



Commission on Accreditation
of Healthcare Management Education

Criteria for Accreditation

April 2007
Revised May 2009

Effective for Site Visits Fall 2010 and Beyond

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

1.A. Mission and Metrics

- I.A.1 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.
- I.A.2 The Program will establish goals, objectives and performance outcomes that are action-based, observable, and measurable.
- I.A.3 The Program will identify a set of competencies related to its mission and the types of jobs graduates enter upon completion of the Program.
- I.A.4 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.

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.
- I.B.2 University policies will provide time and support for faculty development, research and/or scholarship, and service.
- I.B.3 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:
 - a) Library and/or access to information resources;
 - b) Computing technology and the appropriate management software; and
 - c) Classroom and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery.
- I.B.4 Program leadership will have the authority to ensure the integrity of the Program.

II.A Students, Graduates and Others

- II.A.1 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.
- II.A.2 The Program will have recruiting practices and well-defined admission criteria designed to admit qualified students and pursue a diverse student population.
- II.A.3 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
- II.A.4 The Program will ensure that students are provided appropriate support services, and that these services are evaluated regularly as a basis for ongoing improvement.
- II.A.5 The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.
- II.A.6 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.
- II.A.7 The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.

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.
- III.A.2 The Program will structure its curriculum so that students achieve levels of competency appropriate to graduate education.
- III.A.3 The Program will ensure that course syllabi incorporate current developments in the field and accurately reflect course competencies and content, teaching and assessment methods and relationship to other courses.
- III.A.4 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.
- III.A.5 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.

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:

- 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

III.C. Applied and Integrative Learning

- III.C.1 The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in field based applications.
- III.C.2 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.
- III.C.3 The program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.

- III.C.4 The organization of the Program and its relationship to other academic units will enable students to draw broadly on academic resources throughout the University.
- III.C.5 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.

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.
- IV.A.2 The Program will foster a diverse culture within the faculty and learning environment.
- IV.A.3 The program faculty will have responsibility for: making recommendations regarding admission of students, specifying health care management competencies, evaluating student performance, and awarding degrees.

IV.B. Faculty Recruitment, Development and Evaluation

- IV.B.1 Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.
- IV.B.2 Faculty responsibilities are consistent with University policies and faculty evaluation is equitable and fair.

IV.C. Teaching

- IV.C.1 The program faculty will incorporate a range of teaching and assessment methods aligned with the Program's defined competencies.
- IV.C.2 The Program will ensure that there is a systematic plan for, and investment in, individual faculty career development in both teaching and scholarship.

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.
- IV.D.2 Each core faculty member will demonstrate a record of scholarship and/or professional achievement appropriate to the stage of their academic career, their role and responsibilities associated with the Program, and the Program's mission and goals.
- IV.D. 3 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.

IV.E Community and Professional Service

- IV.E.1 Faculty will participate in health-related community and professional service activities outside of the university.
- IV.E. 2 Faculty will draw upon their community and professional service activities in their teaching.