



Master of Healthcare Administration (MHA) Student Handbook

Effective Fall 2026



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Introduction

This handbook has been compiled as a source of information for Master of Healthcare Administration (MHA) students (prospective and current) as well as MHA faculty advisors and mentors. The handbook contains a description of the MHA program policies, procedures, and guidelines.

The UWM Master of Healthcare Administration (MHA) program provides evidence-based interprofessional training in micro and macro theory and practice to advance the health of individuals and communities, local, national, and international. The curriculum addresses four broad competency domains as defined by the Commission on Accreditation Healthcare Management Education (CAHME).

The increasingly complex healthcare milieu requires healthcare managers who can manage people and organizations in a rapidly changing world of interdisciplinary care, inter professional practice and education, translational research and practice, and technological advances in systems that are products of bioengineering and bio-medical informatics. Healthcare managers must somehow hold these fabulous strands of progress together and make them work for the good of individual patients. The corner office must be transformed from a citadel of management's traditional and expanding importance into the multilingual, multivalued, multifaceted, multicultural nerve center of the increasingly complex systems science that healthcare has become. Genomic medicine, family medicine, community nursing, blood supply management, outbreak control and species jumping diseases are but a few aspects of healthcare that must be within the healthcare manager's conceptual reach, if not his or her grasp. The MHA program will train students to take up this challenge.

Health Care Administration Faculty & Staff

The most up-to-date information can be found at the [Faculty & Staff directory page](#).

Name	Program Area	Office	Office Phone	Email
Melissa Armstrong, PhD, MHA <i>Director of Graduate Healthcare Administration and Certificates, Clinical Associate Professor</i>	MHA	NWQ B 6473	414-229-4549	armstro5@uwm.edu
Madeline Dunn, MHA <i>Clinical Associate Professor MHA Internship Coordinator</i>	MHA, Undergraduate HCA	NWQ B 6428	414-251-6799	mddunn@uwm.edu
Jennifer Fink, PhD, MS <i>Associate Professor</i>	MHA, Undergraduate HCA	NWQ B 6455	414-229-1533	jtfink@uwm.edu
Rob Frediani, PhD <i>Assistant Professor</i>	MHA, Undergraduate HCA	NWQ B 6472	414-229-2971	frediani@uwm.edu
Eric Hollander, Ed.D., MBA <i>Clinical Assistant Professor</i>	MHA, Undergraduate HCA	NWQ B 6541	414-251-6180	ewh@uwm.edu
Taylor Mathewson Levandoski, MA <i>Academic Program Manager</i>	MHA, Undergraduate HCA	NWQ B 6511	414-251-5431	levandos@uwm.edu
Kathleen Olewinski, MS, RHIA, NHA, FACHE, PhD (ABD) <i>Clinical Associate Professor, Director of Health Care Administration Program, Educational Coordinator</i>	Undergraduate HCA	NWQ B 6432	414-229-7110	kmo@uwm.edu
Gary Ross, PhD <i>Clinical Associate Professor</i>	Undergraduate HCA	NWQ B 6459	414-251-6880	ross@uwm.edu
Anastassia White <i>Graduate Program Advisor</i>	MHA	Cunningham Hall 439	414-251-7103	chris478@uwm.edu

Master of Healthcare Administration Application Process

To guarantee your application will be considered for admission, the UWM Graduate School and Master of Healthcare Administration program must receive all materials by the following deadlines:

Fall Priority Deadline: February 1
Spring Priority Deadline: July 15

Applications should be submitted to the MHA program through the UWM Graduate School online application system. Applications may be reviewed after the priority application deadline if space is available in the program.

Items to be submitted to the UWM Graduate School:

Application	Complete the UWM Graduate School Application .
Transcripts	Request that the transcripts for all colleges, universities, technical schools, and diploma programs you have attended be sent to the Graduate School. A bachelor's degree from an accredited program, with a minimum undergraduate grade point average of at least 3.0 on a 4.0 scale is required for admission to the Graduate School.
Resume or CV	Current version of your resume or curriculum vitae (CV).
Reasons Statement	The Reasons Statement consists of the following essay questions: • What is your administrative experience? • What is your healthcare experience? • Based on your healthcare experience, what do you believe is most important for improving today's healthcare system? Why? How do you think the MHA will help you to affect change in the system? • Describe a personal achievement or experience that has had a significant impact on your life? • Leadership comes in many forms, both formal and informal. Please share a significant leadership experience or challenge you have faced in work, school, or extracurricular activities. What did you learn about leadership from this experience?
Two (2) Letters of Recommendation	Letters of recommendation from two (2) people familiar with the applicant's academic and professional strengths, and knowledgeable about the applicant's potential for successful graduate study. A minimum of one (1) individual should be an academic reference.
Application Fee	Information on the current graduate application fee is available on the Graduate School application form.
International Students	There are additional requirements for international applicants. Please see the current UWM Center for International Education (CIE) page for detailed information on application procedures and requirements on the CIE Application, Deadline & Requirements website . Or contact the UWM CIE Office at (414) 229-4846.

UWM Graduate School Contact:
Mitchell Hall Room 261
Email: gradschool@uwm.edu
Phone: (414) 229-6569

MHA Program Contact:
Anastassia White
Email: chris478@uwm.edu
Phone: (414) 251-7103

To be considered for admission to the MHA program, applicants must satisfy all UWM Graduate School admission requirements. The UWM Graduate School application and admission requirements can be found at the [Graduate School Admission website](#).

Master of Healthcare Administration and Master of Business Administration Application Process

To guarantee your application will be considered for admission, the UWM Graduate School and Master of Healthcare Administration and Master of Business Administration program must receive all materials by the following deadlines:

Fall Priority Deadline: February 1

Spring Priority Deadline: July 15

Applications should be submitted to the MHA-MBA program through the UWM Graduate School online application system. Applications may be reviewed after the priority application deadline if space is available in the program.

Items to be submitted to the UWM Graduate School:

Application	Complete the UWM Graduate School Application .
Transcripts	Request that the transcripts for all colleges, universities, technical schools, and diploma programs you have attended be sent to the Graduate School. A bachelor's degree from an accredited program, with a minimum undergraduate grade point average of at least 3.0 on a 4.0 scale is required for admission to the Graduate School.
Resume or CV	Current version of your resume or curriculum vitae (CV).
Official GMAT Scores	A minimum GMAT score of 500 total (Quantitative score of 36, Verbal score of 17 for international students). Can waive for domestic students who have an undergraduate GPA of 3.0 or above. Submission of official GMAT scores must be sent directly from GMAC or ETS. • GMAT CODE: 1896
Reasons Statement	The Reasons Statement must include: • A rationale for graduate study and pursuit of an MHA-MBA degree • Long-range career goals • Professional, academic, and/or research activities performed during your undergraduate career and/or since receiving your bachelor's degree • Strengths you bring to graduate study in MHA-MBA at UWM
Two (2) Letters of Recommendation	Letters of recommendation from two (2) people familiar with the applicant's academic and professional strengths, and knowledgeable about the applicant's potential for successful graduate study. A minimum of one (1) individual should be an academic reference.
Application Fee	Information on the current graduate application fee is available on the Graduate School application form.
International Students	There are additional requirements for international applicants. Please see the current UWM Center for International Education (CIE) page for detailed information on application procedures and requirements on the CIE Application, Deadline & Requirements website . Or contact the UWM CIE Office at (414) 229-4846.

MHA Program Contact
Anastassia White
Email: chris478@uwm.edu
Phone: (414) 251-7103

MBA Program Contact:
Graduate Student Services
Email: mba-ms@uwm.edu
Phone: (414) 251-5252

Admission to the Executive Master of Healthcare Administration

An applicant must meet the UWM Graduate School requirements and must hold an advanced degree and/or 3-5 years of management experience in healthcare to be admitted.

Transfer Credits

The maximum number of transfer credits allowable is the higher of either (a) 12 semester credits OR (b) 40% of the total number of credits required for graduation. To qualify, the work must meet the following criteria:

- Graduate level, from an accredited program or institution
- Taken within five years of admission to your UWM degree program
- Not have been used to meet previous degree requirements
- Grade of B or better (B- is not acceptable)
- Approved by your graduate program unit

To transfer credit, you must submit a Graduate Transfer Credit Evaluation Form to the Graduate School. This form must also be completed by students in the UW-Green Bay/UWM and UW-Parkside/UWM cooperative programs.

The Transfer Credit Evaluation Form can be found at the [Graduate School Forms and Downloads page](#).

An official transcript of the coursework listed on the form must be sent directly from the transfer institution to the Graduate School. Unofficial transcripts are not accepted.

To take coursework at another institution as part of your master's program, you must obtain permission from your advisor and from the Graduate School. Taking coursework at another institution during the semester you intend to graduate is not recommended and does not satisfy the minimum registration requirement at UWM for your final semester of studies.

Transfer credit will be posted on your official record after you have completed one semester in your degree program. Transfer work is not calculated into the UWM GPA; only UWM coursework is calculated into the GPA.

Admission with Probationary Status

Applicants may be admitted with specific program-defined course deficiencies provided that the deficiencies amount to no more than two courses. The student is expected to satisfy deficiency requirements within three enrolled semesters. No course credits earned in making up deficiencies may be counted as program credits required for the degree. Applicants with undergraduate majors in areas other than those noted in this section may be admitted on a similar basis.

In some instances, students who have not met the above admission criteria may be admitted with probationary status. Students admitted with probationary status must earn a cumulative GPA of 3.0 or better at the end of 9 graduate credits or three semesters (whichever comes first) of graduate coursework. Students failing to remove their probationary status at the end of 9 graduate credits or three semesters will be academically dismissed from the program and The Graduate School.

Next Steps for Students Admitted to the MHA Program

Congratulations on your admission to the University of Wisconsin-Milwaukee! This page is intended to provide you with your next steps and to highlight quick, easy access to key resources for newly admitted graduate students. This information is also located on the [UWM Graduate School Admitted Students page](#).

Accept Your Admission

If you haven't already, please let us know you are accepting your admission through the Graduate School Admission Application system. You should have received an email letting you know there was a "Status Change" to your application. [Log into the Graduate School Admission Application](#), and after you read your letter of admission, click "continue" and you will see a new box that reads "Accept Your Admission." Here is where you can accept or decline.

Activate Your ePanther Account

Your ePanther account is your university login for [PAWS](#), email, etc. Activate your ePanther account and establish your password. You will need your [ePantherID](#).

Set Up Your UWM Email

Even though you likely have a personal email account, your UWM email will be key for communicating with faculty, university staff and other students about assignments, dates, and important deadlines. The UWM email account will be the only way in which university staff will be able to communicate with you. We caution against forwarding your UWM email to your personal account because the messages may be sent to your junk mail. Set up your email here through the [UWM Microsoft 365 website](#).

Enroll for Classes

Information on how to use [PAWS](#) to search for, add and drop classes, as well as how to use waitlists, can be found at [UWM's One Stop](#).

Grad School Policies and Procedures

You will benefit from reviewing the policies and procedures that surround your higher education career — topics include adding/dropping courses, grade appeals, auditing, credit loads and requirements, full-time status, grading, incompletes, time limits, transcripts and more.

Please review the [UWM Graduate School academic policies and procedures](#).

Costs and Financing your Education

Information about costs of tuition and fees, as well as funding (assistantships, fellowships, scholarship portal, travel awards, student loans and on-campus employment) available specifically for graduate students can be found at [UWM's One Stop](#).

There are several types of **ASSISTANTSHIPS**. Assistantships are paid (tuition remission and stipend,

health insurance eligible) academic appointment that involves part-time work opportunities. These opportunities include teaching, program/project and research assistantships. The definition, benefits and availability of these can be found [on the assistantships webpage](#).

In addition, there are several kinds of **FELLOWSHIPS** available only to graduate students. These competitive fellowships offer tuition remission and grant a stipend while allowing students to focus on their studies and complete their degree in a timely manner. More information about the fellowships, including a list of those available, can be found [on the fellowships webpage](#).

Attend New Graduate Student Orientation

Orientation is designed to serve as a general overview of topics related to graduate student life at UWM. The event agenda includes an information fair with campus resources and organizations, breakout sessions, a panel discussion with current graduate students and concurrent sessions on topics related to academic success. The [Graduate School's orientation](#) is different from any new graduate student orientation that may be offered by your academic program.

Books vs. Panther Shop

Where do you buy or rent your books (or e-books) and supplies for school? [Online!](#) There is free two-day shipping for in-stock items.

The Panther Shop is located on the main floor of the UWM Student Union and sells all of your UWM apparel. Apparel is also [available online](#).

Mission, Vision, And Values

Mission

The mission of the University of Wisconsin-Milwaukee Master of Healthcare Administration (MHA) program prepares a community of professionals across all career levels to lead and innovate in today's complex health systems. Through a competency-based curriculum, applied learning, and strong community partnerships, we equip graduates with the skills to advance healthcare, improve organizational performance, and drive positive change in healthcare delivery in the Midwest and beyond.

This mission is achieved by:

- Providing students the ability to attend classes face-to-face or online.
- Internships at outstanding healthcare organizations.
- Guidance of our advisory board consisting of current healthcare administrators and accomplished UWM faculty.
- Enabling students to understand the complex interrelationships between health organizations, societal and cultural contexts, and biological systems, and the well-being of the individuals and populations affected by these interrelationships.

Vision

We aspire to be a recognized leader in healthcare administration education and community engagement, developing transformational leaders who set the standard for ethical, evidence-based, and compassionate healthcare management across the Midwest and beyond.

Values

In pursuit of this vision, the Master of Healthcare Administration (MHA) program is committed to the following values established by the College of Health Professions and Sciences at the University of Wisconsin-Milwaukee:

- Student success and lifelong learning
- Collaboration across disciplines and professions
- Improving access to health, well-being, and care for all
- Evidence-based practice and innovation
- Navigating challenges with integrity and resilience
- Compassion, respect, and human dignity
- Engagement with communities to promote health and to advance knowledge

In addition, the Master of Healthcare Administration (MHA) program recognizes the importance of the following values:

- **Continuous improvement** in the **quality** of work performed, and commitment to **service**.
- **Respect** for the dignity of each individual.
- **Accountability** of individual faculty, staff, and students to each other and our constituencies.
- **Fairness** in matters involving students, faculty and staff.
- **Teamwork** among students, faculty, staff, and alumni and openness to **innovation** and change.

Master of Healthcare Administration (MHA) Program Student Learning Objectives

The MHA program at UWM is designed for accreditation by the Commission on Accreditation Healthcare Management Education (CAHME). The purpose of CAHME is:

[T]o serve the public interest by advancing the quality of healthcare management education by: Setting measurable criteria for excellent healthcare management education; Supporting, assisting and advising programs which seek to meet or exceed the criteria and continuously improve; Accrediting graduate programs that meet or exceed the criteria; Making this information easily available to interested constituencies. (Retrieved from the [CAHME website](#))

A critical aspect of health care is the need for managing communication among diverse cultural communities, both professional and more traditional ethno-social communities. Students will be taught the importance of properly managing inter-professional communication as well as patient - professional communication. These topics will be approached as threads running through the entire curriculum, but also as topics of specific courses in ethics and communication, addressed via case studies and discussion.

Upon successful completion of the Master of Healthcare Administration (MHA) program, students will be able to develop the following four domains and competencies:

1. Healthcare Environment
2. Leadership & Communication
3. Management
4. Diversity, Equity, Access, & Inclusion

The Master of Healthcare Administration program addresses the four CAHME competencies domains through a competency model based on the NCHL Health Leadership Competency Model.

MHA Competency Model

The MHA program utilizes the National Center for Healthcare Leadership (NCHL), Health Leadership Competency Model 3.0, as the foundation for the program's domains and competencies. Through a thorough assessment and input process from key stakeholders, the program faculty have adopted twenty-five (25) core competencies covering 4 domains (Healthcare Environment; Leadership & Communication; Management; and, Diversity, Equity, Access, & Inclusion). These competencies are developed and addressed throughout the program. Various assessment methods are used to measure competencies, skills, knowledge, and abilities.

Students will be asked to complete a self-reflection survey of the foundational competencies at three points during their time in the MHA program: (1) in the first semester "pre-program"; (2) during the internship course (HCA 870) in the summer; and finally, (3) prior to graduation upon completion of the program requirements.

Four Competency Domains of the MHA Program Competency Model

Domain 1: Healthcare Environment

This domain encompasses the foundational knowledge and skills required for graduates to work in the healthcare sector.

1-1. Public Health Principles: Understand the role of social determinants, environment, and individual behaviors on the health of populations.

1-2. U.S. Healthcare System Structure and Financing: Examine past, current, and emerging issues related to the organization, financing, and management of health and public health delivery in the U.S.

1-3. Health Law and Policy: Discuss compliance with major health laws applicable to health administration stakeholders and the multiple dimensions of the policy-making process.

1-4. Community Collaboration: Align the organization's priorities with the needs and values of the community to move health forward in line with population-based wellness needs and national health agenda.

Domain 2: Leadership & Communication

This domain encompasses those skills that are required to help groups make decisions that motivate others to advance organizational goals that help drive change. In short, this domain includes all the skills and politically savvy necessary to be effective in advancing organizational agendas openly and ethically.

2-1. Communication Skills: Demonstrate effective oral and written communication skills in multiple platforms to convey meaning and build shared understanding.

2-2. Team Building and Leadership: Work cooperatively and inclusively with other individuals and/or teams toward shared visions and goals.

2-3. Accountability: Hold oneself accountable to standards of performance.

2-4. Innovative Thinking: Approach one's work and the organization in new and breakthrough ways to develop creative solutions to complex problems or adapt previous solutions in new ways.

2-5. Professionalism: Exhibit conduct, aims and qualities that characterize a professional person such as competency, honesty and integrity, self-regulation, and the ability to establish, build, and sustain professional contacts for the purpose of building networks.

2-6. Systems Thinking: Assess the potential impacts and consequences of decisions across a variety of system stakeholders.

2-7. Ethics: Recognize ethical frameworks and the role of ethics in organizations and professional communities.

2-8. Change Leadership: Identify strategies and methods to influence and inspire action in others and respond with vision and agility during periods of growth, disruption or uncertainty to bring about the needed change.

2-9. Emotional Intelligence: Develop an accurate view of one's strengths and limitations, including the impact one has on others and adapt behaviors to environments.

2-10. Critical Thinking: Develop a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications.

Domain 3: Management

3-1. Human Resource Management: Describe the internal and external factors that affect the healthcare workforce and appropriately employ human resource management processes related to recruitment and selection, job design, feedback and performance management, and managing employee stress and retention.

3-2. Performance Evaluation & Quality Improvement: Apply concepts of process and quality improvement, performance monitoring and reporting to the administration of health care organizations.

3-3. Project Management: Propose a plan to manage a project involving resources, scope and impact.

3-4. Strategic Management & Analysis: Consider the business, demographic, ethnocultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

3-5. Organizational Dynamics: Appreciate organization decision making structures and processes to achieve desired outcomes.

3-6. Data Analytics: Acquire, analyze and effectively communicate data.

3-7. Financial Management: Evaluate financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

3-8. Economic Analysis & Application: Apply economic concepts to the analysis of how stakeholder incentives affect health behavior, decision making, and the functioning of health care markets.

Domain 4: Diversity, Equity, Access, & Inclusion

This domain encompasses the skills required to lead diverse, equitable, accessible and inclusive organizations. Identify inequities, understand their causes and strategies to address them.

4-1. Health Equity Knowledge: Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

4-2. Health Equity Improvement: Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.

4-3. Leadership & Management of Equitable Organizations: The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews.

Levels of MHA Competency Development

Each MHA competency is targeted for development at one of four levels: 1) Emerging, 2) Progressing, 3) Proficient, and 4) Advanced. Every semester, program faculty evaluate the competency attainment levels of students based on the competencies addressed in each course. We expect competencies to continue to develop as graduates advance in their professional career trajectories.

Below is a definition of each competency attainment level.

Competency Level	Attainment Definition
Level 4: Advanced	Students can integrate knowledge and skills of this competency in a variety of situations and can do so consistently and independently. <i>Depending on the competency and students' prior experience, advanced status may or may not be achieved.</i>
Level 3: Proficient	Students can articulate steps for implementing the competency, including where to locate valid, evidence-based information to support action. Students can apply the competency consistently in new or unfamiliar contexts. <i>Most students are expected to reach Level 3 for most competencies by the conclusion of the degree program.</i>
Level 2: Progressing	Students recognize what is required to meet this competency and are able to perform it with minimal support or practice in familiar contexts. <i>Most students are expected to reach Level 2 for most competencies by the beginning of their second year of study in the degree program.</i>
Level 1: Emerging	Students can demonstrate this competency in specific situations with significant practice and guidance from experts.

Master of Healthcare Administration Curriculum

All courses are 3 credits unless noted differently.

Core Courses — 30 credits required

- HCA 801: Design of Health and Human Service Systems
- HCA 813: Health Regulatory Policy and Politics
- HCA 821: Healthcare Operations and Practice Management
- HCA 822: Human Resources Management for Healthcare Executives
- HCA 823: Strategic Planning and Innovation in Healthcare Organizations
- HCA 843: Quantitative Methods and AI for Healthcare Administrators
 - **OR** KIN 702: Statistical Analysis in Health Sciences
- HCA 865: Financial Management for Health Care Organizations
- HCA 866: Healthcare Leadership
- HCA 867: Quality, Safety, and Outcomes Management
- HCA 868: Health Law and Ethics

Required Internship & Capstone — 3 credits required

HCA 870: Healthcare Administration Internship Capstone

Elective Courses — 6 credits required

General Electives

HCA 333G: Health Organizations Professional Practice Standards	3 Credits
HCA 541G: Healthcare Information Systems Analysis and Design	3 Credits
HCA 699G: Advanced Independent Study	3 Credits
NURS 882: Qualitative Methods in Health Research	3 Credits
NURS 883: Quantitative Methods in Health Research	3 Credits
NURS 885: Advanced Quantitative Methods in Health Research	3 Credits
NURS 886: Advanced Qualitative Methods in Health Research	3 Credits

Emphasis Area: Health Informatics

HI 723: Health Care Systems Applications – Administrative and Clinical	3 Credits
HI 743: Predictive Analytics, Machine Learning, and AI in Healthcare	3 Credits

Emphasis Area: Finance

BUSADM 775: Financial Strategy	3 Credits
BUSMGMT 705: Corporate Finance	3 Credits

Elective Towards the Healthcare Compliance Certificate:

HCA 869: Health Care Compliance	3 Credits
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Add this course in addition to the MHA program curriculum to become eligible to earn the certificate. See Appendix A.

Electives Towards the Value-based Healthcare Certificate:

HI 700: Introduction to Health Care Informatics	3 Credits
HCA 800: Value Based Care Models	3 Credits

Add these two courses in addition to the MHA program curriculum to become eligible to earn the certificate. See Appendix A.

Total Credits for Degree: 39 credits

Executive Master of Healthcare Administration Curriculum

All courses are 3 credits unless noted differently.

Core Courses — 30 credits required

- HCA 801: Design of Health and Human Service Systems
- HCA 813: Health Regulatory Policy and Politics
- HCA 821: Healthcare Operations and Practice Management
- HCA 822: Human Resources Management for Healthcare Executives
- HCA 823: Strategic Planning and Innovation in Healthcare Organizations
- HCA 843: Quantitative Methods and AI for Healthcare Administrators
 - **OR** KIN 702: Statistical Analysis in Health Sciences
- HCA 865: Financial Management for Health Care Organizations
- HCA 866: Healthcare Leadership
- HCA 867: Quality, Safety, and Outcomes Management
- HCA 868: Health Law and Ethics

Required Internship & Capstone — 3 credits required

HCA 870: Healthcare Administration Internship Capstone

Total Credits for Degree: 33 credits

Master of Healthcare Administration and Master of Business Administration Curriculum

All courses are 3 credits unless noted differently.

Core Courses — 42 credits required

- HCA 801: Design of Health and Human Service Systems
- HCA 813: Health Regulatory Policy and Politics
- HCA 821: Healthcare Operations and Practice Management
- HCA 822: Human Resources Management for Healthcare Executives
- HCA 823: Strategic Planning and Innovation in Healthcare Organizations
- HCA 866: Healthcare Leadership
- HCA 867: Quality, Safety, and Outcomes Management
- HCA 868: Health Law and Ethics
- HCA 843: Quantitative Methods and AI for Healthcare Administrators
 - **OR** BUSMGMT 709: Predictive Analytics
- BUSMGMT 704: Accounting Analysis and Control
- BUSMGMT 705: Corporate Finance
- BUSMGMT 707: Information Technology Management in International Business
- BUSMGMT 708: Marketing Strategy: Concepts and Practice
- BUSMGMT 711: Global Supply Chain Strategies & Competitive Operations

Required Internship & Capstone — 3 credits required

HCA 870: Healthcare Administration Internship Capstone

Elective Courses — 3 credits required

Any 3-credit graduate level course with HCA, BUS ADM, or BUSMGMT as the subject

Total Credits for Degree: 48 credits

Master of Healthcare Administration Required Courses:

Face-to-Face Program

In-person students meet weekly for 3.5 hours, in a classroom, for each course. The face-to-face program includes traditional lectures, in-class discussions, and readings. Many courses also incorporate case studies, team projects, and presentations. Students can expect classmate collaboration, evaluation, and real-time learning assessments. Student competency attainment is assessed via online evaluation based on the MHA Program Competency Model. Students are tracked throughout the program to ensure competency at time of graduation.

Year 1

Credits

Fall Semester

HCA 801: Design of Health and Human Service Systems (in-person)	3
HCA 813: Health Regulatory Policy and Politics (in-person)	3
HCA 867: Quality, Safety, and Outcomes Management (in-person)	3

Total Semester Credits: 9

Spring Semester

HCA 865: Financial Management for Health Care Organizations (in-person)	3
HCA 866: Healthcare Leadership (in-person)	3
Elective (in-person or online)	3

Total Semester Credits: 9

Summer Semester

HCA 870: Healthcare Administration Internship Capstone (online-asynchronous course, in-person internship hours)	3
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Year 2

Fall Semester

HCA 821: Healthcare Operations and Practice Management (in-person)	3
HCA 822: Human Resources Management for Healthcare Executives (in-person)	3
HCA 843: Quantitative Methods and AI for Healthcare Administrators (in-person)	3
OR KIN 702: Statistical Analysis in the Health Sciences (in-person)	

Total Semester Credits: 9

Spring Semester

HCA 823: Strategic Planning and Innovation in Healthcare Organizations (in-person)	3
HCA 868: Health Law and Ethics (in-person)	3
Elective (in-person or online)	3

Total Semester Credits: 9

Total Program Credits: 39

Master of Healthcare Administration Required Courses:

Online Program

Online students meet asynchronously, allowing them to advance their knowledge and skills through flexible online coursework. Course content includes recorded lectures, online discussions, and readings. Many courses also incorporate case studies, team projects, and presentations. Student competency attainment is assessed via online evaluation based on the MHA Program Competency Model. Students are tracked throughout the program to ensure competency at time of graduation.

Year 1

Credits

Fall Semester

HCA 801: Design of Health and Human Service Systems (online-asynchronous)	3
HCA 813: Health Regulatory Policy and Politics (online-asynchronous)	3
HCA 867: Quality, Safety, and Outcomes Management (online-asynchronous)	3

Total Semester Credits: 9

Spring Semester

HCA 865: Financial Management for Health Care Organizations (online-asynchronous)	3
HCA 866: Healthcare Leadership (online-asynchronous)	3
Elective (online-asynchronous)	3

Total Semester Credits: 9

Summer Semester

HCA 870: Healthcare Administration Internship Capstone (online-asynchronous course, in-person internship hours)	3
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Year 2

Fall Semester

HCA 821: Healthcare Operations and Practice Management (online-asynchronous)	3
HCA 822: Human Resources Management for Healthcare Executives (online-asynchronous)	3
HCA 843: Quantitative Methods and AI for Healthcare Administrators (online-asynchronous)	3

Total Semester Credits: 9

Spring Semester

HCA 823: Strategic Planning and Innovation in Healthcare Organizations (online-asynchronous)	3
HCA 868: Health Law and Ethics (online-asynchronous)	3
Elective (online-asynchronous)	3

Total Semester Credits: 9

Total Program Credits: 39

Master of Healthcare Administration Required Courses:

Executive Online Program

The Executive Master of Health Administration is an online program designed for experienced healthcare professionals currently working in leadership roles, allowing them to advance their knowledge and skills through flexible online coursework. Course content includes recorded lectures, online discussions, readings, and assignments. Many courses also incorporate case studies, team projects, and presentations. Student competency attainment is assessed via online evaluation based on the MHA Program Competency Model. Students are tracked throughout the program to ensure competency at time of graduation.

Year 1

Credits

Fall Semester

HCA 801: Design of Health and Human Service Systems (online-asynchronous)	3
HCA 813: Health Regulatory Policy and Politics (online-asynchronous)	3
HCA 867: Quality, Safety, and Outcomes Management (online-asynchronous)	3

Total Semester Credits: 9

Spring Semester

HCA 865: Financial Management for Health Care Organizations (online-asynchronous)	3
HCA 866: Healthcare Leadership (online-asynchronous)	3

Total Semester Credits: 6

Summer Semester

HCA 870: Healthcare Administration Internship Capstone (online-asynchronous course, in-person internship hours)	3
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Year 2

Fall Semester

HCA 821: Healthcare Operations and Practice Management (online-asynchronous)	3
HCA 822: Human Resources Management for Healthcare Executives (online-asynchronous)	3
HCA 843: Quantitative Methods and AI for Healthcare Administrators (online-asynchronous)	3

Total Semester Credits: 9

Spring Semester

HCA 823: Strategic Planning and Innovation in Healthcare Organizations (online-asynchronous)	3
HCA 868: Health Law and Ethics (online-asynchronous)	3

Total Semester Credits: 6

Total Program Credits: 33

Healthcare Administration Course Descriptions

Core Courses

HCA 801: Design of Health and Human Service Systems

This course is meant to foster an appreciation of system design, root cause analysis, synthesis and evaluation of systematic components necessary to delivery healthcare services in the United States of America. This course integrates and applies financial and operational concepts relevant to various health care settings. Topics include: an overview of the current US Health Care Delivery system, resources necessary in a delivery system, processes that are part of a delivery system, and the future of delivery systems in the US. This course will develop students' competencies in managing and understanding business systems that support health care service delivery.

HCA 813: Health Regulatory Policy and Politics

This course studies the social and political foundations upon which healthcare regulations are based. This course will cover the impact of legal factors affecting patient/client care, operations, and the administration of healthcare facilities and systems. The course will explore the ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement. This course will develop students' competencies in professionalism as well as business skills and knowledge.

HCA 821: Healthcare Operations and Practice Management

This course introduces students to healthcare operations management from a systems perspective, while incorporating key principles of physician practice management. Students will examine operational decision-making in hospitals and health systems, including financial oversight, process improvement, supply chain, and information technology. The second half of the course focuses on the unique challenges of managing medical practices, including governance, revenue cycle, human resources, quality, and innovation. By integrating hospital and practice-level perspectives, students gain the tools to optimize performance across diverse healthcare settings.

HCA 822: Human Resources Management for Healthcare Executives

This course will introduce human resource concepts as it applies to health care organizations with emphasis on the application of leadership responsibilities and the partnership with human resources. Examine human resources management functions, processes and systems within healthcare organizations including selection, retention, employee & leadership development, performance management, change management, total rewards, diversity & inclusion practices and workforce strategies. This includes the legal and regulatory environment affecting human resource management operations. Managing a workforce is complex and filled with uncertainties. This course will develop students' competencies in effectively understanding and implementing the fundamental concepts to lead a health care workforce during a time of constant change for our industry.

HCA 823: Strategic Planning and Innovation in Healthcare Organizations

This course focuses on the application of decision-support tools for strategic planning in healthcare organizations. Topics include organizational strategy, mission and vision development, environmental analysis, competitive positioning, organizational design, decision-making, culture, innovation, and inter-organizational relationships. The course emphasizes applied strategic thinking in real-world health care contexts and develops student competencies aligned with CAHME-accredited domains in Leadership, Management, Professionalism, and Health System Knowledge. Students will build skills in data-informed decision-making, communication, team leadership, and change management necessary for contemporary health care executives.

HCA 843: Quantitative Methods and AI for Healthcare Administrators

The use of artificial intelligence and data analytics highlights the critical role of informed decision-making at the intersection of technology and healthcare. The need for accurate, relevant,

and timely information in today's rapidly evolving healthcare environment is ever-present. This course focuses on building data literacy through the analysis, interpretation, and communication of healthcare data to support operational, financial, clinical, and strategic decision-making. These competencies are essential for effective leadership across hospitals, health systems, and other healthcare organizations. Applying these concepts through hands-on use of quantitative tools, real-world healthcare datasets, dashboards, and case-based learning, students learn to evaluate performance, forecast demand, assess quality improvement opportunities, and understand the limitations and equity implications of data-driven decisions in complex healthcare systems.

HCA 865: Financial Management for Health Care Organizations

The challenges for health care organizations to remain relevant, innovative, and financially solvent is more important today than ever before. This course examines the principles and practices of financial management in health care organizations, with emphasis on the unique economic, regulatory, and reimbursement environments in this industry. Students will develop an understanding of financial statements, cost behavior, budgeting, reimbursement systems, and capital financing. Other key topics include revenue models, billing and coding, legal and regulatory, community benefits, financial planning, and capital investments. At the end of this course, students will be prepared to interpret financial information, support evidence-based financial decisions, and contribute to the short- and long-term financial stability and decision-making.

HCA 866: Healthcare Leadership

This course provides a comprehensive examination of leadership principles and organizational change within healthcare settings, drawing on insights from Principles of Healthcare Leadership and The Well-Managed Healthcare Organization. Core concepts of leadership and innovation will guide the exploration of strategies for managing change and fostering creativity in complex environments. Students will engage in small group discussions to analyze assigned readings and lead classroom dialogues on their relevance to contemporary healthcare leadership. Key topics include the dynamics of the innovative process, contributions of individuals, cross-functionality, organizational learning, inter- and intra-organizational networks, market shifts, and the role of communication in geographically dispersed teams. By integrating literature and diverse perspectives, the course fosters critical thinking about the conditions that sustain organizational innovation and equips students with practical skills to navigate and lead transformative processes in the evolving landscape of healthcare.

HCA 867: Quality, Safety, and Outcomes Management

Patient quality, safety, and experience are pivotal in producing positive outcomes across healthcare systems, influencing patient care, healthcare affordability, capital allocation, provider engagement, and organizational performance. Examination, development and use of frameworks as tools for evaluation of programs of healthcare interventions, quality improvement and patient outcomes. These outcomes can be used to inform population health, including the broad determinants of health. This course provides healthcare leaders with a comprehensive understanding of these intersecting domains, equipping students to manage operations effectively by integrating patient feedback, population-level data, and key outcome indicators. Using a Mastery Learning model, students gain real-world insights, practical knowledge, and analytical tools to assess and improve quality, safety, and patient experience while advancing population health outcomes.

HCA 868: Health Law and Ethics

The law is a critical component in managing health care organizations. Health care providers (both individual and institutional), payers and purchasers (such as patients and employers) must interact in a highly regulated environment. This survey course will provide MHA students with a foundation of the American legal system, which will help students understand specific health law topics covered throughout the course. These topics include the role of medicine in the American health care system, health care reform, access to care, health care contract rights, medical malpractice issues, health care organizations, liability of health care organizations, medical staff privileges and peer review, health information privacy and management, emergency care, consent to treatment and taxation of health care organizations. At the end of the course, students will have a basic understanding of the legal challenges and requirements involved in delivering American health care.

Internship & Capstone

HCA 870: Healthcare Administration Internship Capstone

Graduate students in the Master of Health Administration (MHA) program are required to complete a minimum eight-week, 120-hour summer administrative internship between their first and second academic years under the supervision of a preceptor. The internship is designed to provide MHA students with an opportunity to apply classroom acquired knowledge to the work environment. It is a significant educational capstone experience, which involves a supervised practical experience in a community agency or health services organization. A written report is required summarizing the fieldwork experience as well as the submission of weekly reports. The purpose of this capstone is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

MHA Summer Internship Requirement

Students are required to complete a minimum eight-week, 120-hour summer administrative internship capstone between their first and second academic years under the supervision of a preceptor. The internship is designed to provide MHA students with an opportunity to apply classroom acquired knowledge to the work environment. It is a significant educational capstone experience, which involves a supervised practical experience in a community agency or health services organization. A written report is required summarizing the fieldwork experience as well as the submission of weekly reports.

Internship Placement

Students will be matched into an internship with a preceptor from a health organization. Students may acquire their own internship placement and approval of internship is decided by the program by March 1st. Prior to beginning their internship, students are expected to complete all pre-internship vetting requirements set by the clinical or administrative organization (e.g., physical exam, TB test, vaccinations, etc.) via Viewpoint by June 1st. The fee for Viewpoint is around \$106, which students will pay when an account is created. Prices vary from year to year and additional fees may apply.

Internship Project/Role Examples

The internship experience should be purposeful, based on the student's current skills and interests, the skills and experiences the student wishes to acquire, and needs of the sponsoring organization. For this reason, it is important for graduate students and preceptors to plan thoughtfully about the type of experiences, projects, roles, and responsibilities that should be assigned in order to meet the educational needs of the student and the needs of the organization. Examples of Projects, tasks, research, responsibilities and/or roles for interns include:

- Assist with budget preparations
- Utilization review
- Cost analysis of new service
- Assist with quality improvement activities
- Reimbursement mechanism studies
- Materials management system revision
- Participation in wage and salary review procedures
- On-call administrative duties
- Accumulation and analysis of data for strategic planning
- Supervision of patient representatives
- Legislative research
- Revision of disaster plans
- Departmental rotation
- Departmental rotation
- Inventory control studies
- Database studies
- Design of automatic requisition system for patient supplies
- Collaboration with consumer safety division on project
- Design and implementation of day care center for the children of hospital employees
- Preparation of Certificate of Need application
- Development of grant application for mobile medical unit
- Development and programming of new billing system
- Survey preparation and implementation
- Attendance at meetings of administration, staff, and governing bodies
- Financial feasibility studies for new construction
- Development of a communication network with emergency care systems area-wide
- Completion of medical audit
- Drafting of policy formulation
- Restructuring of organizational chart
- Marketing, research and development of public relations
- Manager of family program for health care
- Revision of bylaws, patient consent forms
- Completion of legal interrogatives and interviews
- Liaison with area planning and development
- Analysis of patient satisfaction data and development of plans to improve quality of patient experiences

Internship Behavior & Expectations

Students are expected to start their internships no later than the start date of the HCA 870 course. Students are expected to attend internship on set days and hours agreed upon before beginning the internship. Any excused missed days or hours must be made up in a timely manner. Unexcused absences will not be accepted, and students are at risk of not meeting requirements to complete the internship course.

All behaviors in the policy are essential to professional comportment and are expected of all students.

Professional and personal behavior expectations during internship:

General Requirements:

- Attends all internship activities as scheduled
- Arrives on time and does not leave early
- Notifies preceptor of absence or tardiness before any internship activity
- Completes assignments according to timelines designated by the course instructor and syllabus

Personal and Professional Requirements:

- Comes to the administrative site with appropriate attire/hygiene, resources, and materials
- Demonstrates evidence of preparation for and completion of internship activities
- Follows the rules and regulations of the health care agency that is the site(s) of the internship
- Demonstrates interpersonal skills that are required for successful health administration roles (e.g., seeks, accepts, and acts on constructive feedback; participates thoughtfully in self-evaluation)
- Demonstrates academic integrity in all course activities

Cultural, Social Attitudes, and Behavior:

- Demonstrates respect for instructor, preceptor, peers, and agency personnel/property
- Understands and appreciates the value of diversity and looks beyond themselves in interactions with others; respect differences of race, gender, ethnicity, sexual orientation, religion, social class, national origin, and disability
- Works cooperatively and productively with peers and agency personnel

Social, Emotional, and Cognitive Physical Skills:

- Handles stress effectively by using appropriate self-care, developing supportive relationships, and seeking assistance as necessary
- Demonstrates reflective practice

Internship – Policies

School of BMSHCA Background Check Policy

Background Checks

Students undergo criminal background checks and caregiver background checks as required by Wisconsin State Statute and affiliation agreements with partner agencies. Checks must be completed by published deadlines through the School's designated vendor and are done at student expense. Complete information on Wisconsin's Caregiver Background Check Law is available from the Wisconsin Department of Health Services. Students consent to release required information to partner agencies through the School, Program, or vendor's consent form.

Student Responsibility

It is the responsibility of the student:

- To fully disclose information related to all background checks via the Background Information Disclosure form (BID), including history of prior residency, prior student names and aliases.
- To update the School while they are enrolled in the program with any changes to their background checks, including but not limited to arrests, pending charges, or convictions. Such updates must occur when the student becomes aware of the issue, prior to participation at a partner agency site, and no later than the next business day.

It is essential that student understands:

- Any discrepancy between disclosed information and background check findings may result in a student being rendered ineligible for placement with a partner agency and prevent program completion.
- Once completed, the BID form may not be revised without permission from the Head of School in which the student is enrolled.
- Should a background check reveal that a student has a history of caregiver misconduct or a crime listed in State Statutes as a permanent bar to licensure or bar with rehabilitation, they will be asked to make an appointment with the Program's leadership to discuss the implications of this finding on their educational plan.
- For other crimes, the decision about whether a student will be able to complete a practicum experience will be made by the partner agency. Each partner agency independently determines student eligibility for participation on-site and their determination may not be appealed.
- Should a partner agency request additional information regarding an item in a student's criminal background check, refusal to satisfy the request in a timely manner may result in ineligibility to participate in clinical experiences and delay program completion. Such a request may be made via the student's UWM email account and may come from the agency itself or through a School program representative. Students are responsible for monitoring their email account including during semester breaks and responding to such requests in a timely fashion.
- **Predetermination:** The State of Wisconsin will, upon request, make a predetermination of whether a background check finding is likely to complicate licensure. This optional service provided by the State of Wisconsin may provide additional guidance to the student or the School in difficult cases. The student may request predetermination using the following forms:
 - Nursing: [#3086, Application for Predetermination \(#3086\)](#)
 - Other health professions: [#3085, Application for Predetermination \(#3085\)](#)

Students undergo criminal background checks and caregiver background checks as required by Wisconsin State Statute and affiliation agreements with partner agencies. Checks must be completed by published deadlines through the School's designated vendor and are done at student expense. Complete information on Wisconsin's Caregiver Background Check Law is available from the Wisconsin Department of Health Services. Students consent to release required information to partner agencies through the School, Program, or vendor's consent form.

School and Program Responsibility

It is the responsibility of the School and Program to:

- Publish deadlines for meeting health and safety requirements of clinical/practicum/field placements 2-3 months in advance of the deadlines.
- Hold educational sessions for newly admitted students or even pre-admission to help students understand the importance of having their health credentialing done in a timely way, the consequences of background check findings and drug screen findings on their prospects both for student placement in a clinical/practicum/field setting and for future licensure. Encourage students to discuss with program staff any concerns about placement due to a background check finding so that programs help students understand the implications of a finding to placement and ultimately,

program progression. Students are encouraged to evaluate state and national licensure guidelines to support informed decision making. Programs can refer students to predetermination (see below).

- Monitor and evaluate student's credentialing records after published school deadlines and communicate the need for additional information (e.g., prescription, court papers) from the student via email.
- Seek to understand the effect that the particular finding or issue has on the willingness of a clinical agency to accept the student's placement. This will help inform the final decision.
- **Predetermination:** Students may be offered predetermination (see above) before admission if the student has concerns about whether findings in their background may affect future licensure. Programs cannot require predetermination, but students may benefit from predetermination if the end result prevents students from incurring program costs when a student is not eligible for licensure.
- Program will decide whether enrollment could be reasonably achieved by a 1-cycle delay starting the program to resolve the placement barrier. This option can be exercised for situations where the student has a reasonable expectation of resolving the barrier through legal or administrative means.
- Program decides on dismissal if there is no timely option for resolution of the placement barrier. The School should provide written rationale or evidence for the final decision if the Program proceeds to dismiss the student. For graduate programs, refer to the Graduate School's dismissal policy.
- Refer all students to the Dean of Student's office and their academic advisor if the student is not already connected for additional support and career-related discussions. Consider referral to the Student Health and Wellness Center for emotional support.

School of BMSHCA Substance Screening Policy

The Universities of Wisconsin and the University of Wisconsin-Milwaukee prohibit the unlawful possession, use, distribution, manufacture or dispensing of drugs and alcohol by students and employees on university property or as part of university activities. The School supports the goals and policies of a drug free educational environment and expects students to conduct themselves in a professional manner consistent with the standards governing their chosen profession.

Rationale

The standards governing the School of Biomedical Sciences and Health Care Administration (BMSHCA) and profession obligate students to provide high quality care. This includes advocating for the rights, health, and safety of the community. Students have the same professional responsibility to protect and advocate for their personal health and safety.

The School of BMSHCA is responsible for educating students to enter practice in a profession of public trust. Students under the influence of drugs, alcohol, or prohibited substances impair their education and practice. This exposes our community to undue risk and violates the public's trust.

The School of BMSHCA will approach substance use from a preventative and restorative lens while protecting the public and the campus community.

Student Responsibilities

Students are required to complete their substance screening according to the vendor's process prior to the School's deadline. Students who do not meet the deadline may be denied clinical, practicum or field experiences which may delay progression in their program.

Students have the right to be notified by the School to review the information reported by the designated vendor for accuracy and completeness. Students may request the vendor to verify that the result of the substance screening is correct. Students must submit the final result of any vendor appeal by the program's placement deadline.

Student substance screening results must not detect prohibited substances. Students may be subject to

remedial actions, which may include dismissal, suspension, or expulsion from their program pursuant to UWM and School policies and procedures.

Students are required to complete substance screening at their own expense through the School's authorized vendor. Substance screening completed outside the school-authorized vendor will not be accepted. Re-testing and any follow-up testing, whether due to a dilute, reasonable suspicion or clinical agency requirement, will be the student's expense.

Students are advised to be normally hydrated to provide a urine sample for screening. Over-hydration in a short period of time is likely to result in a "dilute" result that will require a re-test and could delay placement.

Student substance screenings with a dilute negative result will be treated as invalid and be required to retest by the School's deadline. Students with three (3) consecutive dilute negative or otherwise unreadable results will not be eligible for clinical, practicum or field placement. Students may have eligibility restored after a valid negative result on a space available basis. Students whose screening detects prohibited substances will undergo a medical review following the vendor's established process. As part of the medical review, students may be expected to provide documentation that a detected substance is covered by a valid prescription from a healthcare provider. The decision whether a student with a valid prescription for a detected substance can participate in practical experiences may be made in conjunction with the clinical agency providing the experience. The School reserves the right to require a student to submit to immediate substance screening if there is reasonable suspicion the student may be under the influence of a prohibited substance. All substance screening is at the cost of the student.

Retesting: Substance screening results will be valid for the duration of the program in which the student is enrolled unless a different period is required by the clinical agency. Students who take a leave of absence or leave the program will require retesting upon program reentry. If a placement is delayed, but the student remains enrolled, retesting may be needed if required by the clinical agency's policy.

School Responsibility

The School will conduct substance screening on all students prior to beginning clinical, practicum, or field experiences that include educational experiences providing care to the public.

The School will give students adequate notice of substance screening deadlines and procedures.

The School will notify students of their right to review the information reported by the designated vendor for accuracy and completeness. Students may request the vendor to verify that the result of the substance screening is correct. Students must submit the final result of any vendor appeal by the program's placement deadline.

A program may refer a student for assessment, counseling, treatment or other resources for any of the following:

- Failure to pass substance screening
- Refusing to submit to substance screening
- Tampering, contaminating, or switching samples submitted for substance screening
- Other acts or omissions which interfere with or alter the results of substance screening

Programs are unable to make exceptions to the substance screening policies of the clinical agency.

Guidance and Resources for Schools

A restorative justice lens guides the School to engage in a process that includes the following components: Education, Prevention, Intervention, Treatment, Appeal, and Re-Entry.

Education

Students may obtain information and resources through the following:

[University of Wisconsin – Milwaukee Student Health and Wellness - Make Good Decisions](#)

Prevention

Students will have access to substance use prevention resources:

[University of Wisconsin – Milwaukee Student Health and Wellness - Support for Students](#)

Intervention

Students will be encouraged to identify and address substance use in themselves and others through the following intervention resources:

[University of Wisconsin – Milwaukee Student Health and Wellness Center \(SHAW\) Care for Others](#)

Treatment

Students who require treatment for substance use may be referred to the following resources:

- [University of Wisconsin – Milwaukee Student Health and Wellness - Assistance Programs](#)
 - Gain Freedom from Nicotine
 - Panther Recovery Community Peer Support Network
 - Short Term Counseling, Evaluation and Treatment
 - Alcohol Wise
 - Cannabis Wise
 - [Wisconsin Peer Alliance for Nurses](#)
- [University of Wisconsin – Milwaukee Student Health and Wellness – How to Recognize and Respond to an Alcohol or Other Drug Overdose](#)

Reentry

Students who are removed from the School of BSMHCA because of substance screening may need to petition or reentry after a minimum of one semester. Students will be required to repeat the substance screening through the authorized vendor at the student's expense. Students may be requested to provide documentation of compliance with treatment or therapy when appropriate.

Appeal

Students who are denied program admission or progression due to substance screening results have the right to appeal to the School. As part of this appeal process, students will be allowed to submit documentation which demonstrates they pose no undue risk to the public. Acceptable documents include results of cognitive, emotional, personality, psychopathy, and/or substance use disorder assessments completed by qualified healthcare providers specializing in forensic risk evaluation. Substance use assessment and treatment is obtained by the student at their own expense.

Vaccine Exemption

Our program respects that a student may elect to not receive immunizations for various reasons. A student may be asked to provide additional documentation from their medical provider if they are unable to obtain the required immunization(s) for the clinical experience. Students must comply with the clinical affiliate's immunization/medical documentation policy. The student is responsible for contacting the clinical site/preceptor for the vaccine exemption process. If a student does not comply with the policy, the clinical affiliate may decline the student placement. Students should be aware this could impact their clinical placement options and delay the progression through the program.

Online Course Catalog & Schedule of Classes

A list of courses currently being offered can be found in the [UWM Schedule of Classes](#).

A list of all courses offered by Health Care Administration can be found in the [UWM Academic Catalog](#).

Academic Year Calendar

The Academic Year Calendar can be found on the [UWM Calendars and Schedules website](#).

Grade Definitions

From the [Graduate School Policies and Procedures](#)

- A: Superior work
- B: Satisfactory, but undistinguished work
- C: Work below the standard expected of graduate students
- D/F: Unsatisfactory work

Graduation

To be eligible for graduation with a Master of Healthcare Administration (MHA) degree, students must earn a cumulative 3.0 grade point average in the courses outlined on their approved program of study.

Time Limit

All degree requirements must be completed within seven (7) years of the first enrollment semester as a degree student.

Academic Policies & Procedures

The graduate program in Healthcare Administration strictly adheres to the Graduate School's Academic Policies & Procedures. These policies pertain to affirmative action, student conduct, student rights, student responsibility, sexual harassment, policies, and programs concerning illicit drugs and alcohol, and discriminatory conduct. Graduate students and faculty should familiarize themselves with this information at the [Graduate School's Academic Policies and Procedures website](#).

Graduate Student Misconduct Policy

Students enrolled in the MHA program are expected to comply fully with UWM's policies regarding academic and non-academic integrity. Academic misconduct is defined as:

[A]n act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts. (Retrieved from the [UWM Graduate School on Academic Misconduct](#))

The following text from UWM's Office of Student Life provides examples of Academic

Misconduct. This text and more information on academic misconduct can be found on the Dean of Students [Academic Misconduct page](#).

“UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents” (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism.

Cheating includes:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam; or,
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a computer program, or using unauthorized materials for a take-home exam; or,
- Obtaining and using unauthorized material, such as a copy of an examination before it is given; or,
- Fabricating information, such as data for a lab report; or,
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or,
- Collaborating with others on assignments without the faculty's consent; or,
- Cooperating with or helping another student to cheat; or,
- Other forms of dishonest behavior, such as having another person take an examination in your place; or, altering exam answers and requesting the exam be re-graded; or, communicating with any person during an exam, other than the exam proctor or faculty.

Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or,
- Using sources of information (published or unpublished) without identifying them; or,
- Paraphrasing materials or ideas of others without identifying the sources.

Academic Integrity means honesty concerning all aspects of academic work. Students are encouraged to consult with faculty to develop:

- Correct procedures for citing sources of information, words and ideas.
- Ways to properly credit collaborative work with project team or study group members.
- Strategies for planning and preparing for exams, papers, projects and presentations.
- Alternative procedures for quiz/exam conditions in classroom environment where cheating has been observed.

If a student is charged with academic misconduct, there are specific procedures, including the right of appeal, which must be followed by UWM. Sanctions imposed by the university in response to academic misconduct range from reprimands to expulsion.”

Students enrolled in or admitted to the Health Care Administration MHA Program are expected to maintain the highest ethical standards. The program will investigate any allegations of academic or non-academic misconduct according to UWM Academic Misconduct Procedures outlined by the University.

The UWM **Academic Misconduct Procedures** are outlined by the University and posted on the

[Dean of Students Academic Misconduct page](#) and will be followed if any academic misconduct is suspected.

The UWM **Non-Academic Misconduct Procedures** are outlined by the University and posted on the [Dean of Students Non-Academic Misconduct page](#) and will be followed if any academic misconduct is suspected.

Student's Right to Appeal – Any student suspended from the Healthcare Administration Graduate Program has the right to appeal. The Graduate School Scholastic Appeals Committee (SAC) serves as the academic misconduct appeals hearing committee for all graduate students. See the [Graduate School's Appeals and Exceptions policies and procedures](#) for more information.

Graduate Student Appeals Procedure

Graduate students who wish to appeal an academic decision must comply with the procedures listed in the current [Graduate School Academic Appeals Procedures](#).

1. Within 30 working days of the action that prompted the appeal, the student appeals to the faculty member or faculty/staff body responsible for making the initial decision. This appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. If the decision is negative and the student requests written notification, the faculty member or body must provide the student with a written statement of the reason for the adverse decision.
2. If the Step One decision is not in the student's favor, the student may, within 10 working days of receiving the decision, appeal to the committee designated by the graduate faculty of the student's program to hear appeals. The appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. If a Step Two committee member was involved in making the Step One decision, he or she must be replaced on the committee according to established program appeal procedures. If necessary, the dean of the school or college in which the program is located may appoint replacement committee members. If there is no committee established to hear a Step Two appeal, the school or college dean should appoint an ad hoc committee to handle the appeal. The student will receive written notification of the outcome of the Step Two appeal.
3. If the Step Two decision is negative, the student may, within 10 working days of receiving the decision, appeal to the Dean of the Graduate School. The appeal must be made in writing and should contain the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. This may be done using the [Step Three Academic Appeal Form](#). The appeal should be directed to the Dean's office at gs-appeals@uwm.edu or Mitchell Hall Room 251.

The Associate Dean contacts the appropriate department or program and requests all pertinent documentation regarding the appeal. For this reason, departments and programs are urged to:

- Notify students in writing about department or program appeal procedures and the scheduled meeting of the appeal body.
- Maintain complete and legal minutes of the Step Two appeal meeting (see section ii).
- Inform the student in writing of the outcome of the appeal.

To ensure that students receive correspondence regarding appeals, and to avoid claims of non-receipt, it is recommended that all materials be sent to the student via UWM email with a read receipt requested.

The Associate Dean reviews the documentation and forwards the appeal with a recommendation to the Dean of the Graduate School.

The Dean of the Graduate School is responsible for reviewing an academic appeal for procedural fairness and maintaining and protecting the rights of BOTH the graduate faculty AND GRADUATE STUDENTS. The Step Two decision will be subject to reversal if the dean finds that:

- The program or department did not follow proper procedures.
- The student did not have a fair hearing.
- There is evidence of unprofessional conduct on the part of the faculty that materially affected the academic decision.

Following the Graduate School investigation, the result of the Step Three appeal will be conveyed via email to both the student and the unit.

College of Health Professions & Sciences Honor Code

(Adopted by College of Health Science on May 4, 2007)

Preamble

The Honor Code provides a framework for moral, ethical, and professional behavior for all members of the College of Health Professions & Sciences, including students, faculty, and staff. With all members of the College committed to upholding and promoting the tenets of the Honor Code, we will continue to work and learn in a supportive and stimulating environment. Commitment to this Honor Code supports the mission of the College of Health Professions & Sciences to prepare future health professionals and conduct nationally recognized research in the health sciences.

Honor Code

As a member of the University of Wisconsin-Milwaukee, College of Health Professions & Sciences community of scholars and professionals, I will abide by the following tenets of this honor code:

I will demonstrate respect for the dignity of others by:

- Understanding and respecting that social and cultural differences exist among students, classmates, and colleagues.
- Respecting others' expectations of confidentiality and privacy.
- Not engaging in intimidating, harassing, violent, or discriminating behavior or language.

I will demonstrate respect for the rights and property of others by:

- Actively working to promote a positive learning, work, and research environment.
- Allowing other individuals to express their opinions, even if they are different from my own.
- Not committing theft, vandalism, destruction, or desecration of another's physical or intellectual property.

I will take responsibility for my learning, teaching, research, and service by:

- Demonstrating enthusiasm and being prepared for classes, labs, meetings, and other activities.
- Being prompt in completing duties and assignments, and punctual in attending classes, labs, meetings, and other activities.
- Communicating promptly and making suitable arrangements if a scheduled conflict arises.
- Contributing equitably to discussion and group work.
- Providing fair and constructive feedback when asked to evaluate others.

I will practice personal, professional and academic integrity by:

- Being reliable, honest, and ethical.
- Following through on commitments.
- Avoiding bias and conflicts of interest.
- Adhering to the policies and procedures of organizations with which I am involved.
- Not misrepresenting or falsifying information and/or actions, including acts of plagiarism.
- Not engaging in self-destructive behavior, such as misuse of alcohol, drugs, or tobacco, that would compromise my learning, teaching, research, and service.

I will follow the Professional Codes of Ethics relevant to my profession by:

- Knowing and upholding the Professional Codes of Ethics that is set forth by my professional governing body.
- Upholding the ethical standards set forth by the professional and governing bodies associated with the performance and dissemination of research.
- Knowing and upholding relevant local, state, and federal laws and regulations.

Appendix A. Certificate Programs

Value-Based Healthcare Graduate Certificate

The Value-Based Healthcare Certificate prepares students for jobs in population management within healthcare organizations. Designed for busy healthcare professionals and leaders in health systems, public health and community-based organizations, students will study core areas related to the design, function, management, regulation and evaluation of health insurance programs.

The Value-Based Healthcare Certificate is 15 credits and is offered fully online. Applicants are required to have a bachelor's degree from an accredited university, a minimum 2.75 cumulative GPA, and a stated interest in working in value-based healthcare.

The Value-Based Healthcare Certificate provides a comprehensive review of current population health approaches, strategies and tactics designed to improve consumers' access and quality of care while managing costs. In this program, students will develop highly desirable population health management business skills, practice applications using data analytics and patient engagement strategies, and prepare for implementing a culture of wellness.

Curriculum for the Value-Based Healthcare Graduate Certificate

<u>Year 1</u>	<u>15 required Credits</u>
<u>Semester 1 — Fall</u>	
HCA 843: Quantitative Methods and AI for Healthcare Administrators ¹	3 credits
HCA 867: Quality, Safety, and Outcomes Management ¹	3 credits
HI 700: Introduction to Health Care Informatics	3 credits
<u>Semester 2 — Spring</u>	
HCA 800: Value Based Care Models	3 credits
HCA 866: Healthcare Leadership ¹	3 credits

How Should I Apply?

Individuals interested in applying for the Value-Based Healthcare Certificate should contact the Graduate Program Advisor, [Anastassia White](#), to learn more about the application process.

¹ In the Value-based Healthcare Graduate certificate program, the following courses are incorporated into the MHA program curriculum — HCA 843, HCA 866, and HCA 867.

Healthcare Compliance Graduate Certificate

The Healthcare Compliance Certificate is a 15-credit, fully online program that includes the following five (5) courses:

- | | |
|---|-----------|
| • HCA 801: Design of Health and Human Service Systems ² | 3 credits |
| • HCA 813: Health Regulatory Policies and Politics ² | 3 credits |
| • HCA 821: Operations Management in Healthcare Organizations ² | 3 credits |
| • HCA 868: Health Law and Ethics ² | 3 credits |
| • HCA 869: Health Care Compliance | 3 credits |

UWM's Healthcare Compliance Certificate is accredited by the [Compliance Certification Board \(CCB\)](#). Students who complete the program qualify to sit for the [Certification in Healthcare Compliance \(CHC\)](#) exam offered by the CCB. A CHC designation is widely valued in the healthcare compliance community.

Who is Eligible to Apply for the Compliance Certificate Program?

Anyone with a stated interest in working in healthcare compliance and a bachelor's degree from an accredited institution with a minimum 2.75 Grade Point Average (GPA) is eligible to apply.

Students enrolled in the Master of Healthcare Administration (MHA) program at UW-Milwaukee will only need to take one additional course, HCA 869, as an elective to earn the Healthcare Compliance Certificate.

Students who enroll in the Healthcare Compliance Program may apply the 15 credits from the certificate toward the MHA degree requirements if admitted to the MHA program.

Listed below are examples of individuals who may be interested in earning a Healthcare Compliance Certificate:

- | | |
|-----------------------------|------------------------------|
| • Healthcare Administrators | • Pharmacy students |
| • Doctors | • MBA students |
| • Nurses | • MHA students |
| • Medical students | • Risk Managers |
| • Nursing students | • Billing and Coding Experts |
| • Law students | • Health Care Consultants |
| • Lawyers | • Health Insurance Agents |
| • Pharmacists | • Many more! |

How Will I Benefit from Enrolling in the Healthcare Compliance Certificate Program?

Healthcare compliance is critical to all organization types and people who work in the health care industry. Whether you are a health care practitioner, administrator, insurer or in a business that contracts with health care organizations, it is vital to understand the need for and function of a robust corporate compliance program.

Learning outcomes in this certificate program address the fundamentals of healthcare compliance, such as compliance administration, policies and procedures, oversight and committees, enforcement and reporting requirements, screening of employees and vendors, billing and coding basics, auditing and monitoring, education and training, investigations, fraud and abuse laws, and HIPAA.

How Should I Apply?

Individuals interested in applying for the Compliance Certificate should contact the Academic Program Manager, [Anastassia White](#), to learn more about the application process.

² In the Compliance Certificate program, the following courses are incorporated into the MHA program curriculum — HCA 801, HCA 813, HCA 821, and HCA 868.

Appendix B. Resources, Networking, & Opportunities

Writing Center Services

The [Writing Center](#) focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, stop by during the Writing Center's [regular hours of operation](#), call (414) 229-4339 to schedule an appointment, or you can go to their [website](#) to schedule an appointment online or see their in-person availability.

Center for Student Experience and Talent (SET)

The [UWM Center for Student Experience and Talent \(SET\)](#) provides pathways for all students to graduate with the [Panther Edge](#), ensuring they are career-ready and community-minded. SET provides an innovative, centralized service model for career communities and services, experiential learning, internships, community engagement and on-campus student employment at UWM.

Student Health and Wellness Center (SHAW)

The Student Health and Wellness Center (SHAW) is here to help you reach your full potential for health and well-being through their medical care, counseling services, health promotion, and victim advocacy. You can find more information about what resources are available on the [SHAW website](#).

Accessibility Resource Center (ARC)

The [Accessibility Resource Center](#) (ARC) at the University of Wisconsin Milwaukee is dedicated to providing equal access for disabled students to the University's academic, social, cultural and recreational programs. ARC provides comprehensive services and accommodations for disabled students, as well as outreach and support to faculty and staff. The Accessibility Resource Center is committed to creating an inclusive and accessible University experience for all students. Students can find more information about services available through ARC on the [Accommodations and Services website](#).

You@UWM

[YOU@UWM](#) provides student success and well-being information while highlighting available campus resources through a web-based platform that is available to you 24/7. YOU@UWM is a space to check in with yourself, set goals, and explore UWM resources and services so you can be proactive with your health and well-being and make the most of your college experience. Students can complete brief assessments and create their profile to customize content. Users can set goals and check them off once completed, peruse useful and relatable content, or search for something specific.

Dean of Students General Resources

The [Dean of Students Office](#) offers comprehensive support to help students overcome challenges and succeed at UWM. Resources available through the Dean of Students office include [emergency grants](#), [food assistance](#), and [internet access & laptops](#) through the UWM [Laptop Loan Program](#). Students can find a full list of resources on the [Dean of Students General Resources page](#).

Future Healthcare Executives (FHE)

[Future Healthcare Executives](#) is an active student organization recognized by the (ACHE) Higher Education Network. FHE offers students an opportunity to meet the leaders in the field, attend

symposiums sponsored by the ACHE – Wisconsin chapter, and attend national conventions. Students also develop leadership and management skills by networking with executives from the Milwaukee area and beyond. FHE is open to all undergraduate and graduate students. For more information, please contact fhexecs@uwm.edu.

American College of Healthcare Executives (ACHE)

All MHA students are encouraged to be active members of the American College of Healthcare Executives (ACHE) and the ACHE Wisconsin Chapter (ACHE-WI). ACHE student membership benefits include:

- Access to ACHE's [career resources/services](#)
- Subscriptions to *Healthcare Executive* and *Journal of Healthcare Management*
- Access to ACHE's educational programs
- [Scholarship opportunities](#)
- Networking opportunities

Annual membership dues are \$75 for ACHE. If you will require financial assistance to cover the membership dues, please contact the program director.

[ACHE website](#)

[ACHE-WI website](#)

Commission on Accreditation of Healthcare Management Education (CAHME)

The Commission on Accreditation of Healthcare Management Education (CAHME) serves the public by advancing the quality of graduate healthcare management education globally. CAHME is an interdisciplinary group of educational, professional, clinical, and other health sector organizations devoted to quality improvement of education for healthcare management and administration professionals. For 50 years, CAHME accreditation has established the standard of measurement of graduate healthcare management education for the world community. The UWM MHA program is currently in candidacy for CAHME accreditation.

For more information about CAHME, please visit the [CAHME website](#).

Virtual Networking & Social Media

The Healthcare Administration graduate program is on **LinkedIn**! Find us at the [Masters of Healthcare Administration Students and Alumni at the University of Wisconsin Milwaukee](#) group to stay up to date with news and events from our program, department, the College of Health Professions & Sciences, and UW-Milwaukee.

WELCOME TO THE MHA PROGRAM!

Visit us in the Northwest Quad Building B, 6th floor.