics: Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. (3)

BMBA 545R Structure and Economics of the US Healthcare System: Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3)

BMBA 546R Data Analysis for Healthcare Management: Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3)

BMBA 547R Healthcare Finance: In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3)

BMBA 548R Management of Healthcare Organizations: Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. (3)

BMBA 555R Generative AI for Managers: Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. (3)

BMBA 556R Business Use Cases for AI: Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. (3)

BMBA 557R AI Governance and Ethics: Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. (3)

BMBA 559R Managing AI Projects: AI project can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. (3)

BMBA 564R Information Governance, Risk Management, and Compliance: Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. (3)

BMBA 565R Network Architectures for Cyber Managers: In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. (3)

BMBA 566R Cyber Risk Management and Strategy: Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' (3)

BMBA 567R Executive Cyber Defense: To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. (3)

BMBA 572R Managerial Finance: All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. (3)

BMBA 573R Capital Markets and Investing: Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. (3)

BMBA 574R Financial Statements Analysis and Valuation: Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. (3)

BMBA 575R Frontiers of Finance: Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. (3)

If there are new courses in your proposal, please complete the following for each new course.

Course Code (e.g. ANTH 102) and number of credits (e.g. 4 or 1-4):

BMBA 540R (3), BMBA 541R (3), BMBA 542R (3), BMBA 545R, BMBA 546R, BMBA 547R, BMBA 548R, BMBA 555R (3), BMBA 556R (3), BMBA 557R (3), BMBA 559R (3), BMBA 564R (3), BMBA 565R (3), BMBA 566R (3), BMBA 567R (3), BMBA 572R (3), BMBA 573R (3), BMBA 574R (3), BMBA 575R (3)

Is this a course that can be repeated?

☐ **Yes** (must be clear in course description)

Number of times repeatable **–or–**

Number of credits repeatable

☒ **No**

Grade Type

☐ Check if Pass/Fail rather than Standard Letter Grade

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center, Internships)?

☐ **Yes** (explain what services and provide email statement of support from those areas)

☒ **No**

Explain how the proposed change(s) will be staffed.

Courses will be taught by adjunct contingent faculty contracted by Rize. Additional PLU faculty will not be required to teach these courses.

If this proposal impacts regular offerings of Core Curriculum, FYEP and/or IHON courses, explain how.

N/A

Are special budgetary arrangements and funding required? If “no”, explain how the proposed changes will be integrated with current financial resources. (Budgetary considerations will be reviewed/approved by Dean and Provost.)

☒ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

PLU has a contractual agreement with Rize Education. This agreement includes an annual subscription fee and a per course registration fee for each student. Specifically for the MBA concentrations, there is an \$800 registration fee per student for each 3 credit hour course. Rize has committed to using grant funding they received from Google to sponsor PLU's "Year Zero" (preparation year, 2025-2026) subscription fees.

The provost's Summer 2025 proposal to the university's Opportunity Fund was approved; these funds will cover the \$31,500 subscription fees for the MBA Suite from Jun 1, 2026 – May 31, 2027.

As a comparison, our current model for offering concentration courses requires one or two courses each summer, at generally low enrollment, and the costs are \$7,500 (plus benefits) for each faculty member - thus typically \$15,000 (plus benefits) each year for just two courses.

☐ **No**

Institutional Impact Evaluation Form

1. Name of Proposed Program: New MBA Concentrations in:

- 1. Artificial Intelligence**
- 2. Business Analytics**
- 3. Cybersecurity**
- 4. Finance**
- 5. Healthcare Administration**

2. Executive Summary: *In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.*

This proposal requests the addition of five new MBA concentrations—Artificial Intelligence, Business Analytics, Cybersecurity, Finance, and Healthcare Administration. Each concentration is designed to equip students with specialized knowledge and practical skills that meet the demands of today's dynamic business environment while complementing PLU's commitment to ethical, thoughtful leadership.

By integrating these concentrations, PLU prepares MBA students for meaningful, high-impact careers that embody the university's mission to foster thoughtful inquiry, service, leadership, and care. Graduates will not only master the technical and strategic competencies relevant to their field but will also learn to apply them ethically and responsibly, whether protecting organizational data, implementing AI solutions, analyzing financial systems, or translating data into actionable insights. These concentrations ensure that PLU MBA students can lead with both expertise and conscience, making a positive difference for people, communities, and the broader world.

Delivered online through PLU's partnership with Rize, with PLU faculty oversight, these concentrations provide flexible access to cutting-edge curricula without requiring additional full-time faculty, minimizing resource impact while maintaining academic rigor.

About Rize Education: PLU has a contractual agreement with Rize Education. This agreement includes an annual subscription fee and a per course registration fee for each student. Rize Education partners with private colleges to grow enrollment by launching high-demand programs students are searching for. Using an innovative course-sharing model, schools can add programs without the high upfront cost and risk of traditional program expansion. Beyond course sharing, Rize provides marketing support to recruit students and student services to prepare graduates for the workforce. Incubated at Adrian College in 2019, Rize has helped 120 colleges launch over 700 programs through the Lower Cost Models Consortium (LCMC), which allows members to create new pathways to student success while reducing costs.

3. Proposed Program Start Date: Summer 2026

4. Program Offerings:

- a. Describe the type of program (new degree, new major, new minor, new concentration).*

New Concentrations linked to both tracks (Business Administration & Management Science & Quantitative Methods) of the current MBA. These new concentrations add the possibility of a specialized MBA degree in subject areas that are current and highly desired by today's industry. We plan to keep our existing concentrations for now on the books (without the courses being added to the schedule) and will re-evaluate them for possible update or elimination in the future.

- b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.*

The courses in the five new MBA concentrations— Artificial Intelligence, Business Analytics, Cybersecurity, Finance, Healthcare Administration—will be delivered fully online. This format provides maximum flexibility for students, allowing them to progress through their courses and complete the program on a timeline that fits their professional and personal commitments. Online delivery ensures accessibility for working professionals and adult learners, while maintaining high academic quality through faculty oversight, structured curricula, and interactive, engaging course design. By offering these concentrations online, PLU supports students in balancing career, life, and education, empowering them to achieve their MBA on their own schedule without compromising rigor or learning outcomes. Courses will be available to students at multiple points in Fall, Spring, and Summer terms.

- c. *Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.*

Each specialization will require three (3) 3-credit courses - two required and one elective chosen from a provided list of options. There are no prerequisites or general education requirements above and beyond what exists for the overall MBA program. These concentrations are optional and like all other MBA courses a student must earn a 2.0 GPA in each class for it to be counted toward the concentration.

Requirements for the Artificial Intelligence Concentration

BMBA 555R - Generative AI for Managers: Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. Required

BMBA 556R - Business Use Cases for AI: Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. Required

BMBA 557R - AI Governance and Ethics: Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. Elective

BMBA 559R - Managing AI Projects: AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. Elective

Requirements for the Business Analytics Concentration

BMBA 540R - Storytelling with Data: Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations,

integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. Required

BMBA 541R - Spreadsheet Modeling for Decision-Making: Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. Required

BMBA 542R - Python for Business Analytics: Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. Elective

BMBA 559R - Managing AI Projects: AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. Elective

Requirements for the Cybersecurity Emphasis

BMBA 564R - Information Governance, Risk Management, and Compliance: Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. Required

BMBA 565R - Network Architectures for Cyber Managers: In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. Required

BMBA 566R - Cyber Risk Management and Strategy: Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' Elective

BMBA 567R - Executive Cyber Defense: To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. Elective

Requirements for the Finance Concentration

BMBA 572R - Managerial Finance: All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world. Required

BMBA 573R - Capital Markets and Investing: Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. Required

BMBA 574R - Financial Statements Analysis and Valuation: Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. Elective

BMBA 575R - Frontiers of Finance: Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. Elective

Requirements for the Healthcare Administration Emphasis

BMBA 545R Structure and Economics of the US Healthcare System: Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (3) Required

BMBA 546R Data Analysis for Healthcare Management: Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (3) Elective

BMBA 547R Healthcare Finance: In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (3) Elective

BMBA 548R Management of Healthcare Organizations: Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. (3) Required

d. *Provide a two-year course cycle for delivering the curriculum.*

BMBA 555R/BMBA 540R/BMBA 564R/BMBA 572R/BMBA 545R:

- Summer A
- Fall A
- Spring B *starting Spring 2027*

BMBA 556R/BMBA 541R/BMBA 565R/BMBA 573R/BMBA 546R:

- Summer B
- Fall B
- Spring A *starting Spring 2027*

BMBA 557R/BMBA 542R/BMBA 566R/BMBA 574R/BMBA 547R:

- Summer B
- Fall A
- Spring A
- Spring B *starting Spring 2027*

BMBA 559R/BMBA 567R/BMBA 575R/BMBA 548R:

- Summer A
- Fall B
- Spring A *starting Spring 2027*
- Spring B

e. *Provide completion pathways (including two and four-year advising plans for undergraduate programs).*

N/A. This curriculum is only available to graduate students.

f. *Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.*

Program	Learning Outcomes
Artificial Intelligence	PLO-1 Drive business innovation, efficiency, and ethical decision-making by leveraging an understanding of AI technologies. PLO-2 Critically assess the limitations and capabilities of AI technologies to make sure AI-driven business solutions align with organizational objectives. PLO-3 Ensure responsible and compliant AI implementation in business setting by applying governance frameworks and ethical guidelines to AI projects. PLO-4 Communicate AI concepts and solutions effectively to diverse stakeholders.

	<p>PLO-5 Assess career opportunities and key sectors relevant to AI.</p> <p>PLO-6 Manage the complete lifecycle of machine learning projects, ensuring successful implementation and alignment with business objectives.</p>
Business Analytics	<p>PLO-1 Create data queries and visualizations using industry-standard tools to analyze complex datasets.</p> <p>PLO-2 Develop and communicate data-driven strategies to achieve organizational goals.</p> <p>PLO-3 Demonstrate proficiency in Python data analysis techniques to support decision-making and drive business insights.</p> <p>PLO-4 Communicate business analytics concepts and solutions to diverse stakeholders.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to business analytics.</p> <p>PLO-6 Manage the complete lifecycle of machine learning projects, ensuring successful implementation and alignment with business objectives.</p>
Cybersecurity	<p>PLO-1 Evaluate and create comprehensive governance, risk management and compliance plans that align with corporate performance goals, follow key regulations, and enhance organizational resilience.</p> <p>PLO-2 Evaluate security solutions to meet the unique needs of IT and OT systems, cloud environments, data storage, and IoT networks, aligning with business goals.</p> <p>PLO-3 Demonstrate strategic leadership in cybersecurity by proactively planning, implementing, and managing comprehensive security measures.</p> <p>PLO-4 Effectively communicate technical and policy information about cybersecurity challenges in order to effect organizational security measures.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to cybersecurity.</p> <p>PLO-6 Identify and operate open-source hacking tools to recognize and address security vulnerabilities in accordance with ethical hacking principles.</p>
Finance	<p>PLO-1 Make corporate financial decisions and solve financial problems using modern financial modeling techniques.</p> <p>PLO-2 Apply quantitative and analytical skills to make informed investment decisions and optimize investment portfolio performance.</p> <p>PLO-3 Apply and interpret financial analytics and use valuation techniques to aid in making investment decisions.</p> <p>PLO-4 Communicate financial analyses, insights, and strategies to stakeholders to drive financial success.</p> <p>PLO-5 Assess career opportunities and key sectors relevant to finance.</p> <p>PLO-6 Evaluate new financial technologies and their potential to disrupt traditional finance.</p>
Healthcare Administration	<p>PLO-1 Analyze the effect of policy changes in the US healthcare system by applying relevant economic frameworks.</p> <p>PLO-2 Evaluate key challenges for today's healthcare systems — from IT systems to human resources and revenue cycles — and manage them effectively and ethically.</p> <p>PLO-3 Effectively and ethically manage and communicate healthcare data to support clinical decision-making and improve healthcare outcomes.</p> <p>PLO-4 Assess career opportunities and key sectors relevant to healthcare administration.</p> <p>PLO-5 Analyze, model, and communicate financial analysis to evaluate and make financial decisions for healthcare organizations.</p>

- g. *Provide a plan for assessing program learning outcomes.*

Program Learning Outcomes are assessed through final projects. Each course in this program addresses one or more Program Learning Outcomes.

The component skills of these learning outcomes are assessed in the following ways:

- **Assignments and Case Studies:** Assignments and case studies enable students to apply theoretical concepts to practical scenarios, enhancing their ability to analyze and solve real-world healthcare challenges. These tasks develop critical thinking, data analysis, and strategic decision-making skills, directly supporting the achievement of all program learning outcomes.
- **Forum Discussions:** Forum discussions encourage interactive learning and critical analysis of course topics. By engaging in debates and sharing insights, students deepen their understanding, enhance communication skills, and learn to view issues from multiple perspectives. This collaborative approach helps students integrate knowledge across all program learning outcomes.
- **Quizzes:** Quizzes reinforce key concepts and ensure students' comprehension of the material. Regular assessments provide immediate feedback, helping students identify areas for improvement and solidify their knowledge. This method supports continuous learning and mastery of essential skills needed for all program learning outcomes.
- **Projects:** Projects simulate real-world healthcare management challenges, requiring students to integrate and apply their knowledge comprehensively. These assessments involve data analysis, strategic and financial planning, and ethical decision-making, culminating in presentations that demonstrate students' ability to manage and communicate healthcare information effectively. Projects directly align with and assess all program learning outcomes, providing a practical and immersive learning experience.

In addition, The School of Business faculty and administration – led by the faculty Curriculum and Assessment Committees – will have full oversight over all course offerings and will assess program learning outcomes on a continual basis along with all other School of Business course offerings.

- h. *Identify program entrance requirements, including application processes, if appropriate.*

Concentration requirements will not go above and beyond MBA entrance requirements.

5. **External Authorization:** *Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?*

No, we verified on October 13, 2025 that AACSB does not require prior authorization of curriculum changes. We will be asked to add these to our annual accreditation reports and in our CIR report we will need to, "...demonstrate that the coursework resulting from this partnership is comparable to your own coursework. The school must ultimately demonstrate that those concentrations are of the same quality and rigor as your traditional ones. Additionally, you could also include how learners have regular and meaningful engagement with the instructor and how peer-to-peer learning occurs."

6. **Rationale:**

- a. *Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.*

Market Analysis

There is strong evidence of market demand for MBA programs with specialized concentrations. From 2016–2021, enrollment in specialized MBA programs grew by 19%, compared to 13% growth in general MBA programs (AACSB, 2022), demonstrating a clear student preference for programs that provide targeted skills and career differentiation. Labor market trends further support the value of the proposed concentrations:

The data below is specific to demand for graduate education nationally as provided by GrayDI.

	Summary	New Student Enrollment Vol. YoY Change Units (%)	Online Completions (Percentile of all CIP Codes)	% of Employment in the CIP Code with Masters	BLS 3-Year Historic Growth
Artificial Intelligence	Limited data due to newer CIP code	1,761 (113%)	117 (81)	N/A	4.5%
Business Analytics	Strong student and market demand for graduate education nationally	4,537 (13%)	9,760 (99)	22%	5.8%
Cybersecurity	Strong student and market demand for graduate education nationally	1,023 (11%)	5,928 (99)	18%	5.9%
Finance	Online education in Finance graduate education continues to remain in the highest percentile of demand	-27 (-1%)	1,407 (96)	26%	3.8%
Healthcare Administration	Despite softening student demand, market demand for graduate education in healthcare remains strong	-80 (-6%)	567 (93)	34%	5.0%

Competition Analysis

Institution	MBA Program	Online Component	Specializations
Gonzaga University	Yes	Full online program available	No
Seattle Pacific University	No		
Seattle University	Yes (Early Career & Professional Programs)	No	No
Western Washington University	Yes	No	No
University of Washington (UW)	Yes (Full-Time, Evening, Hybrid)	Only for Hybrid Format	Electives, no specializations
UW Tacoma	Yes	Remote-Synchronous	Business Analytics
UW Bothell	Yes	Hybrid-Online Format Synchronous Online	Leadership; Technology
Central Washington University	Yes	Hybrid-Online Format Synchronous and Asynchronous courses with in-person networking events	Cybersecurity Management; HR Management; Sport Business; Business Analytics; Public Health
University of Portland	Yes	No	No
Washington State University	Yes	Fully Online	Marketing; Finance; International Business; Hospitality & Tourism

Eastern Washington University	Yes	Fully Online	Accounting; Cybersecurity; Data Analytics; Finance; Healthcare Administration; International Business; Organizational Leadership
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In light of the competitive landscape, the proposed Rize-powered MBA concentrations offer several distinguishing characteristics that will make them highly attractive to prospective students:

- Distinctive Specializations Among Regional Competitors:** Most Washington institutions either offer general MBA degrees or a limited set of concentrations. Pacific Lutheran University's proposed concentrations in **Cybersecurity, Artificial Intelligence, Business Analytics, and Finance** represent a uniquely comprehensive and forward-looking portfolio. These areas align directly with national growth sectors and emerging skill demands, giving PLU a clear competitive advantage in the Pacific Northwest.
- Modern, Flexible, and Market-Aligned Delivery:** The proposed concentrations will be delivered fully online through PLU's partnership with Rize, providing **maximum flexibility for working professionals and adult learners** who want to continue their education while maintaining their careers. This format distinguishes PLU from hybrid or in-person competitors and allows the university to attract a broader and more geographically diverse group of MBA students while maintaining academic rigor and faculty oversight.
- Cutting-Edge, Ethically Grounded Curriculum:** The Rize MBA concentrations are designed to prepare **strategic, ethically minded leaders** who can apply advanced technical knowledge in responsible, mission-aligned ways. Courses such as *Generative AI for Managers* and *Information Governance, Risk Management, and Compliance* address current business and technology priorities while emphasizing ethical application and social responsibility. This focus aligns closely with PLU's mission and further distinguishes these offerings from more traditional MBA pathways at other institutions.

b. Identify the target audience for the program.

These concentrations aim to target students either in specific industries related to the disciplines or students seeking to start a career in these areas. These concentrations will allow students to add a specialization to their MBA increasing its marketability during their job search.

c. Explain why this is the right time for the university to add this program.

MBA programs with concentrations are growing more quickly than non-specialized MBAs. From 2016–2021, enrollment in specialized MBA programs grew by 19%, compared to 13% growth in general MBAs (AACSB, 2022). Given the MBA market is crowded, concentrations will give PLU a clear, marketable differentiator.

Each of the five new proposed concentrations – Artificial Intelligence, Business Analytics, Cybersecurity, Finance, and Healthcare Administration – are high-demand, career-oriented specializations that will increase our competitive advantage in a crowded marketplace, and enable our MBA students to acquire additional skills that will set them apart.

- d. Explain how this program might compete with other programs currently offered at PLU.*

These concentrations are linked to the MBA from a Strategic Management perspective. As with the rest of the MBA curriculum, students are learning enough technical theory to make informed decisions for their organization. The only subject area potentially covered at PLU at the graduate level is a current proposal from the College of Natural Sciences for an MS in Cybersecurity degree (currently on the 14-day clock). However, while the MBA concentration and the MS degree share the same "Cybersecurity" title - these two degrees will be for completely different types of students. The MS in Cybersecurity degree is extremely technical in content and format - basically "high code", while the MBA concentration courses in Cybersecurity are just the opposite, management/governance focused - basically "low/no code". The MBA concentration courses will be complimentary to the MS content and not in competition.

- e. Identify which academic units might be affected by this program, and how.*

None.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?*

No

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

Rize will provide us with a launch kit that includes:

- Specialization Messaging Guide (program positioning, student persona, career outcomes, program page language)
- Specialization Post-Card
- Prospect Email Templates
- Infographics
- Video Content (program overviews, short-form social media clips)

- b. Identify longer-term plans for marketing and advertising.

Over the first year we will work with Graduate Admissions and MarCom to customize the material from the Rize launch kit to meet our needs.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising:*

Fundraising will be pursued by the School of Business Dean and the School of Business Executive Advisory Board, in collaboration with the Office of Advancement.

- b. Grants:*

Rize has committed to using grant funding they received from Google to sponsor PLU's "Year Zero" (preparation year, 2025-2026) subscription fees; there are no per-seat enrollment fees because there are no students enrolled in the program yet.

The provost's Summer 2025 proposal to the university's Opportunity Fund was approved; these funds will cover the \$31,500 subscription fees for the MBA Suite from Jun 1, 2026 – May 31, 2027. The per-seat fees will be absorbed into the university's operating budget and will be off-set by the tuition revenue from these concentrations.

c. *Other:*

N/A

9. Faculty, Staff and Administration:

a. *Describe the qualifications needed by faculty who will teach in the program.*

Instructors for Rize-powered courses are expected to have terminal degrees and often have significant industry and academic experience. Here are some examples:

[Artificial Intelligence](#)

[Business Analytics](#)

[Cybersecurity](#)

[Finance](#)

[Healthcare Administration](#)

b. *Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.*

No new full-time faculty hires are required to offer these concentrations; adjunct/specialist support will be provided by the LCMC teaching institution through the Rize platform, with oversight by the School of Business. PLU faculty will retain full oversight of academic quality and integration into the MBA framework. Faculty teaching on the Rize platform and subject matter experts will serve as instructional support.

c. *Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?*

No.

d. *Identify the number and type (contingent, tenure-track) of new faculty necessary to deliver the program.*

None.

e. *If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.*

N/A

f. *Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.*

Because the MBA specializations are delivered online, impact on shared resources such as classroom space, scheduling, or IT infrastructure is minimal. All Rize courses offered through the LCMC are delivered using Canvas. PLU faculty will retain oversight of academic quality and integration into the MBA framework. Faculty taught on the Rize platform and subject matter experts will serve as instructional support.

Existing graduate support services (advising, career development, library resources) will serve these concentrations with modest incremental demand. Graduate advising and admissions teams will require modest training to support the new concentrations. No additional staffing is anticipated in year one.

10. Facility and Technology Needs – *Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.*

- a. *Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.*

None.

- b. *Describe any furniture and/or equipment necessary to launch or maintain the program.*

None.

- c. *Explain any special security considerations associated with the program.*

None. The Rize systems do not integrate with any of PLU's existing systems.

- d. *Identify possible health and safety concerns associated with the program.*

None.

11. Library Resources:

- a. *Describe library resources needed to support the program, including print books, electronic materials, and other library resources.*

Artificial Intelligence: ChatGPT Plus Subscription
Business Analytics: ChatGPT Plus Subscription
Cybersecurity: Confronting Cyber Risk: An Embedded Endurance Strategy for Cybersecurity, U.S. Cyber Range Basic Flat Rate Plan
Finance: Fundamentals of Corporate Finance, 11th Edition (Richard Brealey, Stewart Myers and Alan Marcus)
Healthcare Administration: ChatGPT Plus Subscription

All other materials are Open Education Materials.

- b. *Does the new program require access to library resources not already available? Are these mandated by any program accreditation?*

NO

- c. *If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.*

While the concentration courses will be held online, all participants will be members of the on-campus MBA program and are therefore already utilizing these resources in a traditional manner.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

a. Financial aid

No.

b. Registration

No.

c. Center for Student Success (advising, tutoring)

Graduate advising and admissions teams will require modest training to support the new concentrations but this takes place in the School of Business for the MBA rather than CSS.

d. Other

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	Year Zero 25-26	Academic Year 1 26-27	Academic Year 2 27-28	Academic Year 3 28-29	Academic Year 4 29-30
# Students in Program ⁱ	0	5	7	10	10
# Faculty FTE to Deliver Program ⁱⁱ	0	0	0	0	0
# New Faculty FTE to Deliver Program ⁱⁱⁱ	0	0	0	0	0
Average Faculty Salary in unit ^{iv}	0	0	0	0	0
# Administrators or Staff ^v	0	0	0	0	0
# New Administrators or Staff ^{vi}	0	0	0	0	0
Average Administrator or Staff Salary ^{vii}	0	0	0	0	0
Services & Purchases ^{viii}	\$0*	\$0*	\$33,000	\$34,700	Not yet Contracted
Facility and Technology ^{ix}	0	0	0	0	0
Library Resources ^x	0	0	0	0	0
Student Services ^{xi}	0	0	0	0	0

Net	\$0	\$42,600	\$26,640	\$50,500	<i>Not yet Contracted</i>
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NOTES:

- Services & Purchases:
 - Year 0: \$30,000 S&P charge is fully covered
 - Year 1: \$31,500 S&P charge is fully covered by PLU Opportunity Fund
- Revenue estimates based on students taking all 9 credits in one year
- Enrollment estimates are conservative and based on recent enrollments in the MBA concentrations. It is expected that exact enrollment numbers will be higher than what is listed.

i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.

ii. Identify projected faculty FTE for each of the first four years of the program.

iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.

iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.

v. Indicate the projected staff/administrator FTE for each of the first four years of the program.

vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.

vii. Indicate the average staff/administrator salary.

viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*

ix. Estimate facilities and technology expenses for each of the first four years of the program.

x. Estimate library expenses for each of the first four years of the program.

xi. Estimate student services expenses

- 14. Risk management** - Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

Quality and Academic Oversight: Ensuring that Rize-facilitated online courses maintain the same level of academic quality and rigor as traditional offerings in the School of Business.

Mitigation: PLU faculty retain oversight of all course content, assessment design, and learning outcomes. Rize will share course evaluations, learning outcome reports, and a live student success dashboard to ensure transparency. Regular reviews and alignment meetings with Rize instructional teams will ensure consistency

with PLU's academic rigor and mission. Regular annual reviews by the School of Business Curriculum and Assessment Committees, in collaboration with the School of Business Dean's Office.

Student Enrollment and Engagement: Adoption of new online concentrations may be slower than anticipated if students are unfamiliar with the format or offerings.

Mitigation: Targeted marketing, clear communication of career outcomes, and integration of student support services (advising, career development, library resources) will encourage enrollment and promote engagement. Collaborative work with the Office of Admission and MarCom.

Termination of Partnership: In the event that PLU decides to forgo renewing the partnership with Rize, Rize agrees that PLU may continue to use the Service for five additional years to register Participating Students that are then enrolled in one of the Programs in any courses they need to complete their degree, pursuant to the MSA.

15. Accountability and Exit Strategy:

- a. *Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.*

An annual Partnership Strategy meeting with Rize will allow a check point to ensure alignment with enrollment and revenue targets.

- b. *Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.*

If the concentrations enroll less than 5 students by Year 3, PLU will forgo renewing the partnership with Rize. Upon termination, Rize will offer a 5-year teach out for any students enrollment in the concentrations, pursuant to the MSA.

- c. *Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.*

The School of Business Office of the Dean, working in collaboration with the Office of Admissions and Provost's Office, will be responsible for providing accountability and oversight of the program in regard to enrollment and revenue targets.

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	<u>Level of Support:</u> <ul style="list-style-type: none">• Support• Undecided• Do not support
Academic Unit Head Juanita Reed, Associate Dean / Cameron Bennett, Interim Dean	<i>Juanita Reed</i>	10/28/2025	Support
College Dean Cameron Bennett, Dean	<i>Cameron Bennett</i>	10/28/25	Support

Associate Provost for Undergraduate or Graduate Studies, as appropriate N/A	N/A		
Accreditation Liaison Officer Karen McConnell	Karen McConnell	10-28-25	Support
Director of the Library Joe Toth	Joseph Toth	10-28-25	Support
Student Financial Services Mike Frechette	Michael Frechette	10-29-25	Support
Director of Admission for Undergraduate or Graduate, as appropriate Melody Ferguson, Dean Cierra Smith, Director of Graduate Admission	Melody Ferguson	10/29/25	Support
	Cierra Smith	10/29/25	Support
Executive Director Center for Student Success Kris Plaehn	Kristin H. Plaehn	10/28/25	Support
Vice President for Administrative Services Shalita Myrick	Shalita Myrick	10/29/25	Support
Director of Financial Operations N/A	N/A		

September 2025

Audit trail

Details

FILE NAME	MBA Concentrations Institutional Impact Evaluation.docx - 10/28/25, 1:56 PM
STATUS	<div><div></div>Signed</div>
STATUS TIMESTAMP	2025/10/29 21:52:25 UTC

Activity

<div><div></div><div>SENT</div></div>	<div>reedjj@plu.edu sent a signature request to:</div> <div><ul style="list-style-type: none">Melody Ferguson (fergusma@plu.edu)Cierra Smith (smithcn@plu.edu)Kristin H. Plaehn (plaehnh@plu.edu)Shalita Myrick (shalita.myrick@plu.edu)Cameron Bennett (cbennett@plu.edu)Michael Frechette (frechemt@plu.edu)Joseph Toth (jtoth@plu.edu)Juanita Reed (reedjj@plu.edu)Karen McConnell (mcconnke@plu.edu)</div>	<div>2025/10/28 20:57:32 UTC</div>
<div><div></div><div>SIGNED</div></div>	<div>Signed by Karen McConnell (mcconnke@plu.edu)</div>	<div>2025/10/29 04:30:47 UTC</div>
<div><div></div><div>SIGNED</div></div>	<div>Signed by Michael Frechette (frechemt@plu.edu)</div>	<div>2025/10/29 14:32:51 UTC</div>
<div><div></div><div>SIGNED</div></div>	<div>Signed by Cierra Smith (smithcn@plu.edu)</div>	<div>2025/10/29 21:52:25 UTC</div>
<div><div></div><div>SIGNED</div></div>	<div>Signed by Shalita Myrick (shalita.myrick@plu.edu)</div>	<div>2025/10/29 16:18:23 UTC</div>
<div><div></div><div>SIGNED</div></div>	<div>Signed by Cameron Bennett (cbennett@plu.edu)</div>	<div>2025/10/29 00:10:21 UTC</div>
<div><div></div><div>SIGNED</div></div>	<div>Signed by Joseph Toth (jtoth@plu.edu)</div>	<div>2025/10/28 21:00:50 UTC</div>



Signed by Juanita Reed (reedjj@plu.edu)

2025/10/28
21:00:30 UTC



Signed by Kristin H. Plaehn (plaehnhk@plu.edu)

2025/10/28
21:26:38 UTC



Signed by Melody Ferguson (fergusma@plu.edu)

2025/10/29
21:03:26 UTC



This document has been signed by all signers and is **complete**

2025/10/29
21:52:25 UTC

The email address indicated above for each signer may be associated with a Google account, and may either be the primary email address or secondary email address associated with that account.

Educational Policies Committee
Curriculum Change MBA Artificial Intelligence Concentration

Current Courses*	Current Hours*	Proposed Courses	Proposed Hours
		BMBA 555R “Generative AI for Managers”	3
		BMBA 566R “Business Use Cases for AI	3
		BMBA 567R “AI Governance and Ethics”	3
		BMBA 559R “Managing AI Projects”	3

* These columns may be left blank for new concentrations, degrees, majors, and minors.

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Educational Policies Committee
Curriculum Change Business Analytics Concentration

Current Courses*	Current Hours*	Proposed Courses	Proposed Hours
		BMBA 540R “Storytelling with Data”	3
		BMBA 541R “Spreadsheet Modeling for Decision-Making	3
		BMBA 542R “Python for Business Analytics”	3
		BMBA 559R “Managing AI Projects”	3

* These columns may be left blank for new concentrations, degrees, majors, and minors.

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Educational Policies Committee
Curriculum Change Cybersecurity Concentration

Current Courses*	Current Hours*	Proposed Courses	Proposed Hours
		BMBA 564R “Information Governance, Risk Management, and Compliance”	3
		BMBA 565R “Network Architectures for Cyber Managers”	3
		BMBA 566R “Cyber Risk Management and Strategy”	3
		BMBA 567R “Executive Cyber Defense”	3

* These columns may be left blank for new concentrations, degrees, majors, and minors.

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Educational Policies Committee
Curriculum Change Finance Concentration

Current Courses*	Current Hours*	Proposed Courses	Proposed Hours
		BMBA 572R “Managerial Finance”	3
		BMBA 573R “Capital Markets and Investing”	3
		BMBA 574R “Financial Statements Analysis and Valuation”	3
		BMBA 575R “Frontiers of Finance”	3

* These columns may be left blank for new concentrations, degrees, majors, and minors.

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Educational Policies Committee
Curriculum Change Healthcare Administration Concentration

Current Courses*	Current Hours*	Proposed Courses	Proposed Hours
		BMBA 560 “Management of Healthcare Organizations”	3 hrs
		BMBA 545R “Structure and Economics of the US Healthcare System”	3 hrs
		BMBA 546R “Data Analysis for Healthcare Management”	3 hrs
		BMBA 547R “Healthcare Finance”	3 hrs

* These columns may be left blank for new concentrations, degrees, majors, and minors.

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