

Fall 2013 Criteria Program Review Worksheet

KEY	NO MATERIAL CHANGE	MINOR CHANGE	NEW CRITERIA OR MAJOR CHANGE	ON SITE VERIFICATION OF ELIGIBILITY
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Fall 2013 Criteria	Review Elements	Notes
A	<p>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.</p>	<p>a. Has the master's degree in healthcare management been approved by the appropriate university governing body?</p> <ul style="list-style-type: none"> •
B	<p>Programs will be a part of an institution of higher learning that has achieved regional accreditation or equivalent recognition. COMMENT: In the United States the institution will be an accredited member of one of the six regional accrediting associations recognized by the Commission on Recognition of Postsecondary Accreditation. In Canada, the institution will hold provisional or ordinary membership in the Association of Universities and Colleges of Canada.</p>	<p>a. Is the Program part of an institution with regional accreditation (or equivalent recognition in Canada)? b. Were there any comments or recommendation relevant to the Program made during this accreditation?</p> <ul style="list-style-type: none"> •
C	<p>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) should be accredited by the appropriate recognized specialized accrediting agency (agencies). In the absence of such accreditation(s), a determination will be made by CAHME to the extent lack of specialized accreditation is detrimental to the quality of the Program.</p>	<p>a. Is the Program in a school with specialized accreditation? If so, which specialized accrediting agency has granted accreditation, when, and for how long? b. Were there any comments or recommendations relevant to the Program made during this accreditation?</p> <ul style="list-style-type: none"> •
D	<p>The Program will require full-time study beyond the baccalaureate level of not less than the equivalent of two academic years as defined by the University. CAHME will evaluate whether the Program, as defined by the University, meets this requirement.</p>	<p>a. Consider how the University defines full-time graduate study as applicable to the Program: Is the Program a two year master's Program?</p> <ul style="list-style-type: none"> •
E	<p>The Program in healthcare management will have graduated at least two classes.</p>	<p>a. Have there been two graduated classes from the Program?</p> <ul style="list-style-type: none"> •
F	<p>The Program will require 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.</p>	<p>a. Is the minimum number of direct, in person contact hours required to complete the degree 120 hours or more?</p> <ul style="list-style-type: none"> •

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<p>G</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Library and/or access to information resources; 2. Computing technology and the appropriate management software; and 3. Classroom, and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery. 	<p><u>Library/ access to information resources.</u></p> <ol style="list-style-type: none"> a. Can the information resources available to faculty and students support the Program? b. Are the limitations on / barriers to access to these resources restrictive? c. <u>For Programs with significant online instruction, is there adequate access to library/ information resources?</u> <p><u>Computing Technology and Management Software</u></p> <ol style="list-style-type: none"> d. Can the computing technology and software available to faculty and students support the Program? e. Are the limitations / barriers to access to these resources restrictive? f. Are there opportunities and resources for orientation to (or re-orientation if there is a change) and assistance for students and faculty to use the technology? g. <u>If the Program uses online instruction, what is the availability of assistance in the online environment and is the required response time to help requests from students and faculty upheld?</u> <p><u>Classroom and physical facilities</u></p> <ol style="list-style-type: none"> h. Can the office and other workspace available to faculty and staff support the Program? i. Can the classroom and learning space available to students meet the educational needs of the Program and allow it to fulfill its mission goals and objectives? 	<p>•</p>
<p>H</p>	<p>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.</p>	<p>Review the links provided:</p> <ol style="list-style-type: none"> a. Are there nondiscrimination and equal opportunity policies in compliance with the relevant laws? b. If there is a religious affiliation and purpose: <ol style="list-style-type: none"> 1. Have employment and admissions policies been adopted related to this affiliation? 2. Have these policies been published/circulated to interested parties? 	<p>•</p>

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I	The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.	a. Is there an accessible statement that describes the process for formal complaints? b. Does the statement provide for a timely response to the complaint that is fair and equitable to all parties? c. Have there been any formal complaints against the Program since the last site visit? d. Was the complaint and its resolution used for Program evaluation and improvement? e. <u>For Programs with significant online instruction, are there effective mechanisms in place to address student complaints about the online environment or instruction?</u>	•
J	The Program will be subject to a defined policy on academic freedom and academic standards. Faculty in the Program will be aware of Program/University faculty grievance procedures.	Review the links provided: a. Are there University and/or Program statements on academic freedom, academic standards and faculty grievance procedures in place? b. Are you satisfied with the Program's efforts to assure academic integrity and that the Program's honor code is upheld? c. <u>For Programs with online instruction are there measures implemented to assure that work product is the student's own?</u>	•
K	University polices will provide time and support for faculty development, research and/or scholarship, and service.	Review the links provided: a. Is there a University workload policy that addresses scholarship? b. Is there a University policy that supports and allows time for faculty development and instructional improvement? c. Is there a University policy that supports and allows for sabbaticals? d. Is there a University policy that supports and allows time for faculty development? e. Is there a University policy that supports and allows course releases, access to data and research assistants?	•
L	Faculty evaluation will be equitable and fair and faculty responsibilities will be consistent with University policies.	a. Review the link to University policy on faculty responsibility: are the responsibilities of Program faculty consistent with this policy? b. Review the link to University policy on faculty evaluation: is the procedure for Program faculty evaluation faculty consistent with this policy? - include tenure and promotion review & the appeals process c. Depending on the type of appointment held by each faculty member, determine the relative priority of research activities vs. teaching and service,	•

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Criteria (SS p#)	1.A. Mission and Metrics	The mission, vision and values of the Program form the basis of the accreditation review and assessment of Program effectiveness.	
IA1	The Program will have statements of mission, vision, and values that guide the Program's design, evaluation and quality improvement efforts.	a. Are there statements of mission, vision and values for the Program? ¹ b. Do these statements define the focus of the Program including target audience and career field? c. Do these statements provide direction for student selection, curriculum design, and scholarly activity of the faculty? d. Does the Program mission relate to the University or School/ College mission?	•
IA2	The Program will establish goals, objectives and performance outcomes that are action-based, observable, and measurable.	a. Are Program goals objectives and performance outcomes action-based, observable and measurable? b. Have objectives been identified across all categories? (refer to mission statement but should include educational, research and service and other appropriate subcategories) c. Is there evidence that these have been used in the ongoing evaluation of the Program? d. Is there any evidence of improvements based on these evaluations in the last two years? e. Does the narrative include an assessment of the Programs' evaluation process highlighting strengths and or problems?	•
IA3	The Program will monitor changes in the health system, the University environment, and management theory and practice and adjust its mission, vision, objectives and competency model as necessary.	a. Is there evidence that the Program is monitoring the health system and University environment, management theory and practice to adjust in response to environmental changes and needs when necessary? b. Does this evidence include use of market research or strategic assessment tools to identify changing needs for essential competencies in graduates? c. Does the Program evaluate the continued relevance of the selected competencies? d. Is there evidence that this information has been incorporated into the process for Program review and change? e. Is there evidence of stakeholder input into the curriculum?	•

¹ **Mission statement** = defines the purpose and direction and any unique aspects of the program;

Vision statement = communicates where the Program aspires to be, and serves to motivate the Program to move towards this ideal state;

Values = abstract generalized principle of behavior to which the Program feels a strong emotionally-toned commitment and which provides a standard for judging specific acts and goals.

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	I.B. Institutional Support		
IB1	<p>The Program will have sufficient financial and administrative support to ensure that its mission, goals and objectives can be achieved.</p>	<ul style="list-style-type: none"> a. Is there satisfaction that Program faculty and administration have sufficient prerogatives to assure the integrity of the Program and to allow the Program's mission, goals and objectives to be achieved? b. Do Program faculty have formal opportunities for input in decisions affecting: <ul style="list-style-type: none"> 1. admissions and student progress 2. resource allocation 3. faculty recruitment and promotion 4. curriculum design and evaluation 5. research and service activities 6. degree requirements c. What other Program activities (e.g. undergrad, doctoral, extension) rely on the same Program resources and is the allocation to the Program adequate? d. Are there adequate administrative support services (clerical, graduate assistants and teaching assistants) available to the Program? e. Can the Program meet its stated objectives in light of its current resources? f. If no (to e.), what is the ability of the Program to make recommendations for future resource development, the steps planned to implement these recommendations and the timeline for implementation? 	•
IB2	<p>Program leadership will have the authority to ensure the integrity of the Program.</p>	<ul style="list-style-type: none"> a. Does the extent of the authority of the Program Director allow him/her to lead the Program and determine its strategic direction? b. Does the authority (or delegated authority) of the Program Director include: <ul style="list-style-type: none"> 1. evaluation of faculty 2. admissions 3. curricular review and modification 4. schedule development 5. student advising and placement 6. leadership of students 7. residency placements 8. academic affairs of students 	•

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IB3	<p>Program and University leadership will ensure that the resources available to faculty are commensurate with workload.</p>	<ul style="list-style-type: none"> a. Are there accommodations or resources made available to faculty to handle the additional workload associated with classes of 30 or more? b. <u>Are there additional resources available to faculty of Programs with online or blended instruction?</u> c. Are there policies governing the use of Teaching Assistants (TA's) and co-teaching in the Program? d. <u>For Programs with online or blended instruction, are there methods to ensure that qualified faculty have responsibility for the majority of instructional time?</u> 	•
IB4	<p>The organization of the Program and its relationship to other academic units will enable students to draw broadly on academic resources throughout the University.</p>	<ul style="list-style-type: none"> a. Has the Program demonstrated that students have full access to University wide academic resources? b. Are there any barriers to access of these resources by Program students? 	•
II.A Students and Graduates			
IIA1	<p>The Program will make available full and accurate information regarding its application process; the competencies that form the basis for its curriculum; the curriculum; teaching, learning and assessment methods; and student achievement.</p>	<ul style="list-style-type: none"> a. Where there are accredited and non-accredited offerings in the Department or School, is it clear which is CAHME accredited? b. Does the information available to prospective students include: <ol style="list-style-type: none"> 1. admissions practices and criteria 2. academic calendar 3. grading policies 4. degree requirements 5. student outcomes – job placement rate and timeline for relevant employment 6. competencies and teaching methods c. Is there a URL that shows the publication of the following: <ol style="list-style-type: none"> 1. Completion rate for last graduating class 2. Percent of students employed within 3 months of graduation 	•
IIA2	<p>The Program will have recruiting practices and well-defined admission criteria designed to admit qualified students and pursue a diverse student population.</p>	<ul style="list-style-type: none"> a. Is it clear that the Program's admissions criteria relate to, or are derived from, the Program's mission? b. Is there evidence that the Program observes its admissions criteria and practices? c. Consider the policies and procedures for exceptions to the admissions criteria and the percentage of students admitted by exception: is there a follow up procedure for conditional admits? Is there evidence 	•

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	<p>that this has been observed?</p> <p>d. Has the Program's recruitment efforts allowed it to meet its goals and objectives?</p> <p>e. Has the Program's recruitment efforts allowed it to pursue a diverse student population?</p>		
IIA3	<p>The Program will ensure that students are provided appropriate support services, and that these services are evaluated regularly as a basis for continuous improvement.</p>	<p>a. Are the systems for academic and career advising effective?</p> <p>b. Is the system (Program/University) for financial aid advising adequate?</p> <p>c. Are other University level support services adequate?</p> <p>d. Is the evidence that the effectiveness of these systems are evaluated and used for Program improvement?</p> <p>e. <u>For Programs with significant online instruction, are there effective mechanisms in place to identify students in academic trouble?</u></p> <p>f. <u>Are there effective resources in place for those students identified in (e) above?</u></p>	<ul style="list-style-type: none"> • <u>Non-residential Programs should make use of available technology to present a sample of students for the site visit.</u>
IIA4	<p>The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.</p>	<p>a. Within the context of University policy, is there evidence of stakeholder input into Program decision making and evaluation? Examples include involvement of students, alumni and practitioners in: Advisory Groups, Executive in Residence Programs, Annual Program Retreats or Strategic Planning sessions.</p>	<ul style="list-style-type: none"> •
IIA5	<p>The Program will ensure that graduates' career preparedness is monitored, documented and used for continuous improvement.</p>	<p>a. Does the Program monitor and track the careers of graduates for at least 3 years? (two years on an initial accreditation)</p> <p>b. Do the results from assessment of graduate achievement support the Program goals?</p> <p>c. Do the results from alumni surveys indicate that alumni were satisfied with their education?</p> <p>d. Do students obtain placements consistent with Program mission and goals?</p> <p>e. Is the completion rate of the Program (for the normal time period expected for degree completion) 80% or greater for the last three years? (two years on an initial accreditation)</p> <p>f. Is the job placement rates in health care services or related fields for Program graduates 80% or greater for the last three years?(two years on an initial accreditation)</p>	<ul style="list-style-type: none"> •

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	III.A. Competencies and Curriculum Design		
IIIA1	The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of the curriculum, course content, learning objectives, and teaching and assessment methods.	a. Do the competencies align with the Program’s mission? b. Do the competencies align with the types of jobs that students enter? c. Is there an adequate description of the competency development process and the review for relevancy process (i.e. relevancy to the mission and types of jobs that graduates enter) by faculty? d. Has the Program demonstrated that the selected competencies can be obtained by the design of the curriculum? e. Has the Program demonstrated that the structure and sequencing of the curriculum (including other program activities where applicable), course content and learning objectives facilitate achievement of the designated levels of the selected competencies?	•
IIIA2	The program curriculum will provide students with a depth and breadth of knowledge of the healthcare system and healthcare management, aligned with the mission.	a. Are the essential healthcare system and healthcare management knowledge areas defined by the Program supportive of the Program’s mission? b. Has the Program described the defined essential healthcare system and healthcare management knowledge areas to be covered by the curriculum? c. Are all students equally exposed to these areas? [i.e. Is all essential health care system and management content delivered by required courses ?] d. If core courses are waived, is there a policy that ensures that students attain the content and competencies of the waived course? e. Are there procedures present for incorporating healthcare content into courses taught outside of the Program and ensuring integration across the curriculum? f. If the program is less than 40 semester credit hours (not including any residency or internship requirement on which credits are earned) , is there adequate description of how the set of competencies are implemented and achieved?	•

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IIIA3	The program curriculum will develop students' competencies in communications and interpersonal effectiveness.	<p>a. Are competencies in communications and interpersonal effectiveness² developed in the required curriculum and program activities?</p> <ul style="list-style-type: none"> • Are these competencies addressed at a level that is consistent with the mission of the Program? <p>b. Are competencies in critical thinking, analysis and problem solving³ developed in the required curriculum and program activities?</p> <ul style="list-style-type: none"> • Are these competencies addressed at a level that is consistent with the mission of the Program? <p>c. Are competencies in management and leadership⁴ developed in the required curriculum and program activities?</p> <ul style="list-style-type: none"> • Are these competencies addressed at a level that is consistent with the mission of the Program? <p>d. Are competencies in professionalism and ethics⁵ developed in the required curriculum and program activities?</p> <ul style="list-style-type: none"> • Are these competencies addressed at a level that is consistent with the mission of the Program? 	•
IIIA4	The program curriculum will develop students' competencies in critical thinking, analysis, and problem solving.		•
IIIA5	The program curriculum will develop students' competencies in management and leadership.		•
IIIA6	The program curriculum will develop students' competencies in professionalism and ethics.		•
IIIB	Teaching and Learning Methods		
IIIB1	The Program will incorporate a range of teaching, and learning methods driven by adult learning principles. The methods will be based on higher education	a. Do the methods reflect the rigor expected of graduate education and emphasize methods that involve active student participation?	•

² **Communications:** competencies associated with giving and receiving of information between an individual and other individuals or groups. **Interpersonal effectiveness:** competencies associated with developing and maintaining effective working relationships with others. The following are examples of the kinds of competencies that may fall into this domain: **Collaboration, Oral Communications, Relationship Building, and Written Communications.**

³ **Critical thinking, analysis, and problem solving:** should include competencies related to the appropriate use of information, data, and judgment to inform sound management decisions. The following are examples of the kinds of competencies that may fall into this domain: **Analytical thinking, Financial Management, Information Seeking, Performance Measurement, and Process Management.**

⁴ **Management and leadership:** should include competencies related to a student's ability to successfully pursue organizational goals that involve getting things done through and in collaboration with others. The following are examples of the kinds of competencies that may fall into this domain: **Change leadership, Human Resource Management, Impact & Influence, Initiative, IT Management, Innovative Thinking, Organizational Awareness, Project Management, Strategic Orientation, and Talent Development.**

⁵ **Professionalism and ethics:** should include competencies that relate to upholding high professional and ethical standards. The following are examples of the kinds of competencies that may fall into this domain: **Accountability, Acting with Integrity, Achievement Orientation, Ethical decision-making, Professionalism, and Self-Confidence.**

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	<p>taxonomic levels appropriate to graduate education.</p> <p>b. Is there an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level teaching and learning methods according to the level definitions provided? (Verify from syllabi cover sheets).</p> <p>c. To what extent is the balance between higher vs. lower level teaching and learning methods appropriate given the mission and goals of the Program?</p>	
IIIB2	<p>The Program will provide, throughout the curriculum, opportunities for students to participate in team-based and interprofessional activities.</p> <p>a. Are there required Program opportunities for team based activities? (teamwork, as well as, facilitating meetings, and the practice of leadership skills)</p> <p>b. When students work in class groups and receive a team grade, has the Program demonstrated use of assessment tools to determine each student's contribution?</p> <p>c. Are there opportunities for students to participate in interprofessional activities?</p> <p>d. <u>For Programs with online instruction, are there team building opportunities that occur within the required face to face instructional time (See Requirement F)?</u></p>	•
IIIB3	<p>The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of health professionals and organizations.</p> <p>a. Are there experiences where students have exposure to and interact with other health professionals?</p> <p>b. Are these experiences part of student learning?</p> <p>c. Are these experiences appropriate to the mission of the Program and selected career fields?</p>	•
IIIB4	<p>The Program curriculum will incorporate integrative experiences, including field-based applications, that require students to draw upon, apply and synthesize knowledge and skills covered throughout the program of study.</p> <p>a. Has the Program demonstrated that students are prepared for the integrative experience?</p> <p>b. Has the Program demonstrated that the integrative experience contributes to the Program's learning objectives?</p> <p>c. Has the Program demonstrated for each of the activities that are integrative in nature, how they provide students with opportunities to draw upon and apply material covered throughout the program of study?</p> <p>d. Is there an effective process for the monitoring and evaluation of the field based application? (include in your review: preceptor responsibilities and objectives of the field experience, preceptor orientation, selection and evaluation)</p> <p>e. If there is a required major paper, thesis or research project, has the</p>	•

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	Program demonstrated how this requirement relates to the Program objectives?	
III.C. Assessment and Evaluation		
IIC1 The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.	<p>a. Do the methods reflect the rigor expected of graduate education and emphasize methods beyond those associated with knowledge evaluation?</p> <p>b. Is there an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods according to the level definitions provided? (Verify from syllabi cover sheets)</p> <p>c. To what extent is the balance between higher vs. lower level assessment methods appropriate given the mission and goals of the Program?</p>	
IIC2 The Program will evaluate course instruction and the curriculum and use the results to improve the quality of the teaching and learning environment.	<p>a. Is there a body or are there persons responsible for the ongoing evaluation of the curriculum and course instruction?</p> <p>b. Is there evidence that the Program has used the results of curriculum and course instruction evaluations for improvement of the teaching and learning environment?</p>	
IIC3 The Program will have a process that regularly evaluates the extent to which students attain the competencies and use the evaluation for continuous improvement	<p>a. Does the Program measure student progress towards mastery of the competencies at the course level?</p> <p>b. Does the Program measure student progress towards mastery of the competencies at the program level?</p> <p>c. Are there efforts for direct and indirect measurements for competency attainment?</p> <p>d. Is there evidence of use of the results for Program improvement?</p>	•
IV Faculty Teaching, Scholarship and Service IVA Qualifications and Responsibilities		•
IVA1 Program and University leadership will ensure that the complement, involvement and qualifications of Program faculty are sufficient to accomplish the mission of the Program.	<p>a. Can the current size and composition of the core⁶ faculty meet the Program's stated objectives?</p> <p>b. If the Program has less than three core faculty, does this complement cover all required material?</p> <p>c. Are the faculty qualified academically⁷ to teach the courses they are</p>	•

⁶ **Core faculty** – 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 in the Program. Core faculty could include Joint and Part-Time Faculty, but not Adjunct faculty.

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	assigned? d. If no, are they qualified professionally ⁸ ?	
IVA2	The Program will foster a diverse culture within the faculty and learning environment.	•
IVA3	The Program faculty will have responsibility for making recommendations regarding admission of students, specifying health care management competencies, evaluating student performance, and awarding degrees.	•
IVA4	Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.	•
IV.B. Research and Scholarship		
IVB1	Faculty will demonstrate a record of research, scholarship and/or professional achievement appropriate to their career stage, role and responsibilities associated with the Program, and the Program's mission and goals.	•
IVB2	The Program will ensure that there is a systematic plan for, and investment in, individual faculty research and	•

⁷ **Academically qualified** – qualified by virtue of formal educational background and continued intellectual contributions

⁸ **Professionally qualified** – qualified by virtue of academic preparation (normally at the master's level) and significant professional experience relevant to the teaching assignment

⁹ **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.

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	scholarship.	b. Have the regular faculty development activities in the Program been described? Are these adequate? c. Is there an approach for providing and monitoring individual faculty scholarship development? d. Has a description of the Program and University level resources been provided?	
	IV.C. Teaching		
IVC1	The Program will ensure that there is a systematic plan for, and investment in, individual faculty pedagogical improvement.	a. Is there a systematic plan for pedagogical development of all core faculty? b. Is this plan aligned with the Program's competency development and assessment plan? c. Have the regular faculty development activities in the Program been described? Are these adequate? d. Is there an approach for providing and monitoring individual faculty development in pedagogy? e. Has a description of the Program and University level resources been provided?	•
IVC2	The faculty will demonstrate that they draw on their own current and relevant research and scholarship, as well as that of others, in their teaching.	From the syllabi review: a. Was there evidence of the faculty member's own research and scholarship in coursework? b. Was there evidence of current and relevant research and scholarship in coursework?	•
	IV.D. Community and Professional Service		
IVD1	Faculty will participate in health-related community and professional service activities outside of the university.	a. As allowed by Program and University policy, are faculty community service activities consistent with Program goals?	•
IVD2	Faculty will draw upon their community and professional service activities in their teaching.	From the syllabi review/faculty discussions: a. Are community service activities of the faculty brought into the classroom as relevant material?	•

Revised January 2012