



# Master of Healthcare Administration (MHA) Student Handbook

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**Effective Spring 2025**



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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: <https://uwm.edu/biomedical-sciences-healthcare-administration/departments/health-care-administration/>

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## GUIDE TO THE 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.

### I. Items to be submitted to the UWM Graduate School:

<b>Application</b>	Complete the UWM Graduate School online application at: <a href="https://uwm.edu/applygrad/">https://uwm.edu/applygrad/</a>
<b>Transcripts</b>	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.
<b>Resume or CV</b>	Current version of your resume or curriculum vitae (CV).
<b>Reasons Statement</b>	The Reasons Statement consists of the following essay questions: <ul style="list-style-type: none"> <li>• What is your administrative experience?</li> <li>• What is your healthcare experience?</li> <li>• 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?</li> <li>• Describe a personal achievement or experience that has had a significant impact on your life?</li> <li>• 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?</li> </ul>
<b>Two (2) Letters of Recommendation</b>	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.
<b>Application Fee</b>	Information on the current graduate application fee is available on the Graduate School application form.
<b>International Students</b>	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 at: <a href="https://uwm.edu/cie/international-admissions/graduate-application/">https://uwm.edu/cie/international-admissions/graduate-application/</a> Or, contact the UWM CIE Office at (414) 229-4846.

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

**MHA Program Contact:**  
 Taylor Mathewson Levandoski  
 NWQ Building B, Suite #6511  
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 Phone: (414) 251-5431

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 <https://uwm.edu/graduateschool/students/admission/>.

## **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:

<https://uwm.edu/graduateschool/gradresources/forms-and-downloads/>

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 website at: <https://uwm.edu/graduateschool/admitted-students/>.

### Accept Your Admission

If you haven't already, please let us know you are accepting your admission through the Panthera application system. You should have received an email letting you know there was a "Status Change" to your application. [Log into Panthera](#), 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: [uwm.edu/office365](http://uwm.edu/office365).

### 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 MHA program is to prepare a diverse population in the Midwest and beyond, to lead in complex and dynamic health service environments. Through a comprehensive competency based academic course of study, we prepare, educate and develop early-to-mid-careerists and executive-level professionals in the health services arena for competent and progressive decision-making and for increasing managerial responsibilities.

*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

*To be a transformational leader in creating the future of health care delivery as well as become the first choice of Wisconsin residents and employers seeking health administration education. Our Program will be recognized as one of the premier health administration graduate programs in the nation.*

### Values

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

- **Integrity** in all that we do.
- **Collaboration** to achieve **Excellence**.
- **Diversity** of thought, perspective and culture.
- **Accessibility** to promote optimal engagement.

In addition, the Master of Health Care 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 (SLO)**

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 these four CAHME competency 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 1: Emerging	Students can demonstrate this competency in specific situations with significant practice and guidance from experts.
Level 2: Progressing	<p>Students recognize what is required to meet this competency and are able to perform it with minimal support or practice in familiar contexts.</p> <p><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></p>
Level 3: Proficient	<p>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.</p> <p><i>Most students are expected to reach Level 3 for most competencies by the conclusion of the degree program.</i></p>
Level 4: Advanced	<p>Students can integrate knowledge and skills of this competency in a variety of situations and can do so consistently and independently.</p> <p><i>Depending on the competency and students' prior experience, advanced status may or may not be achieved.</i></p>

## **Master of Healthcare Administration (MHA) 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: Operations Management in Healthcare Organizations  
HCA 822: Human Resources Management for Healthcare Executives  
HCA 823: Strategic Planning in Health Care Organizations  
HCA 843: Quantitative Methods for Healthcare Administrators  
**OR** KIN 702: Statistical Analysis in Health Sciences  
HCA 865: Financial Management for Health Care Organizations  
HCA 866: Leading Change & Innovation in a System  
HCA 867: Global Population Health Management  
HCA 868: Health Law and Ethics

### **Required Internship & Capstone — 3 credits required**

HCA 870: Internship in Health Care Administration 2 Credits  
HCA 871: MHA Capstone 1 Credit

### **Elective Courses — 6 credits required**

#### General Electives

HCA 541G: Healthcare Information Systems Analysis and Design 3 Credits  
HCA 699G: Advanced Independent Study 3 Credits

#### Emphasis Area: Health Informatics

HI 723: Health Care Systems Applications 3 Credits  
HI 743: Predictive Analytics 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

*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 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 (MHA) 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: Operations Management in Healthcare Organizations  
HCA 822: Human Resources Management for Healthcare Executives  
HCA 823: Strategic Planning in Health Care Organizations  
HCA 843: Quantitative Methods for Healthcare Administrators  
**OR** KIN 702: Statistical Analysis in Health Sciences  
HCA 865: Financial Management for Health Care Organizations  
HCA 866: Leading Change & Innovation in a System  
HCA 867: Global Population Health Management  
HCA 868: Health Law and Ethics

### **Required Internship & Capstone — 3 credits required**

HCA 870: Internship in Health Care Administration	2 Credits
HCA 871: MHA Capstone	1 Credit

**Total Credits for Degree: 33 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: Global Population Health Management (in-person)	3

Total Semester Credits: 9

##### **Spring Semester**

HCA 865: Financial Management for Health Care Organizations (in-person)	3
HCA 866: Leading Change & Innovation in a System (in-person)	3
***Elective*** (in-person or online)	3

Total Semester Credits: 9

##### **Summer Semester**

HCA 870: Internship in Health Care Administration (online-asynchronous course, in-person internship hours)	2
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#### Year 2

##### **Fall Semester**

HCA 821: Operations Management in Healthcare Organizations (in-person)	3
HCA 822: Human Resources Management for Healthcare Executives (in-person)	3
HCA 843: Quantitative Methods 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 in Health Care Organizations (in-person)	3
HCA 868: Health Law and Ethics (in-person)	3
***Elective*** (in-person or online)	3

Total Semester Credits: 9

##### **Last Semester in Program**

HCA 871: MHA Capstone (online-asynchronous, plus meetings with capstone advisor)	1
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**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: Global Population Health Management (online-asynchronous)	3

Total Semester Credits: 9

##### **Spring Semester**

HCA 865: Financial Management for Health Care Organizations (online-asynchronous)	3
HCA 866: Leading Change & Innovation in a System (online-asynchronous)	3
***Elective*** (online-asynchronous)	3

Total Semester Credits: 9

##### **Summer Semester**

HCA 870: Internship in Health Care Administration (online-asynchronous course, in-person internship hours)	2
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#### Year 2

##### **Fall Semester**

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

Total Semester Credits: 9

##### **Spring Semester**

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

Total Semester Credits: 9

##### **Last Semester in Program**

HCA 871: MHA Capstone (online-asynchronous, plus virtual meetings with capstone advisor)	1
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**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: Global Population Health Management (online-asynchronous)	3

Total Semester Credits: 9

#### ***Spring Semester***

HCA 865: Financial Management for Health Care Organizations (online-asynchronous)	3
HCA 866: Leading Change & Innovation in a System (online-asynchronous)	3

Total Semester Credits: 6

#### ***Summer Semester***

HCA 870: Internship in Health Care Administration (online-asynchronous course, in-person internship hours)	2
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### Year 2

#### ***Fall Semester***

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

Total Semester Credits: 9

#### ***Spring Semester***

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

Total Semester Credits: 6

#### ***Last Semester in Program***

HCA 871: MHA Capstone (online-asynchronous, plus virtual meetings with capstone advisor)	1
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**Total Program Credits: 33**

# Healthcare Administration Course Descriptions

## Core Courses

## Credits

### **HCA 801: Design of Health and Human Service Systems**

**3**

This course studies managerial epidemiology, access to care, health services, health providers, workforce, technology, financing, insurance, health policy, health planning, and the evolution and structure of the U.S. health care system. Exposure to conceptual foundations will come from systems theory, epidemiology, sociology, political science, and economics as students assume health care administrator roles. This course will develop students' competencies in business skills and knowledge.

### **HCA 813: Health Regulatory Policy and Politics**

**3**

The study of 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 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: Operations Management in Healthcare Organizations**

**3**

This course studies fundamental principles, concepts, and approaches regarding health care operations management, quality management, and process improvement. The systemic approach to quality includes patient safety, clinical process improvement, and credentialing. To provide patient/client satisfaction techniques for business plan development, implementation and assessment will be incorporated. This course will develop students' competencies in knowledge of the healthcare environment as well as professionalism.

### **HCA 822: Human Resources Management for Healthcare Executives**

**3**

This course will introduce human relations concepts as it applies to health care organizations with emphasis on the application of management responsibilities. Examine human resources management functions, processes and systems within healthcare organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting human resource management operations. Managing and developing human resources within and between system/organizations will be studied along with organizational performance and creativity. This course will develop students' competencies in communication relationship management, leadership, and knowledge of the healthcare environment.

### **HCA 823: Strategic Planning in Health Care Organizations**

**3**

This course will focus on the application of decision support for strategic planning in health care organizations. Topics include strategy, goals, technology, size, design, adaptation, decision making, control, culture processes, conflict, learning, and inter-organizational relations. This course will develop students' competencies in leadership, professionalism, and business skills and knowledge.

### **HCA 843: Quantitative Methods for Healthcare Administrators**

**3**

This course is an overview of basic and intermediate methods that healthcare administrators and their teams use to analyze quantifiable data. It combines individual and group exploration into the terminology, application, selection, evaluation, and communication of these methods and their results to generate foundational knowledge for leading today's healthcare delivery enterprises.

### **HCA 865: Financial Management for Health Care Organizations**

**3**

This course develops skills in analysis, synthesis and evaluation of advanced financial management theories, principles, concepts and techniques important to health management. This course integrates and applies financial management concepts and techniques relevant to health care settings. Topics include quantitative analysis in financial management; cost and utilization rates; advanced accounting concepts; private and public healthcare reimbursement systems under managed care;

analyze financial reward versus risk; financial planning methodologies; financial statements; preparing and managing budgets. This course will develop students' competencies in business skills and knowledge.

**HCA 866: Leading Change & Innovation in a System** **3**

Management of innovation business projects, including multi-tire contracting, virtual manufacturing, quality targeting and pursuit, and global operations. Incorporate and apply management techniques and theories into leadership activities in the process of communication, value analysis, problem solving and decision making. The imperative for healthcare leaders to understand and manage change will be emphasized, along with critically analyzing the various models of leadership. This course will develop students' competencies in leadership.

**HCA 867: Global Population Health Management** **3**

This course studies the purpose, function and application of planning and marketing in a competitive global marketplace in health care. Content includes strategic planning, situational analysis, strategy formulation, action planning, buyer behavior, segmentation, market research, and market control. This will provide a foundation for comparing and analyzing cultural, historical, geographic, environmental, economic and political factors that influence health. Examines determinants of health and illness, public health, health policy and global healthcare management. This course will develop students' competencies in leadership.

**HCA 868: Health Law and Ethics** **3**

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.

**KIN 702: Statistical Analysis in the Health Sciences** **3**

A substantial amount of the published scientific research informing the health and health-related professions is quantitative. As such, study findings and conclusions are most often based on statistical analyses. This course is designed to enable students in the health care profession to understand fundamental descriptive and inferential statistics reported in such published studies. This course will develop students' competencies in business skills and knowledge as well as professionalism.

**Internship & Capstone**

**HCA 870: Internship in Health Care Administration** **(2 credits)**

Students 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.

**HCA 871: MHA Capstone** **(1 credit)**

This course serves a culminating experience in which students are expected to apply knowledge gained from their graduate experience. The course is designed to provide a final experience in which students

demonstrate proficiency in content and allow an opportunity for closure and connection between courses and Internship experience. 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 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 1<sup>st</sup>. 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 1<sup>st</sup>. The fee for Viewpoint is around \$98, 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
- 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
- Legislative research
- Revision of disaster plans
- 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
- 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

## Online Course Catalog & Schedule of Classes

A list of courses currently being offered can be found in the UWM timetable:

<https://catalog.uwm.edu/course-search/>

A list of all courses offered by Health Care Administration can be found at:

<https://catalog.uwm.edu/health-professions-sciences/biomedical-sciences-health-care-administration/health-care-administration/#coursestext>

## Academic Year Calendar

The Academic Year Calendar can be found on the UWM Calendars and Schedules website at:

<https://uwm.edu/secu/calendars/>

## Grade Definitions

From the Graduate School Policies (<https://uwm.edu/graduateschool/students/academic-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.

## 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 at:

<https://uwm.edu/deanofstudents/academic-misconduct-2/>



“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 Graduate 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 University website (<https://uwm.edu/deanofstudents/academic-misconduct-2/>) 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 University website (<https://uwm.edu/deanofstudents/nonacademic-misconduct/>) 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 <https://uwm.edu/graduateschool/students/academic-policies-and-procedures/appeals-and-exceptions/> 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 Policies and Procedures.

For purposes of appeals to the MHA program, the following definitions apply to terms used by the Graduate School (<https://uwm.edu/graduateschool/students/academic-policies-and-procedures/appeals-and-exceptions/appealing-academic-decisions/>):

- “Graduate Student” is defined as any student enrolled for graduate credit in the MHA program and registered as a graduate student at the University of Wisconsin-Milwaukee.
- “Appropriate Authority within the Department Faculty Body” and “Graduate Faculty of the Program Concerned” are defined as the MHA Program Committee members who are present at the meeting during which an appeal is heard; the MHA program does not have a separate standing appeals committee.
- Graduate programs include non-degree as well as degree, and non-certificate as well as certificate, courses of study.

In order that the MHA Program Committee may make an informed and impartial ruling on Step 2 Appeals (<https://uwm.edu/graduateschool/students/academic-policies-and-procedures/appeals-and-exceptions/graduate-school-academic-appeals-procedure/>), the following procedures will be followed:

1. Appeals must be made in writing and submitted to the MHA Graduate Program Director (or to the school’s Associate Dean if the Program Director is directly involved) and must include the following:
  1. A description of the action that prompted the appeal.
  2. The rationale for claiming that the action was inappropriate.
  3. The specific remedy sought.
  4. A rationale explaining why the remedy sought is appropriate.
2. The appeals meeting will have both evidentiary and deliberation portions:
  - a. Students may be accompanied by an individual of their choice for personal support or advice, but this individual may not be a witness in the matter and may not actively represent or participate in the appeal. Students may present witnesses and evidence in support of their appeals during the evidentiary portion.
  - b. The evidentiary portion can be closed where the provisions of Wisconsin Statutes 19.85 (1) (f) are met, and an appropriate closed session motion is passed.
  - c. The deliberation portion of the meeting can be closed where the provisions of Wisconsin Statutes 19.85 (1) (a) or sec. 19.85(1) (f) are met and an appropriate closed session motion is passed.
3. The MHA Program Committee action will be determined by a majority vote of the members present and voting.
4. In most cases, student appeals will be placed on the agenda of the next regular MHA program meeting. Special meetings to hear student appeals will be scheduled when a majority of those present and voting at a regular meeting of the Committee vote to do so.

# 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.

## **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 website:

<https://uwm.edu/graduateschool/students/academic-policies-and-procedures/>.

## Appendix A. Certificate Programs

### Value-Based Healthcare Graduate Certificate

Offered in collaboration with Advocate Aurora Health, one of the nation's largest and most successful managed care operations, 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 16 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

#### Year 1

**16 required Credits**

#### Semester 1 — Fall

HCA 843: Quantitative Methods for Healthcare Administrators <sup>1</sup>	3 credits
HCA 867: Global Population Health Management <sup>1</sup>	3 credits
HI 700: Introduction to Health Informatics	3 credits

#### Semester 2 — Spring

HCA 800: Value Based Care Models	3 credits
HCA 866: Leading Change & Innovation in a System <sup>1</sup>	3 credits
HCA 871: MHA Capstone <sup>1</sup>	1 credit

### How Should I Apply?

Individuals interested in applying for the Value-Based Healthcare Certificate should contact the Academic Program Manager, [Taylor Mathewson Levandoski](#), to learn more about the application process.

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<sup>1</sup> In the Value-based Healthcare Graduate certificate program, the following courses are incorporated into the MHA program curriculum — HCA 867, HCA 843, HCA 866, and HCA 871.

## Appendix A. Certificate Programs (Continued)

### 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 <sup>2</sup>        | 3 credits |
| • HCA 813: Health Regulatory Policies and Politics <sup>2</sup>           | 3 credits |
| • HCA 821: Operations Management in Healthcare Organizations <sup>2</sup> | 3 credits |
| • HCA 868: Health Law and Ethics <sup>2</sup>                             | 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

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

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, [Taylor Mathewson Levandoski](#), to learn more about the application process.

## Appendix B. Resources, Networking, & Opportunities

### Chancellor's Graduate Student Award (CGSA)

The Chancellor's Graduate Student Award (CGSA) program is designed to give UWM a competitive edge in attracting and retaining high quality, talented graduate students. The CGSA for MHA students is competency-based and awarded only in the fall term for distribution between the fall and spring semesters.

For more information on CGSA, please visit: <https://uwm.edu/graduateschool/chancellors-graduate-student-awards/>

### 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 <https://uwm.edu/writing-center/> to schedule an appointment online or see their in-person availability.

### 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: [www.ache.org](http://www.ache.org)

ACHE-WI: <http://wisconsin.ache.org/>

### 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](mailto:fhexecs@uwm.edu)

### 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 [www.cahme.org](http://www.cahme.org)

### **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, 6<sup>th</sup> floor.**