

Program Change Request

EP.25.043_FINAL

Approved by EP 02/24/2025

Date Submitted: 11/11/24 10:34 am

Viewing: **1PKS1300MHAD : Health Administration,
MHA**

APPROVED BY SENATE

03/10/2025

Last approved: 01/20/22 3:16 pm

Last edit: 02/03/25 12:49 pm

Changes proposed by: Andiana Schwingel

Catalog Pages Using Health Administration, MHA
this Program

Proposal Type:
Major (ex. Special Education)

This proposal is for

a:
Revision

In Workflow

1. U Program Review
2. 1581 Committee Chair
3. 1581 Head
4. KY Committee Chair
5. KY Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 11/14/24 9:52 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 11/14/24 11:44 am
Kristi Carlson
(carlso1): Approved
for 1581 Committee
Chair
3. 11/14/24 11:44 am
Kristi Carlson
(carlso1): Approved
for 1581 Head
4. 11/14/24 11:59 am
Robbin King

- (rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
5. 11/14/24 2:10 pm
Kristi Carlson
(carlo1): Approved
for 1581 Committee
Chair
6. 11/14/24 2:11 pm
Kristi Carlson
(carlo1): Approved
for 1581 Head
7. 12/03/24 2:52 pm
Robbin King
(rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
8. 12/04/24 2:52 pm
Kristi Carlson
(carlo1): Approved
for 1581 Committee
Chair
9. 12/04/24 2:54 pm
Kristi Carlson
(carlo1): Approved
for 1581 Head
10. 12/04/24 3:58 pm
Robbin King
(rlking10): Rollback
to 1581 Committee
Chair for KY
Committee Chair
11. 12/04/24 8:36 pm
Kristi Carlson
(carlo1): Approved
for 1581 Committee
Chair
12. 12/04/24 8:37 pm
Kristi Carlson
(carlo1): Approved

- for 1581 Head
13. 12/05/24 2:46 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
 14. 12/05/24 2:55 pm
Steve Petruzzello
(petruzze):
Approved for KY
Dean
 15. 12/08/24 11:10 am
Claire Stewart
(clairrest): Approved
for University
Librarian
 16. 12/13/24 9:25 am
Allison McKinney
(agrindly): Approved
for Grad_College
 17. 12/13/24 10:20 am
Suzanne Lee
(suzannel):
Approved for COTE
Programs
 18. 12/16/24 1:32 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 23, 2019 by Deb
Forgacs (dforgacs)
2. Feb 19, 2020 by
Emily Stuby
(eastuby)
3. Dec 21, 2021 by
Kristi Carlson
(carlso1)
4. Jan 20, 2022 by

Administration Details

Official Program Name	Health Administration, MHA	
Diploma Title		
Sponsor College	Applied Health Sciences	
Sponsor Department	Health and Kinesiology	
Sponsor Name	<u>Lynette Barnes</u> Justine Kaplan	
Sponsor Email	<u>lcbarnes@illinois.edu</u> justinek@illinois.edu	
College Contact	<u>Steve Petruzzello</u> Reggie Alston	College Contact Email
	<u>petruzze@illinois.edu</u> alston@illinois.edu	
College Budget Officer	<u>Suzanne Rinehart</u>	
College Budget Officer Email	<u>srinehar@illinois.edu</u>	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Kristi Carlson, carlso1@illinois.edu

Lynne Barnes, lcbarnes@illinois.edu

Cassie Meinert, cmeinert@illinois.edu

Andiara Schwingel, andiara@illinois.edu (will edit the proposal)

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Health Administration in Health Administration in the College of Applied Health Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

No

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

1. Revise all courses to reflect the new HK rubric;
2. Provide an online MHA option;
3. Reorganize the MHA program into two options: "Option 1 - MHA In-Person" and "Option 2 - MHA Online";
4. Revise the Plan of Study to remove HK 418, HK 517, HK 594 and the electives requirement. In addition, we are adding these new required courses: HK 529, HK 537, HK 538. Also, HK 520 is a new course added to the MHA in-person option, and HK 532 and HK 518 are new courses added to the MHA online option. We are also adjusting HK 535 to require different credit hours depending on the option students choose. The in-person option will require two 1-credit hours of HK 535, with students taking the course twice. This structure is designed to provide students the opportunity to gain experiential learning in more than one setting, thereby promoting diverse experiences. The online option requires the more traditional 4 credit hours of HK 535. Online students will be guided to seek an in-person immersive experience within the healthcare setting where they are currently employed, but in a different department. If an MHA student is not employed in a healthcare setting, the instructor will collaborate with the student to identify an appropriate site for HK 535. While the experience itself will not be conducted online, the course instructor will provide ongoing online support and direction throughout the course to assist the student in achieving the competency deliverables;
5. Revise the Student Learning Outcomes in the Program Regulation and Assessment section;
6. Revise the information regarding program accreditation.

Overall, the total hours for the degree program remain unchanged. Also, the program is already self-supporting, so the new answer in the Financial Resources section does not reflect a change.

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

1. This is an administrative action to move CHLH courses to a new HK rubric. In order to accommodate multiple rubrics funneling into one new HK rubric, some courses have also been renumbered. No change to course content;

2. We are adding an online modality as the program has identified an opportunity to reach a student population not yet served by the in-person MHA program. The target audience consists of mid-career professionals who hold a bachelor's degree and seek a master's degree to enhance their promotion opportunities. Early-career applicant will not be considered for the online option. Many healthcare organizations require managers and higher positions to hold or be pursuing a master's degree in health administration, business, or public health. To better meet the career needs of working professionals, we have added the online option offering relevant coursework, as well as, improving access for those not local to the Champaign-Urbana area, and the flexibility needed to balance education with their professional responsibilities;

3. The addition of the online modality prompted a reorganization of the program into two options: "Option 1 - MHA In-Person" and "Option 2 - MHA Online". We are adding these options to tailor the program to different target audiences. The in-person option will continue its tradition of serving recent graduates who are seeking to enter the healthcare job market with a master's degree, preparing them for entry-level health administration opportunities. The online MHA program will be marketed primarily to individuals currently working in the healthcare field who desire a graduate degree to support upward mobility within their organization or another of their choosing. A master's degree is typically required for manager positions and higher within healthcare organizations.

The foundation and the competencies of both options (online and in-person) are the same but the approach is tailored to the target audience to assure optimum learning. New courses created for the online program were developed based on the differing needs of the two target audiences for the MHA degree. Mid-careerists are deeper into their healthcare leadership experience and knowledge, as compared to recent baccalaureate graduates seeking to enter the healthcare leadership market.

Compared to the in-person option, the online option does not require HK 520, HK 521, and HK 534. Instead, it requires HK 518, HK 532, and HK 535 at 4 credits (as opposed to 2 credits in the in-person option). Regarding HK 535 for the in-person option, we determined it would be more effective to offer two unique one-hour opportunities, allowing for a more scaffolded learning experience rather than an intensive practical experience. For the online option, which is designed for mid-career professionals, a higher credit hour requirement was deemed appropriate to better suit their educational trajectory. The curriculum for both options was carefully designed to align with all competencies required by the Council for Education for Public Health (CEPH) and the Commission on Accreditation of Healthcare Management Education (CAHME). The total hours required for graduation are the same for both options;

4. After a careful review of student and employer feedback, the MHA team has identified learning gaps needing to be addressed. To better meet the required CEPH and CAHME competencies of the program and provide students with an enhanced knowledge base on industry dynamics, the Plan of Study has been revised. As a result of these changes, graduates of both the in-person and online MHA options are expected to have broader opportunities for employment and promotion within healthcare administration;

5. The Student Learning Outcomes in the Program Regulation and Assessment section were revised to ensure alignment with both the current CEPH accreditation competencies, as well as the requirements of CAHME accreditation. CAHME accreditation is the preferred and most prestigious of accreditations for MHA programs;

6. As of Spring 2026 we anticipate the program will have achieved its new accreditation from CAHME, while also holding its current CEPH accreditation. This dual accreditation is likely to increase the program's attractiveness to prospective students and employers, ensuring graduates are well-prepared and highly regarded in the healthcare administration field. Additionally, CAHME accreditation is often required to qualify for certain fellowships post-graduation.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/acknowledgement.

No

Program Features

Academic Level Graduate

Does this major
have transcribed
concentrations? No

What is the longest/maximum time to completion of this program?

2 years

What are the minimum Total Credit Hours required for this program?

52

What is the
required GPA?

3.0

CIP Code 510702 - Hospital and Health Care Facilities
Administration/Management.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

Yes

Describe the institution's plan for seeking specialized accreditation for this program.

The program curriculum proposed here, which MSHA students are currently adheres to CEPH (Council on Education for Public Health) accreditation undertaking and is actively seeking accreditation from which would continue with the Commission on Accreditation of Healthcare Management Education (CAHME). ~~MHA, has already been reviewed and received national accreditation by CEPH, the Council for Education on Public Health. This accreditation includes the MPH (in Public Health) and the MPH in Epidemiology. The addition of the MSHA was approved and accredited by CEPH in October 2019. Extensive reporting, assessment, evaluation, and tracking occurs as part of being a nationally accredited program. Very detailed curriculum competency alignment, tracking, and reporting happen throughout the year to ensure the program is meeting the 30+ individual competencies CEPH requires. In addition, an active External Advisory Committee and student governance advisory committee are both required, and are active entities supporting the program.~~ CAHME CEPH is aware of and supports the premier accrediting body for health administration education and is preferred by many individuals pursuing an ~~planned change to rename the MSHA to the far more standard~~ MHA. We anticipate that by Spring 2026, the program will hold dual accreditation from both CAHME and CEPH. This dual accreditation is expected to enhance the program's appeal to prospective students and employers, ensuring that graduates are well-prepared and highly regarded in the healthcare administration field. Additionally, CAHME accreditation is often required to qualify for certain fellowships post-graduation.

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The Master of Health Administration program is designed to prepare graduate students to become successful healthcare managers and administrators. Students will gain the knowledge and skills necessary to manage the complex United States healthcare system efficiently and effectively.

Is the overview text above correct?

Yes

Statement for
Programs of Study
Catalog

Total Required Hours		52
CHLH 456	Course CHLH 456 Not Found	4
CHLH 550	Course CHLH 550 Not Found	4
CHLH 551	Course CHLH 551 Not Found	2
CHLH 552	Course CHLH 552 Not Found	4
CHLH 553	Course CHLH 553 Not Found	4
CHLH 554	Course CHLH 554 Not Found	4
CHLH 555	Course CHLH 555 Not Found	4
CHLH 556	Course CHLH 556 Not Found	4
CHLH 557	Course CHLH 557 Not Found	4
CHLH 572	Course CHLH 572 Not Found	4
CHLH 573	Course CHLH 573 Not Found	4
CHLH 585	Course CHLH 585 Not Found	4
CHLH 593	Course CHLH 593 Not Found	2
Electives		4
Chosen in accordance with the student's advisor		
<u>Core Courses</u>		
<u>HK 522</u>	<u>Health Finance</u>	<u>4</u>
<u>HK 523</u>	<u>Advanced Health Finance</u>	<u>4</u>

<u>HK 524</u>	<u>Healthcare Quality</u>	<u>4</u>
<u>HK 525</u>	<u>Organization and Strategic Planning in Healthcare</u>	<u>4</u>
<u>HK 526</u>	<u>Operations Management in Healthcare</u>	<u>4</u>
<u>HK 527</u>	<u>Biostatistics in Public Health</u>	<u>4</u>
<u>HK 529</u>	<u>Healthcare Informatics</u>	<u>4</u>
<u>HK 530</u>	<u>Health Policy: United States</u>	<u>4</u>
<u>HK 537</u>	<u>Revenue Cycle and Integrity</u>	<u>4</u>
<u>HK 538</u>	<u>Current Issues and Trends in Healthcare</u>	<u>4</u>

Students must choose one option below:

Option 1: MHA In-Person

<u>HK 520</u>	<u>Organizational Leadership in Healthcare</u>	<u>4</u>
<u>HK 521</u>	<u>Health Economics</u>	<u>4</u>
<u>HK 534</u>	<u>Professionalism in Health Practice</u>	<u>2</u>
<u>HK 535</u>	<u>Applied Practice Experience (Take it twice for 1 hour)</u>	<u>2</u>

Option 2: MHA Online

<u>HK 518</u>	<u>Health Law and Ethics</u>	<u>4</u>
<u>HK 532</u>	<u>Cultural Humility in Health</u>	<u>4</u>
<u>HK 535</u>	<u>Applied Practice Experience</u>	<u>4</u>

Total Hours Required for Graduation **52**

Other Requirements

Other requirements may overlap

Minimum 500-level Hours Required Overall:12 (8 within the unit)

Minimum GPA: 3.0

Corresponding Degree MHA Master of Health Administration

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student

performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

No

Student Learning Outcomes

Upon completion of the Master of Health Administration program, students will be able to:

1. There is no required licensure or certification in this field, however the existing MS in Health Administration (which this proposal requests to update and rename to the MHA) is already nationally accredited by CEPH, the Council for Education on Public Health. This accreditation also includes the MPH (in Public Health) and the MPH in Epidemiology. The addition of the MSHA was approved and accredited by CEPH in October 2019 based on the revised curriculum proposed here. Extensive reporting, assessment, evaluation, and tracking occurs as part of being a nationally accredited program. Very detailed curriculum competency alignment, tracking, and reporting happen throughout the year to ensure the program is meeting the 30+ individual competencies CEPH requires. In addition, an active External Advisory Committee and student governance advisory committee are both required, and are active entities supporting these programs. Demonstrate knowledge of CEPH supports the importance of communication, presentation abilities move to rename the MSHA to become the MHA, and relationship management as they relate to interpersonal effectiveness noted above, already approved the curriculum changes proposed in leadership. the major revision proposal tied to this degree proposal.
2. Analyze complicated healthcare problems from a lens of critical thinking and solve problems with confidence.
3. Incorporate best-practice techniques into leadership and management activities.
4. Demonstrate ethical and reflective leadership in decision making.
5. Leverage organizational data to assess strengths and shortcomings, build on opportunities and attempt to minimize financial, economic, environmental and other organizational threats.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Throughout the program, a multifaceted approach will be used to ensure comprehensive and engaging experiences for students, with formative and summative assessments in each course. Regular lectures will serve as the foundation for delivering core content, with an emphasis on interactive, in-person and online discussions, depending on the chosen option, to encourage critical thinking and in-depth exploration of key concepts. Quizzes and polls will be used to assess comprehension. To bridge theory and practice, courses in the program will integrate real-world case studies that challenge students to apply theoretical knowledge to practical scenarios. Group projects and collaborative assignments will enable students to develop teamwork and problem-solving skills, preparing them for the challenges they may face in the field of healthcare administration. Learning outcomes will also be assessed individually through projects, written assignments and reflections.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Each course within this program is assigned an expectation for a level of achievement. The levels of achievement are described below:

1. Unsatisfactory (1): The candidate does not regularly demonstrate the capability in a manner appropriate to address the clinical, organizational or community situation in which it is required.

2. Emerging Competence (2): The candidate demonstrates the capability in most situations, but on occasion is less skillful when the clinical, organizational or community situation is complex or demanding.

3. Meets Expectations (3): The candidate consistently demonstrates the capability with skill and confidence in clinical, organizational and/or community situations, regardless of the complexity of that situation. Their actions contribute meaningfully to organizational success.

4. Exceeds Expectations (4): The candidate has mastered the capability at an exceptional level, consistently demonstrating behaviors with a superior degree of skill and ease and as observed across diverse, multiple clinical, organizational and/or community situations. They act as an exemplary role model for others and could teach this skill to others.

Instructors will provide oversight in measuring student outcomes specific to each course and each assessment used within the course. Each assessment used to measure student learning outcomes will include an evaluation rubric.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

To ensure that assessments are effectively used to improve student learning, the program implements a structured process that prioritizes feedback and continuous improvement. Here is an overview of the steps below:

1. Clear Learning Outcomes: At the beginning of the course, instructors establish clear and measurable learning outcomes. Students need to know what they are expected to achieve, and these outcomes guide the design of assessments.
2. Varied Assessments: Instructors employ a variety of assessment methods, including quizzes, exams, projects, papers, presentations, and discussions. This diversity helps them gain a more comprehensive view of student understanding and skills.
3. Timely and Constructive Feedback: Instructors provide timely and constructive feedback on assessments. This feedback not only highlights what students did well but also identifies areas where improvement is needed. It is specific, actionable, and encourages self-reflection.
4. One-on-One Meetings: Instructors may offer one-on-one meetings with students to discuss their assessments and address any questions or concerns they may have. This personalized feedback fosters a deeper understanding of their progress and encourages them to take ownership of their learning.
5. Peer Review and Self-Assessment: Instructors incorporate peer reviews and self-assessment in various assignments to encourage students to reflect on their own work and learn from their peers. The online option will feature small group work where peers can experience feedback from one another.
6. Student Input: Instructors actively seek input from students regarding their course, seeking their suggestions for improvement at the midterm and at the conclusion of the course through ICES.

By implementing this process, assessments become an integral part of the learning experience, serving not only as a measure of student progress but as a tool for enhancing that progress. The focus is on fostering a growth mindset and creating a supportive environment for students to thrive and reach their full potential.

The MHA program will facilitate a sense of community amongst students in the online cohorts through a variety of means. Students will take an active role in their education, with consistent class requirements to participate in online discussions and group work. We anticipate that students entering the program at the same time will get to know each other quite well throughout the duration of their studies. We also intend to host a yearly event for these students; they will have the opportunity to visit campus and meet their cohort and faculty in person. This event will be optional but highly recommended.

Delivery Method

This program is available:

~~On Campus – Students are required to be on campus, they may take some online courses.~~

On Campus and Online - 2 program types. Students can receive the entire program either on campus or online. Students can choose to take courses in either modality.

Describe the use of this delivery method:

We anticipate the "Option 1 - MHA In-Person" will continue to enroll recent graduates of undergraduate degree programs who are seeking a more immersive experience for their graduate degree. The in-person option is well suited to emerging professionals seeking personal mentoring and networking opportunities in order to access opportunities.

We anticipate the "Option 2 - MHA Online" will appeal to mid-careerists who are already serving in middle-management roles within a healthcare organization. The online option offers these individuals the opportunity to gain an MHA on their timeline based on professional and personal commitments.

When applying to the program, students will have the option of applying to the "Option 1 - MHA In-Person" or "Option 2 - MHA Online". Students enrolled in the in-person type will take all courses on campus. Students enrolled in the online type will take all MHA courses online.

Admission Requirements

Desired Effective Admissions Term Fall 2025

Is this revision a change to the admission status of the program?

Yes

Please describe the admission status change, whether suspension or resumption of the admission status:

Admissions will now require students to choose between "Option 1 - MHA In-Person" or "Option 2 - MHA Online"

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

Requirements for admission for both options include a minimum GPA of 3.0 (on a 4.0 scale), official transcripts, personal statement, current resume, and three letters of recommendation. GRE scores are not required. (Students have the option to submit a GRE score if they want to, which some students do to try to strengthen their application, for example if their GPA was lower.) Applicants to the health administration program should show strength in academics as well as experience in the health field, which can be derived from coursework, field placement, internship, job, or other relevant experience. Leadership experience, in health or other settings, is also highly valued. Applications will be carefully reviewed, and students will be counseled with regard to their choice (online/in-person). The review process is holistic, ~~Applications are reviewed holistically,~~ looking at GPA and performance in courses, experiential opportunities (work, volunteer experiences, internships), personal statement, and recommendation letters. The admissions process for the in-person option is not changing. However, we are adding four new requirements for students applying to the online option. These requirements, applicable only to the online option, are as follows:

- Applicants must have at least 3 years of healthcare experience.
- The three letters of recommendation must be related to their healthcare employment.
- The personal statement must describe the work experiences that qualify them as a candidate.
- Applicants must obtain approval from their workplace to perform a project-based assignment within the workplace, but in a different department, unit, or similar alternative setting.

All applicants whose native language is not English must submit a minimum TOEFL score of 103 (IBT), 254 (CBT), or 611 (PBT); or minimum International English Language Testing System (IELTS) academic exam scores of 7.0 overall and 6.0 in all subsections. Applicants may be exempt from the TOEFL if certain criteria are met. Applicants with lesser scores may still apply. Limited status is granted for lesser scores and requires enrollment in English as a Second Language (ESL) courses based on an ESL Placement Test (EPT) taken upon arrival to campus.

Students admitted to the graduate program must maintain an overall 3.0 GPA to remain in good standing.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

The revision to include an online MHA program option will increase enrollment and the number of degrees awarded. We estimate that 50 students will be enrolled in the online program by year 5. We estimate continued steady growth in our in-person program to 40. Currently, our in-person enrollment averages 15 students per year.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision? Yes

Please describe the budgetary implications for this revision, addressing applicable personnel, facilities, technology and supply costs.

The online MHA program will require additional faculty and the development of online versions of the existing courses. An IFG grant has been awarded to develop the necessary online coursework and complete necessary hiring. The MHA Program has already hired a Coordinator for Recruitment and Admissions, and a Teaching Assistant Professor. We are in the process of hiring a Tenure-Track Faculty as well as a Coordinator for Career Services which will occur over the next 18 months.

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

Yes ~~No~~

Please explain/ describe:

The revision to offer an online program option will require additional staffing.

Additional Budget Information

An IFG grant has been awarded to develop the necessary online coursework and complete necessary hiring. The MHA program has already hired a Coordinator for Recruitment and Admissions and a Teaching Assistant Professor. We are approved to hire an additional Tenure-Track Faculty as well as a Coordinator for Career Services which will occur over the next 18 months. ~~This proposal requests to reestablish the existing MS in Health Administration degree as the Master of Health Administration (MHA). The curriculum and programmatic activities discussed here are all already in place and being taught by current faculty, thus no additional resources are needed to operate this program.~~

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The MHA in-person program is self-sustaining. An IFG grant has been awarded to support the development of online coursework and necessary hires to launch the online option. Once the IFG grant expires, we anticipate that the MHA online program will also be self-sustaining, funded by tuition as a self-supporting professional program. ~~Tuition Rate: The tuition rate for the MS in Health Administration is already established at graduate base tuition + \$3,000 for the year. The newly renamed degree of MHA would continue this tuition rate. This is a competitive price in line with similar R1 public school tuition in the state (ex: UIC), and significantly lower than private school tuition (ex: Northwestern or Rush). Self-Supporting: The existing MS in Health Administration is a self-supporting program, which is planned to continue as the degree shifts to become the MHA. Most MHA degrees offered throughout the US are operated in this manner, which is consistent with most professional and practitioner degrees offered in the country.~~

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

In-person and online MHA differentials (\$575/credit hour new rate for online being requested for 25-26 AY)

Are you seeking a change in the tuition rate or differential for this program?

Yes

If yes, briefly explain what tuition change you will make for this program, e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

We are requesting a flat rate tuition amount for our online program. This is necessary to remain competitive in the online MHA space. The online program delivery will be flexible to allow more accessibility and to attract mid-career learners into the space. Thus, it makes sense for the learner to pay per credit hour. We are following the steps taken by another program in the Department of Health and Kinesiology, the MPH, which is submitting a proposal for approval at the Board of Trustees meeting scheduled for January 2025.

Is this program requesting self-supporting status?

Yes

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

A new specialized faculty member was recently hired through the MHA Program's IFG grant, and an additional tenure-track faculty member will be hired in Fall 2025. These new faculty members, along with current faculty in the MHA program, will teach both required courses and those specific to the online and in-person options.

Additionally, a Coordinator of Recruitment and Admissions has been hired to focus on student recruitment, marketing, and program evaluation and effectiveness. In FY26, we plan to hire a Coordinator of Career Services to help students leverage their education for professional advancement. The Coordinator of Career Services will be responsible for building relationships with potential internship sites and working with the students to ensure their applied experiences are beneficial to the organization.

There will be no changes to faculty teaching loads, and we do not anticipate significant changes in class size or student-faculty ratios for the residential program. The online program is primarily designed with asynchronous courses that have already been developed or are in the process of being developed. The program will hire the department's PhD students as teaching assistants (TAs) as needed to grade assignments and provide faculty support when online courses have high enrollment.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

In collaboration with the Head of the Social Sciences, Health and Education library, Nancy O'Brien, we have established that the program will utilize some of the existing library resources but that we will be required to purchase a few items as well.

We are already collecting in most of the areas covered by the program's course description. For example, resources related to Health Finance are well represented in our catalog. Two classes (Revenue Cycle and Revenue Integrity and Operations Management in Healthcare) represent areas in our collection which need further development. This will require us to find additional funding support or to reallocate existing funds to grow our resources in these subjects.

With over 15 million books in its collection and relevant resources being acquired by both the Grainger Engineering Library for the Carle Illinois College of Medicine and the Social Sciences, Health, and Education Library for health related topics, there are numerous resources for the new degree program. Many of these resources are available online. Key databases include:

- CINAHL
- Health Source-Consumer Edition
- PsycINFO
- PubMed
- Web of Science
- Scopus
- CABI Global Health
- Business Source Ultimate
- EconLit with Full Text
- ProQuest One Business
- Social Services Abstracts

In addition, the extensive online journal collection includes key journals in areas such as epidemiology, business and finance, health care, human resources, and others covering topics including diversity of the workforce, informatics and more. A few examples of relevant journals are listed below.

- American Journal of Public Health
- Annual Review of Public Health
- Bulletin of the World Health Organization
- Epidemiologic Reviews
- Frontiers of Health Services Management
- Harvard Business Review
- Health Affairs
- Healthcare Financial Management
- Health Care Management Review

- Health Services Research
- Journal of Epidemiology and Community Health
- Journal of Health and Human Services Administration
- Journal of Healthcare Management
- Medical Care Research and Review
- Modern Healthcare

EP Documentation

EP Control Number EP.25.043

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 766 11-13-2024.docx](#)

Approval Notices

Banner/Codebook

Name
MHAD: Health Admin - UIUC

Program Code: 1PKS1300MHAD

Minor Code	Conc Code	Degree Code	MHAD Major Code
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1300

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Review
Comments

Mary Lowry (lowry) (11/13/24 5:05 pm): U Program Review comments attached in DMI Documentation section.

Robbin King (rlking10) (11/14/24 11:59 am): Rollback: Rolling back by request of 1581 Committee Chair

Kristi Carlson (carlso1) (11/14/24 2:10 pm): HK has addressed the comments from the U Program Review. We added a justification for reducing HK 535 from 4 credit hours to 2 hours for the in-person option (numbered item 4). We appreciate the suggestion regarding HK 594 and have replaced it with a permanent course we already had in the curriculum, HK 527 Biostatistics in Public Health, which aligns with our original vision for the Special Project course.

Robbin King (rlking10) (12/03/24 2:52 pm): Rollback: Rolling back to address KY Committee comments sent via email.

Kristi Carlson (carlso1) (12/04/24 2:52 pm): All comments from the College Ed Pol Committee have been addressed, and a response file has been sent via email on December 4. We appreciate the feedback.

Steve Petruzzello (petruzze) (12/04/24 3:36 pm): In the 'Delivery Method' section, it currently reads "Students can choose to take courses in either modality." This is inconsistent with the previous statement that students are either in the on campus program or the online program. If students may only be allowed to take courses in person OR online, this should be explicitly stated that way.

Steve Petruzzello (petruzze) (12/04/24 3:44 pm): For 'Admission Requirements' it is stated that "we are adding four new requirements for students applying to the online option." Are these 4 new requirements modifications of the requirements for the in-person option or are they 4 requirements on top of the requirements? This should be more clearly written so as to avoid any confusion.

Steve Petruzzello (petruzze) (12/04/24 3:46 pm): In the 'Library Resources' section, please explain why a letter of support or MOU is no longer required. No longer required according to?

Robbin King (rlking10) (12/04/24 3:58 pm): Rollback: Please address the three comments submitted 12/4/24 and re-submit.

Kristi Carlson (carlso1) (12/04/24 8:36 pm): We agree that the statement is not entirely accurate, however, the CIM-P system does not permit changes to multiple-choice options. The option we selected is not perfect but best represents our in-person and online options. The text in the description is accurate and clearly explains the delivery method we are proposing. Also, we have updated the text about admissions to clarify that the new requirements apply only to applicants for the online option. Lastly, a letter of support or MOU is no longer required, as advised by the Office of the Registrar. While this was a requirement in the past, it is no longer applicable.

Wesley Wilson (wjwilson) (12/20/24 3:31 pm): No additional comments.

Brooke Newell (bsnewell) (01/22/25 10:18 am): Updated CIM-P form with required prompts in

line with sponsor proposal, post CIM-P revision