

# CA<sup>+</sup>HME

Commission on Accreditation  
of Healthcare Management Education

## SELF-STUDY HANDBOOK FOR GRADUATE PROGRAMS IN HEALTHCARE MANAGEMENT EDUCATION

REVISED 5/2008, 5/2009

EFFECTIVE JULY 1, 2010

RECOMMENDED FOR IMMEDIATE USE,  
ESPECIALLY PROGRAMS WITH ONLINE  
INSTRUCTION



The Standard of Excellence in Healthcare  
Management Education since 1968.



Commission on Accreditation  
of Healthcare Management Education

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**TABLE OF CONTENTS**

General Instructions..... i

    Eligibility Statement.....i

    Self-Study Document.....ii

    Volume I - Basic Survey Questionnaire..... iv

    Volume II - Course-Related Materials and Other Program Documents iv

    Consultation with CAHME.....v

    Submission Deadlines.....vi

Self-Study Handbook Glossary ..... vii

Principles of Good Practice for Online Instruction in Healthcare Management  
Education .....xvi

Self Study Cover Page and Signature Sheet .....1

Volume I Cover Page ..... 2

Program Description ..... 3

Eligibility Statement .....4

Overview of The Program.....7

Progress Since Previous Site Visit.....8

Criterion I. Program Mission, Values, Vision, Goals and Support .....9

    I.A. Mission and Metrics .....9

        I.A.1 .....9

        I.A.2 .....10

        I.A.3 .....13

        I.A.4 .....13

    I.B. Institutional Support .....14

        I.B.1 .....14

        I.B.2 .....19

        I.B.3 .....19

        I.B.4 .....20

Criterion II. Students, Graduates and Others ..... 23

    II.A.1.....23

    II.A.2 . .....24

    II.A.3 . .....28

    II.A.4 . .....28

    II.A.5 . .....29

    II.A.6 . .....29

    II.A.7 . .....30

Criterion III. Curriculum . .....33

    III.A.1 . .....33

    III.A.2 . .....35

    III.A.3 . .....39

    III.A.4 . .....39

III.A.5	40
III.B. Curriculum Content	41
III.C. Applied and Integrative Learning.	46
III.C.1	46
III.C.2	46
III.C.3	47
III.C.4	48
III.C.5	48
Criterion IV. Faculty Teaching, Scholarship and Service.	50
IV.A Qualifications and Responsibilities.	50
IV.A.1	50
IV.A.2	52
IV.A.3	52
IV.B. Faculty Recruitment, Development and Evaluation.	54
IV.B.1	54
IV.B.2.	54
IV.C. Teaching	55
IV.C.1	55
IV.C.2	55
IV.D. Research and Scholarship	56
IV.D.1	56
IV.D.2	58
IV.D. 3	58
IV.E Community and Professional Service	59
IV.E.1	59
IV.E. 2	59
Volume II Cover Page	61
Volume II Instructions.	62
Syllabus Cover Sheet.	63
Appendix A: III.B. Curriculum Content.	I

## TABLE OF FIGURES

Figure 1: Program Goals Objectives and Performance Outcomes.....	11
Figure 2: Program Expenditures.....	16
Figure 3: Program Revenues.....	17
Figure 4: Teaching Grants.....	18
Figure 5: Program Organizational Chart(s).....	22
Figure 6 Recruitment Activity Outcomes.....	25
Figure 7: Characteristics of Enrolled Students.....	26
Figure 8: Distribution of Enrolled Students.....	27
Figure 9: Employment Settings Of Program Graduates.....	31
Figure 10: Positions Currently Held By Program Graduates.....	32
Figure 11: Competencies to Curriculum Matrix.....	34
Figure 12: Summary of Degree Requirements.....	36
Figure 13: Typical Course Sequence Of Required And Commonly Taken Electives.....	37
Figure 14: Courses.....	43
Figure 15: Typical Course of Study.....	44
Figure 16: Courses to Curriculum Content Matrix.....	45
Figure 17: Health Organizations Utilized By Program.....	49
Figure 18: Summary of Current Program Faculty.....	51
Figure 19: Faculty Profile.....	53
Figure 20: Listing and Description of Program Research and Scholarship Activity.....	57
Figure 21: Description of Faculty Community Service and Continuing Education Activities .....	60

## **GENERAL INSTRUCTIONS**

Accreditation was initiated by programs in healthcare management to provide a basis for self-evaluation and collaborative peer review. The process is designed to contribute directly to educational quality as well as to monitor the quality of service to the public who depend on health services. CAHME offers accreditation to individual academic programs offering a major course of study in healthcare management leading to a professional master's degree.

A program of accreditation is reflective of the professional field it represents. Some fields are narrowly defined, with a specificity of content and knowledge that paces competency in such a way as to make it consistently measurable, replicable, documented and codified. Other fields are broad and diverse, requiring a myriad of skills, knowledge and flexibility in adjusting to the varying degrees of content application. Healthcare management is one such diverse field, compelling the use of terminology that reflects diversity, range of competency preparation and variety of practice settings. There is no one "standard" setting in which health management is practiced. Therefore, CAHME does not employ the term, "standard," when describing its program of service.

The development and maturation of the field of healthcare management education has been characterized by diversity. That diversity has always been considered a strength allowing different educational institutions to organize their resources in support of quality healthcare management education from a variety of perspectives, with differing resources, and with the objective of meeting a variety of needs through varying curricular structures. The CAHME program of service seeks to *include* rather than *exclude*, and has organized its program of service accordingly. Quite simply, criteria *include* while standards *exclude*. Criteria indicate a window of acceptability, while standards infer a threshold of uniformity that, in the case of healthcare management education, does not reflect the reality of practice. CAHME has chosen tools for measuring excellence in a variety of academic settings, driven by the diversity of practice settings that embrace healthcare management and require flexibility in the application of competency measurement and by extension student outcomes.

The awarding of accreditation demands a continuing commitment to assessing and delivering quality education in healthcare management. The accreditation process is designed so that a program can prepare for a site visit which leads to the accreditation decision by the Board of Directors. Two key documents must be completed as part of the accreditation process: the Eligibility Statement; and the Self Study Document.

### **Eligibility Statement**

A program initiates the accreditation process with an official request for accreditation. The official request must be submitted by the chief administrative officer of the University or his/her representative one-year prior to the anticipated site visit. Before a site visit can be scheduled, a set of eligibility requirements, as described in this document, must be satisfied. The Eligibility Statement must be sent to the President of the CAHME within one month of CAHME's acknowledgment of the request for an initial accreditation site visit. A copy of the Eligibility Statement must be included as part of the completed Self-Study for an initial site visit.

**Programs seeking reaccreditation will include a new eligibility statement with the self study document submission.**

NOTE: CAHME accreditation may be sought only for individual academic programs of study. CAHME does not accredit degrees, departments, or any other academic unit. When completing the Eligibility Statement, programs must clearly delineate which programs of study, including delivery formats, are to be included under the accreditation action (e.g., the MHA Program only; MHA/MBA Programs, and Residential and Executive Program where the Executive Program is taught through Distance Learning).

## **Self-Study Document**

The Self-Study Document provides the details needed to conduct the review of a program which is necessary for the accreditation decision by the Board of Directors. This Self-Study Document is based upon the self-study year. The program should refer to the Criteria for Accreditation and the Handbook of Policies and Procedures for additional information about the activities of CAHME.

Documentation for the Self-Study should be based on information from the most recently **completed academic year**. This may be supplemented with more recent data to add to understanding the program and its future direction. Evidence should focus exclusively on information related to the specific program for which accreditation is sought. For dual degree programs (e.g., MHA/MBA), only the Healthcare Management Degree Program data should be presented if the Program curricula are distinct and separate. If the curricula are merged, then the Program data should be aggregated into a single response for each question. This aggregation should be indicated in the text whenever it occurs.

The **Self-Study Handbook** is arranged in the same order as the Criteria for Accreditation. **All criteria are printed in bold typeface**. The Program's completed Self-Study document should be organized into two distinct volumes:

- I. Basic Survey Questionnaire
- II. Course-Related Materials and Other Program Documents

This handbook serves as a guide for preparing the completed Self-Study Document. Volume I of the Self-Study document must be presented in English, single-spaced, double between paragraphs and may be printed on both sides of the page (also see page iv). The document should have consistent headings and should be well organized and written and checked for grammatical and spelling accuracy. Interpretations and examples provided in the Self-Study Handbook should not be reproduced in the completed self-study. However, the criteria and appropriate subheadings, and the list of requirements for each criterion should be included. A separate document is available, the Site Visit Template, for the preparation of the Self-Study Document.

Each volume must contain its own table of contents. Volume I should be paginated (Volume II should use tabs and an index to locate material), commencing with page 1, and page numbers should be indicated for all pages. Where material in one section is cross-referenced to another section, please give the page and paragraph number for reference. The

cover sheet (found in this handbook) should be completed (except for the two lines regarding action). The signature sheet must be signed and the **original** signature page must be submitted with the copy of the document sent to the CAHME office. Instructions included in the Self-Study Handbook should be deleted from the completed copy, and appropriate subheadings used to help organize the narrative. **An electronic version of both volumes must be sent to the CAHME office and all team members eight (8) weeks prior to the scheduled site visit.** Hard copies of the complete self-study should be sent to the CAHME office and all team members eight (8) weeks prior to the scheduled site visit.

In writing the narrative, avoid language which presents generalizations, implications of competitive merit of the Program or University with respect to other units, and other "propaganda" which boasts about programmatic or institutional accomplishments. **Programs should be succinct and use the best method of presenting information (including bulleted lists, tables and diagrams) over lengthy narrative where appropriate. Note that Volume I of the completed Self Study, including all required figures, must not exceed 125 pages of single spaced 12 point font with 1" margins.**

In order to (1) simplify the presentation of data, (2) facilitate program assessment by the site visit team, and (3) allow for longitudinal and cross-program comparisons, figures required in the Self-Study should be formatted in a manner similar to the figures illustrated in this document. Figures should be referenced with appropriate narrative in the text. Where appropriate, representative examples of figures from recently submitted self-studies are included in the handbook for reference. If there are column/row headings not applicable to your program, make appropriate minor modifications or delete as necessary; likewise, add column/row headings as appropriate for presenting a complete picture of your program. Where the format provides insufficient space for your response, add pages or adjust the columns/rows as necessary.

In most cases, data will be requested by most recently completed Self-Study year; Self-Study year is defined in the glossary. The definition is specified the first time it appears, and then should be used **consistently** throughout the questionnaire and other documents submitted. Similarly, where data vary over the course of the Self-Study year (e.g., number of students), specify the date on which the data were collected, and use this date for all comparable data (e.g., full-time, part-time, first-year, second-year, on-campus, off-campus students). **All data and documents must reflect the defined Self-Study year;** in particular, course syllabi should be for the defined year, and should **not** be from past years (unless the course was not offered in the Self-Study year). If changes have been made or proposed since the course offering in the Self-Study year, the new syllabus may also be attached and described. Similarly, faculty accomplishments should reflect those faculty present and the Program content and organization during the self-study year; the document should not reflect faculty accomplishments while holding full-time appointments at another university or organization, except on faculty resumes.

All documents necessary to complete the Self-Study must be submitted together eight (8) weeks prior to the site visit. Additional documentation will not be accepted during the site visit, unless requested by the site visit team.

## **Volume I - Basic Survey Questionnaire**

Volume I presents the Program's narrative response to the survey questionnaire. This volume must include the signed Eligibility Statement and the completed Self-Study must be in the following order:

- Cover sheet
- Signature page (original signature page must be submitted with the copy sent to the CAHME office)
- Glossary of terms used by the program in the Self-Study
- Eligibility statement
- Progress since previous site visit (if applicable)
- Criterion I: Program Mission, Values, Vision, Goals and Support
- Criterion II: Students, Graduates and Others
- Criterion III: Curriculum
- Criterion IV: Faculty Teaching, Scholarship and Service

## **Volume II - Course-Related Materials and Other Program Documents**

The table of contents for Volume II is a list of courses in numerical order, indicating the initial page location of each course syllabus cover sheet in the volume. The standard one-page course syllabus cover sheet (found in this guide) precedes each course syllabus. The cover sheet includes enrollment data, sequencing information, and a summary of key concepts. Syllabi for **all required courses** and for elective courses frequently taken by program students should be included (even if offered in another administrative unit of the University). During the campus visit, **the program should be prepared to provide the site visit team with papers, examinations and evaluations corresponding to each course in a format that is easily accessible.**

Alumni association documents and program evaluation instruments should also be included in Volume II.

### **Site Visit Team Copies**

These may be duplex copied and should be spiral bound and be accompanied by an electronic copy of all materials.

### **CAHME Office Library Copy**

These may be duplex copied and bound in a three ring binder with the spine labeled with the University, Program name and site visit cycle (i.e. Fall or Spring 2010). Fall visits are those scheduled from September - November and Spring visits are those scheduled from January - May.

Acceptable formats for the electronic copy of materials include: an email attachment, a USB flash drive or CD.

## **Consultation with CAHME**

Programs are encouraged to consult with the Site Visit Team Fellow or CAHME Staff during the preparation of the Self-Study for guidance and advice. Program faculty may visit CAHME offices to review other programs' self-studies and identify models for completion of the documentation.

Additional information on curriculum and courses is available from the Association of University Programs in Health Administration through their library, the *Journal of Health Administration Education* and the various Faculty Forum documents and groups.

### Submission Deadlines

**For initial site visits**, an official request must be submitted by the chief administrative officer of the university or his/her representative at least one year prior to the anticipated site team visit. The Eligibility Statement must be sent to the President of CAHME within one month of CAHME's acknowledgment of the request for an accreditation site visit. A copy of this statement is submitted with the initial accreditation Self-Study document.

**For all accreditation reviews**, the completed Self-Study document must be sent directly to the site visit team members and CAHME office no later than eight (8) weeks prior to the scheduled visit. At that time, an electronic version must be sent to the CAHME office and to the site visit team members. The Self-Study document sent to CAHME office must include the original signature page and will include **a new eligibility statement for all reaccreditation reviews**.

## **SELF-STUDY HANDBOOK GLOSSARY 2009**

(underlined text indicates new definitions)

### **Academic Rigor**

Stringent preciseness, accuracy, or adherence to the methods, discipline, standards, or attainments associated with scholarly work

### **Academic Unit, Primary**

The immediate organizational and administrative unit in which the program is located

### **Accreditation**

A status granted to an educational institution or program that has been found to meet stated criteria of educational quality. In the United States, accreditation is voluntarily sought by institutions and programs, and is conferred by non-governmental bodies. The two fundamental purposes of accreditation are to ensure the quality of the institution or program, and to assist in the continuous improvement of the institution or program.

### **Applied Knowledge**

To put into practice or adapt learned information, perceptions, or discoveries that have been gained through experience or study

### **Blended Instruction**

Where part of a program is delivered traditionally - on campus, face-to-face- and the balance is delivered online

### **CAHME**

The Commission on Accreditation of Healthcare Management Education, the specialized accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation as the only accrediting body for healthcare management programs at the master's level. Also referred to as "The CAHME."

### **CAHME Action**

The decisions of the CAHME regarding accreditation of a program. Site visits conducted during the Fall are acted on at the Spring meeting, and Spring visits are acted on at the Fall meeting. The process leading to an Action consists of: presentation of the draft site visit report and program response; presentation by the reader; clarification of fact; presentation of the site visit team recommendation for action to the Accreditation Council; a vote by the Accreditation Council; and recommendation by the full Accreditation Council for vote by the CAHME Board of Directors.

### **CAHME Criteria for Accreditation**

The standards by which a program is evaluated. The criteria used for this guide were formulated in 2006 and apply to site visits in the Fall of 2008 and beyond.

**CAHME Customers**

Individuals, groups, or prospects that engage in social and managerial processes to obtain what they need and want through creating and exchanging products, services, and value with others

**CAHME Fellow**

Faculty or practitioners appointed by the CAHME serve as secretary on site visits to study the activities of the CAHME and learn about accreditation.

**Career Progression**

A continuous or sequential path or course of development through a chosen pursuit, profession, or occupation. The method by which a program evaluates its influence in the first five years after a person graduates from the program.

**Clerkship**

See Internship

**Competence/Competency**

Effective application of available knowledge, skills, attitudes and values (KSAV's) in complex situations. The essential knowledge, skills, and other attributes (KSO's) that are essential for performing a specific task or job.

**Concentration****Also Specialization, Option, Focus, Track, Emphasis**

Synonymous terms that represent a specified group of courses within or in addition to the accredited program of study. A subdivision of the graduate major, representing a particular subject focus within the major area. Students may enroll in the subdivision in addition to their graduate major.

**Concepts, Key**

Defined by course instructor/program for each course. The knowledge, skills and outcomes students are expected to gain from each course.

**Continuing Education**

Non-degree granting program-sponsored conferences and seminars for faculty and practitioners to further develop the profession.

**Core**

The specific content that fulfils the requirements for the CAHME accredited program of study.

**Credit Hours**

The number of hours credited toward the degree upon completion of a course, defined by semester or by quarter.

**Degree**

The academic award conferred by a university upon completion of the program of study. Various degrees are granted by the programs accredited by CAHME, including the MHA, MBA, MPA, MPH, etc.

**Degree, Dual**

All multi-degree programs for which information is requested, e.g., MBA/MPH, MHA/MBA programs.

**Distance Education or Distance Learning**

A formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor or the site of program origin.

**Diverse**

Composed of distinct or unlike elements or qualities

**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 and must be in accordance with the applicable state/provincial and federal laws.

**E-learning**

Encompasses a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the non residential delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, etc. outside of a traditional face to face classroom.

**Eligibility Statement**

The Program document which addresses the CAHME eligibility requirements. For initial accreditation reviews, the statement is submitted one year in advance and a copy included with the initial self study document. For reaccreditation reviews a new eligibility statement is submitted with the completed self-study. (See Eligibility Statement Requirements A-H)

**Emphasis**

See **Concentration**

**Experiential Learning**

Formal and structured faculty and/or preceptor-directed practical experience as part of the requirements for a graduate degree as well as learning from work experience that is evaluated as to level of competency attained.

**Faculty, Adjunct**

Faculty who have involvement as lecturers, advisors, mentors, preceptors, etc. for the Program but who do not share major responsibility for the teaching and advising functions. The faculty may carry appointments as adjunct, clinical, or preceptor faculty.

**Faculty, Core**

Full time 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. Full time is defined as full time at the University and not the Program. **Full time is defined as full time at the University and not in the Program . Core faculty could include *Joint* and *Part-Time* faculty, but not *Adjunct* faculty.**

**Faculty, Joint**

Full-time faculty members within the university having primary appointments outside the academic unit of the Program but who share major responsibility for teaching, advising and/or administration of the Program.

**Faculty, Part-Time**

Faculty members who have non-faculty duties outside the Program but who share major responsibility for teaching, advising and/or administration of the Program.

**Faculty, Program**

Faculty members within the university whose primary appointment is within the primary academic unit, and whose primary responsibility is for teaching, advising and administration within the Program.

**Fellowship**

A full-time, postgraduate work experience, most often one year in duration. The fellowship complements/enhances graduate study in healthcare management and typically is sought immediately after completion of all requirements for the degree program.

**Field Work**

The time a student spends working in the field as part of the program; this is defined by the program in terms of length of time spent in the field, sequencing in the curriculum, meeting objectives for the student, and relationship to course work.

**Fiscal Year**

Most recently completed fiscal year as defined by the university for which data are complete and can be verified. If the University fiscal year does not correspond to the academic year, this should be noted.

**Focus**

See **Concentration**

**Glossary, Program**

A list of definitions used by the Program throughout the Self-Study, included in Volume I.

**Goals and Objectives, Program**

Written targets for achievement that are measurable and provide a baseline against which to evaluate Program effectiveness.

**Handbook**

The **Handbook of Accreditation Policies and Procedures**, which is a compilation of all policies and procedures related to specific activities of CAHME.

**Infrastructure**

The underlying base or foundation for an organization or system, including basic facilities, services, and installations needed for its functioning.

**Integrative Experiences**

The combining of a variety of prior courses from the Program curriculum into a single coursework environment such as an experiential field experience (for example, an administrative residency or administrative internship), or a capstone course, which makes course content relevant to career advancement: the collection of skills, knowledge and abilities developed over the didactic curriculum.

**Interdisciplinary**

The collaborative/cooperative integration of knowledge and perspective of multiple areas of expertise to holistically solve problems through research and education.

“All health workers should be educated to deliver patient centered care as a member of an interdisciplinary team...” team members from medicine, nursing, allied health, management, and other appropriate professionals.

**Internship or Clerkship**

A supervised work experience, most often scheduled full-time, ordinarily for three months or less. The internship may or may not be a required part of the program curriculum, and academic credit may or may not be awarded. The internship allows the student to apply didactic learning in a professional environment while supported by a close mentoring relationship with a preceptor who evaluates student performance. This evaluation is used as an assessment tool.

**Inter-professional**

The application of interactive, group-based [learning], which relates collaborative [learning] to collaborative practice within a coherent rationale which is informed by understanding of interpersonal group, inter-group, organizational and inter-organizational relations and processes of professionalization.

**Job Readiness**

The [relative level of] skills required to find and maintain employment, to include conducting a job search, problem solving skills, oral communication skills, personal qualities and work ethics, and interpersonal teamwork skills [as well as relative competency in job specific technical skills].

**Longitudinal**

A study designed to follow subjects forward through time.

**Minority**

The smaller part of a group. A group within a country or state that differs in race, religion, or national origin from the dominant group. For example, according to US EEOC guidelines, minority in the US is used to mean four particular groups who share a race, color, or national origin. These groups are:

- American Indian or Alaskan Native. A person having origins in any of the original peoples of North America and who maintain their culture through a tribe or community.
- Asian or Pacific Islander. A person having origins in any of the original people of the Far East, Southeast Asia, India, or the Pacific Islands. These areas include, for example, China, India, Korea, the Philippine Islands, and Samoa.
- Black (except Hispanic). A person having origins in any of the black racial groups of Africa.
- Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

**Mission, Program**

A statement that defines the purpose and direction and any unique aspects of the Program.

**Multiple Sites**

Various geographic locations in which the curriculum for the program being accredited is offered. All sites covered by the accreditation action must be specified in the **Eligibility Statement**.

**Objectives, Behavioral**

These objectives indicate the specific behaviors students must demonstrate to indicate that learning has occurred.

**Objectives, Course**

Objectives for a particular course, including student behavioral learning objectives, which address a subset of curriculum objectives.

**Objectives, Curriculum**

Program-wide objectives; these are the overarching objectives which the Program seeks to fulfill, and which serve as the basis for the evaluation for accreditation.

**Objectives, Learning**

Brief, clear, specific statements of what students will be able to perform at the conclusion of instructional activities.

**Online**

Asynchronous or synchronous, web-based and otherwise electronically transmitted formats of instruction.

**Online Instruction**

Broadly encompasses what in the past was referred to as “**distance education**” and also includes **e-learning** and **blended instruction**. Also see **Principles of Good Practice for Online Instruction**.

**Option**

See **Concentration**

**Outcomes**

Personal or organizational changes or benefits that follow as a result or consequence of some activity, intervention, or service.

- Some outcomes relate to the organization and some to a person.
- Outcomes can be short, intermediate, or long-term.

**Process**

Noun: method. A series of actions, changes, or functions bringing about a result.

Verb: make ready. To subject to a treatment with the aim of readying for some purpose, improving, or remedying a condition; to deal with in a routine way.

**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.

**Program(s)**

The healthcare management program(s) of study for which the university is seeking accreditation. All programs covered by the accreditation action must be specified in the **Eligibility Statement**. CAHME will designate Program with the first letter capitalized when referring to the administrative unit and not the course of study.

**Program Readiness**

The relative level of ability/abilities [of an academic program] to accomplish program mission, goals and objectives, based upon a predetermined set of criteria and related standards.

**Program of Study**

The complete program for which accreditation is sought. CAHME grants accreditation to the program of study, rather than to the degree granted.

**Qualified, Academically**

A faculty member is academically qualified by virtue of formal educational background and continued intellectual contributions.

**Qualified, Professionally**

A faculty member is professionally qualified by virtue of academic preparation (normally at the master's level) and significant professional experience relevant to the teaching assignment.

**Reader System**

A methodology used during CAHME meetings to audit the site visit team reports and derive the final decision. This approach improves the accuracy, consistency, and value of the CAHME reports and identifies any general educational issues worthy of discussion by CAHME.

**Residency**

A supervised work experience, most often scheduled full-time, for six months or more. The residency is a required part of the program curriculum and academic credit is awarded. The residency allows the student to apply didactic learning in a professional environment while supported by a close mentoring relationship with a preceptor who evaluates student performance. This evaluation is used as an assessment tool.

**Scholarly Activities**

The creation of a discipline-appropriate product and the discipline-appropriate presentation of that product. Scholarly activities are framed by discovery, teaching, application, and integration.

**Scholarship**

Scholarship is 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.

**Self-Study Document**

The documentation submitted for review, organized in two volumes as defined in this guide.

**Self-Study Year**

The last full academic year (as defined by the university) for which data is complete and can be verified. This is the year upon which the Self-Study is based; all documentation should relate to this year.

**Site Visit**

The on-campus visit conducted by CAHME, which occurs in two phases. On the first day, the Fellow reviews the records and resources of the Program. On days two and three, the full team completes an extensive evaluation of the Program.

**Site Visit Team**

The group of persons appointed by the CAHME to conduct the site visit. The team is normally chaired by a member or former member of the CAHME Accreditation Council; the remainder of the team consists of a faculty member from another accredited program and/or practitioner, and a Fellow who serves as the secretary to the team. For initial site visits, a fourth member is added (either faculty or practitioner). Each team will have at least one practitioner.

**Specialization**

See **Concentration**

**Student Driven/Student Focused**

Designed (driven) to meet the needs of CAHME student customers

**Team-based Learning**

An approach to learning which emphasizes the process of transforming heterogeneous students into cohesive teams dedicated to a common set of goals. This can be accomplished via team building: 1. Effective team formation; 2. Accountability based on team/group work; 3. Group-related assignments; 4. Timely feedback on work related goal achievement.

**Team Building**

Team building is an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members.

- Their energies are directed toward problem solving, task effectiveness, and maximizing the use of all members' resources to achieve the team's purpose.
- Sound team building recognizes that it is not possible to fully separate one's performance from those of others.

**Track**

See **Concentration**

**Values**

An abstract generalized principle of behavior to which members of a group feel a strong emotionally-toned commitment and which provides a standard for judging specific acts and goals

## **Principles of Good Practice for Online Instruction in Healthcare Management Education**

These principles for Good Practice for Online Instruction in Healthcare Management Education were developed to guide program faculty in the design, development, delivery and assessment of courses delivered via online instruction methods. For CAHME purposes, the term **online instruction** broadly encompasses what in the past was referred to as “distance education” and also includes e-learning and blended instruction (where part of a program is delivered traditionally – on campus, face-to-face – and the balance is done online). The term **online** will refer to asynchronous or synchronous, web-based and otherwise electronically transmitted formats of instruction.

### **Underlying Assumptions**

Several assumptions are central to these principles:

1. Programs offering online instruction must meet current CAHME Criteria for Accreditation.
2. It is the Program’s responsibility to review curricula and courses provided online and ensure continued compliance with these principles.
3. Online instruction differs from traditional on-site learning in substantive ways, e.g., pedagogy, assessment.
4. Intellectual, behavioral and social skills need to be taught and assessed differently depending on the mode of delivery.
5. Students taking multiple courses through online instruction benefit from consistency in course design, communication, technology and assessment.

### **Instruction and Courses**

Programs and courses taught online must:

1. Be part of a comprehensive curriculum plan that demonstrates effective integration between instructional components offered on campus and online.
2. Result in learning appropriate to the rigor and breadth of the professional graduate degree in healthcare management.
3. Provide for appropriate participation and interaction between and among faculty and students.
4. Be taught by qualified faculty.
5. Include evaluative components to assess student performance appropriate to the method of delivery.
6. Meet academic standards for all programs or courses delivered at the institution where the programs originate.

7. Result in student outcomes of the same quality as other programs or courses offered on campus.
8. Include appropriate pedagogy to match the mode of delivery, the content and level of student.
9. Include syllabi and course materials that are complete and appropriate to the mode of delivery.
10. Include clear documentation in written course materials of the methods of teaching and assessment in the cognitive, affective and technical domains appropriate to the course objectives and content.
11. Take whatever steps necessary to ensure that the student enrolled in the course is the student actually completing the work. As appropriate, verifications may include proctored examinations with careful checking of identification, individual presentation of projects or other means of ensuring integrity of the Program.

### **Professional Socialization**

1. The program and courses should be effectively designed with appropriate interaction between instructor/faculty and students and among students.
2. Individual course design results in faculty and students to be present, active and engaged in learning.
3. Completion of the Program results in appropriate socialization to a profession in healthcare management.
4. The program evaluates attainment of technical skills and competencies required for the profession – intellectual, behavioral and social.

### **Student Services**

1. The program or course provides students with clear, complete and timely information on the curriculum, competencies, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
2. Enrolled students have adequate access to the range of student services and resources appropriate to support their learning. Among the resources available are academic and career advising services, admissions, registration and course scheduling and information about student financial aid.
3. The program has admission/acceptance criteria in place to assess whether the student has the background, knowledge, and technical skills required for undertaking the program.
4. Advertising, recruiting, and admissions materials clearly and accurately represent the Program and the services available.

## **Institutional Support**

1. The institution and program demonstrate a commitment to ongoing financial and technical support for online offerings.
2. The institution and program will support faculty development in instructional and technological strategies for teaching online.
3. The institution and program will recognize the implications of development and implementation of online instruction on faculty workload and adjust workload as appropriate.
4. The institution and program will support student orientation to and training for participation in online courses.
5. The institution and program will support adequate access to library, electronic media and other learning resources.
6. Faculty, administration and students will be aware of institutional policies regarding intellectual property and copyright, and will adhere to all related federal regulations.
7. Where possible, institutions will continue to support programs or courses for a period sufficient for students to complete the accredited program.

## **Evaluation and Assessment**

The program routinely evaluates the outcomes of its online instruction offerings with other course and curricular reviews. Criteria for evaluation include the following:

1. The program and course effectiveness, including assessments of student learning and student and faculty satisfaction.
2. The assessment and documentation of student achievement in each course and at the completion of the program.
3. The accuracy of the program or course announcements and electronic catalog entries, if applicable.
4. The levels of resources available to students.
5. The academic standards of online courses as compared to those same classes offered through traditional delivery methods.
6. An appropriate interaction between faculty and students and among students.
7. The provision of reasonable levels of student services, including advisement, admission, registration and scheduling and information regarding financial aid.

CAHME accredited programs will cooperate in these and other efforts essential to maintaining the integrity of courses and programs offered online.



Commission on Accreditation  
of Healthcare Management Education

**SELF-STUDY  
FOR GRADUATE PROGRAMS  
IN HEALTHCARE MANAGEMENT EDUCATION**

Criteria for Accreditation

**Revised 2009**

**Effective Fall 2010**

UNIVERSITY

PROGRAM

ACADEMIC YEAR COVERED

COMMISSION ACTION

DATE OF ACTION

*NOTE: This sheet, with original signatures, must accompany the copy of the Self-Study submitted to CAHME offices.*

This document is submitted in support of an application for accreditation by:

Name of Program:

College or University:

Academic Division:

Head of Graduate Program:

Title:

Person to whom the Program Head reports:

Title:

This Self-Study and accompanying documents are confidential, and the property of CAHME and University. CAHME requests the agreement of the university to grant access to the Self-Study and accompanying documents to bona fide scholars pursuing projects of potential value to graduate education when specific authority is granted from CAHME.

AGREED TO \_\_\_\_\_ NOT AGREED TO \_\_\_\_\_

\_\_\_\_\_  
Program Head (Signed)

\_\_\_\_\_  
(Type Name)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Administrative Officer  
of the University or Designated  
Representative (Signed)

\_\_\_\_\_  
(Type Name)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

# **VOLUME I**

## **Basic Survey Questionnaire**

## **PROGRAM DESCRIPTION**

### **Program Glossary**

[This serves as a glossary of terms used by the program throughout the Self-Study documentation.]

**Program name:**

**Degree(s) covered by the accreditation:**

Name:

Initials:

**Primary Academic Unit:**

**Self-Study Year:** \_\_\_\_\_ through \_\_\_\_\_

**Sites where program is taught:**

[Include additional definitions as appropriate.]

## **ELIGIBILITY STATEMENT**

**NOTE** For initial accreditation reviews, the Eligibility Statement must be completed within one (1) month of CAHME's acknowledgment of the Program's request for a site visit, and is submitted to the President of CAHME. A copy of the completed Eligibility Statement should also be included in Volume I of the completed Self-Study.

For reaccreditation reviews, a new Eligibility Statement should be included in Volume I of the completed Self-Study.

### **REQUIREMENT 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. State the name of the master's degree program(s) for which accreditation is sought. Indicate the name of the degree(s) and the abbreviation(s) used (e.g., Master of Health Administration, MHA). Indicate the sites where the program is taught that are covered by this accreditation.
  
2. Identify the year the degree program(s) was (were) established and approved; identify the appropriate university governing body.

### **REQUIREMENT B**

The Program will require the equivalent of full-time study beyond the baccalaureate level of not less than two academic years as defined by the University. CAHME will evaluate whether the Program, as defined by the University, meets this requirement.

Describe the University's definition of full-time graduate study and apply it to the program seeking accreditation.

### **REQUIREMENT C**

The applicant Program in healthcare management will have graduated at least two classes.

Identify the first and second classes of students graduated, indicating the number in each class, year and semester of graduation. Where a program is primarily part-time, provide the number of students in the first two graduating cohorts and the dates of their graduation.

#### **REQUIREMENT D**

**Programs will be a part of an institution of higher learning which has achieved regional accreditation or equivalent recognition.**

*INTERPRETATION: In the United States the institution will be an accredited member of one of the six regional accrediting associations recognized by the US Department of Education. In Canada, the institution will hold provisional or ordinary membership in the Association of Universities and Colleges of Canada.*

1. Specify regional or equivalent **university** accreditation status, including date of most recent accreditation, and length of accreditation.
  
2. Provide any appropriate comments or recommendations relevant to the program made during this accreditation.

#### **REQUIREMENT E**

**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 as to the extent to which lack of specialized accreditation is detrimental to the quality of the Program.**

1. Indicate the school in which the Program is located.
  
2. Indicate the school accreditation: Specify the accrediting agency, the date of the most recent accreditation and the length of accreditation.
  
3. Indicate any comments or recommendations relevant to the Program made during this accreditation (if appropriate).

#### **REQUIREMENT 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.**

Describe the University and/or Program statements on nondiscrimination and equal opportunity requirements.

Reference the links to the appropriate policies on the University/Program website.

**REQUIREMENT G**

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.

Describe the University and/or Program statements on academic freedom, academic standards and the faculty grievance procedures.

Reference the links to the appropriate policies on the University/Program website.

**REQUIREMENT H**

The Program will include at least 120 contact hours of instructional time in person. *Location need not be in a University setting, as long as students are synchronously learning course material under the supervision of and in learning sessions that are facilitated by program faculty.*

If the program(s) is/are primarily residential, describe the program(s) as follows:

- Total number of credit hours required –
- Maximum number of credit hours available online –
- (Note: do not include courses delivered in a blended format) –
- Minimum number of credit hours delivered face to face –
- Equivalent number of contact hours delivered face to face -

All other programs, please describe the program face to face instructional time in the following table:

Activity Description	Curriculum Sequence Pre (before) Mid (during) Post (final or graduation requirement) If part of course requirement list course title only	Facilitator	Minimum Number of Face to Face Hours
		Total	

---

Program Head (Signed)  
(Type Name)  
Date

---

Chief Administrative Officer  
of the University or Designated  
Representative (Signed)  
(Type Name)  
Title  
Date

## **OVERVIEW OF THE PROGRAM**

In one page or less, provide a general overview of the Program and its organizational setting. Relevant information would include the degree offered, the setting of the program within the university, the types of students served, and other information that distinguishes the program and would be of relevance for the accreditation team. While CAHME realizes that much of this information will also be included later in the self-study, a general introduction at the beginning of the document will serve to orient the site visit team and facilitate their work.

## **PROGRESS SINCE PREVIOUS SITE VISIT**

**(Not applicable for initial accreditation)**

In two pages or less, list the criteria related recommendations from the last site visit report and provide a brief description of the actions taken to address these. A similar discussion of the consultative recommendations is not required.

# Self-Study Handbook

## CRITERION I. PROGRAM MISSION, VALUES, VISION, GOALS AND SUPPORT

### I.A. Mission and Metrics

I.A.1	<b>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.</b>
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### **INTERPRETATION**

The mission, vision, and value statements should define the focus of the healthcare management program in terms of the target audience to be served and the career field(s) for which students will be prepared. A mission statement defines the purpose and direction and any unique aspects of the Program. A vision for the program is a statement that communicates where the Program aspires to be, and serves to motivate the Program to move towards this ideal state. The Program's values are an 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

The mission, vision and values will provide the basis for reviewing the Program and for assessing Program effectiveness. In addition, these statements will provide direction for student selection, curriculum design, and scholarly activity of the faculty and will be considered in relation to the mission of the University regarding graduate education, research and service. Program mission, may be encompassed in those or a larger unit, such as department or center, and the program should describe and demonstrate how the Program mission relates to the mission of the University and of the parent College/School.

### **REQUIRED:**

1. Provide statements of the Program's mission, vision and values.
2. Comment and demonstrate how the Program mission relates to the mission of the University and of the parent College/School. Include statements of University and College/School missions and provide the relevant URL's.

I.A.2

**The Program will establish goals, objectives and performance outcomes that are action-based, observable, and measurable.**

### **INTERPRETATION**

CAHME will seek evidence that specified goals and objectives and expected performance outcomes provide direction and criteria for evaluating ongoing program and curriculum enhancement. Goals must support the mission, vision and values statement by identifying specific areas of emphasis within the Program. Objectives serve to operationalize the goals and should include separate educational, research, service, and other appropriate subcategories of goals and objectives.

### **REQUIRED:**

1. Prepare a narrative describing how the on-going evaluation of the Program is carried out in light of its mission, goals and objectives. The narrative should demonstrate how the various constituencies of the Program, e.g., students, graduates, faculty, preceptors, and advisory groups, relate to this process. **Briefly describe the results of the ongoing evaluations in the last two years and note what improvements, if any, have resulted from the evaluation results.**
2. Prepare Figure 1 to illustrate outcome assessments used routinely by the Program to evaluate the extent to which each Program objective is met. Indicate the date that these measures were adopted and actual performance against set targets.
3. Assess the Program's evaluation process highlighting strengths and/or problems. Suggest desired changes in the process and identify steps and a timeframe for making changes.

**Figure 1: Program Goals Objectives and Performance Outcomes**

GOAL:					
Objective:					
Benchmark to be met	Measurement Description	Recent Assessment	Met	Measurement Results	Actions Based on Results
					•
					•
					•
					•
					•
					•
					•
					•

## Program Goals Objectives and Performance Outcomes

EXAMPLE					
GOAL E.1: EDUCATIONAL GOALS					
Objective E.1.A: To provide students with knowledge, skills, and abilities required for immediate employment					
Benchmark to be met	Measurement Description	Recent Assessment	Met	Measurement Results	Actions Based on Results
Students completing on-campus course work will score higher, on average, than students beginning course work, on a general health administration content examination	40 examination questions similar to American College of Healthcare Executives' Board of Governors Exam	Pre-test in Fall 2005 and post-test in Spring 2007	Yes	Pre-test Mean = 23.13 (Range: 18 - 29)  Post-test Mean = 26.8 (Range: 18-32)	<ul style="list-style-type: none"> <li>Program will update and revise this exam as new questions/exams are developed by the ACHE</li> </ul>
70% of students will receive a satisfactory assessment conducted during their residency in these areas: (1) Governance Structure; (2) Performance and/or Outcome Issues; (3) Management Development; (4) Business Plan.	Faculty assessment based on projects submitted during residency	Fall 2006 and Spring 2007	No	75% of students enrolled in the administrative residency received a satisfactory assessment in all areas except (4) Business Plan	<ul style="list-style-type: none"> <li>The curriculum has been modified to strengthen instruction in business plan development. Student projects have been included in HA627 Operations Management that will require students to work with a local health services provider to develop a business plan for a new service line.</li> </ul>
80 % of students will receive "superior" from administrative residency preceptor	Survey sent to preceptor with choices 1. Clearly superior 2. Satisfactory 3. Marginal 4. Unsatisfactory	Fall 2006 and Spring 2007	Yes	87% of students enrolled in Administrative Residency, received an assessment of "superior"	<ul style="list-style-type: none"> <li>In addition to submitting assessments for the administrative residency, preceptors provide written comments on strengths and concerns of the student. If a significant concern is noted, the preceptor and student are contacted to seek a solution and improvement.</li> </ul>

<b>I.A.3</b>	<b>The Program will identify a set of competencies related to its mission and the types of jobs graduates enter upon completion of the Program.</b>
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### **INTERPRETATION**

A program may develop its own competencies or may adopt competencies that have been promulgated by recognized healthcare management organizations, or other CAHME accredited healthcare management programs. Competencies should define what graduates should know and be able to do. The competencies should describe in measurable terms the knowledge, skills and abilities a successful student will demonstrate on graduation. The relationship between the competencies and learning objectives should be explicit and be demonstrably related to the Program's mission, goals and objectives.

### **REQUIRED:**

1. Identify the set competencies that all students in the Program are expected to achieve in their course of study.
2. Demonstrate how the selected competencies relate to the Program's mission.

<b>I.A.4.</b>	<b>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.</b>
---------------	---

### **INTERPRETATION**

Utilization of market research of the health system and strategic planning assessment tools will enable the Program to identify the changing needs for essential competencies in graduates. This should include appropriate strategic plans, five year academic plans and evidence of external stakeholder input into the curriculum. Programs will be expected to demonstrate a big picture examination of the market, including population served and demonstrate changes effected in response.

### **REQUIRED:**

1. Describe the process for monitoring the health system and University environments and for incorporating this information into the process of Program review and change.
2. Provide examples of findings from the monitoring process, and how these findings have been utilized.

## I.B. Institutional Support

**I.B.1      The Program will have sufficient financial and administrative support to ensure that its mission, goals and objectives can be achieved.**

### **INTERPRETATION**

As guided by the framework of the University's rules and regulations, Program faculty and administration should have sufficient prerogatives to assure the integrity of the Program and facilitate achievement of the Program's mission goal and objectives. Program faculty should have formal opportunities for input in decisions affecting admissions and progress, resource allocation, faculty recruitment and promotion, curriculum design and evaluation, research and service activities, and degree requirements.

This criterion requires an assessment of the Program's ability to meet its stated objectives in light of its current resources, identification of the most significant current resources and the most critical resource needs. Included should be the Program's ability to make recommendations for future resource development, identify steps planned to implement these recommendations, and describe the likely time line for implementation.

### **REQUIRED:**

1. Identify special resources such as people, facilities, and university support available to the Program and indicate the nature and extent of utilization, as well as any barriers to utilization.
2. Identify Program activities other than those being reviewed (e.g., undergraduate, other master's, doctoral, extension, management development, etc.), and indicate their relation to the Program with regard to allocation of resources (funds, faculty, space, etc.).
3. Describe the administrative procedures involved in determining budgetary allocation to the Program.
4. Program expenditures should be recorded on Figure 2. The purpose of this figure is to present both the amount of financial support received by the Program being accredited and the form in which this financial support is tendered. Items should be recorded as exactly as possible and, if estimates are used, these figures should be placed in brackets [ ]. Include all items for instruction, community service, research and operations.

Data should be presented for (1) the Self-Study year, and (1) one year prior to the Self-Study year. (If the fiscal year is defined differently than the academic year, please note this.) Absolute dollar amounts and percent of total budget should be indicated.

The first column of Figure 2 is for sums which are allocated to the Program as a separate department or unit with its own budget; **if the budget of the Program is spread among the budgets of several departments or units, this column should not be used.** If activities of the Program are supported by a mixture of separate budget and

items on other budgets, then combinations of columns should be used. Thus, if a Program has one person full-time on its faculty and his/her salary is derived entirely from a separate budget for the Program, this salary figure should appear in the first column. If he/she is supported one-third through a separate program budget, one-third from a position in another department, and one-third from a position as an official in a separately organized health facility, the salary should be allocated accordingly among all three columns of the budget.

5. Program revenues should be recorded on Figure 3, consistent with information provided in Figure 2.
6. Describe briefly any grants for the teaching program only; provide details on Figure 4 [Grants for other purposes will be covered in other sections.]
7. Describe the extent and adequacy of administrative support services available to the Program, such as secretarial, clerical and graduate research assistants. Indicate whether these positions are supported by the Program budget, grants or other sources.
8. Provide a summary assessment of the Program's ability to meet its stated objectives in light of its current resources and most critical resource needs. Include recommendations for future resource development, identify implementation steps for these recommendations, and describe the likely time line for implementation.

**Figure 2: Program Expenditures**  
Self Study FY and Prior FY

	SELF STUDY YEAR:			PRIOR YEAR:		
	(a)	(b)	(c)	(d)	(e)	(f)
	Dollar amounts in budget of primary unit	Dollar amounts in other Univ. budgets	Dollar amounts in other budgets (specify)	Dollar amounts in budget of primary unit	Dollar amounts in other Univ. budgets	Dollar amounts in other budgets (specify)
	% of Grand Total	% of Grand Total	% of Grand Total			
<b>Program faculty</b>						
<b>Joint faculty</b>						
<b>Adjunct faculty</b>						
<b>Secretarial and clerical personnel</b>						
<b>Teaching/research assistants</b>						
<b>Consumable supplies</b>						
<b>Faculty travel</b>						
<b>Prof. activities of faculty (dues, tuition, etc.)</b>						
<b>Library acquisitions</b>						
<b>Other major items (list):</b>						
<b>Totals</b>						

GRAND TOTAL (col. a + col. b + col. c) =

GRAND TOTAL (col. d + col. e + col. f) =



**Figure 4: Teaching Grants**

<b>GRANT TITLE</b>	<b>DURATION</b>	<b>SOURCE OF \$</b>	<b>TOTAL \$</b>	<b>SELF-STUDY YEAR \$</b>	<b>PRIMARY THEME</b>	<b>FACULTY INVOLVED</b>
Example:						
Grants for Graduate Programs in Health Administration	1 Yr.	Federal Government	\$41,637	\$ 41,637	Development/expansion of financial management, quantitative health economics, policy and regulations, and health planning curriculum; providing field training in the areas of managed care, ambulatory care, and long term care	Sarah Caster, Ph.D. Lloyd Timlin, Ph.D. Eric Tracker, Ph.D. Dean Young, Ph.D.

<b>I.B.2</b>	<b>University policies will provide time and support for faculty development, research and/or scholarship, and service.</b>
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### **INTERPRETATION**

University wide or college (as opposed to programmatic) active policies that support faculty development, sabbaticals, research money for course releases, data, research assistants, and funds for instructional improvement. The University or College/School should have a workload policy that addresses scholarship.

### **REQUIRED:**

1. Describe the appropriate University policy statements and comment on their effectiveness.

<b>I.B.3</b>	<b>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:</b>
--------------	---

<b>I.B.3.a Library and/or access to information resources</b>
---

### **REQUIRED:**

1. Provide the URLs that describe information service resources available to students and faculty of the Program and assess their adequacy to support a graduate program in healthcare management and faculty research. Describe the procedures used to select healthcare management and other relevant titles for acquisition, including where the decision is made.
2. Describe any limitations on the utilization of library resources, including barriers to access (physical, hours, etc.).
3. If the Program uses online instruction, describe library resource access for these students.

<b>I.B.3.b Computing technology and the appropriate management software</b>
---

### **REQUIRED:**

1. Assess the adequacy of computer technology available to the faculty and describe any barriers to access.
2. Describe computer technology available to students, including available hardware (number of personal computer labs, computer terminals, printers, etc.) and software. Demonstrate that students have access to and are familiar with software appropriate to graduate study in healthcare management, including word processing, spreadsheets and statistical analysis software. Assess the adequacy of computer technology available to students and identify any barriers to utilization, such as scheduling, location, etc.,

3. Describe the opportunities and resources for orientation to and assistance for students and faculty to use the technology. This description must include the approach to re-orientation for students and faculty if there is a change of technology.
4. If the program uses online instruction, describe the availability of assistance in the online environment **and** state the required response times to help requests from students and faculty.

<p><b>I.B.3.c Classroom and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery</b></p>
---

**REQUIRED:**

1. Describe the office and other workspace available to program faculty and staff. Demonstrate that faculty offices allow for private study as well as for advising and counseling students. Staff space and facilities should be adequate to support the program's needs.
2. Describe classroom and learning space. Demonstrate that these facilities are adequate to meet the educational needs of the Program and allow it to fulfill its mission, goals and objectives.

<p><b>I.B.4 Program leadership will have the authority to ensure the integrity of the Program.</b></p>
--

**INTERPRETATION**

This criterion evaluates the authority of the personnel responsible for the program. It determines oversight of the Program, and autonomy of the Program Director as opposed to that of the Program Chair or Dean. The Program Director may have delegated authority for program matters. These include (at minimum): evaluation of faculty, admissions, curricular review and modification, schedule development, student advising and placement, leadership of students, residency placements, and academic affairs of students.

**REQUIRED:**

1. Provide a qualitative assessment regarding the extent of authority the Program director has in leading the Program and determining its strategic direction.
2. Prepare an organizational chart(s) locating the Program within the University and include as Figure 5.
3. Describe the organization of the Program and its relationships with the primary academic unit in which it is located. Address topics such as the part of the University to which the Program is most closely related, whether the Program is organized as a separate department or is part of another administrative entity; whether the faculty hold appointments in the Program or in other elements of the University; and other information relevant to understanding how the Program fits into the structure of the University.

4. Assess the suitability of the structural location of the Program in the university and in relation to the Program's current and projected development. Include projections of future support and/or problems. Identify any recommendations for desired change in the setting, steps planned to implement these recommendations and the timing of these steps.

**Figure 5: Program Organizational Chart(s)**

(Insert Organizational Chart(s) as appropriate see Criterion I.B.4)

## CRITERION II. STUDENTS, GRADUATES AND OTHERS

### II.A Students, Graduates and Others

<p>II.A.1.      <b>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.</b></p>
--

### **INTERPRETATION**

The Program will provide sufficient information to allow students to make informed decisions prior to entering the program, and to allow other interested parties to understand the program and its purpose. This information typically includes recruiting, admissions practices, academic calendars, grading policies, and student outcomes including the rates and timeline of graduates in finding relevant, gainful employment. Since competencies define the nature and content of a program and establish student expectations, information about them should be widely available to students and prospective students.

Accredited programs with multiple tracks should clearly differentiate between accredited and non-accredited offerings in their formal and informal communications.

### **REQUIRED:**

1. Describe how **students** receive information about your program (e.g. website, brochures, etc.) Provide relevant URLs, and brief descriptions of what these pages contain, as appropriate. Copies of print materials not available via the Internet should be available for the site visit team during the site visit. Include in this section a description of how competencies and teaching methods are made available to students and prospective students.
2. Describe how **other stakeholders** (the public, employers, preceptors, and other interested parties as defined by your Program) receive information about the program. Copies of print materials not available via the Internet should be made available to the site visit team during the site visit.

<b>II.A.2.</b>	<b>The Program will have well-defined recruiting practices and admission criteria designed to admit qualified students and pursue a diverse student population.</b>
----------------	---

### **INTERPRETATION**

The program's admission criteria should be derived from its mission and serve as metrics by which the Program monitors its performance.

### **REQUIRED:**

1. Describe the target applicant market, and the measures used to define the quality of the applicant pool.
2. Describe the annual recruitment goals, and the activities involved with pursuing those goals.
3. Describe recruitment activity outcomes in Figure 6
4. Prepare Figure 7 to reflect the characteristics of entering students for the current year, the self-study year, and the year prior to the self-study year; add row headings, as appropriate.
5. Provide an assessment of the recruitment and admissions process with respect to the Program's effectiveness in meeting its goals and objectives.
6. Prepare Figure 8 describing the distribution of enrolled students. Provide definitions used for classifying students by year, and as part-time versus full-time status.
7. List the criteria used in the student selection process for each degree-granting program that is part of the CAHME accreditation process. Include any specific rules or guidelines concerning previously earned grade point averages, standardized test scores, previously earned degrees, prerequisite courses, prerequisite majors, work experience, career objectives, and/or assessments made by interviewers.
8. Explain policies and procedures allowing for exceptions in the Program's selection criteria, and describe the extent to which these exceptions are made, including the percentage of students admitted based on exceptions to your criteria.
9. Describe and evaluate the success of the recruitment of a diverse student population, and the commitment to giving full opportunity for admission regardless of minority status.

**Figure 6 Recruitment Activity Outcomes**  
(not applicable to programs in Canada)

Self-Study AY  
(e.g students incoming 2008-09)

PRIOR AY  
(students incoming 2007-08)

DEGREE PROGRAM:

	Total	% Minorities	Total	% Minorities
1. Total applications received:				
a) incomplete				
b) complete				
2. Total complete applications:				
a) applicants offered admission				
b) applicants not offered admission				
3. Total applicants enrolled				

[Repeat for each degree,  
or joint degree, program,  
as applicable]

<sup>1</sup> = Define as appropriate to program

**Figure 7: Characteristics of Enrolled Students**

	<b>CURRENT AY<sup>2</sup></b> (if different from self-study year)			<b>SELF-STUDY AY</b> (provide dates here)			<b>PRIOR AY</b> (provide dates here)		
Class Size	N=			N=			N=		
<b>DEGREE PROGRAM:</b>	1st Quartile	Median	3rd Quartile	1st Quartile	Median	3rd Quartile	1st Quartile	Median	3rd Quartile
[Specify degree program]									
<b>Entering GPA<sup>1</sup></b>									
[Specify aptitude test(s), as appropriate]									
[Repeat for all aptitude tests accepted]									

[Repeat for each degree, or joint degree, program, as applicable]

---

<sup>1</sup> On a 4-point scale

**Figure 8: Distribution of Enrolled Students**

SELF-STUDY AY

<u>DEGREE PROGRAM</u> [Specify degree program]		<u>Total</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Other<sup>1</sup></u>
N =					
<b><u>On-Campus Students</u></b>					
First-Year					
Second-Year					
Third-Year					
Nth year (specify):					
	Subtotal				
<b><u>External Degree program Students<sup>2</sup></u></b>					
First-year					
Second-year					
Third-year					
nth-year					
	Subtotal				
<b><u>Required Residency Students<sup>2</sup></u></b>					
During First-year					
During Second-year					
	Subtotal				
<u>Other</u>					
	<b>TOTAL</b>				

[Repeat for each degree, or joint degree, program, as applicable]

1 = Include any other categories of students, and explain in a footnote.

2 = Indicate n/a if not appropriate/relevant to your program.

<b>II.A.3</b>	<b>The Program will have a process that regularly evaluates the extent to which students attain the competencies that form the basis for the program's curriculum.</b>
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### **INTERPRETATION**

The evaluation process should include efforts to assess course effectiveness and relevancy in relationship to both student learning and performance outcomes. Competencies should be the primary measure against which student achievement is measured. Programs are expected to demonstrate links between industry expectations and student competencies and relate alumni feedback to course work.

### **REQUIRED:**

1. Describe how the program measures student **progress towards mastery** of program competencies at the course as well as the program level. Include a description of the types of evaluation tools (viz. preceptor assessments, student evaluations etc.) used in these processes.
2. Describe the process by which the Program evaluates the **continued relevance** of the competencies.

<b>II.A.4</b>	<b>The Program will ensure that students are provided appropriate support services, and that these services are evaluated regularly as a basis for ongoing improvement.</b>
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### **INTERPRETATION**

Program support services will include those provided at the Program level such as mentoring, academic advising, career planning and counseling by faculty and preceptors. University-wide resources may include counseling, dispute resolution, and financial aid advisement.

### **REQUIRED:**

1. Describe the system of academic and career advising.
2. Describe the mechanisms for evaluating the effectiveness of the Program's approach to advising and how changes are made.
3. Describe how financial aid information is systematically made available to students in the Program. Provide an assessment of the adequacy of financial resources available and describe steps being taken to address any inadequacies.
4. Describe any other programmatic or university-wide support services (e.g. counseling, tutoring) available to Program students.

<b>II.A.5</b>	<b>The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.</b>
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### **INTERPRETATION**

Student, alumni and practitioner involvement in such areas as evaluation of courses, instructors, curriculum, career and academic advising, decisions on student recruitment and admission and selection of new faculty is critical to ensuring the ongoing relevance of the Program to the changing needs of the profession, and will be evaluated in the context of overall University policy.

Successful programs have used these stakeholders creatively to demonstrate currency and relevancy of their Programs. Some examples include: Advisory Groups, Executive in Residence programs, Annual Program Retreats and Strategic Planning sessions.

### **REQUIRED:**

1. Describe how students, alumni and practitioners are involved in appropriate areas of Program decision-making and evaluation. Have appropriate electronic documentation available for review by the site visit team.

<b>II.A.6</b>	<b>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.</b>
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### **INTERPRETATION**

In a Program's efforts to monitor graduate achievement, the career paths of graduates will be tracked for at least three years (two years for programs undergoing initial accreditation). The Program will provide information on program completion rates, employment status, and other indicators such as preparedness for functioning in the workplace and student satisfaction with their education.

### **REQUIRED:**

1. Describe any assessment techniques or other indicators used to measure graduate achievement.
2. Provide a self-assessment and present results from any external assessments of the preparedness of graduates to pursue careers consistent with the Program goals.
3. Provide information on completion rates over the past three years (two years for programs undergoing initial accreditation). If completion rates are less than 80 percent in the normal time period expected for degree completion, provide an explanation.
4. For the past **three (for initial accreditation, two)** graduating classes:

- a. Complete Figure 9 to describe by category the employment settings of Program graduates.
  - b. Complete Figure 10 to detail the positions held by Program graduates and provide the URL for the alumni directory.
  - c. Provide job placement rates within the first three months after graduation
5. Comment on the relationship between the employment settings/positions of Program graduates listed in Figures 9 & 10 and the Program's educational goals and objectives. If job placement rates in health care services or related fields for program graduates are less than 80 percent over the last three years, provide an explanation.

<b>II.A.7</b>	<b>The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.</b>
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### **INTERPRETATION**

A statement in an accessible publication or on the University website will describe the process for making formal complaints. The statement should also describe how complaints would be handled. Formal complaints should be distinguished from statements made by students in the evaluation of faculty or courses.

Documentation regarding formal student complaints against the Program should be available to the site visit team. This documentation should include a copy of any complaints received since the previous site visit and documentation of the resolution of these complaints.

### **REQUIRED:**

1. Provide a copy of a student handbook or the URL's that describe the procedure available to students for making formal complaints against the program. Describe how students are made aware of this policy.
2. Describe how complaint policies and procedures provide for a timely response to the complaint that is fair and equitable to all parties.
3. Describe or demonstrate how information from student complaints and their resolution has been used for program evaluation and improvement.

**Figure 9: Employment Settings Of Program Graduates**

<b>Employment Setting</b>	<b>#Graduate s Self-Study AY</b>	<b>#Graduate s 1<sup>st</sup> Prior AY</b>	<b>#Graduate s 2<sup>nd</sup> Prior AY</b>	<b>#Graduate s Prior 3rd AYs</b>
Hospital and Health Network				
Health Department				
VA Facility				
Association, foundation or voluntary agency (ACHE, AHA, W.K. Kellogg, etc.)				
Home Health Agency				
Health Maintenance Organization				
Long-term Care Facility/Agency				
Clinic/Community Health Center				
Consulting Firm				
Insurance Company				
Pharmaceutical Company				
International agency/institution				
Pursing another graduate degree				
Employed outside the health field				
Medical School				
Unknown				

**Figure 10: Positions Currently Held By Program Graduates**

<b>Positions by Type</b>	<b>Number of Graduates (last 3 years)</b>
<b>Executive Office</b> (Chief Executive Officer, President, Chief Medical Officer, Chief Information Officer, Partner, Owner etc.)	
<b>Chief Operating Officer/ Vice President of Operations</b> (Assistant Administrator, Division Director, Facility/Regional Administrator, etc)	
<b>Management Staff</b> (Manager, Unit Administrator, Practice Manager, etc)	
<b>Senior Staff</b> (Senior Analyst, Senior Consultant, Financial Officer, Information Officer, etc)	
<b>Staff Specialist, Staff Support</b> (Management Analyst, Medical Records Administrator, Consultant, etc)	
<b>Physician</b>	
<b>Associate Professor</b>	
<b>Registered Nurse</b>	
<b>Pharmacist</b>	
<b>Other</b> (please list)	

## CRITERION III. CURRICULUM

### III.A. Curriculum Design

**III.A.1**      **The Program will adopt a set of competencies as the basis of its curriculum and link course content and learning objectives to the competencies.**

#### **INTERPRETATION**

The selected competencies and the articulation of the learning objectives through which the competencies are achieved are critical to the educational process. The curriculum will be structured in a manner that includes the designation of both curriculum competencies and content for which it is preparing the students. Competencies should guide the curriculum planning process and should be the primary measure against which student achievement is measured. Required competencies may change over time as practice changes, and a program must periodically assess changing needs to assure the continued relevance of its curriculum to practice.

#### **REQUIRED:**

1. Prepare a matrix to illustrate how the competencies are achieved by the design of the curriculum as in Figure 11.
2. Describe the relationship between the Program competencies and the curriculum and assess the Program's effectiveness in meeting its educational objectives.
3. Identify any recommendations for future changes, steps planned to implement these recommendations and the time line for implementation.



<b>III.A.2</b>	<b>The Program will structure the curriculum so that students achieve levels of competency appropriate to graduate education.</b>
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### **INTERPRETATION**

Evidence will be sought regarding teaching and assessment methods that incorporate higher order cognitive skills where applicable, beyond knowledge and comprehension capabilities only. For example, Bloom's Taxonomy, which outlines the levels for both cognitive and affective learning and evaluation objectives, or another widely recognized educational outcome classification system, may serve as a reference for ongoing assessment of teaching and evaluation practices in the Program. If courses are obtained from sources external to the Program, the faculty must outline how these courses are taught, evaluated, and integrated within the curriculum. The curriculum will reflect academic rigor expected of graduate education.

### **REQUIRED:**

1. Prepare a summary of degree requirements for the Program being reviewed, formatted similar to Figure 12.
2. Prepare a flow chart similar to Figure 13 for each Program being accredited, indicating the sequencing of required courses. In determining where each required course should be positioned relative to the content areas, focus on the primary emphasis of the course. If a course serves as the primary course for more than one content area, repeat the listing of the course.
3. Provide a statement to describe the rationale used by the faculty to determine the structure and sequencing of the curriculum and achievement of designated levels of the selected competencies.
4. Describe the mechanisms used to evaluate student achievement of the appropriate levels of the program's selected competencies throughout the program. (Programs may use bulleted lists or tables as appropriate).

**Figure 12: Summary of Degree Requirements**

[Specify degree]	#	credit-hours*	total credit hours* required for degree
Required courses			
Elective courses			

Circle one: semester / quarter / trimester system

Field Work:

Months (or specify time unit) required between academic semesters/quarters:

Months (or specify time unit) required concurrent with and/or after completion of course work:

Check  if used regularly as integrative mechanism:

<input checked="" type="checkbox"/>	
<input type="checkbox"/>	Oral comprehensive exam
<input type="checkbox"/>	Written comprehensive exam
<input type="checkbox"/>	Essay/major paper/thesis/research project
<input type="checkbox"/>	Other(specify)
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Other requirements (specify):

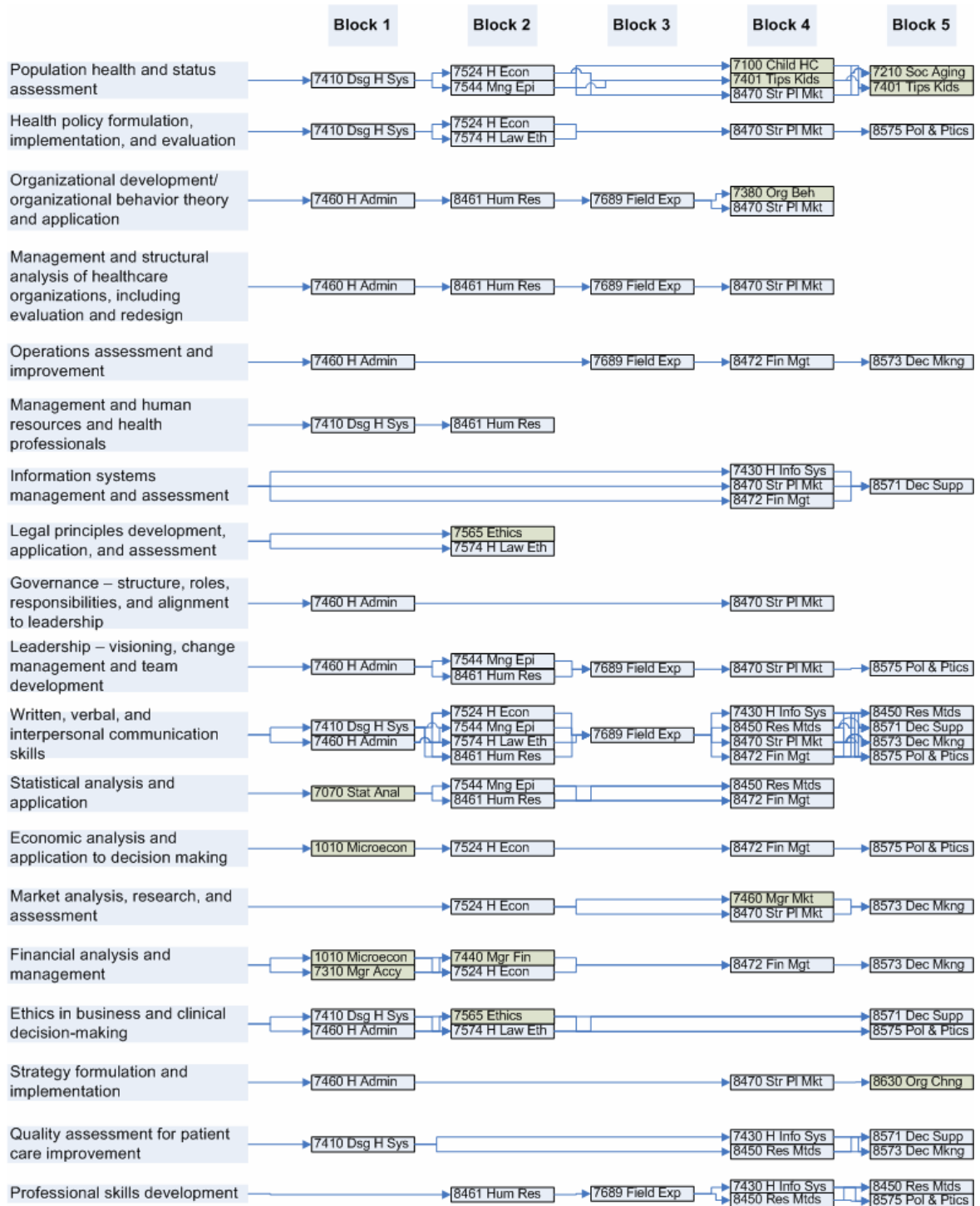
\* Specify basis of calculation of credit hours. If other units are usually used (e.g., clock-hours, weeks), use that measure and explain in a footnote.

**Figure 13: Typical Course Sequence Of Required And Commonly Taken Electives**

<b>Content Areas</b>	<b>Block/Sem 1</b>	<b>Block/Sem 2</b>	<b>Block or Sem 3</b>	<b>Block or Sem 4</b>
--------------------------	------------------------	------------------------	-----------------------------------	-----------------------------------

Both course number and course title (abbreviated) should be included in the matrix. Arrows should connect courses to indicate integration of content. If a course serves as a primary course for more than one content area, repeat the listing of the course.

The following page shows an example.



<b>III.A.3</b>	<b>The Program will ensure that course syllabi incorporate current developments in the field, and accurately reflect course competencies and content, process, expected outcomes, and relationship to other courses.</b>
----------------	--

### **INTERPRETATION**

Syllabi normally will contain behavioral objectives, competencies, session by session topics, course requirements, and performance expectations of students. The syllabi will also contain evidence that the instructors regularly incorporate contemporary content and topics into the course.

### **REQUIRED:**

1. In Volume II provide course syllabi for each course listed in Figure 13. Each syllabus must be preceded by a syllabus cover sheet (see Volume II instructions). On the cover sheet, map the learning objectives to the level of the program's selected competencies being built in the course.
2. The syllabi should explicitly state how students are evaluated in the courses.
3. The Program should retain in an easily accessible format examinations, written assignments, and other items used during the self study year to evaluate students.
4. **For programs with online and/or blended instruction**, the Program will maintain an archive of all asynchronous work for review. This will include the electronic communications from class discussion boards and assignments that occur within each course during the self study year.

<b>III.A.4</b>	<b>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.</b>
----------------	---

### **INTERPRETATION**

The plans will outline specific learning and assessment goals, timelines for completion, and methods for assessing outcomes. This should be part of the assessment given for IA2, but summarize the specific evaluations of curriculum and course instruction and show how this is used for improvement.

### **REQUIRED:**

1. List the methods of evaluation for course instruction and the curriculum and demonstrate how these results are used for quality improvement. (Programs may use bulleted lists or tables as appropriate).

<b>III.A.5</b>	<b>The Program will provide experiences at appropriate points in the curriculum for students to gain an understanding of and to interact with professionals across the broad range of health professions.</b>
----------------	---

**INTERPRETATION**

CAHME recognizes the importance of teamwork and interdisciplinary exposure to health care professionals in graduate education. Programs are expected to offer students these opportunities in a number of ways as appropriate to the mission of the Program.

Programs have designed formal and informal avenues for such exposure into the total student experience. These include, but are not limited to: site visits; business case competitions; career panels; informational interviews; professional conference attendance; mentoring programs; and classes and workshops taken with students from other health professions.

**REQUIRED:**

1. List the experiences students have for exposure to a range of health professionals
2. Describe how these experiences are used in their learning.

### **III.B. Curriculum Content**

The Program curriculum should address the following healthcare management content areas, and is not necessarily course-specific, but rather content that should be taught somewhere in the program. See Appendix A

- III.B.1            Population health and status assessment
- III.B.2            Health policy formulation, implementation, and evaluation
- III.B.3            Organizational development/organizational behavior theory and application
- III.B.4            Management and structural analysis of healthcare organizations, including evaluation and redesign
- III.B.5            Operations assessment and improvement
- III.B.6            Management of human resources and health professionals
- III.B.7            Information systems management and assessment
- III.B.8            Legal principles development, application, and assessment
- III.B.9            Governance – structure, roles, responsibilities, and alignment to leadership
- III.B.10           Leadership - visioning, change management and team development
- III.B.11           Written, verbal, and interpersonal communication skills
- III.B.12           Statistical analysis and application
- III.B.13           Economic analysis and application to decision making
- III.B. 14           Market analysis, research, and assessment
- III.B.15           Financial analysis and management
- III.B.16           Ethics in business and clinical decision-making
- III.B.17           Strategy formulation and implementation
- III.B.18           Quality assessment for patient care improvement
- III.B.19           Professional skills development

## INTERPRETATION

**Relative emphasis within each of these content areas will vary as a function of the Program's Mission, the core requirements of the school in which the program is housed, and the Program's identified set of competencies.** Coursework in the content areas should demonstrate, where appropriate, the application of the competencies i.e., knowledge and skills and other attributes critical to effective management of the environment, processes of patient care, and/or population health.

Consideration should be given to delineating the knowledge and skills that should be gained in each area as relevant to the overall objectives of the Program. CAHME expects a program to offer sufficient course content in each of the specified areas, and recognizes that the breadth and depth of exposure to each area will vary as a function of the Program's mission, selected competencies, and student career goals.

CAHME anticipates that the equivalent of 40 semester hours is the minimum required to develop the set of competencies, not inclusive of the residency or internship component of the program. **If a program is less than 40 semester hours or the equivalent, a detailed description of the implementation of the set of competencies is required.**

During the site visit, faculty should be prepared to discuss the scope and depth of the course offerings, with particular reference to what they consider to be the key concepts and competencies provided by their particular course(s).

### **REQUIRED:**

1. Provide a complete list of courses offered in the self study year including course numbers, full course titles, credit hours, department (if non-program), names of faculty teaching, and enrollment data on Figure 14. The list should be organized by required and elective courses, and within these sections in numerical order by course. Note which courses are delivered online (in part or in full).
2. Prepare Figure 15 that lists the typical course of study, by academic period, for each program offered. Indicate title and course number, credit hours, and department (if non-Program). Note how long the core curriculum has been in place.
3. Prepare Figure 16 and provide a brief narrative to illustrate how each of the nineteen curriculum content areas is covered within the required courses.
4. If required courses are taught outside of the Program, describe the procedures for incorporating healthcare management content, as appropriate, into those courses and ensuring integration across the curriculum.
5. Describe the policy on course waivers and the extent to which waivers are granted.



**Figure 15: Typical Course of Study**

Degree -

Year Core Curriculum Implemented –

**REQUIRED COURSES**

<b>Year in Program</b>	<b>Session</b>	<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
Year One				3cr
				3cr
				3cr
				3cr
				3cr
				3cr
				3cr
				3cr
Year Two				3cr
				3cr
				3cr
				3cr
				3cr
				3cr
				3cr
				3cr

\* Describe the typical course of study for full-time and (if different) part-time students in each major degree Program offered.



### **III.C. Applied and Integrative Learning**

<b>III.C.1</b>	<b>The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in field based applications.</b>
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#### **INTERPRETATION**

The Program will provide applied and integrative learning activities in which students can demonstrate these skills and, to the extent possible in the setting, demonstrate management competencies through an internship, residency, consulting project or other field based applications.

These applied settings should be consistent with the Program's educational goals and objectives and be appropriate to the needs of the student. Programs should be able describe the opportunities to assess that students can apply these skills if there are no field based assignments or other field based applications.

#### **REQUIRED:**

1. Describe how students' needs for field based applications are determined and decisions made for these applications.
2. Describe how the field based applications relate to the goals, objectives and designated competencies of the Program and how they are sequenced and integrated into the curriculum.
3. Describe the processes whereby field based applications are monitored and evaluated. Include in Volume II an example of completed forms used in completing these processes. Include methods for informing preceptors about their responsibilities and the objectives of the field experience, faculty/preceptor meetings, preceptor conferences, how preceptors are evaluated and the means by which preceptors are added to or removed from the Program's approved list of preceptors.

<b>III.C.2</b>	<b>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.</b>
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#### **INTERPRETATION**

Participation in integrative experiences fosters continuous learning through information access, synthesis and use in critical thinking.

Examples of integrative experiences include a well-supervised field experience with a didactic component, a thesis or major paper, oral or written comprehensive exams, a well-managed integrative planning or management simulation; a structured group activity; or any other appropriate activities.

**REQUIRED:**

1. Describe how integrative experiences contribute to the Program's learning objectives, how students are prepared for the integrative experience, and how they are evaluated.
2. Describe activities that are primarily integrative in nature and how each provides students with opportunities to draw upon and apply material covered throughout the program of study. Describe those aspects only that are not discussed in Criterion III.C.1.
3. If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to Program objectives. List projects for the past two years in Volume II.

<b>III.C.3</b>	<b>The program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.</b>
----------------	---

**INTERPRETATION**

CAHME recognizes that the opportunity for practical collaboration and teamwork serve to develop students' interpersonal skills and prepare them for the workplace. As part of the educational experience students should have opportunities to work in teams, facilitate meetings and practice leadership skills.

**REQUIRED:**

1. Describe the team based activities in the curriculum. Where students work in class groups and receive a team grade, describe the assessment tools used to determine the contribution of each student.
2. For programs with online instruction, describe the team building opportunities that occur within the required face to face instructional time.

<b>III.C.4</b>	<b>The organization of the Program and its relationship to other academic units will enable students to draw broadly on academic resources throughout the University.</b>
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#### **INTERPRETATION**

CAHME recognizes that the educational goals of programs can best be met if students have full access to and utilize resources of the entire University for courses, independent study and research.

#### **REQUIRED:**

1. Assess the availability of University wide academic resources and describe how they are made available to the student in the Program.
2. Describe any barriers to access for students in the Program and options that have been considered for addressing those barriers.

<b>III.C.5</b>	<b>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.</b>
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#### **INTERPRETATION**

Types of practitioner involvement may include preceptors, adjunct and clinical faculty, guest speakers, career advisors and/or mentors used by the Program in the last three years.

#### **REQUIRED:**

1. In Figure 17, list all external resources for types of practitioner involvement may include serving as preceptors, adjunct and clinical faculty, guest speakers, and/or mentors.

Information provided should indicate how each organization is utilized by the Program, in the last three years e.g. internship, guest lecturers.



## CRITERION IV. FACULTY TEACHING, SCHOLARSHIP AND SERVICE

### IV.A Qualifications and Responsibilities

**IV.A.1      Program and University leadership will ensure that the complement, involvement and qualifications of Program faculty are sufficient to accomplish the mission of the Program.**

### **INTERPRETATION**

Assess the Program's ability to meet its identified objectives in light of the current size and composition of its faculty. Describe the most significant faculty characteristics and any perceived deficits. Identify steps being taken or planned to make changes to the complement of faculty. **If a program has less than three core faculty** demonstrate how this complement is able to meet the stated objectives and provide expanded detail regarding how all required material is covered.

For core faculty who do not have doctoral degrees, please also describe their professional and academic qualifications as they relate to their roles within the program.

### **REQUIRED:**

1. Write a brief assessment of the Program's ability to meet its identified objectives in light of the current size and composition of its faculty. Describe the most significant faculty characteristics and any perceived deficits. Identify steps being taken or planned to make changes to the complement of faculty. If a program has less than three core faculty, demonstrate how this complement meets the stated objectives.
2. Prepare Figure 18 describing all current faculty in the academic unit within which the Program is located who have responsibility for teaching, advising and/or Program administration. Organize row entries by academic rank, and indicate if the faculty member has responsibility outside the Program.
3. Insure complete and current curriculum vitae for each faculty member listed in Figure 18 are available on the University website or submitted electronically.
4. Discuss faculty teaching responsibilities, including: (a) normal and minimal teaching loads (class hours/week); (b) how teaching assignments are allocated to the various faculty members; (c) procedures whereby a faculty member might be released from teaching obligations for research, community service or administration; and (d) policy regarding consulting and other activities outside the University.

**Figure 18: Summary of Current Program Faculty**

<b>Faculty Name<sup>2</sup> (LAST, FIRST)</b>	<b>Highest degree earned &amp; year</b>	<b>Date appointed to Program</b>	<b>Qualified<sup>3</sup> (a)/ (pr)</b>	<b>Faculty<sup>4</sup> (C)/(Adj)</b>	<b>Program responsibility<sup>5</sup></b>	<b>% Remuneration carried in budget</b>	<b>Courses Taught in Self Study Year (# of credits)</b>
Example:							
Thomassen, Robert	PHD 1986	12/1994	A	C	T=40% Ad=50% R=10% S=0% NP=0%	100%	HM 502 Management of Healthcare Organizations (3) HM 509 Governance and Ethics in Healthcare (3)

2 List faculty members in alphabetical order and indicate, with superscript whether: 1= tenured, 2 = promoted in academic rank during SS year, 3 = holds joint appointment

3 Use A to indicate Academically Qualified and PR to indicate Professionally Qualified

4 Use C to indicate Core Faculty and Adj to indicate Adjunct Faculty

5 Specify percentage of teaching (T), research (R), Community Service (S) and Administration (Ad) devoted to accredited program, (NP) to specify all other non program activity

<b>IV.A.2</b>	<b>The Program will foster a diverse culture within the faculty and learning environment</b>
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**INTERPRETATION**

The expectation is that the Program will prepare students within an environment that enables them to understand the diversity of cultures, values, and behaviors in contemporary healthcare organizations.

**REQUIRED:**

1. Describe the Program's efforts towards achieving diversity in its faculty composition and the extent to which guest lecturers and mentors help to achieve diversity in the learning environment. This should also explain the plan for recruiting activities, guest lectures, mentors, preceptors.
2. Prepare a faculty profile in Figure 19.

<b>IV.A.3</b>	<b>The Program faculty will have responsibility for: making recommendations regarding admission of students, specifying healthcare management education competencies, evaluating student performance and awarding degrees.</b>
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**INTERPRETATION**

CAHME recognizes the responsibility of other organizational units within the University regarding decisions to admit students and award degrees. This criterion will assess the role of Program faculty in Program administration and improvement.

**REQUIRED:**

1. Describe procedures for admission decisions including the role of Program faculty.
2. Describe procedures for making recommendations for awarding degrees including the role of Program faculty.
3. Describe the role of Program faculty in designing the curriculum and specifying healthcare management content.
4. Describe the process by which course content and curriculum structure is assessed by the faculty as a unit.

**Figure 19: Faculty Profile**

	Male					Female				
	# African American	# Hispanic	# Asian/Pacific Islander	# Other Minorities	# White	# African American	# Hispanic	# Asian/Pacific Islander	# Other Minorities	# White
Core Faculty										
Adjunct Faculty										
Column Total										
% of Total Faculty										

## **IV.B. Faculty Recruitment, Development and Evaluation**

<b>IV.B.1</b>	<b>Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.</b>
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### **INTERPRETATION**

CAHME will seek evidence of faculty membership on appropriate search committees.

### **REQUIRED:**

1. Describe the mechanism by which faculty appointments are made in the Program. Include the origin of recommendations to add faculty, recruitment processes, search procedures, membership on search committees and the system of processing and approving appointments. Indicate any differences in procedures for different types of appointment (e.g., tenure-track vs. non-tenure track).

<b>IV.B.2</b>	<b>Faculty responsibilities are consistent with University policies and faculty evaluation is equitable and fair.</b>
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### **INTERPRETATION**

CAHME will seek evidence of membership on appropriate promotion and tenure committees or other appropriate input into the appeals, tenure and promotion review process.

### **REQUIRED:**

1. Reference the links on the University website to the appropriate policies for faculty responsibility and assess whether the responsibilities of the Program faculty are consistent.
2. Reference the links on the University website to the appropriate policies for faculty evaluation and assess whether the procedure for Program faculty evaluation is consistent with these policies.
3. Describe the relative priority (i.e., weight) of research activities vis-à-vis teaching, service, etc., in evaluation of faculty for tenure and promotion.

### **IV.C. Teaching**

<b>IV.C.1</b>	<b>The program faculty will incorporate a range of teaching and assessment methods aligned with the Program's defined competencies.</b>
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#### **INTERPRETATION**

Faculty should incorporate a range of teaching methods as appropriate to the course objectives and competencies, and should seek to emphasize methods shown to enhance skill development and retention, such as role plays, simulations, experiential learning, and case studies. During the site visit, individual faculty should be prepared to discuss how each course is taught and assessed.

#### **REQUIRED:**

1. Describe the program's approaches to teaching and assessment, and how these methods align with and develop the program's selected competencies.
2. Describe how these approaches develop and assess the behavioral and social skills.

<b>IV.C.2</b>	<b>The Program will ensure that there is a systematic plan for, and investment in, faculty career development in both teaching and scholarship.</b>
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#### **INTERPRETATION**

CAHME will seek evidence of continuous development of faculty teaching, evaluation, and advising skills to strengthen competency development as well as discipline-based and applied knowledge of healthcare management. It is expected that Programs will develop a systematic plan that includes all core faculty.

#### **REQUIRED:**

1. Describe the regular faculty development activities within your program. Include a description of program-level resources available for faculty development.
2. Describe your program's approach to providing and monitoring individual faculty development in teaching and scholarship. Include a description of resources available to individuals for their development.

### **IV.D. Research and Scholarship**

**IV.D.1 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.**

### **INTERPRETATION**

This criterion reviews the **aggregate** output of research and scholarship for consistency with the Program's mission and in support of a Program of graduate healthcare management education. Research and scholarship may be demonstrated through publications in refereed journals, books, and book chapters, case studies, funded and sponsored projects, presentations at professional meetings and other forms of dissemination.

### **REQUIRED:**

1. Provide in Figure 20, the amount of **core faculty** research and scholarship activity. Include in the matrix, the faculty member's name, followed in the same row with the number of grants awarded as principal investigator, grants awarded with other investigators holding the principal investigator position, contracts awarded in conjunction with Program goals and objectives, books and chapters published, monographs published, journal articles published in refereed journals, reviews of books, chapters, refereed journal articles, presentations of papers at national, regional, and professional/academic formal meetings/conferences, and invited lectures to audiences at national, regional, and professional/academic formal meetings/conferences. Amounts provided must be supported with appropriate entries in the core faculty member's curriculum vitae. Note: research and scholarly activities entered should be those that fit within Program goals and objectives.
2. List by faculty member the titles of publications and academic presentations completed during the Self-Study year and the two prior academic years. Do not repeat articles where multiple faculty are involved, but list that article under first author and list all faculty names in bold type.
3. Describe collaborative research activities among Program faculty, other faculty and/or practitioners.



<b>IV.D.2</b>	<b>Each core faculty member will demonstrate a record of scholarship and/or professional achievement appropriate to the stage of their academic and professional career, their role and responsibilities associated with the Program, and the Program's mission and goals.</b>
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**INTERPRETATION**

CAHME encourages individual, collaborative and multi-disciplinary research and scholarship, including involvement of practitioners and students where appropriate. This should be consistent with university policy on faculty research and scholarship. Research and scholarship may be demonstrated through publications in refereed journals, books, and book chapters, case studies, funded and sponsored projects, presentations at professional meetings and other forms of dissemination. The nature and volume of such achievement will be consistent with the stage of the faculty member's career and will be adequate to support a Program of graduate healthcare management education, and consistent with the Program's mission and goals.

**REQUIRED:**

1. Discuss the content and quantity of current scholarship and/or professional achievement activities of each faculty member and its relationship to their current stage of career, and their role and responsibilities in the Program.
2. Assess the relationship between research activities and the stated Program mission, goals and objectives. Make recommendations for change in the research program and indicate steps being taken or planned to implement them, if appropriate.

<b>IV.D. 3</b>	<b>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 activities.</b>
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**INTERPRETATION**

The purpose of this criterion is to enhance faculty teaching by using research and scholarship to influence the field to provide current and relevant material for the classroom.

**REQUIRED:**

1. Describe how faculty and other research and scholarship are included as case studies, projects, or other applications in courses where they should be reflected in course syllabi.

## **IV.E Community and Professional Service**

<b>IV.E.1</b>	<b>Faculty will participate in health-related community and professional activities outside of the university.</b>
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### **INTERPRETATION**

The Program should articulate its role and involvement in service to governmental agencies, voluntary and community organizations and health care institutions. Community service can include service to the profession, or the community at large. The purpose of this criterion is to enhance faculty teaching and research activities; serve as a model to students of the role of service in professionalism; and provide faculty with the opportunity to influence the field. While CAHME recognizes that some of these activities may be compensated, e.g., participation in NIH study sections, this criterion will not be fully satisfied by activities that are a part of a faculty member's established consulting business.

### **REQUIRED:**

1. Describe the policies and procedures of the Program and the University regarding faculty participation in community service activities. Demonstrate consistency between faculty community service activities and program goals.
2. Using Figure 21, describe current community service projects (funded/unfunded, sponsored) currently being carried out or completed in the Self-Study year by faculty members, or in which the Program is substantially involved. Organize projects alphabetically by name of responsible faculty.

<b>IV.E. 2</b>	<b>Faculty will draw upon their community and professional service activities in their teaching.</b>
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### **INTERPRETATION**

The purpose of this criterion is to enhance faculty teaching by using the role of service and the opportunity to influence the field and provide current and relevant material for the classroom.

### **REQUIRED:**

1. Describe how community service activities of faculty members are included as case studies, projects, or other applications in courses where they should be reflected in course syllabi.



## **VOLUME II**

### **Course-Related Material and Other Program Documents**

## INSTRUCTIONS

### Volume II - Course-Related Materials and Other Program Documents

The table of contents for Volume II is a list of courses in numerical order, indicating the initial page location of each course syllabus cover sheet in the volume. The standard one-page course syllabus cover sheet (found in this guide) precedes each course syllabus. The cover sheet includes enrollment data, sequencing information, and a summary of key concepts. Syllabi for **all required courses** and for elective courses frequently taken by program students should be included (even if offered in another administrative unit of the University). During the campus visit, **the program should be prepared to provide the site visit team with papers, examinations and evaluations corresponding to each course in a format that is easily accessible.**

Alumni association documents and program evaluation instruments should also be included in Volume II.

**INDIVIDUAL SYLLABI  
TABLE OF CONTENTS**

**A. Individual Syllabi**

<b>Course Number and Name</b>	<b>Page</b>
Course Number and Name	1
Course Number and Name	
Course Number and Name	
Course Number and Name	
Course Number and Name	

**B. Alumni Documents**

**C. Program Evaluation Instruments**

*NOTE: This page is required in front of each syllabus.*

**Individual Syllabus Cover Sheet**

<b>SYLLABUS HAS: (CHECKLIST)</b>	
	Behavioral objectives
	Session by Session Topics with Reading Assignments
	Competencies
	Performance Expectations
	Course Requirements

Course # \_\_\_\_\_ Title \_\_\_\_\_

Taught in Self-Study Year By \_\_\_\_\_

Normally offered \_\_\_\_\_ [i.e., fall, winter, spring, summer]

Required (Core) : or Elected: \_\_\_\_\_ Required since \_\_\_\_\_ (indicate date)

Prerequisites \_\_\_\_\_

Position in typical course sequence \_\_\_\_\_ [e.g., 2nd semester]

Enrollment for 3 most recent offerings (indicate number of students and year):

Year	#Program Students	# Non-Program Students	Total
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COURSE OBJECTIVE	PROGRAM COMPETENCY
•	
•	
•	
•	
(repeat as appropriate)	

## Appendix A: III.B. Curriculum Content

The Program curriculum should address the following healthcare management content areas, and is not necessarily course-specific, but rather content that should be taught somewhere in the program. (Note: bulleted sub-domains within the content areas are provided to illustrate relevant areas. The extent to which a program needs to meet each sub-domain will depend upon the mission of their program.)

### **III.B.1 Population health and status assessment INTERPRETATION**

Content should normally contribute to students' knowledge, skills and abilities regarding:

- The socioeconomic determinants of population health and health disparities;
- The theory and practice of health promotion;
- Behavioral and lifestyle factors affect health and illness;
- Methods for assessing community health needs
- Mobilizing community action to address health problems including cultural competence

### **III.B.2 Health policy formulation, implementation, and evaluation INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The distribution of health services; inequalities, inequities and social disparities in health services;
- The measurement, monitoring and significance of quality of care indicators;
- The various payment schemes relating to payment for health care in the public and private sector;
- The effects of competition and privatization through stakeholder analysis

### **III.B.3 Organizational development/organizational behavior theory and application INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The application of organizational behavior theories for improving employee satisfaction and engagement;
- The development, assessment and redesign of specific organizational systems using organizational theory;
- Organizational culture, benchmarking and reward systems that can influence behaviors of organizations and the members of organizations

**III.B.4 Management and structural analysis of healthcare organizations, including evaluation and redesign  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Situational, and environmental factors that influence effective decision making and organizational performance;
- Assessing the performance of health services organizations;
- Issues involving mergers and acquisitions, vertical and horizontal integration, joint ventures and other financial arrangements with providers and vendors
- Structural designs for health services organizations and circumstances when they may be most appropriate;
- Sources of power and authority and how it is distributed among organizational subunits, such as to management and the medical staff.
- Medical staff and physician relations

**III.B.5 Operations assessment and improvement  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Optimizing resource use through the appropriate application of quantitative methods (e.g. simulation, forecasting, linear programming) using sound data collection methods.

**III.B.6 Management of human resources and health professionals  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Methods and techniques associated with job analysis, employee recruitment and retention, selection and placement, training and development, performance appraisal, compensation and benefits management, and labor relations;
- The legal, ethical and economic factors which affect management of human resources;
- The role that motivation theory and job satisfaction plays in the health care work place; with special focus on the unique needs of physicians and other health professionals

**III.B.7 Information systems management and assessment  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The historical development of information systems in the health services industry;
- The language and terminology of health services information systems management,
- Techniques and methods to evaluate information systems including forecasting, planning, design, requirements determination, procurement, development, and assessment techniques from an electronic environment perspective;
- Current threats and opportunities, such as privacy and security issues, associated with the management of information systems

### III.B.8

#### **Legal principles development, application, and assessment INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The historical foundations of the appropriate judicial system, language and terminology such as basic legal principles: torts, negligence, and contracts, specific to health care ;
- Current legal concepts: revised case law, statutory law, and regulation, as well consequences of management decisions in relating to compliance, fiduciary responsibilities, and assessment of risk exposure)

### III.B.9 leadership

#### **Governance – structure, roles, responsibilities, and alignment to INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The nature and role of governance as applied to for-profit and not-for-profit organizations and specifically to hospitals and health systems; resulting from legal obligations to stockholders versus other constituents and emanating from the appropriate regulations;
- The legal status of health services organizations in terms of corporate structure: owners; stakeholders, constituents, community and accountability in defining governance parameters in not-for-profit, tax exempt healthcare organizations ;
- The relationship between the governing board, the CEO and executive management and the respective roles of governance and management;
- Issues related to board and committee recruitment, selection and composition the role and contribution of individual governing board members; and ethical issues of governance among paid and unpaid boards.

**III.B.10  
development**

**Leadership - visioning, change management and team**

**INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Concepts and theories of leadership and leadership development
- Clear and compelling communications about organization purpose and goals;
- Leading organizational change efforts using sound organizational change principles;
- The development and maintenance of high performance teams;
- Leading by using evidence- based principles of effective management.

**III.B.11**

**Written, verbal, and interpersonal communication skills**

**INTERPRETATION**

Skills would be evident throughout the curriculum and include:

- Effective managerial communication in writing
- Effective, convincing oral presentations
- Demonstrating the ability to work well in teams .

**III.B.12**

**Statistical analysis and application**

**INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Mastery of fundamental descriptive and inferential statistical concepts and procedures,
- Needs analysis, market assessment, outcome evaluation, forecasting, quality improvement, using statistical analysis tools;
- Planning and executing data collection strategies (primary and secondary);
- Constructing and managing databases;
- Applying appropriate statistical tools, techniques and procedures for data screening and analysis of variation and co-variation;

- Interpreting substantive results and communicating results in different venues.

**III.B.13 Economic analysis and application to decision making  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Costing techniques: including opportunity cost, sunk cost and the cost benefit principle);
- Assessing demand (including marginal benefit and valuation):
- Planning production (including diminishing marginal returns, with specific reference to "flat of the curve" medicine and values of current therapies cast in terms of marginal v. average);
- Calculating labor costs and the flow of funds;
- Calculating the fundamental theorem of exchange, discounting and return on investment);
- Dynamic v. static efficiency (including the role of organizations in promoting economic growth and welfare);
- Calculating insurance theory and risk-pooling;

**III.B. 14 Market analysis, research, and assessment  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Analysis of market segmentation including (demographics and disease frequency, health service/product usage patterns, health behaviors and beliefs, and health expectations);
- Analysis of consumer behavior (perceived risk and levels of involvement, consumer capability to comprehend information and willingness to engage in information search);
- Application of concepts of adoption of innovation; analysis of channels, referral behavior, and access;
- Market sensitivity to integrated communications;

- Integrating pricing, and the basics of market research.

**III.B.15 Financial analysis and management  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Time value of money; capital budgeting; risk and return; investment decision analysis; and lease valuation
- Analyzing financial statements to understand variance analysis;
- Use of pro forma development and evaluation, cost allocation and budgeting;
- Use of cost containment tools
- Developing capital, operating budget and cash flow budgets

**III.B.16 Ethics in business and clinical decision-making  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Analysis of principal moral and ethical principles relating to healthcare; bio-ethics and medical treatment decision-making ;
- Examining corporate ethics including duty to patients and shareholders, social responsibility, disclosure;
- Corporate compliance and how it influences ethical practice;
- Professional codes of ethics and how they relate to personal integrity

**III.B.17 Strategy formulation and implementation  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Analysis of the relevant health or medical environment including competitor analysis, and internal organizational analysis;
- Development and presentation of a business plan

- Directional strategies, alternative selection methods for strategies, value adding service delivery and support strategies, plan development, and management evaluation and control activities

### **III.B.18      Quality assessment for patient care improvement INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- How healthcare quality is defined and assessed in a variety of healthcare settings;
- The economic impact, differences, synergies and conflicts created by the differing perspectives related to healthcare quality. i.e. patient , provider, payer, and societal perspectives;
- The standards, laws, regulations and accreditation criteria applied to clinical quality improvement and outcomes;
- The relationship between healthcare consumerism and the demand for quality care;
- The economic and non-economic gains related to quality improvement including the role of ethics in the provision of quality healthcare
- Improvement of healthcare quality through understanding and analysis of patient care delivery systems and processes

### **III.B.19      Professional skills development INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Preparing appropriate career progression documents;
- Cultivating professional networks for mutual support and career development purposes;
- Giving and receiving feedback from peers, superiors, and subordinates;
- Seeking skills enhancement when necessary (i.e., public speaking, applied research, business writing);
- Life-long learning activities for professional improvement;
- Conducting oneself in a manner that cultivates confidence and trust.