APPROVED BY SENATE
10/19/2026

EP.27.042_FINAL
Approved by EP 10/12/2026

: JP: MEDICINE - CARLE ILLINOIS COLLEGE OF MEDICINE, MD AND HEALTH ADMINISTRATION, MHA

In Workflow

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Approval Path

1. Tue, 02 Jun 2026 15:44:11 GMT
   Emily Stuby (eastuby): Rollback to Initiator
2. Mon, 08 Jun 2026 14:27:04 GMT
   Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
3. Mon, 08 Jun 2026 20:19:20 GMT
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4. Mon, 22 Jun 2026 21:04:17 GMT
   Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
5. Tue, 23 Jun 2026 03:49:41 GMT
   Kim Graber (kgraber): Approved for 1581-HK Head
6. Mon, 27 Jul 2026 19:59:39 GMT
   Robbin King (rlking10): Rollback to 1581-HK Committee Chair for KY Committee Chair
7. Wed, 29 Jul 2026 20:10:38 GMT
   Kristi Carlson (carlso1): Approved for 1581-HK Committee Chair
8. Thu, 30 Jul 2026 08:49:08 GMT
   Kim Graber (kgraber): Approved for 1581-HK Head
9. Thu, 06 Aug 2026 20:55:09 GMT
   Robbin King (rlking10): Approved for KY Committee Chair
10. Thu, 06 Aug 2026 20:55:40 GMT

Robbin King (rlking10): Approved for KY Dean

11. Thu, 06 Aug 2026 20:56:50 GMT
    Abolfazl Ghasemi (ghasemi): Approved for LT Committee Chair
12. Tue, 25 Aug 2026 11:57:29 GMT
    Kristine Carpenter (kmross1): Approved for LT Dean
13. Tue, 25 Aug 2026 14:13:30 GMT
    Tom Teper (tteper): Approved for University Librarian
14. Wed, 02 Sep 2026 22:31:43 GMT
    Allison McKinney (agrindly): Approved for Grad_College
15. Thu, 03 Sep 2026 02:44:34 GMT
    Suzanne Lee (suzannel): Approved for COTE Programs
16. Fri, 04 Sep 2026 01:32:46 GMT
    Brooke Newell (bsnewell): Approved for Provost

New Proposal

Date Submitted: Tue, 02 Jun 2026 16:55:51 GMT

Viewing: : JP: Medicine - Carle Illinois College of Medicine, MD and Health Administration, MHA
Last edit: Wed, 09 Sep 2026 16:11:13 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 Health Administration, MHA

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 Lynette Barnes, AHS' Director Master of Health Administration (MHA) Graduate Program

Sponsor Email

kmross1@illinois.edu and lcbarnes@illinois.edu

College Contact

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College Budget Officer

Kara Johnson, CIMED; Suzanne Rinehart, AHS

College Budget Officer Email

kjohnsn@illinois.edu, CIMED; srinehar@illinois.edu, AHS

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
Cassie Meinert, cmeinert@illinois.edu
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 AHS for current UIUC students seeking joint degrees in Doctor of Medicine and Health 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

Applied Health Sciences

Department

Health and Kinesiology

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 Health Administration in Health Administration in the Carle Illinois College of Medicine, the College of Applied Health Sciences, 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)"

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.

The Joint Doctor of Medicine/Master of Health Administration (MD/MHA) program is designed to prepare physician leaders who can effectively navigate, manage, and improve complex healthcare systems. As healthcare delivery increasingly emphasizes value-based care, population health, quality improvement, and system-level accountability, there is a growing need for clinicians who possess both deep clinical expertise and advanced training in health administration, policy, and organizational leadership.

The primary objective of the MD/MHA program is to integrate rigorous medical training with formal education in healthcare management, finance, operations, policy, and leadership. Through coordinated curricula, students develop competencies in strategic decision-making, health system design, organizational change management, and data-informed leadership, while maintaining full preparation for clinical practice. The joint structure allows students to complete both degrees efficiently, minimizing redundancy while reinforcing the application of management principles to real-world clinical contexts.

Graduates of the MD/MHA program will be uniquely positioned to assume leadership roles across a wide range of healthcare settings. Career pathways include physician executive roles in hospitals and health systems, medical directorships, clinical department leadership, quality and safety leadership positions, healthcare consulting, and leadership roles in integrated delivery networks, accountable care organizations, and public or nonprofit health systems. The program also prepares graduates for roles in healthcare policy, administration, and innovation, as well as for further academic or professional training in health services research, public health leadership, or executive leadership development programs.

By intentionally integrating clinical and administrative training, the MD/MHA program supports the development of physicians who can lead interdisciplinary teams, align clinical care with organizational strategy, and drive meaningful improvements in healthcare quality, access, efficiency, and equity. Additionally, the creation of a joint degree benefits students interested in both degrees. Completion of the MD degree would typically take 4 years, and the MHA 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 in 5 years. The MHA component of the joint program will be delivered through the existing Option 2: MHA Online curriculum (1PKS1300MHAU), which offers more frequent course availability than the traditional on-campus format, thereby enabling students to complete MHA degree requirements within a single year. Students enrolled in the joint degree will be assessed the established MHA Online tuition rate for those courses.

The required MHA course HK 538: Current Issues and Trends in Healthcare will be used to assess competency for the MHA degree and will count for 4 credit hours of Nonclinical MD Elective Credit. This course explores the intersection of the MD and MHA degrees through an analysis of multifaceted issues and trends shaping the contemporary healthcare landscape. Additionally, the required MD Data Science Project course (BSE 686) will be used to assess competency for the MD degree and both the MHA HK 536: Integrative Learning Experience and HK 539: Critical Inquiry and Evidence-Based Decision-Making in Healthcare courses. The Data Science Project course is a year-long course where students learn how to collect and utilize health data on a current issue of their choosing to gain a more acute sense of how data initiatives can be built and deployed in healthcare. Students then present their findings in a formal research report and presentation at the end of the course. MD students typically have a choice to either take the Data Science Project (BSE 686) or Capstone Project (BSE 685) course; however, students in this joint degree program will be required to take the Data Science Project (BSE 686) Course to satisfy their joint degree requirements. Double counting the 12 credit hours outlined above will not impact accreditation for either the MD or MHA programs.

Due to the double counting of credit hours, students in the joint degree program will be awarded both degrees once all requirements for both degrees 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 MHA degree, and MHA 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.

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?

No

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?

225

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.

Program of Study

Attach Program of Study related information here.

MD-MHA Plan of Study - Final.xlsx

Catalog Page Text - Overview Tab

Catalog Page Overview Text

The MD-MHA joint degree program allows medical students to complete the requirements for both the professional medical degree (MD) and Master of Health Administration degree (MHA) in five years. Students will start the program completing the standard MD courses and then transition to their primary MHA course year following the MD Clinical Immersion year.

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 680	Family Medicine Continuity Clinic (taken over 5 semesters)	9
BSE 680	Innovation, Design, Engineering and Analysis Projects (Longitudinal) (taken over 4 semesters)	8
CLE 640	Family Medicine Clerkship	5

Code	Title	Hours
MD Final Year Courses		**47**
Clinical Carle Illinois electives		20
Clinical or Non-clinical Carle Illinois electives (HK 538 satisfies 4 credit hours)		6
Sub-Internship		4
CLE 694	Career Boot Camp	5
BSE 686	Medicine - Data Science Project (Longitudinal) (taken over 4 semesters)	12
Total MD Credit Hours		**185**

Code	Title	Hours
Explanation of 12 Double Counted Credit Hours		
HK 538: Current Issues and Trends in Healthcare will double count for MHA credit and 4 Nonclinical MD Elective Credit		4
BSE 686: Data Science Project will double count for MD credit and 8 MHA credit (HK 536: Integrative Learning Experience and HK 539: Critical Inquiry and Evidence-Based Decision-Making in Healthcare)		8
Total Hours		**12**

Code	Title	Hours
MHA Online Required Courses		
HK 518	Health Law and Ethics	4

HK 522	Health Finance	4
HK 523	Advanced Health Finance	4
HK 524	Healthcare Quality	4
HK 525	Organization and Strategic Planning in Healthcare	4
HK 526	Operations Management in Healthcare	4
HK 529	Healthcare Informatics	4
HK 530	Health Policy: United States	4
HK 537	Revenue Cycle Management	4
HK 538	Current Issues and Trends in Healthcare	4
Total Hours		**40**

Code	Title	Hours
Joint Degree Requirements Summary		
Total MD Credit Hours		185
Total MHA Credit Hours		40
Min GPA:		3.0
Total credit hours for joint degree program		225

Program Relationships

Identify the existing programs to be joined:

Corresponding Program(s)
MD - Doctor of Medicine
Health Administration, MHA (on campus & online)

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/MHA program, students will achieve the learning outcomes outlined below, including those associated with the MD program, the MHA program, and the integrated joint degree experience.

MD Program Learning Outcomes:
Demonstrate competence for all of the Carle Illinois College of Medicine Doctor of Medicine Educational Program Objectives (EPO). These 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.

MHA Program Learning Outcomes:
Additionally, students are expected to demonstrate competence across all Commission on Accreditation of Healthcare Management Education (CAHME) core competencies (18). These competencies align with nationally recognized expectations for graduate#level healthcare management education and encompass leadership and management, professionalism and ethics, communication and relationship management, critical thinking and problem solving, and knowledge of the healthcare system. The CAHME competencies serve as the foundational framework for curriculum design, instructional strategies, and assessment of student learning, ensuring that graduates are prepared to lead effectively in complex healthcare organizations
Core Competencies:
(1) Understand cultural sensitivity in internal and external communication.
(2) Present and communicate results of data analysis in a way that is factual, credible and understandable to decision makers.
(3) Demonstrate understanding of the function of media and public relations.
(4) Demonstrate collaborative problem-solving skills.
(5) Build and participate in effective interdisciplinary teams.
(6) Demonstrate strong presentation and communication skills, both written and oral.
(7) Leverage organizational data to identify strengths and shortcomings, build on opportunities and attempt to minimize environmental threats.
(8) Projects and plans for future scenarios
(9) Identify and describe the structure, conduct and interpretation of quantitative analytical methods: economic and financial evaluation, survey research, linear regression analysis, forecasting methods, linear programming, project management and bivariate
(10) Examine data both qualitatively and/or quantitatively to determine patterns and trends.
(11) Identify and describe the structure and conduct of selected qualitative methods: focus groups, case studies and interviews.
(12) Identify and implement appropriate organizational structures including key roles, functions and responsibilities to support various healthcare team functions.
(13) Effectively use key accounting principles and financial management tools such as financial plans and measures of performance.
(14) Incorporate best-practice techniques into leadership and management activities.

(15) Encourage diversity of thought to support innovation, creativity and improvement.
(16) Advocate for and/or participate in healthcare policy initiatives.
(17) Demonstrate reflective leadership by using self-assessment and feedback from others in decision making.
(18) Demonstrate high ethical conduct, a commitment to transparency and accountability for one's actions.

Joint MD/MHA Experience Learning Outcomes:
1. Demonstrate understanding in synthesizing medical knowledge, clinical skills, and appropriate attitudes with healthcare administration practices to foster a multidisciplinary strategy for the prevention, management, and resolution of health concerns.

2. Apply medical and healthcare administration expertise to assess, address, and prevent health issues affecting individuals and communities locally and globally.

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 for the first three years of the program. The student's program code will then be switched to MHA in the summer following Spring of year 3. Students will take MHA online courses during the Fall and Spring 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.

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 be admitted to the MD program through the current MD program Admissions process. MD/MHA admissions decisions will be made through a collaborative process between the CI MED Graduate Admissions Committee and the MHA 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, during the third year of the MD program, to the Master of Health Administration. For this, students will follow the online admissions deadlines already established within the MHA Program. Applicants will be required to submit an application and all required materials to the MHA 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

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 Health Administration Online per credit hour tuition.

Is this program requesting self-supporting status?

Yes

Attach letters and self-supporting documents as applicable

MD MHA Self Supporting.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. The Department of Health & Kinesiology provides individualized academic advising, academic support, and ongoing progress monitoring to help ensure students are appropriately supported and positioned for 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), Nancy O'Brien, and Erin Simon (AHS) 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. In addition, requests for instruction and research support would likely not place an undue burden on STEM and social sciences librarians.

EP Documentation

EP Control Number

EP.27.042

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

Emily Stuby (eastuby) (Tue, 02 Jun 2026 15:44:11 GMT): Rollback: Program Support Question
Robbin King (rlking10) (Mon, 27 Jul 2026 19:59:39 GMT): Rollback: Rolling back for edits.
Kristi Carlson (carlso1) (Wed, 29 Jul 2026 20:10:34 GMT): Program of study was revised as recommended by the Graduate College.

Key: 1415