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10/19/2026

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: JP: MEDICINE - CARLE ILLINOIS COLLEGE OF MEDICINE, MD AND BUSINESS ADMINISTRATION, MBA

In Workflow

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Approval Path

1. Thu, 28 May 2026 18:34:17 GMT
   Brianna Vargas-Gonzalez (bv4): Rollback to Initiator
2. Tue, 02 Jun 2026 15:43:54 GMT
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3. Mon, 08 Jun 2026 14:30:38 GMT
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New Proposal

Date Submitted: Tue, 02 Jun 2026 16:54:57 GMT

Viewing: : JP: Medicine - Carle Illinois College of Medicine, MD and Business Administration, MBA
Last edit: Wed, 09 Sep 2026 16:10:59 GMT

Changes proposed by: Roberto Galvez

Proposal Type

Proposal Type:

Joint Program (ex. Master of Public Health & PhD. in Community Health)

Administration Details

Official Program Name

JP. Medicine - Carle Illinois College of Medicine, MD and Business Administration, MBA

Sponsor College

Medicine, Carle Illinois College of

Sponsor Department

Carle Illinois COM Pgm & Crse

Sponsor Name

Kristine Carpenter, Associate Dean for Academic Affairs, Carle Illinois College of Medicine (CIMED) and Ravi Prakash Mehta Associate Dean of Graduate Programs

Sponsor Email

kmross1@illinois.edu and mehtar@illinois.edu

College Contact

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College Budget Officer

Kara Johnson, CIMED; Gina Oleynichak

College Budget Officer Email

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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.

Dorian Thomas (thodor@illinois.edu)

Does this program have inter-departmental administration?

Yes

Interdisciplinary Colleges and Departments (list other colleges/departments which are involved other than the sponsor chosen above)

Please describe the oversight/governance for this program, e.g., traditional departmental/college governance, roles of elected faculty committees and of any advisory committees.

A Memorandum of Understanding was created to cover the agreements of a partnership between CI MED and Gies College of Business for current UIUC students seeking joint degrees in Doctor of Medicine and Business Administration. As part of this, the units designated faculty who serve as primary contacts between the units and will minimally meet one time per academic year.

College

Gies College of Business

Department

Gies College Admin

Is there an additional department involved in governance?

No

Catalog Term

Desired Effective Catalog Term

Fall 2027

Effective Catalog

2027-2028

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)

Establish the Joint Program in the Doctor of Medicine in Medicine and the Master of Business Administration in Business Administration in the Carle Illinois College of Medicine, the Gies College of Business, and the Graduate College

Are there other related proposals that should be considered simultaneously with this one? If yes, please list the program keys and/or titles. 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 justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

There is a growing need for physicians with strong business administration skills to manage healthcare delivery effectively and improve community health. The joint MD/MBA degree program integrates clinical medicine with essential business knowledge, equipping graduates to navigate modern healthcare by balancing individual patient care with administrative demands. Offered collaboratively by the Carle Illinois College of Medicine and the Gies College of Business, this program is designed for students who aspire to lead transformative change in the healthcare sector.

By combining rigorous clinical training with comprehensive business education, participants gain the expertise needed to provide outstanding patient care and excel in organizational leadership. The MD curriculum delivers advanced instruction in diagnosing, treating, and managing patients, while the MBA component deepens understanding of business systems, finance, operations, and leadership. This integrated approach empowers students to drive innovation, improve healthcare outcomes, and strengthen strategic decision-making, team management, and problem-solving.

Graduates of the joint MD/MBA program are prepared for a wide range of career opportunities, including leadership positions in hospitals, startups, biotech companies, and health policy organizations. They will be equipped to lead multidisciplinary teams, enhance hospital performance, implement patient-centered initiatives, and make a meaningful impact on both individual patient care and the broader healthcare system.

Additionally, the joint degree benefits students interested in both programs. Each year, approximately 3–5 MD students express interest in pursuing an MBA. Some ultimately elect to pursue the degree, which can require a leave of absence from the MD program and potentially from the University. Completion of the MD degree typically takes 4 years, and an MBA degree would take an additional 2 years, requiring a total of 6 years to complete both degrees independently. This joint degree program would enable students to complete both degrees at UIUC in 5 years. The required course BSE 680: Innovation, Design, Engineering and Analysis Projects (Longitudinal) and either BSE 685: Capstone Project or BSE 686: Data Science Project will be used to assess competency for one of the two MBA Areas of Focus(12 credit hours). Double counting these 12 credit hours will not impact accreditation for either the MBA or MD programs.

The proposed substituted coursework is consistent with the educational intent of an MBA focus area within the Gies MBA curriculum. MBA focus areas are designed to provide students with concentrated and thematically aligned study in a specialized area of business practice beyond the core MBA curriculum. Through coordinated coursework, focus areas develop advanced knowledge, interdisciplinary perspective, and applied competencies tied to a particular professional or strategic domain. Similarly, the proposed coursework for the joint program provides an integrated area of advanced study focused on healthcare, innovation, and interdisciplinary leadership. Specifically, BSE 680 develops foundational skills in identifying unmet needs and applying design thinking and systems-based approaches, BSE 685 advances these concepts through the translation of innovative solutions into real-world healthcare applications, and BSE 686 emphasizes data-driven analysis and evidence generation to inform decision-making. These courses complement the MBA core curriculum while developing specialized competencies relevant to the intersection of business, medicine, and healthcare systems. As such, the substituted coursework fulfills the broader academic and professional objectives typically associated with completion of an MBA focus area.

Due to the double counting of credit hours, students in the joint degree program will be awarded both degrees once all requirements for each degree are met. If a student withdraws from the joint degree program but wishes to remain in one or both of the individual programs, they must submit a petition to the respective program(s) to continue pursuing the degree; however, if approved, MD courses will not count toward the MBA degree, and MBA courses will not count toward the MD degree. If a student needs to take a leave while enrolled in the joint degree program, they must notify and obtain approval from both colleges.

In consideration of the full scope of the curriculum, it is noted that Spring of year 2 has 24 credit hours which is over the graduate college's maximum number of credit hours. The MD program has recently been restructured to better distribute the number of credit hours per semester. With respect to the 24-credit-hour semester, students in this semester will be enrolled in two clinical courses during Spring B. Learning in MD clinical courses primarily occurs during the course. Thus students are not required to engage in extensive outside learning, more typical of graduate courses. These courses are 4-6 weeks long and require students to be in clinic up to 80 hours per week. Additionally, students are assigned individual clinical schedules that can vary the number of credit hours in each semester. The MD program has 64 students and 14 administrative staff dedicated to providing individualized student guidance and support, including academic guidance, assistance with financial aid, wellness support, and registering for courses.

While less common, MBA students do occasionally enroll in 24 credit hours with approved overloads. Gies Graduate Programs provides individualized academic advising, academic support, and ongoing progress monitoring to help ensure students are appropriately supported and positioned for success during periods of heavier enrollment.

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?

Yes

Please email the Department Head or a CIM User in the Department Head role of the units that own the courses that are impacted by the creation/revision/phase down or elimination of this program. For example, if you are adding a course, you will need support from the course owning unit to do so. Likewise, if you are removing a course or adding additional courses where enrollment in existing courses in the program of study could be impacted, you will need acknowledgement from the course owning unit. If the program has potential for perceived overlap with another unit on campus, you should have consultation with the other unit/stakeholders. Once this is complete, acknowledge that you have done so below.

Acknowledged

Indicate which departments/units/stakeholders were notified/consulted by listing the name of the department(s). For example, if you are adding a course owned by the Department of Philosophy and a course owned by the Department of Theatre and notified the units accordingly, you would include in the box below: 1. Department of Philosophy; 2. Department of Theatre.

1. Department of Accountancy
2. Department of Finance
3. Department of Business Administration

Please attach any letters of support/acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

Joint MD MBA course support from FIN and BADM.pdf
Re_ MD_MBA Program – Unit Support from ACCY.pdf
Proposed Joint MD MBA course list.xlsx

Program Features

Academic Level

Graduate
Professional

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

5 years

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

249

What is the required GPA?

3.0

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

Yes

If Yes, describe how it is aligned with or meets licensure, certification, and/or entitlement requirements.

The Illinois Department of Financial and Professional Regulation provides licensure authority for physicians in the State of Illinois. The Association to Advance Collegiate Schools of Business (AACSB): Global Business Education Network provides accreditation for the Master in Business Administration degree.

Program of Study

Attach Program of Study related information here.

MD-MBA Plan of Study.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The MD/MBA joint degree program allows medical students to complete the requirements for both the professional medical degree and Master of Business Administration degree in five years, a process that would normally take 6 years. Students will start the program completing the standard MD courses and then transition to their primary MBA course year following the clerkship (Clinical Immersion) year. In the final year of the joint program, while completing their medical training, students will take three MBA focus area courses to tailor their MBA education toward their desired future career goals.

Statement for Programs of Study Catalog

Code	Title	Hours
MD Preclerkship Courses		**76**
BSE 612	Foundations (taken over 2 semesters)	13
BSE 631	Cardiovascular	4
BSE 632	Respiratory	3
BSE 633	Renal	3
BSE 634	Clinical Neuroscience	5
BSE 635	Musculoskeletal and Integumentary System	4
BSE 636	Digestion, Nutrition, & Metabolism (taken over 2 semesters)	5
BSE 638	Human Development and Reproductive Health	8
BSE 642	Hematology, Oncology, Infection, and Immunity	6
BSE 644	Multisystem Conditions	4
BSE 645	Synthesis & Summary	6
BSE 666	Academic Progress I (Longitudinal) (taken over 4 semesters)	0
CLE 613	Introduction to Clinical Practice (Longitudinal) (taken over 5 semesters)	15

Code	Title	Hours
MD Clinical Immersion Courses		**62**
CLE 645	Internal Medicine Clerkship	10
CLE 650	Neurology Clerkship	5
CLE 655	Psychiatry Clerkship	5
CLE 660	Obstetrics & Gynecology Clerkship	5
CLE 665	Pediatrics Clerkship	5
CLE 670	Surgery Clerkship	10
CLE 640	Family Medicine Clerkship	5
CLE 680	Family Medicine Continuity Clinic (taken over 5 semesters)	9
BSE 680	Innovation, Design, Engineering and Analysis Projects (Longitudinal) (taken over 4 semesters)	8

Code	Title	Hours
MD Final Year Courses		**51**
Clinical Carle Illinois electives		20
Clinical or Non-clinical Carle Illinois electives		10

Sub-Internship		4
CLE 694	Career Boot Camp	5
Medicine - Project Course: Students choose one of the following		12
BSE 685	Medicine - Capstone Project (Longitudinal) (taken over 4 semesters)	
BSE 686	Medicine - Data Science Project (Longitudinal) (taken over 4 semesters)	
Total MD Credit Hours		**189**

Code	Title	Hours
Explanation of 12 Double Counted Credit Hours		
BSE 680 and BSE 686 or BSE 685 will double count for MD program credit and one MBA focus area requirement		12
Total Hours		**12**

Code	Title	Hours
MBA Required Core Courses		
BADM 508	Leadership and Teams	4
BADM 509	Managing Organizations	4
BADM 520	Marketing Management	4
BADM 544	Strategic Management	4
BADM 567	Operations Management	4
BADM 572	Stat for Mgt Decision Making	4
ACCY 500	Accounting Measurement, Reporting, and Control	4
ACCY 503	Managerial Accounting	4
FIN 570	Corporate Finance	4
FIN 571	Money and Banking	4
FIN 574	Microeconomics for Business	4
FIN 575	Investments & Performance Evaluation	4
MBA 590	Specialization Capstone (must enroll twice)	0
MBA 597	Program Foundations	0
MBA 598	Program Capstone	0
Focus Area Requirement (two required; 12 credit hours each)		**12**
(BSE 680 & BSE 685 or BSE 686 will satisfy one Focus Area Requirement for 12 hours) Choose another Focus Area from the list below (12 hours)		
Digital Marketing		
MBA 542	Digital Marketing Analytics	4
MBA 543	Digital Media & Marketing	4
MBA 545	Marketing in Our New Digital World	4
Global Challenges in Business		
MBA 547	Global Marketing	4
MBA 548	Global Strategy	4
MBA 549	Multiculturalism in Management and the Marketplace	4
Entrepreneurship & Strategic Innovation		
MBA 551	Strategic Innovation	4
MBA 552	Fostering Creative Thinking	4
MBA 553	Entrepreneurship: From Startup to Growth	4
Business Analytics		
MBA 561	Introduction to Applied Business Analytics	2
MBA 562	Introduction to Business Analytics: Communicating with Data	2

MBA 563	Data Toolkit: Business Data Modeling & Predictive Analytics	4
MBA 564	Data Analytics Applications in Business	2
Mergers and Acquisitions		
FIN 572	The Finance of Mergers and Acquisitions	4
FIN 573	Applications of Investment Banking Concepts	4
ACCY 532	Accounting for Mergers & Acquisitions and Other Complex Transactions	4
Healthcare Innovation, Design, and Entreprenueurship		
MBA 571	Identify—Healthcare Ecosystem and Need Identification	4
MBA 572	Innovate—Healthcare Innovation Process	4
MBA 573	Implement—Healthcare Business Strategy and New Venture Implementation	4
Total Hours		**60**

Code	**Title**	**Hours**
Joint Degree Requirements Summary		
Total MD Credit Hours		189
Total MBA Credit Hours		60
Min GPA:		3.0
Total credit hours for joint degree program		249

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
Medicine - Carle Illinois College of Medicine, MD
Business Administration, MBA - Online (iMBA)

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.

Student Learning Outcomes

As a result of completing the joint MD/MBA program, students will achieve the learning outcomes outlined below, including those associated with the MD program, the MBA program, and the integrated joint degree experience.

Carle Illinois College of Medicine Doctor of Medicine Learning Outcomes:
Demonstrate competence for all of the Carle Illinois College of Medicine Doctor of Medicine Educational Program Objectives (EPO). These 17 EPOs along with the measurable sub-outcomes are guided by the AAMC (American Association of Medical Colleges) and ACGME (Accreditation Council for Graduate Medical Education) requirements for competencies that medical students must attain in order to graduate with an MD degree. The EPOs served as the guiding document for developing the medical curriculum.
EPOs & Sub-Outcomes:
(1) Ethics, Integrity & Professionalism – Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. (ACGME: Professionalism)
1.1 Describe and apply the theories and principles that govern ethical decision making in medicine.
1.2 Demonstrate honesty and integrity in all interactions with patients, their families, colleagues, and others with whom physicians must interact in their professional lives.

1.3 Exhibit an understanding of the threats to medical professionalism posed by the conflicts of interest inherent in the practice of medicine.
(2) Compassion & Empathy – Students must demonstrate compassion and empathy with patients. (ACGME: Professionalism)
2.1 Demonstrate compassionate treatment of patients and respect for their privacy and dignity.
2.2 Advocate for the interests of one's patients over one's own interests at all times.
(3) Cultural Competence (Professionalism) – Student must demonstrate cultural competence and a commitment to overcome health disparities. (ACGME: Professionalism)
3.1 Demonstrate cultural competence and a commitment to overcome health disparities by providing care to all patients and advocating for access to health care for underserved populations.
(4) Healthcare Communication – Students must demonstrate communication skills that result in the effective exchange of information with patients, their families and health professionals. (ACGME: Interpersonal & Communication Skills)
4.1 Communicate effectively, orally and in writing, with patients, their families, and professionals in health and other fields with whom physicians must exchange information in carrying out their responsibilities.
(5) Interprofessional Teamwork – Students must demonstrate teamwork and interpersonal skills that result in effective patient care. (ACGME: Interpersonal & Communication Skills)
5.1 Demonstrate an understanding of, and respect for, the roles of other health care professionals, and of the need to work in collaborative healthcare teams in caring for individual patients and in promoting the health of defined populations.
(6) Core Science Knowledge – Students must demonstrate knowledge of established and evolving biomedical sciences, as well as the application of this knowledge to patient care. (ACGME: Medical Knowledge)
6.1 Describe the normal structure and function of the body (as a whole) and of each of its major organ systems.
6.2 Describe the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
6.3 Describe the various causes (genetic, develop-mental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of disease conditions and the ways in which they operate on the body.
6.4 Describe the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
(7) History & Physical – Students must demonstrate effective data gathering skills. (ACGME: Patient Care)
7.1 Obtain an accurate and complete medical history.
7.2 Perform complete and organ-system specific examinations, including a mental status examination.
(8) Core Clinical Knowledge & Procedural Skills – Students must demonstrate knowledge of established and evolving clinical sciences and demonstrate core procedural skills. (ACGME: Patient Care)
8.1 Recommend and interpret the results of commonly used diagnostic procedures and tests.
8.2 Describe the most frequent clinical, laboratory, imaging, and pathologic manifestations of common disease states.
8.3 Perform routine clinical procedures.
(9) Patient Management – Students must be able to provide patient care that is appropriate and effective for the treatment of health problems. (ACGME: Patient Care)
9.1 Design and explain the basis for appropriate management strategies (preventive, diagnostic, and therapeutic) for common acute and chronic conditions.
9.2 Recognize patients with immediately life threatening or serious conditions requiring critical care and institute appropriate initial therapy.
9.3 Demonstrate knowledge of pain management.
(10) Clinical Reasoning – Students must be able to able to effectively engage in clinical reasoning and problem solving. (ACGME: Patient Care)
10.1 Reason deductively in solving clinical problems.
10.2 Apply systems based and creative thinking to complex, uncertain diagnoses, or other healthcare problems.
(11) Evidence-based Practice – Students must appraise and assimilate scientific evidence and apply new knowledge to improve patient care. (ACGME: Practice-Based Learning and Improvement)
11.1 Integrate information from many sources to gain insight into patient care.
11.2 Identify, formulate, and solve healthcare problems by applying principles of engineering, science, medicine, and mathematics.
(12) Health Systems Reasoning – Students must demonstrate an awareness of and responsiveness to the larger context and system of health care. (ACGME: Systems-Based Practice)
12.1 Demonstrate knowledge of the organization, financing, and delivery of health care.
12.2 Identify unexpected opportunities to provide extraordinary value for patients, populations, and health systems.

(13) Population Health & Preventive Medicine – Student must be able to demonstrate knowledge about population and epidemiological sciences and the application of this knowledge to the promotion of health. (ACGME: Systems-Based Practice)
13.1 Demonstrate knowledge of the epidemiology of health and disease within a defined population and the systematic approaches useful in reducing the incidence and prevalence of those diseases.
13.2 Demonstrate knowledge of the important non-biological determinants of poor health and of the socioeconomic, behavioral, psychological, and cultural factors that contribute to the development and/or continuation of health and disease.
13.3 Identify risk factors for disease or injury, select appropriate tests for detecting patients at risk for or in the early stage of specific diseases, and determine strategies for responding appropriately including prevention strategies.
(14) Design-based Scientific Reasoning & Scholarship – Student must be able to engage in design, evaluative, and scholarly activities in order to promote patient health.
14.1 Demonstrate an understanding of the power of the scientific method in basic, translational, clinical, and engineering research.
14.2 Conduct relevant healthcare and engineering research and apply quantitative skills and medical judgment to implement solutions.
14.3 Apply analysis and synthesis to the engineering design process, resulting in designs that address identified healthcare challenges.
(15) Quantitative Reasoning – Student must be able to apply quantitative reasoning strategies to medical and scientific problems.
15.1 Retrieve biomedical information from appropriate resources and manage and utilize it within a quantitative and statistical framework to solve clinical problems and make decisions.
(16) Leadership & Innovation – Student must demonstrate leadership around the development, implementation, and evaluation of innovative solutions to health needs.
16.1 Communicate data-based costs, risks, and benefits of engineering solutions to healthcare teams, health systems, medical device manufacturers, and other health industry stakeholders.
16.2 Evaluate the feasibility of innovative healthcare solutions to address patient, societal, population, and global health needs.
(17) Life-long Learning – Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their patient care practices. (ACGME: Practice-Based Learning and Improvement)
17.1 Recognize and accept limitations in one's knowledge, skills, attitudes, and behaviors, and continuously improve these attributes.
17.2 Demonstrate an interest in and commitment to lifelong learning to stay abreast of relevant scientific advances.

Gies College of Business Master of Business Administration Learning Outcomes:
The MBA learning outcomes are guided by AACSB (Association to Advance Collegiate Schools of Business): Global Business Education Network standards and serve as the foundation for the development and continuous improvement of the Master of Business Administration curriculum.
(1) Analytical Skills
Critically analyze complex business information and data to reach well supported judgments for real-world business problems.
(2) Critical problem-solving skills
Solve real-world business problems by selecting and applying appropriate analytical models.
(3) Teamwork skills
Collaborate effectively within diverse teams to achieve shared objectives.
(4) Leadership skills
Apply leadership and people management skills to set direction, motivate engagement, and guide teams toward common goals.
(5) Operations and Strategy Management skills
Apply managerial tools and techniques to manage business operations and develop business strategies.
(6) Oral communication skills
Present ideas clearly and persuasively in a variety of business settings.
(7) Written communication skills
Compose well-structured written documents tailored to diverse business audiences.

Joint MD/MBA Learning Outcomes:
In addition to achieving the learning outcomes of the MD and MBA degree programs independently, graduates of the joint MD/MBA program will demonstrate the ability to integrate medical and business knowledge to lead effectively in complex healthcare environments and drive innovation across interdisciplinary settings.
(1) Demonstrate advanced understanding of how the integration of business knowledge and skills with medical understanding can bring a multidisciplinary approach to preventing, treating, and resolving health issues.

(2) Exhibit leadership, ethical conduct, and professionalism across academic and clinical settings, while championing interdisciplinary collaboration. Graduates will be prepared to lead teams that span medicine, engineering, and business, driving innovations in translational medicine benefiting both patients and society.

Program Description and Requirements Attach Documents

Delivery Method

This program is available:

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:

Students will be enrolled in the MD program taking MD courses for the first three years. The student's program code will then be switched to MBA in the summer following Spring of year 3. During that summer and into the Fall semester students will be able to take MD electives (clinical and non-clinical). Students will also take MBA online courses during that Summer and the following Fall, and Spring semesters of year 4. In Spring of year 4, students will also be enrolled in BSE 686, a four-semester longitudinal course. The student's program code will be switched back to the MD program for the final summer, Fall, and Spring semesters of the program. During that year students will complete the remaining MD courses while taking MBA online Focus Area courses (12 credit hours).

Admission Requirements

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.

Students will apply to the MD program exactly as they do now. Once they have matriculated to Illinois as an MD student, interested students will apply to the program in their first, second, or third year of the MD program. Admission decisions will be made through a collaborative process between the CI MED Graduate Admissions Committee and the MBA admissions team. This process will begin with the student submitting an application to the CI MED Graduate Admissions Committee for an initial evaluation and assessment of whether the student's academic performance reflects potential for success in the joint degree program. If this evaluation is favorable, the applicant will be instructed to submit an application to the Master of Business Administration Program. For this, students will follow the MBA admissions procedures already established within the MBA Program. Applicants will be required to submit an application and all required materials to the MBA Program through the Graduate College online application system.

Proof of English Proficiency will follow the Graduate College minimums: 103 for TOEFL and 7.5 for IELTS. Background checks will be conducted prior to MD program matriculation; GRE scores are optional.

Enrollment

Number of Students in Program (estimate)

Year One Estimate

3

5th Year Estimate (or when fully implemented)

10

Estimated Annual Number of Degrees Awarded

Year One Estimate

0

5th Year Estimate (or when fully implemented)

3

What is the matriculation term for this program?

Fall ONLY

Budget

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

No

Additional Budget Information

No additional funds are necessary since both programs already currently exist.

Attach File(s)

Financial Resources

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)

Doctor of Medicine tuition, Master of Business Administration Online per credit hour tuition.

Is this program requesting self-supporting status?

Yes

Attach letters and self-supporting documents as applicable

Self-Supporting MD-MBA Signed.pdf

Program Support

Provide a brief description of the support for this program, including the financial, faculty, space, advisors/staff. Discuss plans to acquire any additional support that will be needed. If new or additional facilities or significant improvements to already existing facilities is needed, describe the Facility Need, Year 1 and 5 cost, and any other applicable notes.

No additional financial investment, personnel, or facilities are required to implement or sustain the proposed joint degree program. The joint degree program will be delivered using existing institutional resources. All coursework is drawn from current offerings from the individual degree programs and will be taught by existing faculty as part of their regular instructional assignments. Adequate classroom and instructional space, administrative support, and advising resources are already in place through the existing programs and will be leveraged for this joint degree program without modification.

The MD program has 64 students and 14 administrative staff dedicated to providing individualized student guidance and support, including academic guidance, assistance with financial aid, wellness support, and registering for courses.

Gies Graduate Programs provides comprehensive support services for online students through a dedicated team of academic advisors, student success professionals, and program administrators. Students receive individualized academic advising, proactive progress monitoring, registration support, and access to academic resources designed to promote persistence and degree completion. These established resources currently support a large population of online graduate students and are sufficient to ensure students enrolled in the joint degree program receive the guidance and support necessary for academic success.

Attach any supporting documents as applicable.

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.

The joint degree's impact on library collections, resources and services were discussed with existing subject specialists Anna Liss Jacobsen (CI MED) and Becky Smith (Gies) along with library leadership. Following proposal discussion and review and, given that the degree program is designed for students who are already in the MD program, it was ascertained that established library services and resources are adequate to meet the information needs of the joint program. The Library already actively collects materials on medical knowledge and business administration to support the existing MD and MBA programs, so the addition of the degree will not impact subject collection priorities. In addition, requests for instruction and research support would likely not place an undue burden on STEM and business librarians.

EP Documentation

EP Control Number

EP.27.041

Attach Rollback/Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

Program Code:

Minor Code
Conc Code
Degree Code
Major Code

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Brianna Vargas-Gonzalez (bv4) (Thu, 28 May 2026 18:34:17 GMT): Rollback: BSA 680 and BSA 685 are not valid course numbers. If these will be proposed as new courses, please submit a new rubirc request and submit these course proposals prior to submitting this program proposal. Alternatively, please replace these courses in the POS with existing courses.
Emily Stuby (eastuby) (Tue, 02 Jun 2026 15:43:54 GMT): Rollback: Program Support Question

Key: 1408