

EP.26.145_FINAL

Approved by EP 03/30/2026

Program Change Request

Date Submitted: 02/03/26 3:47 pm

Viewing: **1PKS1300MHAD & 1PKS1300MHAU :
Health Administration, MHA (on campus &
online)**

Last approved: 05/01/25 9:47 am

Last edit: 04/01/26 8:33 am

Changes proposed by: Cassie Meinert

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-HK
Committee Chair
3. 1581-HK 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. Catalog Editor
18. DMI

Approval Path

1. 08/26/25 10:32 am
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
2. 10/16/25 2:09 pm
Kristi Carlson
(carlo1): Rollback
to Initiator
3. 11/12/25 10:12 am
Brianna Vargas-
Gonzalez (bv4):
Approved for U

- Program Review
4. 11/13/25 11:22 am
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
 5. 11/14/25 1:57 am
Kim Graber
(kgraber): Approved
for 1581-HK Head
 6. 11/17/25 2:54 pm
Robbin King
(rlking10): Rollback
to 1581-HK
Committee Chair for
KY Committee Chair
 7. 11/18/25 12:31 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
 8. 11/18/25 5:21 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
 9. 12/04/25 10:58 am
Robbin King
(rlking10): Rollback
to 1581-HK
Committee Chair for
KY Committee Chair
 10. 01/12/26 12:32 pm
Kristi Carlson
(carlo1): Approved
for 1581-HK
Committee Chair
 11. 01/12/26 12:58 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head

12. 01/27/26 1:14 pm
Robbin King
(rlking10):
Approved for KY
Committee Chair
13. 01/27/26 1:15 pm
Robbin King
(rlking10): Rollback
to Initiator
14. 02/05/26 4:01 pm
Brianna Vargas-
Gonzalez (bv4):
Approved for U
Program Review
15. 02/10/26 5:33 pm
Kristi Carlson
(carlso1): Approved
for 1581-HK
Committee Chair
16. 02/11/26 6:38 pm
Kim Graber
(kgraber): Approved
for 1581-HK Head
17. 02/18/26 9:21 am
Robbin King
(rlking10):
Approved for KY
Committee Chair
18. 02/18/26 9:22 am
Robbin King
(rlking10):
Approved for KY
Dean
19. 02/18/26 11:08 am
Tom Teper (tteper):
Approved for
University Librarian
20. 03/03/26 8:14 am
Allison McKinney
(agrindly): Approved

for Grad_College

21. 03/03/26 12:08 pm

Suzanne Lee

(suzannel):

Approved for COTE

Programs

22. 03/04/26 2:56 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 Mary Lowry (lowry)
5. May 1, 2025 by Andiar Schwingel (andiara)

Administration Details

Official Program Name	Health Administration, MHA (on campus & online)
Diploma Title	Master of Health Administration
Sponsor College	Applied Health Sciences
Sponsor Department	Health and Kinesiology
Sponsor Name	Lynette Barnes
Sponsor Email	lcbarnes@illinois.edu

College Contact Steve Petruzzello

College Contact

Email

petruzze@illinois.edu

College Budget Suzanne Rinehart
Officer

College Budget srinehar@illinois.edu
Officer Email

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 ([will edit the proposal](#))

Lynne Barnes, lbarnes@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 Fall 2026
Term

Effective Catalog 2026-2027

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)"

Program Justification

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

The requests below are for courses in the on campus and/or the online program(s); the modality is noted after each revision request.

1. HK 527, Biostatistics in Public Health, will be replaced with HK 539, Evidence-Based Decision-Making. (Online and on campus options)
2. HK 520, Organizational Leadership in Healthcare, will be removed from the on campus option and will be replaced with HK 518, Health Law and Ethics, as a core class. Students in the online option will continue to take HK 518, though it will be moved to the core.
3. HK 535, Applied Practice Experience, will be replaced with HK 536, Integrative Learning Experience. (Online option). In the on campus option, students are currently enrolling in HK 535 twice, for 2 total credit hours. Students will now only take the course once and will fulfill the second credit hour through enrollment in HK 536.
4. The Master of Health Administration (MHA) program proposes reducing the total required credit hours from 52 to 48 across both the online and on campus modalities. This credit hour adjustment reflects our ongoing efforts to streamline the curriculum while preserving the rigor, competency alignment, and professional preparation expected of an accredited graduate program in health administration. As part of this refinement, HK 532 Cultural Humility in Health will be removed from the online curriculum, and HK 521 Health Economics will be removed from the on campus curriculum. These course removals were made following discussions with our CAHME accreditors, a review of peer and competitor MHA programs, and consultations with program faculty, who collectively recommended these adjustments based on curricular need and alignment with industry expectations. The revised structure maintains the integrity of the curriculum while reducing the student credit hour burden, improving program cohesion, and supporting timely degree completion without compromising educational quality or readiness for professional practice.
5. Student learning outcomes were revised.
6. The wording in the Program of Study above the "Options" section was revised from "Students must choose one option below" to "Students will be placed into one of the options below, based upon their admitted track".

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. Faculty and preceptors associated with the Health Administration Program have identified a need to strengthen students' critical thinking skills in the context of healthcare decision-making. In response to this feedback, we propose a curriculum modification whereby Master of Health Administration (MHA) students will enroll in a newly designed course titled Evidence-Based Decision-Making, in place of the current Biostatistics in Public Health requirement. We believe this change will properly balance the need for critical thinking skills with the use of biostatistical data in healthcare management. This integrated course is designed to address both critical thinking and foundational statistical analysis within the healthcare leadership context, thereby better aligning with the practical competencies expected of graduates by field practitioners and faculty alike.

2. A recent review of the Master of Health Administration (MHA) curriculum has identified significant content overlap between the HK 520: Organizational Leadership course and HK 534: Professionalism in Health Practice. To enhance curricular efficiency and reduce redundancy, we recommend elimination of Organizational Leadership and increase an educational focus on Health Law and Ethics, given current emphasis in the profession of healthcare management. Furthermore, based on feedback from both students and faculty, there is a strong recommendation to add a Health Law and Ethics course to the program. This addition would address a current gap in our curriculum, particularly when benchmarked against comparable programs at peer institutions, and would ensure our graduates are better prepared for the legal and ethical complexities of healthcare leadership.

3. We propose a new experiential learning sequence for both the on campus and online curriculums:

On Campus

We propose a revision to the capstone course sequence within the on-campus Master of Health Administration (MHA) program. Historically, the culminating practical experience has been designated as the Applied Practice Experience (APE). Rather than requiring students to complete the APE twice, we recommend restructuring the curriculum so that the APE is undertaken once at the program's midpoint, followed by an Integrative Learning Experience (ILE) at the conclusion of the degree. The addition of the ILE will enable the program to more effectively evaluate students' mastery of key professional competencies at graduation. By incorporating a summative, competency based assessment, the ILE will provide a structured mechanism for students to synthesize learning across the curriculum and demonstrate readiness for advanced professional practice.

Online

The mid-career students enrolled in the MHA Online enter with substantial prior professional experience, rendering an early applied practicum unnecessary. Instead, HK 536 provides an opportunity for these students to apply advanced knowledge within their own organizational context, creating a differentiated and highly relevant learning experience. This structure reinforces the integration of the online curriculum with real world leadership challenges at the conclusion of their coursework. In contrast to the APE, which is better suited for students earlier in their careers, the Integrative Learning Experience (ILE) serves as a true culminating activity through which students synthesize and demonstrate mastery of the program's competencies. Implementing the ILE at the endpoint of the curriculum also enhances alignment between the online and on campus MHA programs, a change that will be viewed favorably by our accrediting body due to the increased consistency in competency assessment across modalities.

4. On a recent visit, our accrediting body (CAHME – Commission on Accreditation of Healthcare Management Education), suggested that we consider decreasing the overall credit hours required for our degree. This recommendation was made in an effort to more closely align with our competitors and to appeal to more applicants, presenting our program as a more efficient option. Additionally, it was noted that there has been a trend in Healthcare Management education toward lower credit hour degrees. Upon researching this further, we found that many of our competitors do in fact require less than 52 credit hours for their degree. For example, Rutgers University (45), Pennsylvania State University (49), University of Kentucky (50) and Indiana University (51) all require less than 52 credits and therefore may be more enticing to applicants.

Upon presenting this information to our faculty, it was suggested that we attempt to streamline the curriculum and ensure alignment with evolving accreditation standards and workforce demands. For these reasons, we are reducing the overall credit hour requirements from 52 to 48 credit hours.

In this process, we are removing the Cultural Humility in Health course from our online option to allow for greater flexibility and efficiency in course sequencing, while integrating key elements of cultural competence and health equity across the remaining curriculum. This change reflects our commitment to maintaining academic rigor and relevance, while also supporting timely degree completion for our students.

Following thoughtful discussion among our faculty, it has been determined that the subject matter addressed in the Health Economics course is already being adequately covered in other existing courses, such as Health Finance and Advanced Health Finance. These courses provide students with a strong foundation in the economic principles relevant to healthcare, including financial decision-making and resource allocation. Given this overlap, the faculty agree that

removing Health Economics from the on campus curriculum is the most effective way to streamline course offerings while maintaining the integrity and depth of instruction in this area.

Again, this is a change that will be viewed favorably by our accrediting body due to the increased consistency in competency assessment across modalities.

5. Student learning outcomes were revised to more accurately reflect the program objectives.

6. The wording above the "Options" section was revised from "Students must choose one option below" to "Students will be placed into one of the options below, based upon their admitted track" to more accurately reflect the program's existing admissions and enrollment practices. This change was recommended by the Director of Online Learning to ensure clarity for students and reviewers. The previous wording implied that students had discretion to select their preferred option after matriculation, which does not align with program policy. In practice, students are placed into the online or on campus option at the time of admission based on the track for which they apply, and movement between options is not available once they have entered the program. The updated language ensures transparency, reduces potential confusion for applicants and current students, and more precisely communicates the program's established procedures.

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?
48 ~~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 ~~currently adheres to CEPH (Council on Education for Public Health) accreditation and~~ is actively seeking accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME). CAHME is the premier accrediting body for health administration education and is preferred by many individuals pursuing an MHA. We anticipate that by Spring 2026, the program will be hold dual accreditation from both CAHME accredited. ~~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

Revised programs [Side by Side_MHA - Fall 26 Catalog Year Revised 3.xlsx](#)

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

Core Courses

HK 518	Health Law and Ethics	4
HK 532	Cultural Humility in Health	4
HK 535	Applied Practice Experience	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 527	Biostatistics in Public Health	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
HK 539	<u>Critical Inquiry and Evidence-Based Decision-Making in Healthcare</u>	4

Students will be placed into one of the options below, based upon their admitted track:

Option 1: MHA On Campus

HK 520	Organizational Leadership in Healthcare	4
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HK 521	Health Economics	4
HK 534	Professionalism in Health Practice	2
HK 535	Applied Practice Experience	1
HK 536	<u>Integrative Learning Experience</u>	<u>1</u>
Option 2: MHA Online		
HK 536	<u>Integrative Learning Experience</u>	<u>4</u>
Total Hours Required for Graduation		48

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?

Yes ~~No~~

Student Learning Outcomes

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

1. Leverage organizational data to assess strengths and shortcomings, capitalize ~~build on~~ opportunities and attempt to minimize financial, economic, environmental and other organizational threats.

~~Demonstrate knowledge of the importance of communication, presentation abilities and relationship management as they relate to interpersonal effectiveness in leadership.~~ 2.

Incorporate best-practice techniques into healthcare leadership and management activities.

~~Analyze complicated healthcare problems from a lens of critical thinking and solve problems with confidence.~~ 3. Successfully analyze and solve ~~Analyze~~ complicated healthcare problems from a lens of critical thinking. ~~thinking and solve problems with confidence.~~

~~Incorporate best-practice techniques into leadership and management activities.~~ 4. Leverage a service orientation that will drive both their work ethic and attitude. ~~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.~~

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

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, on campus in-person and online discussions, depending on ~~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. ~~peers. The online option will feature small group work where peers can experience feedback from one another.~~ 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.

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:

We anticipate the "Option 1 - MHA On Campus" ~~In-Person~~ will continue to enroll recent graduates of undergraduate degree programs who are seeking a more immersive experience for their graduate degree. The on campus ~~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 On Campus" ~~In-Person~~ or "Option 2 - MHA Online". Students enrolled in the on campus ~~in-person~~ type will take all courses on ~~on~~ campus. Students enrolled in the online type will take all MHA courses online.

Admission Requirements

Desired Effective Fall 2026

Admissions Term

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

No ~~Yes~~

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 interested in earning an MHA from the University of Illinois Urbana-Champaign will be encouraged to complete an application using a centralized application process. Students have the option to apply using either HAMPCAS or SOPHAS. Regardless of the application system chosen, applicants Applications will be guided carefully reviewed, and students will be counseled with regard to apply to either the on campus or online program based on the criteria provided below; students with questions will be counseled with regard to their choice (on campus/online). (online/in-person). Our faculty and staff will review applications as they are submitted, using a holistic review process. Each application will be reviewed carefully and individually.

Students must submit admitted to the following materials with their application graduate program must maintain an overall 3.0 GPA to remain in order to be considered for admission to either program. good standing. However, applications we are adding four new requirements for students applying to the online program will only be considered if the student has worked professionally in the healthcare field for 3-5 years. option. This will be evident in the students' resumes. In addition, The three letters of recommendation must be from professionals working in a related to their healthcare setting. employment.

- Transcripts
- Personal Statement Essays
- Current Resume
- Applicants must have at least 3 letters years of recommendation
- Optional: healthcare experience. GRE Scores (Students have the option to submit a GRE GRE score if they want to, which some students do to try to strengthen their application, for example if their GPA was lower.)

A review of these submitted materials will commence immediately after an application is received. 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. The MHA admission committee will review the materials with the following criteria in mind.

- A review of the transcript Applicants must show that applicants have earned at least obtain approval from their workplace to perform a bachelor's degree from project-based assignment within the workplace, but in a regionally accredited college in the United States different department, unit, or a comparable degree from a recognized institution of higher learning abroad. similar alternative setting. A grade point average (GPA) Requirements for admission for

~~both options include a minimum GPA of 3.0 (A=4.0), or comparable GPA for an international applicant, for the last two years (on a 4.0 scale), official transcripts, personal statement, current resume, and three letters of undergraduate study is a minimum requirement for admission. recommendation. This is a requirement set by the Illinois Graduate College.~~

• A review of each applicant's resume must show the following:

o The MHA On Campus program is designed for emerging professionals who are committed to building a career in health administration. While prior full-time professional experience is not required, applicants are expected to demonstrate clear interest, engagement, or commitment to the healthcare field. Applicants should show evidence—through experiences, activities, or goals—that they are prepared to engage fully with the professional pathways and competencies developed in the MHA curriculum.

o The MHA Online requires 3–5 years of substantial full-time professional work experience. Applicants may be currently working in the health field and seeking to advance or seasoned professionals looking to transition into health administration. The program is not intended for those who have recently completed their bachelor's degree within the last 1–2 years and do not yet have significant full-time professional experience. For clarity, full-time professional work experience refers to sustained, full-time employment (typically 30–40 hours per week) in a role that includes progressively responsible duties, decision-making, and workplace leadership or autonomy. Internships, part-time roles, student employment, or short-term/entry-level positions generally do not qualify toward this requirement.

• A review of the letters of recommendation must show the following:

o The MHA On Campus application will clearly state that applicants must submit three letters of recommendation. One letter must be from an academic source, and one must be from a professional source. The final letter can come from either an academic or professional source.

o The MHA Online application will clearly state that applicants must submit three letters of recommendation. All three letters must be related to their professional experience. 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, 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 2 years of healthcare experience • The three letters of~~

~~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.

If this proposal is approved for the Fall 2026 term, students admitted for that term will follow this curriculum. Students admitted in the Fall 2025 term will have the option to select the new curriculum or to remain in the old/current curriculum.

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? No

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

No ~~Yes~~

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.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

The MHA On Campus ~~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.

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)

On Campus ~~in-person~~ and Online ~~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?

No

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.

The proposed changes have been suggested in close consultation with the Associate Head for Undergraduate Studies, who handles all course projection and planning. The number of faculty, class size, teaching loads and student-faculty ratios are expected to remain the same.

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 consultation with the University Library representative, Jonas Yela, we are received the following note regarding the impact of our program changes.

"The Library is well equipped to support the proposed changes to the MHA program in the College of Applied Health Sciences. Materials related to the proposed courses are routinely acquired as part of the Library's regular collecting activities. The Library also maintains subscriptions to major journals in the areas of biostatistics, health ethics, and health law. Additionally, the Library already owns electronic and/or print copies of all but one of the required textbooks for the new proposed course, HK 539: Evidence-Based Decision-Making. Fundamentals of Statistics in Health Administration is not in the Library's collection but is available from our vendor in both print and 3-user e-book editions. Given that the proposed changes to the MHA curriculum are not predicted to significantly increase enrollment, we do not expect a need for increased funding to support the information needs of the students in the MHA program."

EP Documentation

EP Control Number EP.26.145

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final

Approval Notices

Banner/Codebook

Name

MHAD: Health Admin - UIUC & MHAD:Health Admin ONL - UIUC

Program Code: 1PKS1300MHAD & 1PKS1300MHAU

Minor Code	Conc Code	Degree Code	MHAD Major Code
1300			

Senate Approval

Date

Senate Conference

Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date n/a

Effective Date:

Program Reviewer

Comments

Brianna Vargas-Gonzalez (bv4) (08/25/25 4:46 pm): Red Box around HK 536 will disappear once the course has been fully approved. It is currently in workflow.

Kristi Carlson (carlso1) (10/16/25 2:09 pm): Rollback: Rolling back per request

Robbin King (rlking10) (11/17/25 2:54 pm): Rollback: Rolling back for edit.

Dan Fogerty (dfogerty) (11/20/25 2:59 pm): The revisions to the programs are justified and appear appropriate, facilitating alignment between the degree programs. The major remaining difference appears to be that HK 534 is only required for on-campus students. It isn't clear why this isn't offered for off campus students, as it is specifically listed as preparing students for HK 535/536. This seems to be an important preparatory course in the sequence.

Tim Hale (timhale) (11/26/25 12:32 pm): I also find the justifications around the changes between on campus and online programs for the capstone related courses - 534, 535, and 536 a little confusing and more clarity would be useful. I believe the idea is that the online program is for mid-careerists and they would not benefit from the HK 534 course, thus the repeat of

536. But would this apply to all people in the online program? And how would 536 "emphasize the culmination of the online curriculum with a differentiating experience in the mid-careerist's organization"? Otherwise, the explanations provided are clear and well supported.

Jacob Fredericks (jfred) (11/29/25 3:55 pm): I find the updated application process for online students confusing. The requirements all seem tailored to professional experience, not academic achievement. It seems under this process a student graduating with a BS in the spring would not qualify for the online program in the fall, but would be eligible for the in-person MS degree. Can you provide more justification for this split application process? Some explanation of your targeted demographics would help here.

Wesley Wilson (wjlwilson) (12/02/25 11:33 am): I agree that a little more information about the differences between online and in-person offerings would be helpful.

Robbin King (rlking10) (12/04/25 10:58 am): Rollback: Rolling back - please review committee comments, make appropriate edits, and re-submit.

Kristi Carlson (carlso1) (01/12/26 12:32 pm): Justification has been revised to provide more clarity for the proposed changes to the capstone courses. Application process has also been revised for better clarity. These changes have also been shared with the AHS Ed Pol committee via email.

Jacob Fredericks (jfred) (01/20/26 11:53 am): I thank the department for providing added clarity. My only observation is that with different admission expectations and different course sequences (HK 534 for example) it may benefit the proposal to consider these as distinct programs.

Tim Hale (timhale) (01/20/26 12:31 pm): The revisions to clarify the difference between in person and online MHA has helped. However, regarding admission to the two programs, I still have concerns that the requirements are not as clearly defined as needed to make admission decisions or for people to determine which program they qualify. For example, both programs require "prior experience in healthcare" but then for the in person option it is noted "little to no professional experience" in healthcare. The online program, "substantial prior experience" and "professional" experience – what does this entail? A more clearly defined, minimal threshold for some "prior experience" or "substantial" would help. What exactly would constitute the types of work in terms of role, tasks, responsibilities, knowledge, etc.? Additionally, just a thought - if substantial professional experience is really the key factor in admission to the online program – is the GPA requirement relevant? A person may have multiple years of experience and moved up the ranks, but several years ago was a relatively poor student in college. Is GPA a less reliable indicator of success in a MHA program for older returning students?

Dan Fogerty (dfogerty) (01/20/26 1:37 pm): The admission requirements state: "These requirements, applicable only to the online option, are as follows: • Applicants must have at least 3 years of healthcare experience." Therefore, as written, students without this experience may not enroll in the online degree (but are eligible for in-person). This does not specify the type of healthcare experience - I assume this this not restricted to any role.

Justin Aronoff (jaronoff) (01/22/26 1:24 pm): In terms of justification number 4, it would be helpful to show a comparison of the number of required credits for programs at other universities, as well as the specific changes in the accreditation standards that have encouraged reducing the overall credits. In terms of learning outcome 1, this seems to be more of a metric to assess a learning outcome rather than a learning outcome.

Yuhei Inoue (inouey) (01/22/26 2:33 pm): The revisions made to provide additional justification for the changes to the capstone courses read well to me. I do not have any additional suggestions beyond those identified by others.

Wesley Wilson (wjwilson) (01/22/26 4:20 pm): Having the word document with track changes made based on the last round of feedback was helpful in review this resubmission. Beyond the comments made above, I do not have additional suggestions.

Meaghan McKenna (meaghanm) (01/23/26 4:39 pm): No additional comments.

Robbin King (rlking10) (01/27/26 1:15 pm): Rollback: Please review committee comments and edit as necessary.

Kristi Carlson (carlso1) (02/10/26 5:33 pm): Information regarding admissions requirements has been revised, as has the justification for point #4. Document has been shared with the College committee which outlines these changes.

Brooke Newell (bsnewell) (03/04/26 2:11 pm): Updated Justification per discussion with Kristi C.

Brooke Newell (bsnewell) (03/04/26 2:28 pm): Updated text per Graduate College and sponsor request in the Enrollment section.

Key: 766