



School of Public Health
Student Handbook

Master of Healthcare Administration
Residential

AY 2024-2025

Revised August 2024

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The SPH Student Handbooks are static documents which are updated each August. The degree requirements contained in the AY 2024-2025 handbooks are applicable to students matriculating into a degree program during this academic year. Students should consult the SPH website if interested in curriculum revisions adopted during the year. Such changes will apply to the next year's entering class.

PROGRAM OVERVIEW

The School of Public Health (SPH) offers two tracks, residential (59 semester hours) and executive (48 semester hours), that leads to the Master of Healthcare Administration (MHA) graduate degree. The residential track is designed for recent graduates and those who have limited management experience in the workplace. The executive track is designed for professionals with extensive clinical experience or managerial healthcare experience. Both tracks are offered by the School of Public Health's Health Policy and Administration Division.

The focus of the UIC MHA program is to educate aspiring healthcare professionals through an experiential learning philosophy that provides the essential foundational knowledge and competencies to become future leaders. Candidates are recruited that show a successful history of academic achievement, demonstration of leadership potential, and commitment to improving the health of patient populations, including the medically underserved. The applicants selected for the Program will reflect the racial, ethnic and cultural diversity of our society. They will be prepared to enter the healthcare sector with the skills necessary to assume progressively responsible positions in the broad range of careers in the healthcare industry, including but not limited to healthcare delivery, consulting, and the payer sectors.

Deadline for Completing Degree Requirements: Students must complete all degree requirements within five calendar years after their initial registration as a degree student within the SPH. In extraordinary circumstances an extension of time may be granted if the petition for an extension is filed before meeting the 5-year deadline. Time spent on an approved leave of absence is not counted toward the degree time limit (see the Leave of Absence section of the Academic Policies and Procedures Handbook).

SPH SUCCESS REQUIREMENTS & RESOURCES FOR MHA STUDENTS

Description of Required Components:

- **Quantitative Baseline Assessment:** 40-item assessment designed to assess student readiness for IPHS 402/404, BSTT 400/EPI 400, or similar introductory quantitative coursework. Required for all incoming master's students (MPH, MHA, MS).
- **SPH and UIC Policies Module:** Covers the policies, expectations, and resources relevant to all courses in the School of Public Health (e.g., honor code, disability resources, library resources, etc.).
- **Academic Integrity Tutorial:** Tutorial and quizzes that cover plagiarism, cheating, use of generative AI for assignments, references and citations, ethics in the classroom and classwork, professional ethics, and honor code. Required for all students in the School of Public Health.

- **CITI Human Subjects Research Training:** Group I or Group II Basic Course (Biomedical or Social and Behavioral Research Investigators) through the CITI Program.

Table 1. Required SPH Success Components by Degree Program

SPH Success Component	Degree Program
	MHA
Quantitative Baseline Assessment	Required
SPH & UIC Policies Module	Required
Academic Integrity Tutorial	Required
CITI Human Subjects Research Training	Required

Table 2. Due Dates for Required SPH Success Components

Program	Required Component			
	Quantitative Baseline Assessment	SPH & UIC Policies Module	Academic Integrity Tutorial	CITI Human Subjects Research Training
MPA	By 10th day of fall semester	By 10th day of fall semester	By 10th day of fall semester	During 1 st semester

Supplemental Resources for Students:

In addition to required content on the SPH Success Blackboard site, all students have access to the following academic support resources:

- **Writing Resources**, including resources for citing and referencing, resources for avoiding plagiarism, and guides for citation manager software. There are also resources for outlining and organizing writing and conducting literature reviews.
- **Computing Resources**, including tutorials, guidance documents, and other informational resources for operating and conducting quantitative analyses in SAS and Excel.

THE MASTER OF HEALTHCARE ADMINISTRATION (MHA - RESIDENTIAL)

The MHA program consists of three components and is a minimum of 59 SH:

- Course Requirements (50 SH)
- School-wide Requirements (9 SH)
 - HPA 419 – Foundations of Public Health (3 SH)
 - HPA 495 – MHA Preceptorship (4 SH)
 - HPA 496 – MHA Capstone I (1 SH) and
 - HPA 498 – MHA Capstone II (1 SH)

- Required Non-Credit Training
 - Title IX- Sexual Harassment Training
 - Human Subjects Research
 - SPH Academic Integrity Tutorial

Required Non-credit Training

Early in the curriculum, students will be required to complete at least two non-credit trainings. These trainings are provided through UIC (Title IX Training) and SPH (SPH Academic Integrity Tutorial).

UIC's Office for Access and Equity will administer the Title IX Training. Students will receive an official email from UIC to complete the Title IX training.

The SPH Academic Integrity Tutorial can be accessed through the [SPH Success](#) website with the link provided below:

[SPH Academic Integrity Tutorial](#)

The Curriculum

Course	Title	Credits
HPA 403	U.S. Health Care System	3 SH
HPA 410	Health Organizational Leadership	3 SH
HPA 417	Quality Management in Health Services	3 SH
HPA 419	Public Health Foundations	3 SH
HPA 425	Healthcare Human Resource Management	3 SH
HPA 430	Introduction to Healthcare Policy	3 SH
HPA 434	Healthcare Law and Ethics	3 SH
HPA 440	Healthcare Data Analysis	3 SH
HPA 451	Health Care Finance I	3 SH
HPA 461	Information and Decision Support Systems for Healthcare Administration	3 SH
HPA 463	Managerial Health Economics	3 SH
HPA 470	Quantitative Methods for Healthcare Managers	3 SH
HPA 490	Topics in Healthcare Leadership	1 SH
HPA 491	Professional Development	1 SH
HPA 495	MHA Preceptorship	4 SH
HPA 496	MHA Capstone I	1 SH
HPA 498	MHA Capstone II	1 SH
HPA 505	Strategic Planning and Marketing in Healthcare	3 SH
HPA 509	Physicians Relations: Practice and Leadership	3 SH
HPA 525	Population Based Healthcare Services Planning	3 SH
HPA 552	Healthcare Finance II	3 SH
Electives: Students must take 3 SH of electives to complete the minimum required credit hours towards the degree.		

Required Non-Credit Training	
– Title IX	Non-credit
Human Subjects Research	Non-credit
– SPH Academic Integrity Tutorial	Non-credit

MHA Preceptorship (HPA 495)

The MHA Preceptorship begins in the second semester of study (for fulltime students) and continues throughout every semester, including the summer. This course is a preceptor-guided field experience in health administration designed to promote critical thinking, problem-solving skills, application of management knowledge, and skills in a health care practice setting.

Students under the direction of the preceptor will focus on three major activities during the course of their preceptorship experience. Understanding the decision-making process of the organization through participation in key governance and management meetings, execution of projects assigned by their Preceptor and other members of the senior management team and identification and summary of an organizational best practice. Completion of clinical and administrative rotations should also be a focus of healthcare delivery organizations.

MHA Capstone (HPA 496 and HPA 498)

The Preceptorship experience culminates in a Capstone Paper and Presentation required for completion of the degree. It must be performed at a level that demonstrates the ability to address a strategic management issue in a health service organization.

DEGREE PUBLIC HEALTH KNOWLEDGE ITEMS & COMPETENCIES

CEPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE ITEMS

MHA students complete coursework that provides a broad introduction to public health. This introduction to public health addresses the following learning objectives:

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

DEGREE COMPETENCIES

The MHA program (residential and executive) utilizes the [National Center for Healthcare Leadership \(NCHL\) Competency Model](#). This model is comprised of seven domains containing four “action” domains and three “enabling” domains with 28 total competencies. Each competency has 3-6 levels of mastery/attainment. All 28 competencies have been mapped to the curriculum. Ten primary competencies are assessed and measured throughout the program in each course. The following table contains the primary competencies and expected level of competency attainment*.

*Attainment based on [Bloom’s Taxonomy](#) and the NCHL model and averaged across curriculum.

MHA Primary Competencies (10 total)

NCHL Domain	NCHL Competency	Expected Level of Attainment*
BOUNDARY SPANNING	Organizational Awareness: The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.	3
EXECUTION	Analytical Thinking: Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.	3
EXECUTION	Initiative: Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems.	2
EXECUTION	Performance Measurement: The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.	3
HEALTH SYSTEMS &	Financial Skills - The ability to understand and explain financial and accounting information, prepare and manage budgets,	3

BUSINESS LITERACY	make sound long-term investment decisions, describe the overall financial planning process used in the healthcare environment, conduct a profit analysis of both a hospital and physician practice, understand the various approaches to break-even analyses and cost allocation, and develop a comprehensive financial forecast model.	
EXECUTION	Communication Skills 1 – Writing: The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.	3
EXECUTION	Communication Skills 2 - Speaking & Facilitating: The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward	3
VALUES	Professional & Social Responsibility: The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one’s values and what one says is important	3
TRANSFORMATION	Information Seeking: An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.	3
BOUNDARY SPANNING	Community Collaboration: The ability to align one’s own and the organization’s priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.	3