A. Abstract:

The UWM Master of Healthcare Administration 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.)

B. Program Identification:

1. Institution name: University of Wisconsin-Milwaukee
2. Title of proposed program: Master of Healthcare Administration
3. Degree/major designation: MHA
4. Mode of delivery: Residential, on-campus program consisting of classroom-, technology-, and laboratory-based instruction; Web-based, on-line program consisting of distance of classroom-, technology-, and laboratory-based instruction. The program is not cohort-based.
5. Single institution or collaboration: Single Institution
6. Projected enrollment by year five of the program: 130
7. Tuition structure (i.e., standard tuition, differential tuition, etc.): Standard tuition for residential delivery; on-line fee for web-based delivery.
8. Department or functional equivalent: Health Informatics and Administration
9. College, School, or functional equivalent: Health Sciences

C. Introduction:

1. Why is the program being proposed? What is its relation to the institution’s mission?

The development of the MHA program will better enable study of the management of healthcare and health-related organizations, groups, and individuals. The program will enable students to understand the complex interrelationships between health organizations, societal and cultural contexts, and biological systems, and will emphasize the well-being of the individuals and populations affected by these complex interrelationships. The program will address workforce training needs of Wisconsin that have grown out of the recent Federal mandates for healthcare providers to demonstrate improved healthcare outcomes and meaningful use of electronic health record systems. The MHA program may function as a terminal professional degree to prepare students for immediate employment in the healthcare industry. The proposed MHA program will also provide for a seamless step from undergraduate study in Health
Care Administration and related fields, to PhD level study of Health Administration and Health Services Research in the Health Science PhD in the College of Health Sciences. This will contribute to a goal of the University of Wisconsin-Milwaukee to

“…fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, the University of Wisconsin-Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service.”

2. How does it fit into the institution’s overall strategic plan?

The proposed MHA program is aligned with the Institution’s overall strategic plan through (1) the development of community and business partnerships the will increase the Institutions support for the Milwaukee community; (2) by its focus on improving health, the proposed MHA program will contribute to the generation of discoveries and scholarly outcomes that will impact society, locally to globally; and (3) by its linkage of undergraduate to PhD study, the proposed MHA program will contribute to the Institution’s goal of **graduating highly skilled individuals at all levels, from undergraduate to doctoral.**

3. Do current students need or want the program?

Beginning in mid-Spring 2014, we began informally discussing the possibility of this program with students in our undergraduate Health Care Administration program, as well as with members of the Health Informatics and Administration Advisory Committee. By word of mouth only, since no advertising is possible or proper at this early stage, news of the plan for the program has spread. Since that time, we have received on the average 2 inquiries per week from either current students or others interested in the program.

4. Does market research indicate demand?

The UWM Department of Health Informatics and Administration (formerly the Healthcare Administration and Informatics program in the Department of Health Sciences) has offered a B.S. in Healthcare Administration since 2000. Since its inception, the B.S. in Healthcare Administration program has graduated students who have become highly sought after practitioners in healthcare administration. Notwithstanding the success of our undergraduate program,

…a bachelor's degree is [only] adequate for some entry-level positions in smaller facilities, at the departmental level within healthcare organizations, and in health information management. Physicians' offices and some other facilities hire those with on-the-job experience instead of formal education, [a] **master's degree** in health services administration, long-term care administration, health sciences, public health, public administration, or business
administration is the standard credential for most generalist positions in this field…[Nationally] [e]mployment of medical and health services managers is expected to grow 16 percent from 2008 to 2018, faster than the average for all occupations. The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations. (our emphasis)


We are engaging in discussions with the Director of Pharmacy Residents at Froedert Health to have the proposed MHA program provide a required course of study for those residents, with 5 new residents expected each year. Aurora Health Care has suggested they would be willing to provide summer internships, as well as post-graduate fellowships at Wisconsin Aurora facilities.

5. How does the program represent emerging knowledge, or new directions in professions and disciplines?

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 bio-engineering and biomedical 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 we propose will train students to take up this challenge.

D. Description of Program:

1. Describe the general structure of the program
The proposed MHA will be 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: [1] Setting measurable criteria for excellent healthcare management education; [2] Supporting, assisting and advising programs which seek to meet or exceed the criteria and continuously improve; [3] Accrediting graduate programs that meet or exceed the criteria; [4] Making this information easily available to interested constituencies.”

http://www.cahme.org/Mission.html

a. The ways in which the program fits into the institutional program array and academic plan.
The proposed MHA program will serve both traditional students and non-traditional students by [1] functioning as a terminal professional degree to prepare students for immediate employment in the
healthcare industry; or [2] providing for a seamless step from undergraduate study in Health Care Administration and related fields, to PhD study of Health Services Research and Informatics through the Health Science PhD in the College of Health Sciences.

b. The extent to which the program is duplicative of existing programs in the University of Wisconsin System.

The proposed MHA program is not duplicative of any existing programs in the University of Wisconsin System. The proposed MHA program is designed strictly in accordance accreditation requirements of the Commission on Accreditation Healthcare Management Education (CAHME.) It utilizes a competency model addressing four broad competency domains as defined by CAHME. The competency model used in the UWM MHA is based on the Healthcare Leadership Alliance (HLA) Competency Directory (www.healthcareleadershipalliance.org). While the Lubars School of Business has an MBA program with a concentration in Healthcare, it is not designed for CAHME accreditation.

Comparable Programs in Wisconsin. There are no comparable programs in Wisconsin. A number of for profit programs that are Web-Based are advertised in Wisconsin; however, they are not CAHME accredited.

Comparable Program outside Wisconsin. There are certainly CAHME accredited MHA programs outside of Wisconsin. CAHME is the national standard for accreditation of MHA programs, with 76 MHA (or similar MBA, MPH or MS) programs with CAHME accreditation, including Boston University, John Hopkins, UCLA, Penn State, and the George Washington University to name a few. In fact, currently students from Wisconsin, particularly from our undergraduate HCA program, have to pursue MHA level study outside of Wisconsin. The establishment of a CAHME accredited program in Wisconsin is necessary to provide the citizens of Wisconsin with a serious alternative to study at non-Wisconsin institutions.

c. The collaborative nature of the program, if appropriate, including specific institutional responsibilities.

The proposed MHA program will take advantage of opportunities for informal collaboration between the MBA program in the Lubars School of Business, the Health Policy and Administration division in the School of Public Health, and the interdisciplinary Biomedical and Health Informatics PhD program in CEAS.

d. The ways in which the program prepares students through diverse elements in the curriculum for an integrated and multicultural society (may include inclusion of diversity issues in the curriculum or other approaches).

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.
2. Explain briefly program’s plan for assessing student learning outcomes

a. What students will know and be able to do as a result of completing the program.

CAMHE requires MHA programs to provide curricular coverage of the following four broad competency domains.

1. The program curriculum will develop students’ competencies in communications and interpersonal effectiveness.

   “Communications” includes competencies associated with giving and receiving of information between an individual and other individuals or groups. “Interpersonal effectiveness” involves competencies associated with developing and maintaining effective working relationships with others.

2. The program curriculum will develop students’ competencies in critical thinking, analysis, and problem solving.

   This domain includes competencies related to the appropriate use of information, data, and judgment to inform sound management decisions.

3. The program curriculum will develop students’ competencies in management and leadership.

   This domain includes competencies related to a student’s ability to successfully pursue organizational goals that involve getting things done through and in collaboration with others.

4. The program curriculum will develop students’ competencies in professionalism and ethics.

   This domain includes competencies that relate to upholding high professional and ethical standards.

The proposed MHA program will address these four CAHME competency domains through a competency model based on the HLA Competency Model.

Five Competency Domains of the HLA Competency Model

1. Communication and Relationship Management

   The ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

2. Leadership
The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance. According to the HLA model, leadership intersects with each of the other four domains.

3. Professionalism

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.

4. Knowledge of the Healthcare Environment

The understanding of the healthcare system and the environment in which healthcare managers and providers function.

5. Business Skills and Knowledge

The ability to apply business principles, including systems thinking, to the healthcare environment.

For example, the HLA competency domain of Communication and Relationship Management will be addressed by training in the following specific competencies:

Communication Skills

Sensitivity to what is correct behavior when communicating with diverse cultures, internal and external
Communicate organizational mission, vision, objectives and priorities
Demonstrate effective written, oral communication, and presentation skills
Identify and utilize human and technical resources to develop and deliver communications
Prepare and deliver business communications including meeting agendas, presentations, business reports, and project communications plans
Present results of data analysis to decision makers
Provide and receive constructive feedback
Build effective physician and administrator leadership teams
Facilitate group dynamics, process, meetings and discussions
Use factual data to produce and deliver credible and understandable reports

Relationship Management

Organizational structure and relationships
Build collaborative relationships
Demonstrate effective interpersonal relations
Identify stakeholder needs/expectations
Practice and value shared decision making

b. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished.
The proposed program will continuously assess student learning both at the individual course level and at the curriculum level. At the individual course level, student learning will be continuously assessed through case study analysis, group interaction and leadership assessment, oral arguments, and evaluation of written essays. Student learning at the curriculum level will be assessed in two ongoing ways. First, student learning at the curriculum level will be assessed by ongoing consideration of prerequisite competencies. For example, when two courses, A and B, are directly related by a specific prerequisite competency, C, we will continually evaluate whether students who have completed A and are now enrolled in B have sufficiently mastered the specified prerequisite competency C. The second way in which student learning at the curriculum level will be assessed is by a final, required, oral exit exam.

3. Describe the programmatic curriculum

a. How the curriculum is structured (include web links to courses, prerequisites, and other programmatic components).

39 credits are required for graduation. With the exception of the required internship, the program is online.

Required Courses (30 credits)

1. HIA 801: Design of Health and Human Service Systems (3) *(TBD)*
2. Kin 702: Statistical Analysis in the Health Sciences (3)
3. HIA 821: Operations Management in Healthcare Organizations (3) *(TBD)*
   OR Bus Adm 755 Health Care Administration and Delivery Systems (3)
4. HIA 822: Human Resource Management in Health Care Organizations (3) *(TBD)*
5. HIA 823: Strategic Planning in Health Care Organizations (3) *(TBD)*
   OR Bus Mgmt 720 Strategic Management in Health Care Organizations (3)
6. HIA 865: Financial Management for Health Care Organizations (3) *(TBD)*
7. HIA 866 Leading Change and Innovation in Systems (3) *(TBD)*
8. HIA 867 Leading Strategic Innovation in a Competitive Global Marketplace (3) *(TBD)*
9. HIA 813: Health Regulatory Policy and Politics (3) *(TBD)*
10. Bus Mgmt 727 Health Care Accounting, Law, and Ethics (3)
    OR HIA 721: Law for Health Care Consumers and Professionals (3) *(TBD)*
    OR HCA: Legal, Ethical and Social Issues in Health Care Informatics (3)

Required Internship (3 credits)

HIA 680: Internship in Health Management and Informatics (3) *(TBD)*

Electives (6 credits)
1. HIA 844: Data and Text Mining (3) *(TBD)*
2. HIA 815: Consumer Health Informatics (3) *(TBD)*
3. HCA 700: Introduction to Health Care Informatics (2)
4. HIA 860: Topics in Health Management and Biomedical and Health Informatics (3) *(TBD)*
5. HIA 803: Epidemiology for the Health Sciences II (3) *(TBD)*
6. HIA 804: Information Security (3) *(TBD)*
7. Bus Adm 783 Supply Chain Management (3)
8. Bus Adm 785 Project Management and Innovative Operations (3)
9. HIA 814: Health Regulatory Science (3) *(TBD)*
10. HIA 850: Healthcare Quality Management (3) *(TBD)*
11. HCA 760: Biomedical and Healthcare Terminology and Ontology (3)
12. HIA 761: Biomedical Ontologies and Controlled Terminologies II (3) *(TBD)*
13. Bus Adm 757 Managed Care and Integrated Health Networks (3)
14. HCA 742: Computational Intelligence in Health Informatics (3)
15. HS 917: Seminar in Health Outcomes Assessment (3)
16. HIA 843: Health Data Analytics (3) *(TBD)*

Sample Course of Study: total credit hours = 39

**Fall Semester 1: credit hours = 9**

HIA 866 Leading Change and Innovation in Systems (3) *[required]*
HIA 801: Design of Health and Human Service Systems (3) *[required]*
Kin 702: Statistical Analysis in the Health Sciences (3) *[required]*

**Spring Semester 1: credit hours = 9**

HIA 867 Leading Strategic Innovation in a Competitive Global Marketplace (3) *[required]*
HIA 865: Financial Management for Health Care Organizations (3) *[required]*
HIA 813: Health Regulatory Policy and Politics (3) *[required]*

**Summer Semester: credit hours = 3**

HIA 680: Internship in Health Management and Informatics (3) *[required]*

**Fall Semester 2: credit hours = 9**
HIA 821: Operations Management in Healthcare Organizations (3) [required]
HIA 822: Human Resource Management in Health Care Organizations (3) [required]
HS 917: Seminar in Health Outcomes Assessment (3) [elective]

Spring Semester 2: credit hours = 9

HIA 721: Law for Health Care Consumers and Professionals (3) [required]
HIA 823: Strategic Planning in Health Care Organizations (3) [required]
HIA 814: Health Regulatory Science (3) [elective]

4. Projected time to degree

Two nine-month academic years and one summer semester.

5. Summarize the program review process

a. How and when the program will be reviewed by the institution.

UWM’s graduate program review process can be found at:
http://www.graduateschool.uwm.edu/faculty-staff/governance/graduate-program-reviews/ and in UWM Document 2563, 3/15/07 (UWM Administration approval, 5/11/07; Editorially revised, 6/30/08) and UWM Document 2780, 4/21/11 (UWM Administration approval, 5/2/11)

b. A discussion of what aspects will be evaluated to determine the quality of the program.

Aspects of the program to be evaluated will include, but not be limited to:
• Student performance (grades and thesis quality);
• Diversity of studies (range of issues and courses taken by students);
• Student evaluations of the faculty and program;
• Diversity of participation in the program from different types of students and career objectives;
• Outside observations from persons involved in the field

c. How the review will provide consideration to equity and inclusive excellence, as appropriate.

The review will examine the range of issues addressed by students, the background of students who enter the program and the types of jobs and activities in which students engage after completing the program. All three of these factors will be examined in terms of social equity and inclusiveness of excellence.

d. Need for external accreditation
There is no statutory requirement that the proposed MHA program be accredited by an external body. However, the marketplace demands accreditation by CAHME, the national standard for accrediting MHA programs.

E. Institutional Commitment (Separate)
Explanation of the title change for the CHS MHA program

Timothy B. Patrick, PhD

Tuesday, April 07, 2015

The original title proposed for the MHA was “Master of Health Administration”. After a request from the Zilber School of Public Health, the title was changed to “Master of Healthcare Administration”.

The title change was affected at the request of the Zilber School of Public Health in order to avoid confusion with Health Policy and Administration.

Both titles, "Master of Health Administration" and "Master of Healthcare Administration" are represented in CAHME accredited MHA programs. The title change is thus in line with the relevant accreditation body, as well as the profession, and avoids any confusion with "Health Policy and Administration" in Zilber.