| **Criteria** | | **Review Elements** |
| --- | --- | --- |
| A | The University will have established healthcare management as a major course of study leading to a master's degree. Establishment of the Program will have been approved by the appropriate University governing body. | 1. Has the master’s degree in healthcare management been approved by the appropriate university governing body? |
| B | Programs will be a part of an institution of higher learning that has achieved regional accreditation or equivalent recognition. | 1. Recognition    * United States: the institution will be an accredited member of one of the six regional accrediting associations recognized by the Commission on Recognition of Postsecondary Accreditation.    * Canada: the institution will hold provisional or ordinary membership in the Association of Universities and Colleges of Canada.    * Other: the institution will hold accreditation in a nationally recognized body. 2. Were there any comments or recommendation relevant to the Program made during this accreditation? |
| C | If the Program is in a specialized graduate school or schools (such as a medical school, school of public health, or school of business administration) within the University, the school(s) must be accredited by the appropriate recognized specialized accrediting agency (agencies). In the absence of such accreditation(s), a determination will be made by CAHME to the extent lack of specialized accreditation is detrimental to the quality of the Program. | 1. Is the Program in a school with specialized accreditation? If so, which specialized accrediting agency has granted accreditation, when, and for how long? 2. Were there any comments or recommendations relevant to the Program made during this accreditation? |
| D | The Program will have graduated at least one class. | 1. Has there been one graduated class from the Program prior to the start of the self-study year? |
| E | The Program will ensure that facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program’s mission, goals and objectives. This will include:  1. Library and/or access to information resources;  2. Computing technology and the appropriate management software; and  3. Classroom, and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery. | *Library/ access to information resources.*   1. Can the information resources available to faculty and students support the Program? 2. Are the limitations on / barriers to access to these resources restrictive? 3. For Programs with significant online instruction, is there adequate access to library/ information resources? |
| *Computing Technology and Management Software*   1. Can the computing technology and software available to faculty and students support the Program? 2. Are the limitations / barriers to access to these resources restrictive? 3. Are there opportunities and resources for orientation to (or re-orientation if there is a change) and assistance for students and faculty to use the technology? 4. If the Program uses online instruction, what is the availability of assistance in the online environment and is the required response time to help requests from students and faculty upheld? |
| *Classroom and physical facilities*   1. Can the office and other workspace available to faculty and staff support the Program? 2. Can the classroom and learning space available to students meet the educational needs of the Program and allow it to fulfill its mission goals and objectives? |
| F | There will be no discrimination on the basis of gender, age, creed, race, ethnicity, disability or sexual orientation in any aspect of the Program's activities. The Program will be in full compliance with relevant laws and University policy regarding equal opportunity requirements. Nothing herein will be construed to prevent a University from having a religious affiliation and purpose and adopting policies of admission and employment that directly relate to such affiliation and purpose so long as notice of such policies has been provided to applicants, students, faculty, and employees. | Review the links provided:   1. Are there nondiscrimination and equal opportunity policies in compliance with the relevant laws? 2. If there is a religious affiliation and purpose:    1. Have employment and admissions policies been adopted related to this affiliation?    2. Have these policies been published/circulated to interested parties? |
| G | The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement. | 1. Is there an accessible statement that describes the process for formal complaints? 2. Does the statement provide for a timely response to the complaint that is fair and equitable to all parties? 3. Have there been any formal complaints against the Program since the last site visit? 4. Was the complaint and its resolution used for Program evaluation and improvement? 5. For Programs with significant online instruction, are there effective mechanisms in place to address student complaints about the online environment or instruction? |
| H | The Program will be subject to a defined policy on academic freedom and academic standards. Faculty in the Program will be aware of Program/University faculty grievance procedures. | Review the links provided:   1. Are there University and/or Program statements on academic freedom, academic standards and faculty grievance procedures in place? 2. Are you satisfied with the Program’s efforts to assure academic integrity and that the Program’s honor code is upheld? |
| I | University and/or program polices will provide time or support for faculty development, research and/or scholarship, and service, as appropriate to the type of faculty appointment and the conditions of employment while remaining consistent with the mission of the University. | Review the links provided:  Do the policies in the aggregate, support faculty development, research and/or scholarship and service? |
| J | Faculty evaluation will be equitable and fair and faculty responsibilities will be consistent with University policies. | 1. Review the link to University policy on faculty responsibility: are the responsibilities of Program faculty consistent with this policy? 2. Review the link to University policy on faculty evaluation: is the procedure for Program faculty evaluation faculty consistent with this policy? - include tenure and promotion review & the appeals process 3. Depending on the type of appointment held by each faculty member, determine the relative priority of research activities vs. teaching and service. |

| **Criteria** | | | **Review Elements** |
| --- | --- | --- | --- |
| **1.A. Mission and Metrics** | | | |
| **IA1** | The Program will have statements of mission, vision, and values that guide the Program’s design, evaluation and quality improvement initiatives, and strategic intent and/or market focus. | | 1. Are there statements of mission, vision and values for the Program? (See Mission, Vision, Values definition in Self-Study Handbook) 2. Do the mission, vision and values statements align? 3. If a multi-track program, are the mission, vision and values for each separate track appropriate given the target students and expected outcomes? 4. Does the program (and each track, *if applicable*) define the target students and expected defined outcomes? 5. Do the mission, vision, values and supporting information support the target student population? 6. Does the Program mission/vision/values relate to the University or School/ College mission/vision/values? |
| **IA2** | The Program will establish goals, objectives and performance outcomes that are aligned with the Program’s mission, vision and values and are action-based, observable, and measurable. | | 1. Are Program goals, objectives, and performance outcomes action-based, observable and measurable? 2. Have objectives been identified across all categories relevant to the program’s mission? 3. Are the results of the ongoing evaluations in the last two years described? 4. Is there **specific** evidence **for each** improvement? 5. Does the narrative include an assessment of the Programs’ evaluation process highlighting strengths and or problems? |
| **IA3** | The Program will monitor changes in the health sector, the University environment, and management theory and practice and adjust its mission, goals, objectives and competency model as necessary. | | 1. Is there evidence that the program gathers information from appropriate stakeholders to identify changing needs for essential healthcare industry competencies? 2. Does the Program evaluate the continued relevance of the selected competencies? 3. Is there evidence that this information has been incorporated into the process for Program review and change? |
| **I.B. Institutional Support** | | | |
| **IB1** | The Program will have sufficient financial support, stability, and administrative support to ensure that its mission, goals and objectives can be achieved. | 1. Did the program identify resources, extent of utilization and any barriers to utilization? 2. What other Program activities (e.g. undergrad, doctoral, extension) rely on the same Program resources and is the allocation to the Program adequate? 3. Are there adequate administrative support services (clerical, graduate assistants and teaching assistants) available to the Program? 4. Given the program’s response to a,b, and c, can the Program meet its stated mission, vision, and goals in light of its current resources? 5. Is there a summary assessment of the Program’s ability to meet its stated goals and objectives in light of its current resources and identify most critical resource constraints? Are there recommendations for future resource development? Are implementation steps identified for these recommendations? Is a timeline for implementation provided? | |
| **IB2** | Program leadership will have sufficient authority and autonomy to develop and guide the Program. | 1. Has the program identified who has the authority of the following items:    1. Admissions, scheduling and student advisement to ensure academic progress,    2. Resource allocation,    3. Faculty recruitment and promotion,    4. Competency model development,    5. Curriculum design and evaluation,    6. Assessment methods,    7. Research and service activities, and    8. Degree requirements. 2. Does the extent of the authority of the Program Leadership and faculty allow them to lead the Program and determine its strategic direction? 3. Is the program’s organization chart provided? 4. Is the organization of the Program and its relationships with the primary academic unit in which its located described? 5. Is the structural and organizational location suitable given the program’s current and projected development? | |
| **IB3** | Program and University leadership will ensure that supportive resources are available to all Program Faculty and are appropriate for individual faculty workload to support positive student educational outcomes. | 1. Are adequate methods in place to ensure that the qualified faculty of record have responsibility for the majority of instructional time in each course? 2. Are there accommodations or resources made available to faculty to handle the additional workload associated with large classes administrative obligations, service commitments, and research obligations? 3. Are there additional resources available to faculty of Programs with online or blended instruction? 4. Are there policies governing the use of Teaching Assistants (TA’s) and co-teaching in the Program, if applicable? | |
| **IB4** | The Program will support and enable all students to draw broadly on academic resources available throughout the University. | 1. Has the Program demonstrated that students have full access to University wide academic resources? 2. Are there any barriers to access of these resources by Program students? Based on these barriers, are options provided to students for addressing these barriers? 3. Is the extent to which the program utilizes universal design to ensure accessibility of courses and other education activities for students with disabilities sufficient? | |
| **II.A Students and Graduates** | | | |
| **IIA1** | The Program will make publicly available complete and accurate information regarding its mission; application process; the competencies that form the basis for its curriculum; the content and sequence of its curriculum; teaching, learning and assessment methods; outcomes measures including degree completion and employment rates; and differences among accredited degree offerings. | 1. Where there are accredited and non-accredited offerings in the Department or School, is it clear which is CAHME accredited? 2. Does the information available to prospective students include: 3. Program mission, 4. Program competencies, 5. Content and sequence of curriculum, 6. Admissions practices and criteria, 7. Teaching learning and assessment methods, 8. Academic calendar, 9. Grading policies, 10. Is there a URL that shows at a minimum one student achievement data point for each mode of delivery? Examples include: retention rate, graduation rate, employment rate, placement rate, satisfaction. | |
| **IIA2** | The Program will have recruiting practices and well-defined admission criteria designed to recruit and admit qualified students and to pursue a diverse student population as reflected in the Program’s mission-defined market. | 1. Does the program have defined admissions criteria? 2. Is it clear that the Program’s admissions criteria relate to, or are derived from, the Program’s mission? 3. Is there evidence that the Program observes its admissions criteria and practices? 4. Is there a Policy and Procedure for exceptions to the admissions criteria and the percentage of students admitted by exception 5. Has the Program’s recruitment efforts allowed it to pursue a diverse student population? | |
| **IIA3** | The Program will ensure that all students are provided access to academic advising, career counseling, and other support services and that these services are evaluated regularly as a part of the Program’s continuous improvement. | 1. Are there systems for academic advising and career counseling described? 2. Is there evidence that the effectiveness of these systems are evaluated and used for Program improvement? 3. Is financial aid information available to students? 4. Are other University level support services adequate? 5. Are there effective resources in place for students experiencing academic difficulty? | |
| **IIA4** | The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation. | Within the context of University policy, is there evidence of stakeholder input into Program decision making and evaluation? Examples include involvement of students, alumni and practitioners in: Advisory Groups, Executive in Residence Programs, Annual Program Retreats or Strategic Planning sessions. | |
| **IIA5** | The Program will ensure that graduates’ career preparedness is monitored, documented and used for continuous improvement. | 1. Has the program entered career path data within the CAHME Annual Report Editor for the past three years (one year for initial accreditation programs)? 2. Do the results from assessment of graduate achievement support the Program goals? 3. Do the results from alumni surveys indicate that alumni were satisfied with their education? 4. Do students obtain placements consistent with Program mission and goals? 5. If the completion rate of the Program (for the normal time period expected for degree completion) is less than 80% for any of the last three years (one year on an initial accreditation), is an explanation given as to why? 6. If the job placement rates in health care services or related fields for Program graduates is less than 80% for any of the last three years, is an explanation given as to why? 7. Is figure II.A.5.4 completed? | |
| **III.A. Competencies and Curriculum Design** | | | |
| **IIIA1** | The Program will adopt a set of competencies that aligns with the Program’s mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives, and teaching and assessment methods. | 1. Do the competencies align with the Program’s mission? 2. Do the competencies align with the types of jobs that students enter? 3. Is there an adequate description of the competency development process and the review for relevancy process (i.e. relevancy to the mission and types of jobs that graduates enter) by faculty? 4. Has the Program demonstrated that the selected competencies can be obtained by the design of the curriculum? 5. Has the Program demonstrated that the structure and sequencing of the curriculum (including other program activities where applicable), course content and learning objectives facilitate achievement of the designated levels of the selected competencies? | |
| **IIIA2** | The Program curriculum will facilitate development of a depth and breadth of knowledge of the health-sector and healthcare, aligned with the Program’s mission and competency model. | 1. Are the essential healthcare system and healthcare knowledge areas defined by the Program supportive of the Program’s mission and competences? 2. Has the Program described the defined essential healthcare system and healthcare knowledge areas to be covered by the curriculum? 3. Are all students equally exposed to these areas? [i.e. Is all essential health care system and management content delivered by required courses ?] 4. If core courses are waived, is there a policy that ensures that students attain the content and competencies of the waived course? 5. Are there procedures present for incorporating healthcare content into courses taught outside of the Program and ensuring integration across the curriculum? 6. If the program is less than 40 semester credit hours (not including any residency or internship requirement on which credits are earned), is there adequate description of how the set of competencies are implemented and achieved? | |
| **IIIA3** | The Program curriculum will facilitate development of students’ competencies in communications and interpersonal effectiveness.  *\*This standard does NOT apply to HQS programs\** | 1. Are competencies in communications and interpersonal effectiveness[[1]](#footnote-2) developed in the required curriculum and program activities?    * Are these competencies addressed to a degree that is consistent with the mission of the Program? | |
| **IIIA4** | The Program curriculum will facilitate development of students’ competencies in critical thinking, analysis, and problem solving.  *\*This standard does NOT apply to HQS programs\** | 1. Are competencies in critical thinking, analysis and problem solving[[2]](#footnote-3)developed in the required curriculum and program activities?  * Are these competencies addressed to a degree that is consistent with the mission of the Program? | |
| **IIIA5** | The Program curriculum will facilitate development of students’ competencies in management and leadership. *\*This standard does NOT apply to HQS programs\** | 1. Are competencies in management and leadership[[3]](#footnote-4) developed in the required curriculum and program activities?  * Are these competencies addressed to a degree that is consistent with the mission of the Program? | |
| **IIIA6** | The Program curriculum will facilitate development of students’ competencies in professionalism and ethics.  *\*This standard does NOT apply to HQS programs\** | 1. Are competencies in professionalism and ethics[[4]](#footnote-5) developed in the required curriculum and program activities?  * Are these competencies addressed to a degree that is consistent with the mission of the Program? | |
| **IIIB** Teaching and Learning Methods | | | |
| **IIIB1** | The Program will incorporate teaching and learning methods driven by adult learning principles. The teaching and learning methods will be based on higher education taxonomic levels appropriate to graduate education. | * 1. Do the methods reflect the rigor expected of graduate education and emphasize methods that involve active student participation?   2. Is there an estimate of the overall percentage of student instruction that is focused on higher vs. lower level teaching and learning methods according to the level definitions provided?   3. Is the balance between higher vs. lower level teaching and learning methods appropriate given the mission and goals of the Program and the placement of the course in the sequence of the curriculum? | |
| **IIIB2** | The Program will provide, throughout the curriculum, opportunities for students to participate in team-based activities. | 1. Are there required Program opportunities for team based activities? (teamwork, as well as, facilitating meetings, and the practice of leadership skills) 2. When students work in class groups and receive a team grade, has the Program demonstrated use of assessment tools to determine each student’s contribution? | |
| **IIIB3** | The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations. | 1. Are there experiences where students have exposure to and interact with other health professionals? 2. Are there opportunities for students to participate in inter-professional activities? 3. Are these experiences part of student learning? 4. Are these experiences appropriate to the mission of the Program and selected career fields? | |
| **IIIB4** | The Program curriculum will include integrative experiences, including field-based applications that require students to draw upon, apply and synthesize knowledge and skills covered throughout the program of study. | 1. Has the Program demonstrated that the integrative experience is connected to the Program’s mission, goals, objectives, and competency model? 2. Has the Program demonstrated that students are prepared for the integrative experience? 3. Has the Program demonstrated for each of the activities that are integrative in nature, how they provide students with opportunities to draw upon and apply material covered throughout the program of study? 4. Is there an effective process for the monitoring and evaluation of the field based application? (include in your review: preceptor responsibilities and objectives of the field experience, preceptor orientation, selection and evaluation) 5. If there is a required major paper, thesis or research project, has the Program described its nature, provided samples, and demonstrated how this requirement complies with item “a” in this list? | |
| **III.C. Assessment and Evaluation** | | | |
| **IIIC1** | The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies. | 1. Is there an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods according to the level definitions provided? 2. Do the methods reflect the rigor expected of graduate education and emphasize methods beyond those associated with knowledge evaluation? 3. To what extent is the balance between higher vs. lower level assessment methods appropriate given the mission and goals of the Program? | |
| **IIIC2** | The Program will regularly evaluate the extent to which each student attains the competencies at the level targeted by the Program, and will have a process in place for communicating that information to students. | 1. Are there efforts for direct and indirect measurements for competency attainment? (this review element was moved up) 2. Does the Program measure **individual** student’s progress towards the targeted attainment of the competencies at the program level? 3. Is the process for communicating these measurements to students adequate? | |
| **III.D Program Evaluation** | | | |
| **IIID1** | The Program will evaluate its curriculum, teaching and learning methods, assessment methods, and Program Faculty effectiveness and use the results for continuous quality improvement of the teaching and learning environment. | 1. Is there a body or are there persons responsible for the ongoing evaluation of the curriculum and course instruction? 2. Is there evidence of ongoing evaluation of the curriculum and course instruction? 3. Has the Program used the results for improvement of the teaching and learning environment? | |
| **IIID2** | The Program will collect, analyze, and use the assessments of student competency attainment for continuous improvement. | 1. Does the program have a process to collect and analyze program level measures of competency attainment? 2. Is there evidence of use of the results for Program improvement? | |
| **IV Faculty Teaching, Scholarship and Service**  **IVA Qualifications and Responsibilities** | | | |
| **IVA1** | Program and University leadership will ensure that the complement, involvement and qualifications of Program Faculty are sufficient to accomplish the mission of the Program. | 1. Can the current size and composition of the core[[5]](#footnote-6) faculty meet the Program’s stated goals and objectives? 2. If the Program has less than three core faculty, is this complement sufficient to meet the stated objectives. 3. Are the faculty qualified academically[[6]](#footnote-7) to teach the courses they are assigned? 4. If no, are they qualified professionally[[7]](#footnote-8)? 5. Is the process clear pertaining to faculty teaching responsibilities, including: 6. Are normal and minimal teaching responsibilities clear (class hours/weeks); 7. How teaching assignments are allocated to the various faculty members; 8. Procedures whereby a faculty member might be released from teaching obligations for research, community service or administration; and 9. Policy regarding consulting and other activities outside the University.   f. Is there a process in place for keeping all faculty informed of program updates? | |
| **IVA2** | The Program will foster faculty diversity and a culture of inclusiveness in the learning environment. | 1. Is there diversity[[8]](#footnote-9) in the faculty composition? If not, does use of guest lecturers, faculty from other programs, preceptors and mentors help to achieve diversity? 2. Is there a culture of inclusivity? | |
| **IVA3** | The Core Program faculty will have responsibility for making recommendations regarding admission of students, specifying healthcare management competencies, evaluating student performance and awarding degrees. | 1. Do faculty have input in admissions decisions? 2. Does the procedure for awarding degrees include input from Program faculty? 3. Do faculty have input in curriculum design and specifying healthcare management content? 4. Do the faculty as a unit have input in Program curriculum structure and course content assessment? | |
| **IVA4** | Core Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy. | 1. Is there a description of the mechanism by which faculty appointments are made according to University policy? 2. In this description, do Core Program faculty (as mandated by University policy) have input for the recommendations to add faculty, recruitment processes, search procedures, and the system of processing and approving the different types of appointments? | |
| **IV.B. Research and Scholarship** | | | |
| **IVB1** | Core Faculty will demonstrate a record of research, scholarship and /or professional achievement appropriate to their career stage, role and responsibilities associated with the Program, and the Program’s mission and goals. | 1. Have the content and quantity of current scholarship and/or professional achievement activities of each faculty member been shown to be appropriate for the current stage of their career and their role and responsibilities in the Program? 2. Is there an assessment of the relationship between scholarly and professional achievement activities and the stated Program mission, goals and objectives? 3. If the relationship is not clearly stated or adequate, has the Program provided recommendations for changes and are there plans to implement them. | |
| **IVB2** | The Program will ensure that there is a systematic plan for, and investment in, individual faculty research and scholarship. | 1. Is there a systematic plan for the scholarly development of all core faculty?   Is there a plan for the program director?   1. Have the regular faculty development activities in the Program been described? Are these adequate? 2. Is there an approach for providing and monitoring individual faculty scholarship development? 3. Has a description of the Program and University level resources been provided? | |
| **IV.C Teaching** | | | |
| **IVC1** | The Program will ensure that there is a systematic plan for, and investment in, individual faculty pedagogical improvement. | 1. Is there a systematic plan for pedagogical development of all core faculty? 2. Is this plan aligned with the Program’s competency development and assessment plan? 3. Is there an approach for providing and monitoring individual faculty development in pedagogy?​  * Does the approach apply to all program faculty regardless of rank? ​ * Does the monitoring apply to well performing faculty, as well as faculty that have been found to need improvement?  1. Have the regular faculty development activities in the Program been described? Are these adequate? | |
| **IVC2** | The Program Faculty will demonstrate that they draw on current and relevant research and scholarship in their teaching activities. | From the syllabi review: Is there evidence of current and relevant research and scholarship in coursework? | |
| **IV.D. Community and Professional Service** | | | |
| **IVD1** | Core Faculty will participate in health-related community and professional activities and will draw upon their experience, as appropriate, in their teaching. | From the syllabi review/faculty discussions:   1. Are community service and professional activities of the faculty brought into the classroom as relevant material? 2. As allowed by Program and University policy, are faculty community service and professional activities consistent with Program goals? | |

1. **Communications:** competencies associated with giving and receiving of information between an individual and other individuals or groups.  **Interpersonal effectiveness:** competencies associated with developing and maintaining effective working relationships with others.   The following are examples of the kinds of competencies that may fall into this domain: **Collaboration, Oral Communications, Relationship Building, and Written Communications.** [↑](#footnote-ref-2)
2. **Critical thinking, analysis, and problem solving:** should include competencies related to the appropriate use of information, data, and judgment to inform sound management decisions. The following are examples of the kinds of competencies that may fall into this domain:  **Analytical thinking, Financial Management, Information Seeking, Performance Measurement, and Process Management.** [↑](#footnote-ref-3)
3. **Management and leadership:** should include competencies related to a student’s ability to successfully pursue organizational goals that involve getting things done through and in collaboration with others.  The following are examples of the kinds of competencies that may fall into this domain: **Change leadership, Human Resource Management, Impact & Influence, Initiative, IT Management, Innovative Thinking, Organizational Awareness, Project Management, Strategic Orientation, and Talent Development.** [↑](#footnote-ref-4)
4. **Professionalism and ethics:**should include competencies that relate to upholding high professional and ethical standards.  The following are examples of the kinds of competencies that may fall into this domain: **Accountability, Acting with Integrity, Achievement Orientation, Ethical decision-making, Professionalism, and Self-Confidence.** [↑](#footnote-ref-5)
5. **Core faculty –** those faculty who are engaged in the daily operations of the Program, and share major responsibility for the teaching, advising, and administrative functions of the Program. Core faculty is not defined by full-time, part-time, or adjunct status, but by involvement in the Program. [↑](#footnote-ref-6)
6. **Academically qualified** – qualified by virtue of formal educational background and continued intellectual contributions [↑](#footnote-ref-7)
7. **Professionally qualified** – qualified by virtue of academic preparation (normally at the master’s level) and significant professional experience relevant to the teaching assignment [↑](#footnote-ref-8)
8. **Diversity** - Valuing and benefiting from personal differences. These differences address many variables including, race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics as well as differences in ideas, thinking, academic disciplines, and perspectives. [↑](#footnote-ref-9)