

2026 Criteria for Accreditation

Approved By CAHME Board of Directors

May 22, 2025

Standard 1 Program Development, Operations, and Sustainment

1.1 Mission, Vision, Values

The program will have statements of mission, vision, and values and demonstrate they guide the program's design, evaluation of effectiveness, and strategic initiatives.

1.2 Program-level Operational and Sustainment Plan

The program will develop and implement an operational and sustainment plan.

1.3 Program Leadership and Faculty Authority

Program leadership and faculty must have the necessary input in all areas that fulfill its mission, vision, strategic initiatives, operational plan, and continuous quality improvement (CQI) plans.

1.4 Student Recruitment, Admissions, Retention

The program will develop and implement a plan for recruitment, admissions processes, and retention of students.

1.5 Information Transparency

Students and stakeholders have website access to accurate information about the program's admission and selection criteria, competency model, curriculum and curriculum sequencing, student success outcomes, stakeholder engagement, professional development activities, and post-graduate employment.

1.6 Program Resources

The program will have the resources necessary to meet its mission, vision, operational plan, sustainment plan, and strategic initiatives.

Standard 2 Competency Model

2.1 Competency Model Development

The program will develop and implement a competency model that is industry relevant and prepares students to be successful on the integrative assessment(s) and for post graduate placement.

2.2 Competency Model Effectiveness

The program measures student competency attainment at the program level.

2.3 Competency Model CQI

The program will develop and implement a plan to improve competency model effectiveness.

Standard 3 Curriculum

3.1 Curriculum Development

The program will develop and implement curriculum plan that is industry relevant and prepares students to be successful in the integrative assessment(s) and post graduate placement.

3.2 Curriculum Effectiveness

The program will evaluate the effectiveness of the curriculum to achieve the program level competency attainment targets, integrative experience(s), and post graduate employment.

3.3 Graduate Level Curriculum

The Program will incorporate teaching, learning, and assessment methods driven by adult learning principles, based on higher education taxonomic levels appropriate to graduate education, and aligned with defined course competencies and integrative experience(s).

3.4 Curriculum Integrative Experience

The program will provide program level integrative experience(s) for all students.

3.5 Curriculum CQI

The program will develop and implement a plan to improve curriculum effectiveness.

Standard 4 Student Success

4.1 General Student Resources

The college, university, school, and program must offer comprehensive, well-communicated general resources to support student success and well-being.

4.2 Academic Resources

The College, University, school, and program must offer comprehensive, well-communicated student academic resources including technology resources.

4.3 Academic Advising

The College or University must offer comprehensive, well-communicated student academic advising resources.

4.4 Professional Career Advising

The program must offer or provide access to and well-communicate professional career advising services for all students.

4.5 Student Preparedness

The program will develop and implement a plan to monitor student preparedness for post-graduate success.

Standard 5 Faculty

5.1 Faculty Qualification

All program faculty have relevant academic and/or professional preparation in the areas they teach and/or engage with students.

5.2 Faculty Pedagogical Development

The program will develop and implement a faculty pedagogical plan for all faculty who teach in the program.

Criteria for Accreditation with Interpretive Language

Key: PBC – Provided by CAHME

Standard 1 Program Development, Operations and Sustainment

1.1 Mission, Vision, Values

Standard

The program will have statements of mission, vision, and values and demonstrate they guide the program's design, evaluation of effectiveness, and strategic initiatives.

Rationale

Mission, vision, and values statements provide direction for program operations, strategy, and sustainment. There are many reasons that a program should have a clear, targeted, and communicative mission, vision, and values. The following elements provide support for development, evaluation, and improvement:

- **Clarity and Direction:** A mission statement defines the program's purpose and primary objectives, providing clear direction for students, faculty, and staff. It helps everyone understand the program's goals and how they contribute to achieving them.

- **Alignment and Cohesion:** The vision statement outlines the long-term aspirations of the program, inspiring and motivating all stakeholders to work towards a common future. It ensures that everyone is aligned with the program's goals and values.
- **Decision-Making Framework:** Values serve as guiding principles that influence the program's culture and decision-making processes. They help in making consistent and ethical decisions, fostering a positive and supportive environment.
- **Attracting Students and Faculty:** A well-defined mission, vision, and values can attract prospective students and faculty who share similar goals and values. It helps in building a strong and committed community.
- **Accountability and Assessment:** These elements provide a benchmark for evaluating the program's success and areas for improvement. They help in setting measurable goals and assessing progress over time.
- **Brand Identity:** They contribute to the program's identity and reputation, distinguishing it from other programs. A strong brand can enhance the program's visibility and appeal.

Review Elements

- a. The program defines a vision and provides the rationale
- b. The program defines a mission and provides the rationale and supporting data
- c. Detailed descriptions of how the mission, vision, and values have influenced the program's structure and components, design, continuous quality improvement plan, and strategic initiatives.
- d. The program adopts values: These can be original to the program or adopted from college, and/or university. Describes how the values align with program activities.
- e. Detailed descriptions of how the mission, vision, and values have influenced the program's structure and components, design, continuous quality improvement plan, and strategic initiatives.
- f. Describe how they evaluate if the mission, vision, and values are still relevant

1.2 Program-level Operational and Sustainment Plan

Standard

The program will develop and implement an operational and sustainment plan.

Rationale

Developing and implementing an operational and sustainment plan is critical for ensuring the long-term success and stability of the program. This standard ensures that the program has a clear strategy for managing its resources, maintaining its infrastructure, and supporting its activities over time. An effective operational and sustainment plan helps the program adapt to changing circumstances, identify resource needs, manage risks, and ensure continuous improvement. By having a well-defined plan, the program can provide a stable and supportive environment for students, faculty, and staff, meet the mission and vision, and ultimately enhancing the overall quality of education and institutional effectiveness.

Review Elements

- a. Specify the components of the operational and sustainment plan, including resource management, timelines, infrastructure maintenance, and support activities for the self-study year and the next 2 years.
- b. Describe the processes for developing and implementing the operational and sustainment plan.
- c. Explain how the program ensures that the plan is aligned with program mission, vision, and CQI plan.
- d. Outline the strategies for regularly evaluating and updating the operational and sustainment plan to address changing needs and circumstances.
- e. Detail the role of faculty, staff, stakeholders, and administration in executing and maintaining the operational and sustainment plan.
- f. Illustrate the mechanisms for monitoring the effectiveness of the plan and making necessary adjustments.
- g. Describe the continuous improvement processes in place to enhance the operational and sustainment plan based on feedback and performance outcomes.

Documentation Requirements

- PBC: Complete the Operational and Sustainment Plan Table
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

Operational and Sustainment Plan Minimum Requirements (provided in table)

- a. **Resource Management:** Ensures that the program has adequate funding, staffing, and physical resources. This includes budget planning, hiring processes, and procurement of necessary materials. Faculty, staff, materials
- b. **Infrastructure Maintenance:** Focuses on keeping the physical and technological infrastructure in good condition. This includes regular maintenance schedules, upgrades to technology, and ensuring that facilities meet safety and operational standards.
- c. **Support Activities:** Encompasses all the ancillary services that support the program's core functions. This includes administrative support, student services like advising and counseling, and professional development opportunities for faculty and staff.
- d. **Risk Management:** Involves identifying potential risks to the program, assessing their impact, and developing strategies to mitigate them. This includes creating risk assessment plans, developing contingency plans, and preparing for emergencies.
- e. **Performance Metrics:** Establishes clear metrics to measure the program's success and efficiency. This includes setting KPIs, benchmarking against industry standards, and conducting regular performance reviews to identify areas for improvement.
- f. **Stakeholder Engagement:** Ensures that the needs and feedback of all stakeholders are considered in the planning process. This includes holding regular meetings with stakeholders, conducting surveys to gather feedback, and creating channels for ongoing communication.

- g. **Communication Strategies:** Develops effective methods for communicating the plan and its progress to all stakeholders. This includes creating reports, sending out newsletters, holding meetings, and using online platforms to share information.

1.3 Program Leadership and Faculty Authority

Standard

Program leadership and faculty must have the necessary input in all areas that fulfill its mission, vision, strategic initiatives, operational plan, and continuous quality improvement (CQI) plans.

Rationale

Ensuring that program leadership and faculty have the necessary input in all areas that fulfill the program's mission, vision, strategic initiatives, operational plan, and continuous quality improvement (CQI) plans is essential for the success and sustainability of the program. This standard guarantees that those who are directly involved in the program's delivery and development can contribute their expertise and insights. By involving leadership and faculty in decision-making processes, the program can benefit from their experience, ensure alignment with competency attainment outcomes and industry employability skills, and foster a collaborative environment. This approach enhances the program's ability to adapt to changes, implement effective strategies, and continuously improve its quality and effectiveness.

Review Elements

- Specify** the mechanisms for ensuring program leadership and faculty input in the development and implementation of the program's mission, vision, strategic initiatives, operational plan and CQI plans, and other appropriate areas.
- Explain** how the program collects and incorporates feedback from leadership and faculty to inform program decision-making and strategic planning.
- Outline** the strategies for fostering collaboration and communication between leadership, faculty, and other stakeholders.
- Illustrate** the continuous improvement processes that ensure leadership and faculty input is regularly reviewed and integrated into the program's development.

Documentation Requirements

- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

1.4 Student Recruitment, Admissions, Retention

Standard

The program will develop and implement a plan for recruitment, admissions processes, and retention of students.

Rationale

Developing and implementing a plan for recruitment, admissions processes, and retention of students is central to maintaining a student body that matches the program's mission, ensuring that the program attracts and retains talented individuals. This standard ensures that the program has a strategic approach to identifying selection criteria, communicating these criteria to prospective students, enrolling students who are well-suited for the program, as well as providing the necessary support to help them succeed and complete their studies. By focusing on these areas, the program can enhance its reputation, improve student outcomes, and ensure long-term sustainability. A well-defined plan also helps in addressing challenges related to student attrition and promotes a supportive learning environment.

Review Elements

1. **Specify** the criteria and strategies used for recruiting students who align with the program's mission and goals.
2. **Describe** the admissions processes, including how the program evaluates and selects applicants.
3. **Explain** the methods used to support student retention.
4. **Outline** the strategies for monitoring and evaluating the effectiveness of recruitment, admissions, and retention efforts.
5. **Detail** the role of faculty and other appropriate stakeholders in the recruitment, admissions, and retention processes.
6. **Illustrate** the continuous improvement processes in place to update and refine recruitment, admissions, and retention plans based on feedback and outcomes.

Documentation Requirements

- Data collection tools
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

1.5 Information Transparency

Standard

Students and stakeholders have website access to accurate information about the program's admission and selection criteria, competency model, curriculum and curriculum sequencing, student success outcomes, stakeholder engagement, professional development activities, and post-graduate employment.

Rationale

Providing students and stakeholders with website access to accurate information about the program is essential for transparency, informed decision-making, and effective communication. This standard ensures that all relevant information about the program, including curriculum details, admission

requirements, faculty qualifications, and support services, is readily available and up to date. Accurate and accessible information helps prospective and current students, parents, and other stakeholders understand the program's offerings and make informed choices. It also enhances the program's credibility and trustworthiness, fostering a positive reputation and supporting student recruitment and retention efforts.

Review Elements

- Provide links to the elements described in the standard.
- Describe the processes for ensuring that the information on the website is accurate, comprehensive, and regularly updated.
- Explain how the program validates that the website is user-friendly and accessible to all stakeholders, including prospective and current students, parents, and industry partners.
- Outline the strategies for monitoring and evaluating the effectiveness of the website in providing accurate and useful information.
- Detail the role of faculty, staff, and administration in maintaining and updating the website content.
- Illustrate the continuous improvement processes in place to enhance the quality and accessibility of the information provided on the website based on feedback from users.

Documentation Requirements

- PBC: Table with links to all elements listed in the standard.
- Data collection tools
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

1.6 Program Resources

Standard

The program will have the resources necessary to meet its mission, vision, operational plan, sustainment plan, and strategic initiatives.

Rationale

Ensuring that the program has the necessary resources to meet its mission, vision, operational plan, sustainment plan, and strategic initiatives is fundamental for its success and sustainability. Adequate resources, including financial, human, and physical assets, are essential for delivering high-quality education, supporting faculty and staff, and providing students with the tools they need to succeed. This standard ensures that the program can effectively implement its plans, adapt to changing needs, and continuously improve. By securing and managing resources efficiently, the program can maintain its quality, achieve its strategic goals, and fulfill its mission and vision.

Review Elements

- a. Specify the types of resources required to support the program's mission, vision, operational plan, sustainment plan, and strategic initiatives, including financial, human, and physical resources.
- b. Describe the processes for securing and allocating these resources to ensure they are used effectively and efficiently.
- c. Explain how the program evaluates the adequacy of its resources and identifies any gaps or areas for improvement.
- d. Outline the strategies for managing and optimizing resources to support the program's goals and objectives.
- e. Detail the role of faculty, staff, and administration in resource planning and management.
- f. Illustrate the continuous improvement processes in place to ensure that resource allocation and management are regularly reviewed and enhanced based on feedback and performance outcomes.

Documentation Requirements

- PBC: Resources Table: standard elements
- Data collection tools
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

Standard 2 Competency Model

2.1 Competency Model Development

Standard

The program will develop and implement a competency model that is industry relevant and prepares students to be successful on the integrative assessment(s) and for post graduate placement.

Rationale

The program has a set of relevant competencies that are industry specific, align with student post-graduate employment, the program's mission, and vision, and have been layered across the curriculum in a way that allows students to be successful on the program's integrative assessment(s) for each competency.

Review Elements

- a. Specify how the program identifies and integrates industry-relevant competencies into the curriculum.
- b. Describe the process for developing the competency model, including stakeholder involvement and industry consultation.
- c. Outline the methods used to ensure that the competency model prepares students for integrative assessments.

- d. Detail the strategies implemented to support students in achieving the competencies required for post-graduate placement.
- e. Clarify how the program evaluates the effectiveness of the competency model in preparing students for industry demands.
- f. Illustrate the continuous improvement processes in place to update and refine the competency model based on feedback and industry changes.
- g. Describe the mechanisms for assessing student performance against the competency model and providing targeted support where needed.
- h. Explain how the program tracks and reports on student success in integrative assessments and post-graduate placements.
- i. Detail the role of faculty and industry partners in maintaining the relevance and rigor of the competency model.

Document Requirements:

- a. PBC - Spreadsheet with all competencies, competency definitions, evaluation criteria, proficiency targets
- b. Provides a proficiency scale with labels, definitions, and evaluation criteria

2.2 Competency Model Effectiveness

Standard

The program measures student competency attainment at the program level.

Rationale

Measuring competency attainment at the program level is crucial for ensuring that students acquire the necessary skills and knowledge to succeed in their chosen roles. This standard helps maintain the quality and relevance of the educational program by providing a structured approach to evaluating student performance and program effectiveness. It ensures that the program is aligned with industry requirements and prepares students for professional success. Additionally, it supports continuous improvement by identifying areas where the program can be enhanced to better meet the needs of students and employers.

Review Elements – description only here – CQI efforts in 2.3 in the PIC tool

- a. Specify the criteria used to define and measure competency attainment at the program level.
- b. Describe the methods and tools employed to assess student competencies throughout the program.
- c. Outline the process for collecting and analyzing data on student competency attainment.
- d. Clarify the role of faculty in designing and implementing competency assessments.

- e. Illustrate the mechanisms for providing feedback to students on their competency attainment and supporting their development.
- f. Explain how the program tracks and reports on overall student competency attainment and program effectiveness.

Document Requirements

- Summary analysis of 2 years of data (raw data not required)
- Data collection tools used to measure student competency attainment at the program level

2.3 Competency Model CQI

Standard

The program will develop and implement a plan to improve competency model effectiveness.

Rationale

Developing and implementing a plan to improve competency model effectiveness is essential for maintaining the relevance and quality of a healthcare administration graduate program. A well-documented continuous quality improvement (CQI) plan ensures that the program can systematically review, analyze, and act upon competency model effectiveness outcomes. By incorporating input from key stakeholders, the program can align its competencies with industry standards and organizational goals. Regular communication of feedback to stakeholders fosters transparency and accountability, while targeted development initiatives and continuous monitoring ensure that the program remains responsive to evolving needs and expectations. This systematic approach helps identify, assess, and enhance the skills and behaviors necessary for effective performance, preparing students for professional success.

Review Elements

- a. Describe the systematic approach and components of the continuous quality improvement (CQI) plan, including how it reviews, analyzes, and acts upon competency model effectiveness outcomes.
- b. Explain how and when the program incorporates input and feedback outcomes from key stakeholders into the CQI plan and specify persons such as faculty, students, alumni, and industry partners.
- c. Detail, via the PIC tool, the targeted development initiatives implemented to address identified gaps and enhance competency model effectiveness. Must provide the priority effort and no more than 2 CQI efforts.
- d. Clarify the process for continuously monitoring progress and ensuring alignment with mission.

Documentation Requirements:

- PBC: PIC tool – minimum one priority effort and no more than 2 PIC tool submissions. The program can address more but do not need to submit them all.

Standard 3 Curriculum

3.1 Curriculum Development

Standard

The program will develop and implement curriculum plan that is industry relevant and prepares students to be successful in the integrative assessment(s) and post graduate placement.

Rationale

Developing and implementing a curriculum plan that is industry relevant is crucial for ensuring that students acquire the skills and knowledge necessary to succeed in their professional careers. This standard ensures that the curriculum is aligned with the program's mission and current industry practices and standards, preparing students for integrative assessments and post-graduate placements. By focusing on industry relevance, the program can provide students with practical, applicable knowledge that enhances their employability and readiness for real-world challenges. Additionally, this approach supports continuous improvement by regularly updating the curriculum to reflect changes in industry demands and incorporating feedback from key stakeholders.

Review Elements

- a. Specify the criteria used to develop and implement a curriculum plan that is aligned with the mission, vision, and is industry relevant.
- b. Detail the strategies implemented to incorporate industry feedback into the curriculum development process.
- c. Explain how the curriculum plan prepares students for integrative assessments.
- d. Research and Scholarship: Provide evidence of faculty inclusion of scholarship and research in the curriculum.
- e. Teams and Teamwork: Specific what courses students engage in team related work and how individual students receive feedback on performance. The program must provide a minimum of 2 opportunities for participation in teams and receiving feedback at the individual student level.
- f. Students will engage with a variety of healthcare professionals in the curriculum.
- g. Detail the role of faculty and industry partners in developing and maintaining the relevance and rigor of the curriculum.
- h. The program will cover, at least once during a student's degree program, the following topics in the program. This is a list of topics and are not required to be domains, competencies, or courses. The program can determine the best way to include these topics in their curriculum and program offerings. All students must receive the topical information, offering access is not adequate.

Analytical Reasoning	Healthcare Innovation & Innovation Principles
Communication: Written and Oral	Healthcare Management and Operations
Critical Thinking	Leadership

Cultural Competence: Develop student's skills to work with all populations and communities	Healthcare Legal Considerations
Data Literacy and Data Supported Decision Making	Performance Measurement & Improvement
Ethics	Professionalism
Health Industry Foundations	Strategic Thinking
Healthcare Finance	Sustainability
Healthcare Human Resources	Teamwork
Healthcare Management Across the Continuum	Technology
Population Health	Interprofessional Experiences

Documentation Requirements

- All course syllabi offered during the self-study year. The syllabi will include course objectives, course competency target levels, course competencies linked to course objectives, assessments that evaluate competency attainment
- Tool(s) used to measure competency attainment at the course and program levels. If standard rubrics then provide one sample
- PBC: Topics table: topics listed in H, courses/activity where topic is covered with links
- PBC: Figure 12 – course, competencies, course target levels, where final program level competency target is assessed
- PBC: Curriculum spreadsheet with all courses that include where the following are placed

3.2 Curriculum Effectiveness

Standard

The program will evaluate the effectiveness of the curriculum to achieve the program level competency attainment targets, integrative experience(s), and post graduate employment.

Rationale

Evaluating the effectiveness of the curriculum to achieve program-level competency attainment targets, ensure success in integrative experiences, and secure post-graduate placements is essential for maintaining the quality and relevance of an educational program. This standard ensures that the curriculum is systematically reviewed to verify that it equips students with the necessary knowledge, skills, and competencies required for their professional success. By regularly evaluating curriculum effectiveness, the program can identify areas for improvement, incorporate feedback from stakeholders, and adapt to changing industry demands. This approach supports continuous improvement and helps maintain the quality and relevance of the educational experience, ultimately enhancing student outcomes and employability.

Review Elements

- a. Specify the criteria and processes used to evaluate the effectiveness of the curriculum in:
 - a. achieving program-level competency attainment targets
 - b. preparing students to be successful in the integrative experience(s)
 - c. post graduate employment
- b. Describe the methods for assessing student performance in integrative experience(s)
- c. Explain how the program collects and analyzes data on student outcomes related to post-graduate placements.
- d. Outline the strategies used to identify gaps or weaknesses in the curriculum that may impact student readiness for competency attainment, integrative experiences, and career success.
- e. Detail the targeted initiatives implemented to address identified gaps and enhance curriculum effectiveness.
- f. Illustrate the mechanisms for incorporating feedback from students, alumni, and industry partners into the curriculum evaluation process.

Documentation Requirements

- Data collection tools
- Summary of data collected (raw data not required)

3.3 Graduate Level Curriculum

Standard

The Program will incorporate teaching, learning, and assessment methods driven by adult learning principles, based on higher education taxonomic levels appropriate to graduate education, and aligned with defined course competencies and integrative experience(s).

Rationale

Incorporating teaching, learning, and assessment methods driven by adult learning principles and based on higher education taxonomic levels appropriate to graduate education is essential for ensuring that the program meets the advanced educational needs of its students. Adult learning principles recognize that graduate students bring diverse experiences and knowledge to their studies, requiring teaching methods that are engaging, relevant, and practical. By aligning these methods with defined competencies, the program ensures that students are not only acquiring knowledge but also developing the skills necessary for professional success. This approach supports a deeper understanding of the subject matter, promotes critical thinking, and enhances the overall learning experience.

Review Elements

- a. **Specify** the adult learning principles that guide the development of teaching, learning, and assessment methods in the program.
- b. **Describe** the processes for aligning teaching and assessment methods with higher education taxonomic levels appropriate to graduate education.

- c. **Explain** how the program ensures that teaching and assessment methods are aligned with defined competencies and learning outcomes.
- d. **Detail** the role of faculty in developing, implementing, and continuously improving teaching and assessment methods based on adult learning principles.
- e. **Illustrate** the continuous improvement processes in place to regularly review and update teaching, learning, and assessment methods based on feedback and educational best practices.

Documentation Requirements

- Provide a summary

3.4 Curriculum Integrative Experience

Standard

The program will provide program level integrative experience(s) for all students.

Rationale

An integrative experience involves bringing together various aspects of learning, such as knowledge, skills, and practical application, to provide a comprehensive and cohesive learning experience. These experiences often require students to apply what they have learned in real-world or simulated settings, fostering a deeper understanding and the ability to synthesize information from multiple sources. A program level integrative experience is essential for providing students with opportunities to apply their knowledge and skills in real-world contexts. This standard ensures that students engage in comprehensive, hands-on experiences that integrate various aspects of their learning. Such experiences are crucial for developing critical thinking, problem-solving, and professional skills that are highly valued by employers. By participating in integrative experiences, students can demonstrate their competency in a practical setting, preparing them for successful careers and post-graduate opportunities. Additionally, these experiences foster a deeper understanding of the subject matter and enhance students' ability to work collaboratively and adapt to complex situations.

Review Elements

- a. **Specify** the criteria used to design and implement program level integrative experiences.
- b. **Describe** the type(s) of integrative experience(s) offered.
- c. **Explain** how these experiences are aligned with the program's mission, vision, and industry standards and expectations.
- d. **Clarify** how the program supports students in preparing for and participating in integrative experiences.
- e. **Describe** the mechanisms for assessing student performance during integrative experiences and providing feedback.

- f. **Detail** the continuous improvement processes, including stakeholder input, in place to ensure that integrative experiences remain relevant and effective.

Documentation Requirements

- The integrative experience and assessment/feedback tool used for all students during the self-study year.
- PIC Tool: If opportunities for improvement are identified (if not provide evidence none are needed) choose a priority CQI effort.

3.5 Curriculum CQI

Standard

The program will develop and implement a plan to improve curriculum effectiveness.

Rationale

Developing and implementing a plan to improve curriculum effectiveness is vital for ensuring that the program curriculum remains relevant, rigorous, and aligned with industry standards. This standard ensures that the curriculum is continuously evaluated and enhanced to meet the evolving needs of students and employers. By systematically reviewing and improving the curriculum, the program can address gaps, incorporate innovative teaching methods, and integrate feedback from key stakeholders. This approach not only enhances the quality of education but also prepares students more effectively for their professional careers and post-graduate opportunities. Continuous improvement of the curriculum fosters a dynamic learning environment that adapts to changes in the field and supports student success.

Review Elements

- Specify the criteria and processes used to develop and implement the plan to improve curriculum effectiveness.
- Describe the frequency of regular evaluation of the curriculum against industry standards and educational best practices and the strategies used to identify and address gaps or weaknesses in the current curriculum.
- Measure competency attainment directly and indirectly
- Explain how the program incorporates feedback from students, faculty, alumni, and industry partners into the curriculum improvement plan.
- (PIC) Detail the targeted initiatives implemented to enhance curriculum content, delivery methods, and learning outcomes.

- f. Clarify the role of faculty in the continuous improvement process, including their involvement in curriculum review and development.
- g. Describe the process for communicating curriculum changes and improvements to stakeholders.
- h. Detail the monitoring process to ensure that the curriculum remains relevant, effective, and responsive to industry changes.

Documentation Requirements

- PBC: PIC

Standard 4 Student Success

4.1 General Student Resources

Standard

The college, university, school, and program must offer comprehensive, well-communicated general resources to support student success and well-being.

Rationale

Offering comprehensive, well-communicated general resources to support student success and well-being is essential for creating a supportive educational environment. These resources help students navigate academic challenges, manage personal and mental health, and access necessary support services. By providing a wide range of resources and ensuring they are effectively communicated, the institution can enhance student retention, satisfaction, and overall success. This approach fosters a holistic educational experience that addresses the diverse needs of students, promoting their well-being and enabling them to achieve their academic and personal goals.

Review Elements

- a. Provide links to the types of general resources available to support student success and well-being,
- b. Describe the methods the program uses to communicate the availability and accessibility of these resources to students.
- c. Describe the process for evaluating the effectiveness of these resources to meet the needs of all students in the program.
- d. Illustrate the mechanisms for collecting and incorporating student feedback to improve resource offerings and communication strategies.
- e. Describe the continuous improvement processes in place to enhance the quality and effectiveness of general student resources.

Documentation Requirements

- PBC: Resource Table (includes links)

- Data collection tool(s)
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

4.2 Academic Resources

Standard

The College, University, school, and program must offer comprehensive, well-communicated student academic resources including technology resources.

Rationale

Offering comprehensive, well-communicated student academic resources, including technology resources, is crucial for supporting student learning and success. These resources provide students with the tools and support they need to excel academically, stay engaged, and effectively utilize technology in their studies. By ensuring that these resources are accessible and well-communicated, the institution can enhance the overall educational experience, promote resource access, and help students overcome barriers to success. Additionally, evaluating the effectiveness of these resources and implementing a continuous quality improvement (CQI) plan ensures that the institution can adapt to changing needs and continuously enhance the support provided to students.

Review Elements

- Provide links to the types of academic and technology resources.
- Describe the methods the program uses to communicate the availability and accessibility of these resources to students.
- Describe the process for evaluating the effectiveness of these resources to meet the needs of all students in the program.
- Illustrate the mechanisms for collecting and incorporating student feedback to improve resource offerings and communication strategies.
- Describe the continuous improvement processes in place to enhance the quality and effectiveness of general student resources.

Documentation Requirements

- PBC: Resource Table (includes links)
- Data collection tool(s)
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

4.3 Academic Advising

Standard

The program must offer comprehensive, well-communicated student academic advising resources.

Rationale

Offering comprehensive, well-communicated student academic advising resources is essential for supporting student success and guiding them through their educational journey. Effective academic advising helps students make informed decisions about their courses, career paths, and personal development. By ensuring that advising resources are accessible and well-communicated, the institution can enhance student engagement, retention, and overall academic performance. Academic advising needs to be accessible to all students however it is not expected that all students will access these resources in the same way. Students should choose the process that supports their individual needs. Therefore, programs should create a plan based on their students' needs and demonstrate the effectiveness of the plan and process. Additionally, evaluating the effectiveness of these resources and implementing a continuous quality improvement (CQI) plan ensures that the institution can adapt to changing needs and continuously improve the support provided to students.

Review Elements

- a. Specify the types of academic advising resources available to students.
- b. Describe the methods used to communicate the availability and accessibility of academic advising resources to students.
- c. Explain how the program ensures that advising resources are comprehensive and meet the diverse needs of the student population.
- d. Outline the strategies for regularly evaluating the effectiveness of academic advising resources.
- e. Detail the process for creating and implementing a continuous quality improvement (CQI) plan based on the evaluation outcomes.
- f. Illustrate the role of faculty and staff in promoting and facilitating access to academic advising resources.
- g. Describe the mechanisms for collecting and incorporating student feedback to improve advising resource offerings and communication strategies.

Documentation Requirements

- PBC: Resource Table (includes links)
- Data collection tool(s)
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

4.4 Professional Career Advising

Standard

The program must offer or provide access to and well-communicate professional career advising services for all students.

Rationale

Offering or providing access to well-communicated professional career advising services is necessary for preparing students for their future careers. Effective career advising helps students understand their career options, develop job search strategies, and build the skills necessary for professional success. By ensuring that career advising services are accessible and well-communicated, the program can enhance student employability, satisfaction, and post-graduate success. Additionally, evaluating the effectiveness of these services and implementing a continuous quality improvement (CQI) plan ensures that the program can adapt to changing career landscapes and continuously improve the support provided to students.

Review Elements

- a. Specify the types of professional career advising services available to students.
- b. Describe the methods used to communicate the availability and accessibility of career advising services to students.
- c. Explain how the program ensures that career advising services are comprehensive and meet the diverse needs of the student population.
- d. Outline the strategies for regularly evaluating the effectiveness of career advising services.
- e. Detail the process for creating and implementing a continuous quality improvement (CQI) plan based on the evaluation outcomes.
- f. Illustrate the role of faculty and career services staff in promoting and facilitating access to professional career advising services.
- g. Describe the mechanisms for collecting and incorporating student feedback to improve career advising services and communication strategies.

Documentation Requirements

- PBC: Resource Table (includes links)
- Data collection tool(s)
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

4.6 Student Preparedness

Standard

The program will develop and implement a plan to monitor student preparedness for post-graduate employment.

Rationale

Developing and implementing a plan to monitor student preparedness for post-graduate employment is imperative for ensuring that students are equipped with the necessary skills, knowledge, and competencies to thrive in their careers after graduation. This standard ensures that the program systematically assesses and supports student readiness for the professional world. By monitoring preparedness, the program can identify areas where students may need additional knowledge and skill development, provide targeted interventions, and continuously improve the educational experience. This approach not only enhances student outcomes but also strengthens the program's reputation and alignment with industry expectations.

Review Elements

- a. Specify the specific program criteria, tools, timeline, and processes used to assess student preparedness for post-graduate success.
- b. Describe the methods for collecting and analyzing data on student readiness.
- c. Explain how the program identifies opportunities to prepare students more effectively for post-graduate success.
- d. Outline the targeted interventions implemented to address identified gaps in student readiness.
- e. Detail the process for creating and implementing a continuous quality improvement (CQI) plan based on the assessment outcomes.
- f. Detail who participates in monitoring and supporting student preparedness for post-graduate success.
- g. Describe the mechanisms for incorporating feedback from students, alumni, and the industry to improve the monitoring plan and support services.

Documentation Requirements

- Data collection tool(s)
- Summary of data analysis
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.

Standard 5 Faculty

5.1 Faculty Qualification

Standard

All program faculty have relevant academic and/or professional preparation in the areas they teach and/or engage with students.

Rationale

Ensuring that all program faculty have relevant academic and/or professional preparation in the areas they teach and/or engage with students is necessary for maintaining quality and credibility. Faculty with appropriate qualifications bring a depth of knowledge, practical experience, and expertise that enhances the learning experience for students. This standard ensures that faculty are well-equipped to deliver high-quality instruction, mentor students effectively, and contribute to the program's academic and professional goals. By having qualified faculty, the program can better prepare students for their future careers, align with industry standards, and uphold its mission and vision.

Review Element Statements

- Specify the academic and professional qualifications required for faculty in the program.
- Describe the processes for verifying and documenting faculty qualifications.
- Explain how the program ensures that faculty qualifications are aligned with the areas they teach and/or engage with students.
- Outline the strategies for supporting faculty in maintaining and enhancing their qualifications through professional development and continuing education.
- Detail the role of faculty in contributing to the program's academic and professional goals through their expertise and experience.
- Illustrate the continuous improvement processes in place to regularly review and update faculty qualifications and professional development opportunities based on feedback and industry changes.
- Describe the philosophy on recruiting and hiring all types of faculty. Do you meet your own metrics – if not what is the plan to address this discrepancy.

Documentation Requirements

- Links to University/College policies on faculty qualifications
- PBC: Complete figure 17
- CV/Resume for all faculty

5.2 Faculty Pedagogical Development

Standard

The program will develop and implement a faculty pedagogical plan for all faculty who teach in the program.

Rationale

(Definition will be moved to definitions in final document)

The term **pedagogical** refers to the methods and practices of teaching and education. It encompasses the strategies, techniques, and approaches that educators use to facilitate learning and ensure that students acquire knowledge and skills effectively. Pedagogical practices can include lesson planning, instructional methods, assessment techniques, classroom management, and the use of educational technology. It is the art and science of teaching.

Developing and implementing a faculty pedagogical plan for all faculty who teach in the program is essential for ensuring high-quality instruction, up to date teaching methods and assessment techniques, and consistent teaching practices. A well-defined pedagogical plan provides faculty with the tools, strategies, and support they need to deliver effective and engaging instruction. This standard ensures that faculty are equipped with best practices in teaching and learning, aligned with the program's goals and student needs. By fostering continuous professional development and pedagogical excellence, the program can enhance student learning outcomes, promote innovative teaching methods, and maintain a high standard of education.

Review Elements

- Specify the components of the faculty pedagogical plan for all faculty to participate in one event at a minimum of every two years.
- Explain how the program supports faculty in adopting and integrating the pedagogical plan into their teaching practices.
- Outline the strategies for monitoring and evaluating the effectiveness of the pedagogical plan in enhancing teaching quality and student learning outcomes.
- Illustrate the continuous improvement processes in place to regularly review and update the pedagogical plan based on faculty feedback and educational best practices.
- Describe the recruitment and hiring of all type of faculty, how well you are meeting your metrics, and and if not describe plans to address,
- he onboarding of all faculty hiring in the program: pedagogy, competency-based education, learning management systems ect.

Documentation Requirements

- PBC: Faculty Pedagogical Activity Table
- PBC: PIC tool if analysis reveals an opportunity for improvement, if no opportunity is identified evidence should support this conclusion.