HEALTHCARE ADMINISTRATION (MHA)

The mission of the Department of Healthcare Administration (HCA) is to develop leaders to improve healthcare through education, research, and service, grounded in the Jesuit values of care for others and social justice.

Built on a thriving undergraduate Healthcare Administration (https://catalog.luc.edu/undergraduate/health-sciences-public-health/healthcare-administration-bs/) (HCA) program and its strong national reputation within the Association of University Programs in Healthcare Administration (https://www.aupha.org/home/) (AUPHA), the new Healthcare Administration (HCA) graduate program is uniquely designed for aspiring professionals seeking the flexibility of part-time, online formats.

The program encourages individuals from diverse backgrounds and those with varied interests in health care. The department's vision is to be a national leader whose graduates are forces for positive change and leaders of teams that meet the challenges and opportunities of healthcare consistent with the highest ethical values.

Curriculum

The MHA is a two-year, 40-43 credit hour, cohort, online program with one-day immersion sessions required prior to each fall and spring semester. Cohorts are admitted in the fall semester. Faculty offer a wide variety of industry and academic experience that they leverage into substantial hands-on learning opportunities via twice-yearly immersion weekends, a unique capstone project, and case competition experiences.

Code	Title	Hours
Required Courses		
MHA 405	U.S. Health Systems Management	3
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 430	Managerial Epidemiology	3
MHA 440	Healthcare Management and Ethics	3
MHA 450	Research Literacy for Health Decision Makers	3
MHA 451	Healthcare Finance I	3
MHA 452	Healthcare Finance II	3
MHA 460	Strategy & Leadership in Healthcare Organizations	3
MHA 484	Capstone I-Healthcare Decision Support	3
MHA 489	Human Resources and Professionalism	3
MHA 491	Systems Thinking for Healthcare Leaders [1]	1
MHA 492	Policy in Health Systems [1]	1
MHA 493	Healthcare Performance Management [1]	1
MHA 494	Multi-disciplinary Teams in Healthcare [1]	1
MHA 495	Capstone II	3-6
Elective Courses		**3**
MHA 468	Healthcare Data Analytics & Business Intelligence	
Students may take any Parkinson 400 level course, as long as meeting the pre-requistes, to satisfy the elective requirement. [2]		
Total Hours		**40-43**

[1] Onsite Immersion course.

[2] A full list of 400 level Parkinson courses can be found here (https://catalog.luc.edu/graduate-professional/health-sciences/#coursestext).

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested part-time path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term and the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Fall		
MHA 415	Culture of Quality & Safety in Health Care	3
MHA 451	Healthcare Finance I	3
MHA 491	Systems Thinking for Healthcare Leaders [1]	1
	Hours	**7**
Spring		
MHA 405	U.S. Health Systems Management	3
MHA 452	Healthcare Finance II	3
MHA 492	Policy in Health Systems [1]	1
	Hours	**7**
Summer		
MHA 430	Managerial Epidemiology	3
MHA 450	Research Literacy for Health Decision Makers	3
Elective		
MHA 468	Healthcare Data Analytics & Business Intelligence	3
	Hours	**9**
Year 2		
Fall		
MHA 440	Healthcare Management and Ethics	3
MHA 489	Human Resources and Professionalism	3
MHA 493	Healthcare Performance Management [1]	1
	Hours	**7**
Spring		
MHA 460	Strategy & Leadership in Healthcare Organizations	3
MHA 484	Capstone I-Healthcare Decision Support	3
MHA 494	Multi-disciplinary Teams in Healthcare [1]	1
	Hours	**7**
Summer		
MHA 495	Capstone II	3-6
Elective		
MHA 468	Healthcare Data Analytics & Business Intelligence [2]	
	Hours	**3-6**
	Total Hours	**40-43**

[1] Onsite Immersion course.

[2] MHA 468 Topic in Data Analytics and Business Intelligence can be taken in the summer semester of your first or second year in the program.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (https://catalog.luc.edu/academic-standards-regulations/graduate-professional/) under their school. Any additional University Policies supercede school policies.

Learning Outcomes

Aligned with our Jesuit heritage, MHA students (and graduates) will have the skills and confidence to positively influence change in the healthcare industry. Through experiences such as the unique capstone project, students are asked to take initiative, analyze various types of information, and use evidence-based problem solving. In short, graduates are taught to be forces for positive change and leaders of teams that meet the challenges and opportunities of healthcare consistent with the highest ethical values.

Specifically, graduates will be prepared to:

- Apply core business and financial principles to the healthcare environment
- Evaluate industry and organizational dynamics in the healthcare environment
- Assess and prioritize population health needs
- Drive operational and performance improvements in healthcare organizations
- Manage data to guide decision making in health services organizations
- Synthesize theoretical and analytical knowledge, critical thinking, and communication skills to solve problems in healthcare administration
- Integrate values, ethics, and social justice into the management and leadership of health services organizations, aligned with the Jesuit Catholic tradition
- Articulate and communicate the mission, objectives and priorities of the organization to internal and external entities
- Incorporate management techniques and theories into leadership activities
- Analyze problems, promote solutions, and encourage decision-making
- Respond to the need for change and lead the change process
- Practice and value transparent share decision-making and understand its impacts on stakeholders
- Present results of data analysis in a way that is factual, credible, and understandable to the decision-making
- Demonstrate problem-solving and problem-solving skills
- Demonstrate high ethical conduct, a commitment to transparency, and accountability for one's action
- Use the established ethical structures to resolve ethical issues
- Demonstrate an understanding of system structure, funding mechanisms, and how healthcare services are organized
- Balance the interrelationships among access, quality, safety, cost, resource allocation, accountability, care setting, community need, and professional roles
- Assess the performance of the organization as part of the health system/healthcare services
- Use vital statistics and core health indicators to guide decision-making and analyze health trends of the population to guide the provision of health services
- Collate relevant data and information, and analyze and evaluate this information to support or make an effective decision or recommendation
- Seek information from a variety of sources to support organizational performance, conduct needs analysis, and prioritize requirements
- Effectively use key accounting principles and financial management tools
- Plan, organize, execute, and monitor the resources of the organization to ensure optimal health outcomes and effective quality and cost controls
- Lead the development of key planning documents, including strategic plans, business services plans and business cases for new services
- Use data sets to assess performance, establish targets, monitor indicators and trends, and determine if deliverables are met: Driving improvements requires a data-driven approach
- Ensure optimal use of information and trend analysis within the organization through the use of business intelligence, information management, clinical, and business systems
- Connect the interrelationships among access, quality, cost, resource allocation, accountability, and community need