

Fall 2008 Criteria
Program Review Worksheet (Version 4: March 2008)

KEY	NEW CRITERIA	NO MAJOR CHANGE	NEW EMPHASIS
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Fall 2008 Criteria	Review Elements	Notes
	1.A. Mission and Metrics	The mission, vision and values of the program form the basis of the accreditation review and assessment of Program effectiveness.
IA1	The Program will have statements of mission, vision, and values that will influence the Program's design and guide the Program's evaluation and quality improvement efforts.	<ul style="list-style-type: none"> a. Are there statements of mission, vision and values for the program?¹ b. Do these statements define the focus of the program i.e. target audience and career field? c. Do these statements provide direction for student selection, curriculum design, and scholarly activity of the faculty? d. Does the program mission relate to the University or School/ College mission?
IA2	The Program will establish goals, objectives and performance outcomes that are action-based, observable, and measurable.	<ul style="list-style-type: none"> a. Are goals objectives and performance outcomes action-based, observable and measurable? b. Have objectives been identified across all categories? (refer to mission statement but should include educational, research and service and other appropriate subcategories) c. Is there evidence that these have been used in the ongoing evaluation of the Program? d. Is there any evidence of improvements based on these evaluations in the last two years? e. Does the narrative include an assessment of the Programs' evaluation process highlighting strengths and or problems?
IA3	The Program will identify a set of competencies related to its mission and the types of jobs graduates enter upon completion of the Program.	<ul style="list-style-type: none"> a. Do the competencies define what graduates should know and be able to do? b. Do the competencies describe in measurable terms the knowledge, skills and abilities expected at graduation? c. Is the relationship between the competencies and learning objectives explicit? d. Is there a relationship to the Program's mission, goals and objectives?
IA4	The Program will monitor the health system, the University environment, and management theory and practice and adjust its mission, vision, goals and objectives in response to environmental changes and needs when necessary.	<ul style="list-style-type: none"> a. Is there evidence that the Program is monitoring the health system and University environment, management theory and practice to adjust in response to environmental changes and needs when necessary? b. Does this evidence include use of market research and strategic assessment tools to identify changing needs for essential competencies in graduates? c. Is there evidence that this information has been incorporated into the process for program review and change?

¹ Mission statement = defines the purpose and direction and any unique aspects of the program;
Vision statement = communicates where the Program aspires to be, and serves to motivate the Program to move towards this ideal state;
Values = abstract generalized principle of behavior to which the Program feels a strong emotionally-toned commitment and which provides a standard for judging specific acts and goals.

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	d. Is there a strategic plan, five year academic plan, evidence of stakeholder input into the curriculum?	
I.B. Institutional Support		
IB1 The Program will have sufficient financial and administrative support to ensure that its mission, goals and objectives can be achieved.	a. Is there satisfaction that program faculty and administration have sufficient prerogatives to assure the integrity of the Program and to allow the Program's mission, goals and objectives to be achieved? b. Do program faculty have formal opportunities for input in decisions affecting: <ol style="list-style-type: none"> 1. admissions and student progress 2. resource allocation 3. faculty recruitment and promotion 4. curriculum design and evaluation 5. research and service activities 6. degree requirements c. What other Program activities (e.g. undergrad, doctoral extension) rely on the same Program resources and is the allocation to the Program adequate? d. Are there adequate administrative support services (clerical, graduate assistants and teaching assistants) available to the Program? e. Can the program meet its stated objectives in light of its current resources? f. If no (to e.), what is the ability of the Program to make recommendations for future resource development, the steps planned to implement these recommendations and the timeline for implementation?	•
IB2 University policies will provide time and support for faculty development, research and/or scholarship, and service	a. Is there a University workload policy that addresses scholarship? b. Is there a University policy that supports and allows time for faculty development and instructional improvement? c. Is there a University policy that supports and allows for sabbaticals? d. Is there a University policy that supports and allows time for faculty development? e. Is there a University policy that supports and allows course releases, access to data and research assistants?	•
IB3 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 Library and/or access to information resources; Computing technology and the appropriate management software; and Classroom and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery.	a. Can the information resources available to faculty and students support the program? b. Are limitations on, or barriers to access to, these resources restrictive? c. Can the computing technology and software available to faculty and students support the program? d. Are limitations on, or barriers to access to, these resources restrictive? e. Can the office and other workspace available to faculty and staff support the program?	•

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	f. 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?		
IB4	Program leadership will have the authority to ensure the integrity of the Program.	<ul style="list-style-type: none"> a. Does the extent of the authority of the Program Director allow him/her to lead the program and determine its strategic direction? b. Does the authority (or delegated authority) of the program director include: <ol style="list-style-type: none"> 1. evaluation of faculty 2. admissions 3. curricular review and modification 4. schedule development 5. student advising and placement 6. leadership of students 7. residency placements 8. academic affairs of students 	•
II.A Students, Graduates and Others			
IIA1	The Program will provide full and accurate information regarding its curriculum, the competencies that form the basis for its curriculum, teaching and assessment methods, and recruitment process to potential students, and make general information available to the public, employers, preceptors and other interested parties	<ul style="list-style-type: none"> a. Where there are accredited and non accredited offerings, is it clear which is CAHME accredited? b. Does the information available to prospective students include: <ol style="list-style-type: none"> 1. admissions practices and criteria 2. academic calendar 3. grading policies 4. student outcomes – job placement rate and timeline for relevant employments 5. competencies and teaching methods 	•
IIA2	The Program will have recruiting practices and well-defined admission criteria designed to admit qualified students and pursue a diverse student population.	<ul style="list-style-type: none"> a. Is it clear that the program's admissions criteria relate to, or is derived from, the program's mission? b. Is there evidence that the program observes its admissions criteria and practices? c. Consider the policies and procedures for exceptions to the admissions criteria and the percentage of students admitted by exception: is there a follow up procedure for conditional admits? Is there evidence that this has been observed? d. Has the program's recruitment efforts allowed it to meet its goals and objectives? e. Has the program's recruitment efforts allowed it to pursue a diverse student population? 	•
IIA3	The Program will have a process that regularly evaluates	a. Does the program measure student progress towards mastery of the	•

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	<p>the extent to which students attain the competencies that form the basis for the program's curriculum</p> <p style="text-align: center;">competencies at the course level?</p> <p>b. Does the program measure student progress towards mastery of the competencies at the program level?</p> <p>c. Does the program evaluate the continued relevance of the selected competencies?</p> <p>d. Is there evidence of use of these evaluations for program improvement?</p>	
IIA4	<p>The Program will ensure that students are provided appropriate support services, and that these services are evaluated regularly as a basis for ongoing improvement.</p> <p>a. Are the systems for academic and career advising effective?</p> <p>b. Is the system (program/University) for financial aid advising adequate?</p> <p>c. Are other University level support services adequate?</p> <p>d. Is the evidence that the effectiveness of these systems are evaluated and used for program improvement?</p>	•
IIA5	<p>The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.</p> <p>a. 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.</p>	•
IIA6	<p>The Program will ensure that graduates have completed the Program well-prepared to pursue careers consistent with Program goals and recognized competencies and that their career preparedness is monitored, documented and used in Program evaluation and as a basis for continuous improvement.</p> <p>a. Does the program monitor and track the careers of graduates for at least 3 years?</p> <p>b. Do the results from assessment of graduate achievement support the Program goals?</p> <p>c. Do the results from alumni surveys indicate that alumni were satisfied with their education?</p> <p>d. Do students obtain placements consistent with Program mission and goals?</p> <p>e. Is the completion rate of the program (for the normal time period expected for degree completion) 80% or greater for the last three years? (two years on an initial accreditation)</p> <p>f. Is the job placement rate for students within three months of graduation 80% or greater for the last three graduating classes? (two years on an initial accreditation)</p> <p>g. Is the job placement rates in health care services or related fields for program graduates 80% or greater for the last three years?(two year on an initial accreditation)</p>	•
IIA7	<p>The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.</p> <p>a. Is there an accessible statement that describes the process for formal complaints?</p> <p>b. Does the statement provide for a timely response to the complaint that is fair and equitable to all parties?</p> <p>c. Have there been any formal complaints against the program since the last site</p>	•

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	visit? d. Was the complaint and its resolution used for program evaluation and improvement?	
III.A. Curriculum Design		
IIIA1	The Program will adopt a set of competencies as the basis of its curriculum and link course content and learning objectives to the competencies.	<ul style="list-style-type: none"> a. Has the program demonstrated that the selected competencies be obtained by the design of the curriculum? b. Has the program demonstrated that the relationship between the competencies and the curriculum effectively allow the Program to meet its educational objectives? c. If the competencies have been changed based on periodic review of the program, has the program modified the curriculum to reflect that change?
IIIA2	The Program will structure its curriculum so that students achieve levels of competency appropriate to graduate education.	<ul style="list-style-type: none"> a. Is there evidence that teaching and assessment methods incorporate higher order cognitive skills? i.e. beyond knowledge and comprehension. b. Has the program demonstrated that the structure and sequencing of the curriculum facilitates achievement of the designated levels of the selected competencies? c. Where courses are sourced outside of the Program, is there satisfactory evidence that these courses are evaluated and integrated into the curriculum?
IIIA3	The Program will ensure that course syllabi incorporate current developments in the field and accurately reflect course competencies and content, teaching and assessment methods and relationship to other courses	<ul style="list-style-type: none"> a. Does the format of the syllabi include: behavioral objectives, competencies, session by session topics, course requirements, and performance expectations of students? b. Is there evidence of incorporation of contemporary content and topics in the courses? c. Do syllabi state how students are evaluated in the courses? d. Does a sampling of student work from self study year support the competencies and performance expectations of the courses reviewed? e. If the course includes online instruction, on what basis are students evaluated?
IIIA4	The Program will evaluate course instruction and the curriculum and use the results to develop specific plans for maintaining or improving the quality of the teaching and learning environment.	<ul style="list-style-type: none"> a. Is there a plan that outlines specific learning and assessment goals including timelines for completion and methods for assessing outcomes? b. Is there evidence that the Program has used the results of curriculum and course instruction evaluations for improvement of the teaching and learning environment?
IIIA5	The Program will provide opportunities at appropriate points in the curriculum for students to gain an	<ul style="list-style-type: none"> a. Are there opportunities for students to have exposure to and interact with other health professionals?

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understanding of and to interact with professionals across the broad range of health professions.	b. Are these opportunities part of student learning? c. Are these opportunities appropriate to the mission of the program and selected career fields?	
III.B. Curriculum Content and Competency Development	Content should normally contribute to students' knowledge, skills, and abilities regarding:	
IIIB1	In development	See separate draft document
IIIB2		
IIIB3		
IIIB4		
IIIB5		
IIIB6		
IIIB7	Information systems management and assessment	
IIIB8		
IIIB9		
IIIB10		
IIIB11		
IIIB12		
IIIB13		
IIIB14		
IIIB15		
IIIB16		
IIIB17		
IIIB18		
IIIB19	Professional skills development	
	III.C. Applied and Integrative Learning	
IIIC1	The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in applied, experiential settings	a. Are the students' needs for applied experiences considered in the decision for an applied experience? b. Is the applied experience setting (or management simulation) consistent the Program's educational goals and objectives? c. Has the program demonstrated that the applied experience relates to the

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	<p>educational goals and designated competencies?</p> <p>d. Has the program demonstrated that the applied experience is correctly sequenced and integrated into the curriculum?</p> <p>e. Is there an effective process for the monitoring and evaluation of the applied experience? (include in your review: preceptor responsibilities and objectives of the field experience, preceptor orientation, selection and evaluation)</p>	
IIC2	<p>The Program curriculum will include integrative experiences that require students to draw upon, apply and synthesize knowledge and skills covered throughout the Program of study.</p> <p>a. Has the program demonstrated that students are prepared for the integrative experience?</p> <p>b. Has the program demonstrated that the integrative experience contributes to the Program's learning objectives?</p> <p>c. 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?</p> <p>d. If there is a required major paper, thesis or research project, has the program demonstrated how this requirement relates to the program objectives?</p>	•
IIC3	<p>The program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.</p> <p>a. Are there program opportunities for team based activities? (include teamwork, facilitating meetings, and practice of leadership skills)</p> <p>b. 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?</p>	
IIC4	<p>The organization of the Program and its relationship to other academic units will enable students to draw broadly on academic resources throughout the University.</p> <p>a. Has the program demonstrated that students have full access to University wide academic resources?</p> <p>b. Are there any barriers to access of these resources by program students?</p>	
IIC5	<p>The Program will have effective working relationships with a variety of healthcare management employers and will integrate the field of practice into the Program's teaching and career guidance</p> <p>a. Has the program demonstrated effective working relationships with a variety of healthcare employers?</p> <p>b. Has the program demonstrated the integration of the field of practice into teaching and career guidance or mentorship?</p>	
IV A Faculty Teaching, Scholarship and Service Qualifications and Responsibilities		
IVA1	<p>Program and University leadership will ensure that the complement, involvement and qualifications of Program faculty are sufficient to accomplish the mission of the Program.</p> <p>a. Can the current size and composition of the faculty meet the program's stated objectives?</p> <p>b. If the program has less than three participating faculty², does this complement cover all required material?</p> <p>c. Are the faculty qualified academically³ to teach the courses they are assigned?</p> <p>d. If no, are they qualified professionally⁴?</p>	

² Participating faculty – Faculty members who are engaged in an ongoing basis in the activities of the academic life of the program and who are supported in their continuing professional development.

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IVA2	The Program will foster a diverse culture within the faculty and learning environment.	<ul style="list-style-type: none"> a. Is there diversity⁵ in the faculty composition? b. If no, does use of guest lecturers and mentors help to achieve diversity?
IVA3	The program faculty will have responsibility for: making recommendations regarding admission of students, specifying health care management competencies, evaluating student performance, and awarding degrees.	<ul style="list-style-type: none"> a. Do faculty have input in admissions decisions? b. Does the procedure for awarding degrees include input from program faculty? c. Do faculty have input in curriculum design and specifying healthcare management content? d. Do the faculty have input in Program curriculum structure and course content assessment?
IV.B. Faculty Recruitment, Development and Evaluation		
IVB1	Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.	<ul style="list-style-type: none"> a. Do program faculty participate in search committees for tenure-track and non-tenure track faculty? b. Do program faculty have input into the decision process to add faculty?
IVB2	Faculty responsibilities are consistent with University policies and faculty evaluation is equitable and fair.	<ul style="list-style-type: none"> a. Review the link to University policy on faculty responsibility: are the responsibilities of Program faculty consistent with this policy? b. 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 and the appeals process
IV.C. Teaching		
IVC1	The program faculty will incorporate a range of teaching and assessment methods aligned with the Program's defined competencies.	<ul style="list-style-type: none"> a. Do the program faculty use a range of teaching methods? b. Do the program faculty use a range of assessment methods? c. Has the program proved that these methods align with the program's selected competencies?
IVC2	The Program will ensure that there is a systematic plan for, and investment in, individual faculty career development in both teaching and scholarship.	<ul style="list-style-type: none"> a. Is there a systematic plan for development of all participating faculty? b. Are the resources for faculty development adequate? c. Is there an approach for providing and monitoring individual faculty development in teaching and scholarship?
IV.D. Research and Scholarship		
IVD1	Faculty will demonstrate the development of new knowledge, the re-synthesis or re-conceptualization of existing knowledge and the creative application of theory to practice.	<ul style="list-style-type: none"> a. Is the aggregate output of faculty research and scholarship⁶ consistent with the program's mission? b. Does the output of faculty research and scholarship support the Program?

³ Academically qualified – qualified by virtue of formal educational background and continued intellectual contributions

⁴ Professionally qualified – qualified by virtue of academic preparation (normally at the master's level) and significant professional experience relevant to the teaching assignment

⁵ 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.

⁶ Scholarship – The result of academic research in conjunction with institutions of higher education wherein deep mastery of a subject is obtained; it consists of knowledge that results from study and research in a particular field.

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IVD2	Each participating faculty member will demonstrate a record of scholarship and/or professional achievement appropriate to the stage of their academic career, their role and responsibilities associated with the Program, and the Program's mission and goals.	<ul style="list-style-type: none"> a. Does the content and quantity of individual faculty scholarship and professional achievement⁷ relate to the stage of the faculty member's career? (take into account their role and responsibility in the program) b. Does the scholarship and professional activities of the faculty relate well with the Program's mission, goals and objectives? c. If no (to b.), is there a plan to address this disconnect?
IVD3	The faculty will demonstrate that they draw on their own current and relevant research and scholarship, as well as that of others, in their teaching.	From the syllabi review: <ul style="list-style-type: none"> a. Was there evidence of the faculty member's own research and scholarship in coursework? b. Was there evidence of current and relevant research and scholarship in coursework?
	IV.E Community and Professional Service	Not to be fully satisfied by faculty consulting business.
IVE1	Faculty will participate in health-related community and professional service activities outside of the university.	a. As allowed by Program and University policy, are faculty community service activities consistent with program goals?
IVE2	Faculty will draw upon their community and professional service activities in their teaching.	a. Are community service activities of the faculty brought into the classroom as relevant material?

⁷ Professional Achievement – Refers to the attainment of relatively sufficient recognition by credentialing, certifying, and/or licensing organizations so as to confer formal acknowledgement of achievement in such forms as title, diploma, licensure, registry, etc. Recognition generating organizations could include state, regional, national, and/or international level formally structured organizations such as the American College of Healthcare Executives, Healthcare Financial Management Association, American College of Surgeons, State Board of Nursing, and the like.