

2026 CAHME Essential Criteria

Required for Application for Candidacy

Excerpted from the **2026 CAHME Accreditation Standards and Criteria**,
approved by the CAHME Board of Directors on February 18, 2026.

*The 2026 CAHME Accreditation Standards and Criteria are currently in a piloting phase and may continue to
be revised*

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Standard 1: Program Development, Operations and Sustainment Criterion

Criterion 1.1 Mission, Vision, Values

Criterion Statement

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. A well-defined mission and vision can: Attract prospective students and faculty who share similar goals and values. They help in building a strong and committed community; Provide a benchmark for evaluating the program's success and areas for improvement. They help in setting measurable goals and assessing progress over time.

Definitions

- **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.
- **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.
- **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.
- **Program Design:** the creation of a framework that integrates mission, vision, values, curriculum, assessment, resources, and student support to achieve clearly defined graduate-level learning outcomes.
- **Strategic Initiative:** an activity designed to advance the program’s mission and improve its quality, reputation, and outcomes.
- **Program Variant:** a version of the same academic program that differs in how it is structured or experienced while typically leading to the same awarded degree. Program variants may differ by delivery approach (in-person, online, hybrid), pacing or schedule (accelerated, part-time, executive), cohort design, calendar (semester, quarter, block), location or site, or other elements that shape how students progress through the program.
 - **Note:** If the credential awarded or core learning outcomes are different (e.g., MHA vs. MPH), that’s usually a different program and not a variant.
- **Target Students:** the specific group of prospective learners the program is designed to attract and serve

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation	
a.	<p>Rationale and Relevancy: Describe the rationale for the program’s mission, vision and values and how these statements guide the program’s design, evaluation of effectiveness, and strategic initiatives. Describe the process used to evaluate whether these statements remain relevant.</p>	Narrative

b.	<p>Defined Statements and Target Students: Submit a table which includes the following:</p> <ul style="list-style-type: none"> • Mission • Vision • Values • Target student population <p><i>Complete for every program variant as described in the Program Overview and Eligibility Survey.</i></p>	Exhibit 1.1.1
c.	<p>Alignment to College and/or University: Describe how the program’s mission, vision and values relate to the mission, vision, and values of the College and/or University.</p>	Exhibit 1.1.1

Exhibit 1.1.1: Program Variant Table

Instructions: Use the table below to identify each program variant. If any of the program variants have a difference in competency model, competency mapping, or curriculum, explain the difference. If your program has more than 3 variants, add additional columns as needed.

	Program Variant(s)		
Program Name			
Degree			
Mode of Delivery (Residential, Online, or Hybrid)			
Track (Non-Executive Full-Time, Non-Executive Part-Time, Executive Full-Time, or Executive Part-Time)			
Accelerated Track (Yes or No)			
Cohort Based (Yes or No)			
School Name (if different than university name)			
Department Name			
Program Location			
Program Director Name			
Mission			
Vision			
Values			
Target Students			
Alignment of mission, vision, values and target students to College and/or University			
Credit Hours			
Does a single competency model drive all program variants? If no, explain			

Is competency mapping the same for all program variants? If no, explain			
Are courses taken the same? If no, explain			

Criterion 1.2 Program-Level Sustainment Plan

Criterion Statement

The program will have the resources necessary to meet its mission and vision. The program will develop, implement, monitor and maintain a sustainment plan that outlines how the program will preserve its operational capacity, infrastructure, and essential functions over at least a three-year period (self-study year and the following two academic years). The plan will be reviewed and updated on a timeline prescribed by the program.

Rationale

A sustainment plan is critical for maintaining the program’s stability and ability to operate effectively over time. It provides a structured approach for maintaining key operations, infrastructure, staffing, and resources beyond the current academic year. A strong plan helps the program proactively address risks, plan for leadership or staffing transitions, and remain aligned with its mission and vision. It supports institutional effectiveness by ensuring that program operations continue uninterrupted even as conditions change.

Definitions

- **Sustainment Plan:** a strategic framework that outlines how a program will remain viable, competitive, and high-quality over the next three years. A sustainment plan provides a clear roadmap for maintaining program excellence, anticipating risks, securing necessary resources, and adapting to changes to ensure long-term program success and stability.
- **Strategic Initiative:** an activity designed to advance the program’s mission and improve its quality, reputation, and outcomes.
- **Monitoring:** the ongoing process of tracking, measuring, and evaluating how well a program, initiative, or activity is achieving its intended goals and outcomes. It uses clear performance indicators, regular data collection, and analysis to inform decisions, improve quality, and ensure accountability.

Required Elements

The plan must cover the self-study year and the following two academic years.

Element	Required Documentation
a. Program Resources: Submit a summary of the types and analysis of resources necessary to support the program’s long-term sustainability.	Exhibit 1.2.1
b. Plan Development: Submit a narrative describing how the sustainment plan was developed, including the stakeholders involved in its creation, data and risk assessments used, and the timeline for drafting and approval.	Narrative
c. Alignment with Mission and Vision: Provide a short narrative alignment summary showing how the sustainment plan aligns with the program’s mission and vision.	Narrative
d. Strategic Initiatives: List your program’s top current and upcoming strategic initiatives (expectation is no more than three)	Exhibit 1.2.2
e. Risk Analysis: Describe the risks to the program’s long-term sustainability and mitigation actions identified.	Exhibit 1.2.3
f. Monitor and Evaluate Effectiveness: Describe how the sustainment plan is regularly reviewed, measured, and updated.	Exhibit 1.2.4

Exhibit 1.2.1: Program Resource Planning and Sustainment Table

Instructions: Complete the table below to summarize the types of resources needed to support the program’s long-term sustainability.

- Add any additional resources to provide a complete picture
- If a resource is in flux note situation and impact
- Physical Resources: What currently exists
- Faculty: This description should focus on needs of program and should be linked to the required elements in 5.1

Resource Type (* is required)	Baseline Resources currently in place	Anticipated need (if baseline is inadequate)	How is the resource secured?	How is the resource allocated?	How will the gap be addressed?	How are program- identified stakeholders engaged?
Human Resources						
Program Staff Support*						
Program Faculty*						
Program-related Professional Development*						
Physical and Technological Resources						
Physical Resources (offices, computers, etc)*						
Educational Technology*						
General Technology Resources*						
Other						
Additional resource types as determined by the program (ex. Marketing, onboarding, professional development activities)						

Exhibit 1.2.2: Strategic Initiatives Tracking Table

Instructions: Use the table below to list your program’s top current and upcoming strategic initiatives. For each initiative, identify the responsible owner (person or role) and the source of resources required to support implementation. Expectation is no more than three.

Strategic Initiative	Responsible Owner(s)	Source of Resources	Initiative Resources	
			Is the initiative properly resourced?	
			If No: how will this resource gap be addressed?	If Yes: describe the resources allocated.

Exhibit 1.2.3: Program Risk Assessment and Mitigation Table

Instructions: Use the table below to identify potential risks to the program’s long-term sustainability. For each risk, describe the potential impact, likelihood, mitigation strategy, person(s) responsible, and the timeline for implementing or reviewing the mitigation plan. Identifying risks does not mean that the criterion will be considered unmet. It is intended to highlight potential areas for monitoring, improvement, or mitigation.

Expectation: The program will bring appropriate stakeholders together to discuss, analyze, and summarize.

Risk Level Assessment:

- Provide the program generated definitions for low, medium, and high risk.
- Color code risk level: Low (green), Medium (blue), high (orange)

Potential/Actual Risk	Potential/Actual Impact on Program	Risk Level Assessment Low Med High	Mitigation Strategy	Responsible Owner(s)	List any resources needed to address the risk

Exhibit 1.2.4: Effectiveness Table

Instructions: Complete the table below. Include the responsible owner(s), review timing/frequency, and how the plan’s effectiveness is monitored and measured.

Accountability: Who owns the process?	Timing/Frequency: What is the timing and frequency for plan assessment and revision?	Monitoring: How is the plan monitored?	Effectiveness: How is effectiveness measured?

Standard 2: Competency Model

Criterion 2.1 Competency Model Development

Criterion Statement

The program will develop, adopt, or adapt and implement a competency model that is industry relevant and prepares students for post graduate employment outcomes.

Rationale

The program has a set of relevant competencies that are aligned with the program’s mission and vision, industry specific, align with student post-graduate employment outcomes and have been layered across the curriculum in a way that allows students to attain the competencies at the program-level competency proficiency targets.

Definitions

- **Post-graduate employment outcomes:** types of jobs, roles, or career advancements graduates are prepared to pursue as a result of completing the program
- **Competency Model:** translates program learning outcomes into clear, measurable capabilities that students should demonstrate by graduation; a list of competencies, competency definitions, measurement expectations.
- **Industry Relevant:** aligned with the current needs, priorities, and standards of the professional fields or industries.

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation
a. Alignment: Define each competency and explain why these competencies were chosen for this program’s mission, vision, target audience, and post graduate employment outcomes.	<ul style="list-style-type: none"> • Narrative • Exhibit 2.1.1
b. Stakeholders: Describe how stakeholders (industry experts, faculty, alumni, and others) were involved in the process to develop the competency model.	Narrative
c. Proficiency Scale: Describe the proficiency scale used to assess student competency attainment.	Exhibit 2.1.2
d. Industry Relevancy: Specify how the program identifies and integrates industry-relevant competencies into the curriculum aligned with mission and post graduate employment outcomes.	Narrative

Exhibit 2.1.1 Competencies

Instructions: Complete the table below. List each program competency with its definition, identify the proficiency target for student achievement, and specify where the final competency level attainment is evaluated (example: course with assignment, capstone, etc). Include course name and number where relevant. Include a key that explains the proficiency scale used.

Competency	Competency Definition	Program Level Proficiency Targets (as defined in Exhibit 2.1.2)	Final Program Level Competency Attainment Assessment Deliverable	Where can the deliverable be found for each student (ex. LMS, CAMP)

Exhibit 2.1.2 Proficiency Scale

Instructions: Provide the proficiency scale used to assess student competency attainment. Include labels, definitions and evaluation criteria.

Label	Definition/Evaluation Criteria

Criterion 2.2 Competency Model Effectiveness

Criterion Statement

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.

Definitions

- **Student Competency Attainment:** a student has achieved the specific knowledge, skills, abilities (apply what they have learned) at the proficiency target set by the program. Measured through direct evidence. Assessed against clearly defined performance criteria/rubrics
- **Program Level:** the final level of attainment during the program of study. Determined by the program. Not all competencies must be evaluated in one direct measure.
- **Direct Measures:** measures which assess individual student learning and competency mastery by evaluating actual work or performance that demonstrates knowledge, skills, or abilities. Evidence in student work, actual demonstration
 - Examples: capstone, comprehensive written or oral examination, portfolios, presentations, comprehensive case analysis, practicum feedback. Can include more than one.
- **Indirect Measures:** measures which capture perceptions, reflections, or secondary indicators of learning rather than direct evidence of skill or knowledge demonstration.
 - Examples (not exhaustive): exit surveys, self-reflection, employer feedback (without a rubric, defined training), employment rates, salary
- **Competency-based measurement tool:** is a structured assessment tool that defines the criteria used to evaluate competency outcomes and describes varying levels of achievement for each criterion. It outlines what is being assessed, how performance is measured, and what constitutes different levels of competency attainment, supporting consistent, transparent, and objective evaluation across learners or cohorts.

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation
<p>a. Measurement Criteria: Although competency assessment happens at the individual student level, documentation provided will be at the program-level. Provide:</p> <ul style="list-style-type: none"> • aggregate data of all student attainment for each competency at the program-level for the self-study year. 	<ul style="list-style-type: none"> • Narrative • Exhibit 2.2.1

b.	Direct Measures: Provide the direct competency-based measurement tool(s) used to assess program-level competency attainment.	<ul style="list-style-type: none"> • Narrative • Blank competency-based direct measurement tool
c.	Indirect Measures: Provide the indirect competency-based measurement tool(s) used to assess program-level competency attainment.	<ul style="list-style-type: none"> • Narrative • Blank competency-based indirect measurement tool
d.	Data Collection and Analysis: Describe: <ul style="list-style-type: none"> • When direct and indirect measurement data is collected • Who analyzes the data on student competency attainment. 	<ul style="list-style-type: none"> • Narrative • Exhibit 2.2.2
e.	Stakeholder Feedback: Describe how the program incorporates feedback from students, alumni, and industry partners into the competency effectiveness evaluation process.	Narrative
f.	Faculty Role: Describe the role of faculty in designing and implementing student competency assessments.	Narrative
g.	Student Competency Progress: Describe: <ul style="list-style-type: none"> • Orientation: How students are introduced to the competency model including: <ul style="list-style-type: none"> ○ defining the competency model and rationale ○ how and when the student will be assessed • Progress: How students are informed of their progress toward meeting the program’s target for each competency. 	<ul style="list-style-type: none"> • Narrative • Materials shared with students
h.	Student Competency Attainment: Describe how students are informed whether they met the program’s target for each competency. Provide feedback for every student’s program-level competency attainment.	<ul style="list-style-type: none"> • Narrative • Location of feedback to students (LMS, CAMP)

Exhibit 2.2.1 EXAMPLE ONLY: Program-level Competency Attainment Table/Tool

This table is provided as an example to help illustrate and clarify expectations. It is not intended to serve as a template but rather as a framework for reference.

	Proficiency Scale					Program Level Target	Program Level Outcome
	1	2	3	4	5		
Competency 1 at Program Level	# students that attained 1	# students that attained 2	# students that attained 3	# students that attained 4	# students that attained 5	XX% of students reach proficiency scale Y or more	Target Met/Not Met
Competency 2 at Program Level							

Exhibit 2.2.2 Competency Direct Assessments

Instructions: Using the program’s completed Exhibit 2.1.1 Competencies, add an asterisk (*) for direct assessments

Criterion 2.3 Competency Model CQI

Criterion Statement

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 review, analyze, and act upon competency model effectiveness outcomes. By incorporating input from key stakeholders, the program can align its competencies with industry expectations. 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 approach strengthens essential skills and behaviors, ensuring graduates are well-prepared, competitive, and adaptable for long-term career success in varying healthcare environments.

Definitions

- **Continuous Quality Improvement (CQI):** a structured, ongoing process of collecting, analyzing, and using data on program performance to make informed changes that enhance quality, effectiveness, and student outcomes. It includes regular assessment, gathering feedback, analyzing results, implementing improvement, and documenting changes/outcomes.
- **Stakeholder Engagement:** intentional process of involving individuals, groups, or organizations with an interest in or influence on a program. Outcome feedback should be provided to the stakeholders.
- **Implement:** put a plan, change, policy, process, or decision into action by carrying out the steps needed to achieve its intended goals

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

	Element	Required Documentation
a.	CQI Process: Describe the process for the continuous quality improvement (CQI) plan to assess competency model effectiveness including: <ul style="list-style-type: none"> • How the data provided in Standard 2.2 is analyzed • How opportunities for improvement are identified 	Narrative
b.	Stakeholder Engagement: Explain how and when the program incorporates input from key stakeholders into the CQI plan. Stakeholders must include, at a minimum: <ul style="list-style-type: none"> • Students • Alumni • Industry partners 	Exhibit 2.3.1
c.	CQI Efforts: Complete a PIC tool* for the targeted quality improvement opportunities that enhance competency model effectiveness. Program will provide no more than two quality improvement opportunities.	PIC Tool* and related evidence referenced in the tool
d.	Maintain Transparency and Accountability: Explain how the outcomes from feedback are communicated to stakeholders.	Narrative

Exhibit 2.3.1: Stakeholder Engagement

Instructions: Complete the table by providing the type of engagement of the required stakeholders, additionally please include any other stakeholders specific to your program, and note their engagement during the self-study year.

Stakeholders	Type of Engagement within Self Study Year
Students*	
Alumni*	
Industry Partners*	

*Required

Standard 3: Curriculum

Criterion 3.1 Graduate-Level Curriculum Development

Criterion Statement

The program will develop and deliver an industry-relevant curriculum that reflects graduate-level rigor appropriate for the professional and academic preparation of the target audience and prepares students for program-level culminating integrative assessments (see 3.2) and post-graduate employment outcomes. The curriculum will also provide opportunities for students to engage in teams and collaborate with a variety of healthcare professionals, with faculty and appropriate stakeholders involved throughout the process.

Rationale

Developing and delivering an industry-relevant curriculum that reflects graduate-level rigor ensures alignment between the program's mission and the employability skill expectations of the profession. Graduate-level rigor demonstrates that students are challenged to engage with advanced knowledge, critical thinking, and applied problem-solving skills consistent with the program identified learning framework and professional standards.

Further, embedding rigor and relevance into the curriculum provides the foundation for students to demonstrate their abilities in program-level culminating integrative assessments, which serve as direct measures of learning outcomes and competency attainment. These assessments validate that students can synthesize knowledge across courses, apply competencies in complex scenarios, and meet the performance standards expected by employers and professional communities. By intentionally designing the curriculum to build toward these integrative assessments, the program demonstrates a systematic approach to competency development, continuous improvement, and accountability for post-graduate success.

Definitions

- **Graduate-Level:** exceeds undergraduate learning expectations by developing advanced, specialized knowledge and skills and aligns with industry expectations for employability.
- **Graduate-Level Curriculum:** an advanced course of study designed to build upon prior undergraduate knowledge and professional experience. It emphasizes depth of understanding, critical analysis, and the application of theory to complex, real-world problems. Coursework requires students to synthesize information across disciplines, evaluate evidence, make informed decisions, and demonstrate independent and collaborative problem-solving. Learning activities and assessments are structured to promote higher-order thinking, professional judgment, and the ability to apply knowledge in practice, research, or leadership contexts. It is intentionally designed to support the program's mission, target audience, post-graduate outcomes and employment goals, and overall learning expectations.
- **Program-level Culminating Integrative Assessment:** An integrative assessment (or experience) is an evaluation method that requires students to synthesize and apply knowledge, skills, and behaviors from multiple courses, learning experiences, or competencies to address a complex, authentic problem or task. In short, it's an assessment that brings together learning from across the curriculum to show that students can apply what they've learned in a cohesive, practical way. Students will meet established criteria tied directly to program-level proficiency targets and learning outcomes.
 - Measure mastery across competencies rather than in isolation.
 - Require students to demonstrate connections between different areas of learning.
 - Often take the form of capstone projects, portfolios, case studies, or performance-based tasks.
 - Are designed to assess real-world readiness by simulating professional challenges.

- **Learning Principles Framework:** a structured set of evidence-based guidelines that describe how people learn most effectively, used to design, deliver, and assess educational experiences
- **Competency to Curriculum Mapping:** the process of systematically aligning a program’s defined competencies with the specific courses, learning activities, and assessments in its curriculum.
 - Required Program Topics: Topics to be covered during a program of study, delivered to all students (not merely accessible).
 - This is a list of topics, not required to be domains, competencies, or courses.
 - The program determines the best way to include these topics in their curriculum and program offerings.

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation						
a. Graduate-Level Curriculum: Describe how the program chose the courses in the curriculum and how they align with the mission and how it will provide opportunities for students to attain competencies at the program-level targets.	Narrative						
b. Incorporating Industry Feedback: Describe how the program collects and incorporates industry feedback into the curriculum development process.	Narrative						
c. Faculty Involvement: Describe the role of faculty in developing and maintaining the relevance and rigor of the curriculum.	Narrative						
d. Graduate-Level Learning Principles: Describe the adopted, adapted or developed higher-order learning principles framework(s) that guide the development of teaching, learning, and assessment methods in the program. Describe how these methods are higher-order, learner-centered, inclusive, evidence-based and promote active engagement, critical and reflective thinking, and the integration of theory and practice.	Narrative						
e. Graduate-Level Research and Scholarship: Specify which courses expose students to scholarship and research.	Exhibit 3.1.1						
f. Graduate-Level Teams and Teamwork: Specify in which courses students engage in team-related work and how individual students receive feedback on performance. The program should provide a minimum of two opportunities for participation in teams and receiving feedback at the individual student level.	<ul style="list-style-type: none"> • Narrative • Exhibit 3.1.1 • Blank copy of team-based feedback tool(s) 						
g. Plan of Study: Describe the typical course of study for full-time and (if different) part-time students in each major degree Program offered.	<ul style="list-style-type: none"> • Exhibit 3.1.2 • All Syllabi 						
h. Graduate-Level Interprofessional Experiences: Describe how students engage with a variety of healthcare professionals in the curriculum.	<ul style="list-style-type: none"> • Narrative • Exhibit 3.1.3* 						
i. Curriculum to Competency Mapping: Demonstrate how competencies are mapped across the curriculum. Include the program-level attainment target for each competency.	Exhibit 3.1.4						
j. Graduate-Level Required Program Topics: The program will cover, at least once during a student’s degree program, the following topics in the program at a graduate-level. <table border="1" data-bbox="154 1780 1182 1927" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Analytical Reasoning</td> <td>Healthcare Legal Considerations</td> </tr> <tr> <td>Communication: Written & Oral</td> <td>Healthcare Management Across the Continuum</td> </tr> <tr> <td>Critical Thinking</td> <td>Healthcare Management & Operations</td> </tr> </table>	Analytical Reasoning	Healthcare Legal Considerations	Communication: Written & Oral	Healthcare Management Across the Continuum	Critical Thinking	Healthcare Management & Operations	Exhibit 3.1.3
Analytical Reasoning	Healthcare Legal Considerations						
Communication: Written & Oral	Healthcare Management Across the Continuum						
Critical Thinking	Healthcare Management & Operations						

Cultural Competence: Develop students' skills to work with all populations and communities	Leadership
Data Literacy & Data Supported Decision Making	Patient Centered Care
Ethics	Performance Measurement & Improvement
Health Industry Foundations	Population Health
Healthcare Finance	Professionalism
Healthcare Human Resources	Strategic Thinking
Healthcare Information Technology (Including AI in healthcare)	Sustainability
Healthcare Innovation & Innovation Principles	Teamwork

Exhibit 3.1.1 Student Exposure and Engagement

Instructions: list the courses where students work in teams and/or are exposed to research and scholarship as well as teams and teamwork.

Courses & Activities	Research & Scholarship	Teams & Teamwork

Exhibit 3.1.2: Courses Offered in Self-Study Year

Instructions: Complete the table to show the typical course of study for full-time and (if different) part-time students in each major degree program offered.

Year in Program	Session	Course Number & Title	Credits	Instructor(s)	Dept	Student Enrollment Program Students (non Program)	Topics
CORE/REQUIRED COURSES							
Year One	Fall	HM503 Healthcare Finance	3	L.Garroway	MGMT	15 (4)	
ELECTIVES							

Exhibit 3.1.3: Required Program Topics

Instructions: Complete the table by indicating how each listed topic is covered at least once during the degree program.

* For Requirement h, include the list of healthcare professionals in 'How is it covered' column for appropriate topics.

Topics	How is it covered?	Where is it covered?
Analytical Reasoning		
Communication: Written & Oral		
Critical Thinking		
Cultural Competence: Develop student's skills to work with all populations and communities		
Data Literacy & Data Supported Decision Making		
Ethics		
Health Industry Foundations		
Healthcare Finance		
Healthcare Human Resources		
Healthcare Information Technology (Including AI in healthcare)		
Healthcare Innovation & Innovation Principles		
Healthcare Legal Considerations		
Healthcare Management Across the Continuum		
Healthcare Management & Operations		
Leadership		
Patient Centered Care		
Performance Measurement & Improvement		
Population Health		
Professionalism		
Strategic Thinking		
Sustainability		
Teamwork		

Exhibit 3.1.4: Competency Mapping

Complete the table to show where each competency is covered in the courses and the target level students should reach in each course.

	Competency 1	Competency 2	Competency 3
Course 1			
Course 2			
Course 3			

Criterion 3.2 Program-Level Final Integrative Assessment Development

Criterion Statement

The program will provide program-level final integrative assessments that demonstrate students achieved the program-level competency proficiency targets.

Rationale

An integrative assessment, or 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, 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. Such experiences are crucial for developing critical thinking, problem-solving, and professional skills that are highly valued by employers.

Definitions

- **Integrative Experience:** a culminating learning activity, in which students bring together knowledge and skills acquired across the curriculum to address complex, real-world problems or professional tasks. This experience emphasizes synthesis, application, and reflection, demonstrating how students can connect competencies in a cohesive and practice-oriented way.
- **Integrative Assessment:** the program-level evaluation of student performance within an integrative experience. It measures how effectively students demonstrate proficiency across multiple competencies by applying their learning in a comprehensive manner. The assessment provides evidence that students have achieved program-level competency proficiency targets and can translate classroom knowledge into professional practice.

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation
a. Design and Implementation: Describe how the program designs and implements program-level final integrative assessments. Explain how the selected assessments align with the program's post-graduate employment outcomes.	Narrative
b. Documentation of Integrative Experiences: Provide the full documentation of the integrative experience(s) exactly as it is given to students including all instructions, prompts, exhibits, and related materials.	Documentation of integrative experience(s)
c. Student Support: Describe how the program supports students in preparing for and participating in integrative experiences.	Narrative
d. Student Competency Performance Feedback: Explain the process and provide the rubric(s) for assessing student attainment of program-level competency proficiency targets during integrative experiences and the feedback provided to students.	<ul style="list-style-type: none"> • Narrative • Rubrics • Location of feedback to students (LMS, CAMP)

Criterion 3.3 Curriculum Effectiveness

Criterion Statement

The program will evaluate the effectiveness of the curriculum and the final integrative assessment(s).

Rationale

Evaluating the effectiveness of the curriculum to achieve program-level competency attainment targets and ensure success in both integrative experiences and post-graduate employment is essential for maintaining the quality and relevance of an educational program. This standard ensures that the curriculum is 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.

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation
<p>a. Measurement Criteria: Describe the methods used, frequency, and data inputs to assess curriculum effectiveness in:</p> <ul style="list-style-type: none"> • Competency to curriculum mapping • Program-level final integrative assessments • Post-graduate employment outcomes 	<ul style="list-style-type: none"> • Narrative • Data collection tools • Integrative Assessments for all students. <i>(Site visit team will pull sample per sample chart.)</i>
<p>b. Stakeholder Feedback: Describe how the program incorporates feedback from students, alumni, and industry partners into the curriculum and final integrative assessment effectiveness evaluation process.</p> <p>*For programs where residencies/internships/fellowships are required for graduation, include:</p> <ul style="list-style-type: none"> • Student evaluation of preceptors/supervisors and site • Preceptor/supervisor evaluation of students and process 	<p>Narrative</p> <p>*Include blank evaluations</p> <p>*Include summary data</p>
<p>c. Faculty Role: Describe the role of faculty in assessing curriculum effectiveness. Provide students' evaluations of course effectiveness.</p>	<ul style="list-style-type: none"> • Narrative • Students' evaluations of course effectiveness • Other assessment materials

Sample Chart:

Number of Students	Number of Integrative Assessments Sampled (30%)
1-50	15
51-100	30
101-150	45
151-200	60
201-250	75
251-300	90
301-350	105
351-400	120
401-450	135
451-500	150
501+	225

Criterion 3.4 Curriculum CQI

Criterion Statement

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

Rationale

Developing and implementing a plan to improve curriculum effectiveness based on key stakeholder and data inputs is vital for ensuring that the program curriculum supports student success in the program-level culminating integrative assessment, remains relevant, graduate-level, and aligned with industry standards. By reviewing and improving the curriculum, the program can address gaps, incorporate innovative teaching methods, and integrate stakeholder feedback in ways that enhance educational quality, foster a dynamic learning environment that supports high level thinking, and more effectively prepare students for professional careers and post-graduate opportunities.

Definitions

- **Continuous Quality Improvement (CQI):** a structured, ongoing process of collecting, analyzing, and using data on program performance to make informed changes that enhance quality, effectiveness, and student outcomes. It includes regular assessment, gathering feedback, analyzing results, implementing improvement, and documenting changes/outcomes.
- **Stakeholder Engagement:** intentional process of involving individuals, groups, or organizations with an interest in or influence on a program. Outcome feedback should be provided to the stakeholders.
- **Implement:** put a plan, change, policy, process, or decision into action by carrying out the steps needed to achieve its intended goals

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

Element	Required Documentation
a. CQI Process: Describe the process for the continuous quality improvement (CQI) plan to assess curriculum and program-level final integrative assessment effectiveness including: <ul style="list-style-type: none"> • How the data provided in Standard 3.3 is analyzed • How opportunities for improvement are identified 	Narrative
b. Stakeholder Engagement: Explain how and when the program incorporates input from key stakeholders into the CQI plan. Stakeholders must include, at a minimum: <ul style="list-style-type: none"> • Students • Alumni • Industry partners 	Exhibit 3.4.1
c. CQI Efforts: Complete a PIC tool* for the targeted quality improvement opportunities that enhance curriculum and program-level final integrative assessments as identified in 3.1, 3.2, and/or 3.3. Program will provide no more than two quality improvement opportunities.	PIC Tool* and related evidence referenced in the tool
d. Maintain Transparency and Accountability: Explain how the outcomes from feedback are communicated to stakeholders.	Narrative

Exhibit 3.4.1 Stakeholder Engagement

Instructions: complete the table to show how the program engaged with each stakeholder group during the self-study year.

Stakeholders	Type of Engagement within Self Study Year
Students*	
Alumni*	
Industry Partners*	

*Required

Standard 5: Faculty

Criterion 5.1 Qualified Program Leadership and Faculty

Criterion Statement

All program leadership and faculty will have relevant academic and/or professional preparation in the areas they teach and/or engage with students. The program will maintain a sufficient number of qualified program leadership and faculty to support its mission, student learning needs, and program outcomes.

Rationale

Ensuring that all program leadership and 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. Program leadership with appropriate qualifications bring a depth of knowledge in strategic planning, data analysis, financial acumen, project and risk management, continuous quality improvement, and team and human resource management appropriate to the position. 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 program leadership and faculty, the program can better prepare students for their future careers, align with industry standards, and uphold its mission and vision.

Definitions

- **Faculty:** any individual who teaches/co-teaches courses in the program.
- **Program Leadership:** individuals responsible for guiding, managing, and advancing an academic program to achieve its mission, goals, and quality standards. Program leadership could also be a faculty member.
- **University-defined Academic Appointments:** a formal position within a college or university, granting an individual an academic title (like professor, lecturer) for teaching, research, or service with terms ranging from temporary to indefinite (tenured).
- **Academic/professional Preparation:** the formal education, credentials, professional experience, and scholarly or practice-based expertise that qualify them to teach, advise, and contribute to a graduate program. Courses should be taught by faculty with specific expertise.

Required Elements

Additional documentation within the LMS will be used by the site visit team to support and validate the criteria completeness.

	Element	Required Documentation
a.	Program Leadership Qualification Requirements: Specify the academic and/or professional qualifications required for program leadership positions. List the names, positions, and job responsibilities of the program leadership.	<ul style="list-style-type: none"> • Narrative • CV/Resume for program leadership
b.	Faculty Qualification Requirements: Specify the academic and professional qualifications required for faculty in the program.	Narrative
b.	Faculty Qualification Alignment: Complete the table to show the faculty in the program and to demonstrate that faculty in the program are qualified to teach as aligned to your mission and post-graduate employment outcomes. Provide a key to the table showing university-defined academic appointments.	<ul style="list-style-type: none"> • Exhibit 5.1.1 • Exhibit 5.1.2 • Exhibit 5.1.3 • CV/Resume for all faculty

c.	Professional Development: Describe the strategies for supporting faculty in maintaining and enhancing their qualifications through professional development and continuing education.	Narrative
d.	Faculty Sufficiency: Describe how the program ensures an adequate number of qualified faculty to meet its mission, deliver the curriculum, and support student learning and engagement. Provide workload data, faculty-to-student ratios, or other evidence that demonstrates sufficiency.	Narrative
e.	Webpage Links: Provide links to University/College policies on faculty qualifications.	Links
f.	<p>CQI Plan: Describe the continuous quality improvement processes in place to regularly review and update faculty qualifications and ensure professional development support based on feedback and industry changes.</p> <ul style="list-style-type: none"> • If analysis reveals quality improvement opportunity complete PIC tool*; if no improvement is identified, evidence should support this conclusion. 	<ul style="list-style-type: none"> • Narrative • PIC Tool* and related evidence referenced in the tool

Figure 5.1.1 Current Program Faculty Qualifications

Instructions: Complete the table by listing each faculty member’s credentials, experiences, and responsibilities to demonstrate their qualification for the courses they teach. List the faculty in order of number of courses taught in descending order.

	Faculty Name (First, Last)	Academic Qualification: Highest degree earned & year All degrees relevant to the courses taught	Year appointed to Program	Experience: Academic Practitioner Both	University- defined Academic Appointment (Using labels defined by program in 5.1.1 Key identify their role in the program	Program Responsibility A = Advising T = Teaching L = Leadership R = Research NP = Non- Program Activity	Courses Taught in Self-Study Year (Sort descending on this column)	Specific Experiences Qualifying the Faculty for each Course Taught
1.								
2.								
3.								
4.								

5.1.1 Key:

University-defined Academic Appointment	Definition

Figure 5.1.2: Faculty by Status

Instructions: This exhibit can be generated using the “CAMP: Generate Image and Download” service within CARE.

Figure 5.1.3: Faculty by Full-Time Status

Instructions: This exhibit can be generated using the “CAMP: Generate Image and Download” service within CARE.

Appendix 1: Definitions

Academic/professional Preparation: the formal education, credentials, professional experience, and scholarly or practice-based expertise that qualify them to teach, advise, and contribute to a graduate program. Courses should be taught by faculty with specific expertise. *(Criterion: 5.1)*

Admissions: is the process by which the program evaluates applications from prospective students and selects those who meet established qualifications for enrollment. *(Criterion: 1.4)*

Andragogy: The art and science of helping adults learn (Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (2nd ed.). Cambridge Books.) *(Criterion 5.2)*

Assumptions:

- Adult learners are **self-directed** and bring prior experiences to learning.
- Learning is **problem-centered** and often driven by real-world application.
- Adults are motivated by internal factors (career growth, personal development) rather than external control.
- Adults prefer learning that is relevant and immediately applicable.

Competency-based measurement tool: is a structured assessment tool that defines the criteria used to evaluate competency outcomes and describes varying levels of achievement for each criterion. It outlines what is being assessed, how performance is measured, and what constitutes different levels of competency attainment, supporting consistent, transparent, and objective evaluation across learners or cohorts.

Competency to Curriculum Mapping: the process of systematically aligning a program's defined competencies with the specific courses, learning activities, and assessments in its curriculum. *(Criterion 3.1)*

- Required Program Topics: Topics to be covered during a program of study, delivered to all students (not merely accessible).
- This is a list of topics, not required to be domains, competencies, or courses.
- The program determines the best way to include these topics in their curriculum and program offerings.

Competency Model: translates program learning outcomes into clear, measurable capabilities that students should demonstrate by graduation; a list of competencies, competency definitions, measurement expectations. *(Criterion: 2.1)*

Continuous Quality Improvement (CQI): a structured, ongoing process of collecting, analyzing, and using data on program performance to make informed changes that enhance quality, effectiveness, and student outcomes. It includes regular assessment, gathering feedback, analyzing results, implementing improvement, and documenting changes/outcomes. *(Criterion 2.3, 3.4)*

Criteria: The specific, measurable components within each Standard. Criteria break down the broader Standard into individual requirements or elements that a program must address, document, and demonstrate compliance within the self-study.

Direct Measures: measures which assess individual student learning and competency mastery by evaluating actual work or performance that demonstrates knowledge, skills, or abilities. Evidence in student work, actual demonstration. *(Criterion: 2.2)*

Examples: capstone, comprehensive written or oral examination, portfolios, presentations, comprehensive case analysis, practicum feedback (can include more than one).

Faculty: any individual who teaches/co-teaches courses in the program. *(Criterion: 1.3, 5.1, 5.2)*

Feedback: collection of input, perspectives, and evaluations from stakeholders. *(Criterion: 1.3)*

Graduate-Level: exceeds undergraduate learning expectations by developing advanced, specialized knowledge and skills and aligns with industry expectations for employability. *(Criterion 3.1)*

Graduate-Level Curriculum: an advanced course of study designed to build upon prior undergraduate knowledge and professional experience. It emphasizes depth of understanding, critical analysis, and the application of theory to complex, real-world problems. Coursework requires students to synthesize information across disciplines, evaluate evidence, make informed decisions, and demonstrate independent and collaborative problem-solving. Learning activities and assessments are structured to promote higher-order thinking, professional judgment, and the ability to apply knowledge in practice, research, or leadership contexts. It is intentionally designed to support the program's mission, target audience, post-graduate outcomes and employment goals, and overall learning expectations. *(Criterion 3.1)*

Implement: put a plan, change, policy, process, or decision into action by carrying out the steps needed to achieve its intended goals. *(Criterion 2.3, 3.4)*

Indirect Measures: measures which capture perceptions, reflections, or secondary indicators of learning rather than direct evidence of skill or knowledge demonstration. *(Criterion 2.2)*

Examples (not exhaustive): exit surveys, self-reflection, employer feedback (without a rubric, defined training), employment rates, salary

Industry Relevant: aligned with the current needs, priorities, and standards of the professional fields or industries. *(Criterion: 2.1)*

Integrative Experience: a culminating learning activity, in which students bring together knowledge and skills acquired across the curriculum to address complex, real-world problems or professional tasks. This experience emphasizes synthesis, application, and reflection, demonstrating how students can connect competencies in a cohesive and practice-oriented way. *(Criterion 3.2)*

Integrative Assessment: the program-level evaluation of student performance within an integrative experience. It measures how effectively students demonstrate proficiency across multiple competencies by applying their learning in a comprehensive manner. The assessment provides evidence that students have achieved program-level competency proficiency targets and can translate classroom knowledge into professional practice. *(Criterion 3.2)*

Learning Principles Framework: a structured set of evidence-based guidelines that describe how people learn most effectively, used to design, deliver, and assess educational experiences. *(Criterion 3.1)*

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. *(Criterion: 1.1)*

Monitor and Evaluate Effectiveness: the ongoing process of tracking a program's activities, outcomes, and impact, and assessing how well they meet established goals, standards, and stakeholder expectations. *(Criterion: 1.4)*

Monitoring: the ongoing process of tracking, measuring, and evaluating how well a program, initiative, or activity is achieving its intended goals and outcomes. It uses clear performance indicators, regular data collection, and analysis to inform decisions, improve quality, and ensure accountability. *(Criterion: 1.2)*

Post-graduate employment outcomes: Post-graduate employment outcomes: types of jobs, roles, or career advancements graduates are prepared to pursue as a result of completing the program. *(Criterion: 2.1)*

Program Design: the creation of a framework that integrates mission, vision, values, curriculum, assessment, resources, and student support to achieve clearly defined graduate-level learning outcomes. *(Criterion: 1.1)*

Program Leadership: individuals responsible for guiding, managing, and advancing an academic program to achieve its mission, goals, and quality standards. Program leadership could also be a faculty member. *(Criterion: 1.3)*

Program Level: the final level of attainment during the program of study. Determined by the program. Not all competencies must be evaluated in one direct measure. *(Criterion 2.2)*

Program-level Culminating Integrative Assessment: An integrative assessment is an evaluation method that requires students to synthesize and apply knowledge, skills, and behaviors from multiple courses, learning experiences, or competencies to address a complex, authentic problem or task. In short, it's an assessment that brings together learning from across the curriculum to show that students can apply what they've learned in a cohesive, practical way. Students will meet established criteria tied directly to program-level proficiency targets and learning outcomes. *(Criterion 3.1)*

- Measure mastery across competencies rather than in isolation.
- Require students to demonstrate connections between different areas of learning.
- Often take the form of capstone projects, portfolios, case studies, or performance-based tasks.
- Are designed to assess real-world readiness by simulating professional challenges.

Program Variant: a defined version of the same academic program that differs in how it is structured or experienced while typically leading to the same awarded degree. Program variants may differ by delivery approach (in-person, online, hybrid), pacing or schedule (accelerated, part-time, executive), cohort design, calendar (semester, quarter, block), location or site, or other elements that shape how students progress through the program. *(Criterion: 1.1)*

- **Note:** If the credential awarded or core learning outcomes are different (e.g., MHA vs. MPH), that's usually a different program and not a variant.

Recruitment: the process of identifying, attracting, and engaging prospective students who are a good fit for a program. *(Criterion: 1.4)*

Retention: the ability of a higher education program to keep enrolled students actively progressing toward the completion of their degree. *(Criterion: 1.4)*

Stakeholders: individuals, groups, or organizations (internal and external) that have an interest in, influence on, or are affected by the program's design, delivery, quality, and outcomes. *(Criterion: 1.3)*

Stakeholder Engagement: intentional process of involving individuals, groups, or organizations with an interest in or influence on a program. Outcome feedback should be provided to the stakeholders. *(Criterion: 2.3, 3.4)*

Standard: The overarching category or title that organizes a set of related criteria. It represents the broad area of focus for accreditation, under which the individual criteria are grouped.

Student Competency Attainment: a student has achieved the specific knowledge, skills, abilities (apply what they have learned) at the proficiency target set by the program. Measured through direct evidence. Assessed against clearly defined performance criteria/rubrics. *(Criterion: 2.2)*

Strategic Initiative: an activity designed to advance the program's mission and improve its quality, reputation, and outcomes. *(Criterion: 1.1, 1.2)*

Sustainment Plan: a strategic framework that outlines how a program will remain viable, competitive, and high-quality over the next three years. A sustainment plan provides a clear roadmap for maintaining program excellence,

anticipating risks, securing necessary resources, and adapting to changes to ensure long-term program success and stability. *(Criterion: 1.2)*

Target Students: the specific group of prospective learners the program is designed to attract and serve. *(Criterion: 1.1, 1.5)*

University-defined Academic Appointments: a formal position within a college or university, granting an individual an academic title (like professor, lecturer) for teaching, research, or service with terms ranging from temporary to indefinite (tenured). *(Criterion: 5.1)*

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. *(Criterion: 1.1)*

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. *(Criterion: 1.1)*