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

Criteria for Accreditation
Revised August 2011
Effective Fall 2013

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Specific suggestions to improve this document should reference a page number and be sent to criteriacomments@cahme.org

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SELF-STUDY HANDBOOK GLOSSARY

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

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. It is both a status and a process: a status granted to an educational institution or program that has been found to meet stated criteria of educational quality; as a process, accreditation illustrates a commitment to self-study and peer review. Programs choosing to participate in accreditation not only seek to meet established criteria but also to continuously seek ways in which to enhance the quality of healthcare management education.

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

Bloom's Taxonomy

A classification of learning objectives within education proposed in 1956 by a committee of educators chaired by Benjamin Bloom who also edited the first volume of the standard text, *Taxonomy of educational objectives: the classification of educational goals*¹

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.

¹ Bloom, B. S., Englehart, M. D., Furst, E.J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives, handbook 1: Cognitive domain*. New York: Longmans Green.

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CAHME Criteria for Accreditation

The standards by which a program is evaluated. The criteria used for this guide were formulated in 2011 and apply to site visits in the Fall of 2013 and beyond.

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**Commission on Accreditation of Healthcare Management Education CAHME**

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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-L)

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.**

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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.

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Higher Education Taxonomic Levels

In **Bloom's taxonomy**, higher levels refer to more complex skills. For example, Bloom's level one deals with knowledge (e.g. remembering, recall); level 3 deals with application (using learned material in new situations); level 6 deals with evaluation (assessing / judging quality based on a set of criteria).

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.

Interprofessional activities

Interactive activities that involve individuals from multiple professions, including professions outside of the healthcare sector. The goal of these efforts is to develop knowledge, skills and attitudes that enhance collaborative learning and practice.

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.

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- 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.

Pedagogical

Pertaining to ‘pedagogy’ – the principles, practice, and profession of teaching.

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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.

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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 the Self-Study Handbook.

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**

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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

GENERAL INSTRUCTIONS

Accreditation was initiated by programs in healthcare management to provide a basis for self-evaluation and collaborative peer review in support of continuous quality improvement. 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.**

About the 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.

The Eligibility Statement is a signed declaration that the Program has met the 12 Eligibility Requirements. These requirements are fundamentals that must be satisfied before a program can proceed with the accreditation process. All programs applying for initial CAHME accreditation and

all programs seeking reaccreditation must first demonstrate that they meet these Requirements. **The declarations made in the Eligibility Statement are subject to verification by CAHME Staff and the Site Visit Team.**

All programs seeking accreditation will include the 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).

About the 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 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. Programs also have the option to use the most recently completed calendar year for the self-study year.** This information may be supplemented with more recent data to add to understanding of 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:

Volume I	Basic Survey Questionnaire
Volume 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, and submitted as indicated in the following sections: [About Volume I](#) & [About Volume II](#).

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.

All documents necessary to complete the Self-Study must be submitted together eight (8) weeks prior to the site visit. i.e. **Hard copy and electronic versions of both volumes must be sent to the CAHME office and all team members eight (8) weeks prior to the scheduled site visit.** Additional documentation will not be accepted during the site visit, unless requested by the site visit team.

About 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 and Graduates
- Criterion III: Curriculum
- Criterion IV: Faculty Teaching, Scholarship and Service

The document should have consistent headings and should be well organized and written and checked for grammatical and spelling accuracy. Instructions and interpretations 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. Two separate documents are available: **the Self-Study Template**, an MS Word file for the preparation of the Self-Study Document; and **the Self-Study Figures**, and MS Excel spreadsheet containing templates for the figures contained in the Self-Study Document.

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 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

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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.

About 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, a summary of key concepts and other course information. 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.** A checklist of other documents to be made available to the Site Visit Team is available as a separate publication and must be submitted with the completed self-study.

Alumni association documents and program evaluation instruments should also be included in Volume II. Note that printed faculty curriculum vitae are not required to be included in the self study document. These should be made readily accessible to the site visit team in an electronic format.

Completed Self-Study Format

CAHME Office Library Copy

A library of self-study documents is maintained in the CAHME office. The copy submitted to the CAHME Office will be added to the library and will be available for review after the CAHME Action. A complete paper and electronic copy of all materials should be submitted as follows:

- Duplex copied and bound in a three ring binder
- The spine labeled with the University, Program name and site visit cycle (i.e. Fall 2013 or Spring 2013). 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: a USB flash drive or CD/DVD

Site Visit Team Copies

This is the working copy that will be studied by all members of the site visit team. These must be duplex copied, spiral bound and be accompanied by an electronic copy of all materials and sent to each member of the site visit team

The CAHME Fellow must receive a copy of Volume I (narrative and figures) MS Word.

Additional Guidance.

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- A template is available for Volume I. **Do not delete the Requirements for each Criterion.** Instead insert your narrative response to the Requirement. This will aid the site visit team in their review and ensure that the library copy of your self-study is clear even after there are changes to the Criteria for Accreditation and the Self Study Handbook.
- The electronic copy of the self-study document and supporting materials must include a **copy of the original file.** Scanned versions of documents, particularly course syllabi, increase file size and pose file portability, usage and storage issues.
- The Fellow on your site visit team must receive a copy of Volume I (narrative and figures) in MS Word.
- When a CAHME staff member is included on a site visit team, an additional site visit team member copy must be sent to the CAHME Office.

Consultation with CAHME

Programs are encouraged to consult with the Site Visit Team 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 in the CAHME Library 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 via the AUPHA Network at <http://network.aupha.org> and the associated, subject-specific Faculty Networks, as well as the *Journal of Health Administration Education*.

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 **signed eligibility statement for all accreditation reviews.**

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.

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.

The Eligibility Statement is a signed declaration that the Program has met each of the 12 Eligibility Requirements listed below. These requirements are fundamentals that must be satisfied before a program can proceed with the accreditation process. **The declarations made in the Eligibility Statement are subject to verification by CAHME Staff and the Site Visit Team.**

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

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 C

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

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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 D

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.

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

REQUIREMENT E

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

1. 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 F

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.*

For programs that offer at least some core or required coursework in a fully online format, please:

1. List the minimum number of direct, in person contact hours required to complete the degree.
2. Complete the chart below describing how the minimum 120 contact hours of direct, in person instructional time occurs. This may include direct instruction in a university setting or other required program activities that involve direct, in person learning.

Activities	Core Course Title (do not list elective courses)	Faculty/Instructor(s) name	Offered Online Only (O) Traditional (T) Blended/Hybrid (B)	Minimum Number of direct, in person Hours for this activity
Coursework				
Other Required Program Activities not tied to a course	Activity Description	Faculty/Instructor		
Total contact hours (Must be ≥ 120 hrs)				

REQUIREMENT G

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

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.
2. If the Program uses online instruction, describe library resource access for these students.

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B. Computing technology and the appropriate management software

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. Assess the adequacy of computer technology available to students and identify any barriers to utilization, such as scheduling, location, etc.,
3. 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.

C. Classroom and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery

1. Describe the office and other workspace available to program faculty and staff, including the adequacy of faculty offices for private study as well as for advising and counseling students.
2. Describe classroom and learning space. Assess how adequately these facilities meet the educational needs of the Program and allow it to fulfill its mission, goals and objectives.

REQUIREMENT H

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.

1. Describe the University and/or Program statements on nondiscrimination and equal opportunity requirements.
2. Reference the links to the appropriate policies on the University/Program website.

REQUIREMENT I

The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.

1. Reference the links to the appropriate policies on the University/Program website (Describe the procedure available to students for making formal complaints against the program)
2. Describe how students are made aware of this policy.
3. Describe how complaint policies and procedures provide for a timely response to the complaint that is fair and equitable to all parties.
4. Describe or demonstrate how information from student complaints and their resolution has been used for program evaluation and improvement.

REQUIREMENT 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.

1. Describe the University and/or Program statements on academic freedom, academic standards and the faculty grievance procedures.
2. Reference the links to the appropriate policies on the University/Program website.

REQUIREMENT K

University policies will provide time and support for faculty development, research and/or scholarship, and service.

1. Describe the appropriate University policy statements and comment on their effectiveness.
2. Reference the links to the appropriate policies on the University/Program website.

REQUIREMENT L

Faculty evaluation will be equitable and fair and faculty responsibilities will be consistent with University policies.

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.

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.

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

I.A. Mission and Metrics

I.A.1 The Program will have statements of mission, vision, and values that guide the Program's design, evaluation and quality improvement efforts.

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 of 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.

Benchmarks serve as indicators of successful performance and should be actionable and measurable.

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,

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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 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
					•
					•
					•
					•
					•
					•
					•
					•

Example: Excerpt from a Completed Figure 1

EXAMPLE EXCERPT					
The Program's goals should include separate educational, research, service, and other appropriate subcategories of goals & objectives.					
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"> Program will update and revise this exam as new questions/exams are developed by the ACHE
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) Mgmt 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"> 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.
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"> 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.

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I.A.3. The Program will monitor changes in the health system, the University environment, and management theory and practice and adjust its mission, vision, goals, objectives and competency model as necessary.

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, such as strategic plans, and the process 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 for planning programmatic changes.

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

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

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

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I.B.2 Program leadership will have the authority to ensure the integrity of the Program.

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 4.
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 4: Program Organizational Chart(s)

(Insert Organizational Chart(s) as appropriate)

1.B.3 Program and University leadership will ensure that the resources available to faculty are commensurate with workload.

INTERPRETATION

CAHME recognizes that large class sections, blended and online instruction place additional demands on course faculty and requires that the quality of instruction should not be compromised. CAHME will seek evidence that faculty are supported with additional resources and that the majority of instruction is with the faculty of record who is a qualified content expert.

REQUIRED:

1. Describe the accommodations made for, or resources available to, faculty to handle the additional workload associated with classes of 30 students or more.
2. For programs with online or blended instruction, describe the additional resources available to faculty.
3. Describe the policies governing the use of Teaching Assistants (TA's) and co-teaching in the program.
4. For programs with online or blended instruction, describe methods the Program uses to ensure that qualified faculty have responsibility for the majority of instructional time.

1.B.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.

INTERPRETATION

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

REQUIRED:

1. Assess the availability of University wide academic resources (e.g. courses, student activities) 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.

CRITERION II. STUDENTS, GRADUATES

II.A.1. 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.

INTERPRETATION

The Program will provide sufficient information to allow prospective 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 criteria and practices, academic calendars, grading policies, degree requirements, and student outcomes including completion rate and the percent of students employed within three months of graduation.** 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 must 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 information about competencies, teaching, learning and assessment 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.
3. Provide the URL from the Program's website that shows the publication of measures of student achievement including, at a minimum: completion rate for the last graduating class; the percent of these students employed within three months of graduation.

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.

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, annual recruitment goals, and the activities involved with pursuing those goals.
2. Describe recruitment activity outcomes in Figure 5
3. Prepare Figure 6 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.
4. Provide an assessment of the recruitment and admissions process with respect to the Program's effectiveness in meeting its goals and objectives.
5. Prepare Figure 7 describing the distribution of enrolled students. Provide definitions used for classifying students by year, and as part-time versus full-time status.
6. 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.
7. 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.
8. Describe recruitment efforts directed at 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 5: Recruitment Activity Outcomes

(% minority not applicable to programs in Canada)

Self-Study AY
(e.g. students incoming 2011-12)

PRIOR AY
(e.g. students incoming 2010-11)

DEGREE PROGRAM:

	<u>Total</u>	<u>% Minorities</u>	<u>Total</u>	<u>% Minorities</u>
Total incomplete applications				
b) complete				
Total complete applications:				
<u>Total applications received:</u>				
Applicants offered admission				
Applicants not offered admission				
Total applicants enrolled				

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

Figure 6: Characteristics of Enrolled Students

	CURRENT AY (if different from self-study year)			SELF-STUDY AY (provide dates here)			PRIOR AY (provide dates here)		
Class Size	N=			N=			N=		
	1st Quartile	Median	3rd Quartile	1st Quartile	Median	3rd Quartile	1st Quartile	Median	3rd Quartile
DEGREE PROGRAM:									
[Specify degree program]									
Entering GPA²									
[Specify aptitude test(s), or other admissions metric, as appropriate]									
[Repeat for all aptitude tests accepted, or additional admissions metrics]									

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

² On a 4-point scale

Figure 7: Distribution of Enrolled Students

<u>Enrolled Students</u>	<u>Total</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Other³</u>
First-Year				
Second-Year				
Third-Year				
Nth year (specify):				
TOTAL				

³ Define as appropriate to the program

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II.A.3 The Program will ensure that students are provided appropriate advising and support services, and that these services are evaluated regularly as a basis for continuous improvement.

INTERPRETATION

Program advising and 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.

II.A.4 The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.

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, students serving on program related committees, and Strategic Planning sessions.

REQUIRED:

1. Describe how students, alumni and practitioners are involved in appropriate areas of Program decision-making and evaluation, including the frequency of involvement.
2. Have substantiating documentation, such as meeting minutes, survey results, etc., available for review by the site visit team.

II.A.5 The Program will ensure that graduates' career preparedness is monitored, documented and used for continuous improvement.

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's career achievements.
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 8 to describe by category the employment settings of Program graduates.
 - b. Complete Figure 9 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 8 & 9 and the Program's educational goals and objectives. Categories of employment setting and position types may be modified to best represent the mission of the program and the employment settings it serves. **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.**

Figure 8: Employment Settings of Program Graduates

Employment/ Employment Setting	#Graduates Self-Study AY	#Graduates 1 st Prior AY	#Graduates 2 nd Prior AY	#Graduates Prior 3rd AY
Postgraduate Fellowship				
Pursuing further education (including medical school)				
International Students returning home without seeking US employment				
US students employed overseas				
US professional positions:				
Hospital or Health System				
Medical Clinic or Physician Practice				
Military or VA Facility				
Association, foundation or voluntary agency (ACHE, AHA, W.K. Kellogg, etc.)				
Insurance				
Long-term Care or Home Health Agency				
Consulting				
Bio-tech / Medical Device /Pharmaceutical Company				
Employed outside the healthcare sector				
Other				
Unknown				
Total				

Figure 9: Positions Currently Held by Program Graduates

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

CRITERION III. CURRICULUM

III.A. Curriculum Design

III.A.1 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 its curriculum, course content, learning objectives and teaching and assessment methods.

INTERPRETATION

Student learning is a central focus of graduate education and is driven by each Program's unique mission and the varied employment settings of its graduates. Therefore, it is important that programs be able to articulate the expected competencies of program graduates. These competencies should be driven by the mission; form the basis of the programs curriculum; serve to link course content in pursuit of competencies; and foster appropriate levels of teaching and methods of assessment.

REQUIRED:

1. Provide a list of the competencies used by the program, and describe how these competencies align with the program's mission and the types of jobs graduates enter.
2. Describe the process by which the program's competencies are developed and periodically reviewed with faculty for relevance. Include information on any faculty or committee approval needed for changes to program competencies.
3. Complete the matrix which lists program competencies and illustrates competency coverage across required core courses and other required components of the program as in Figure 10.
4. Describe the design, including sequencing, of the program courses including activities beyond the classroom, and their relationship to the competencies.

Competency	Required Courses														Other Reqs						
	HSMP 800 Health Care Organization I	HSMP 815 Health Services Organizational Management	BIO 701 Design & Analysis of Studies in the Health Sciences Organization I	EPI 710 Principles of Epidemiology	HSMP 802 Economic Analysis of Health	HSMP 820 Health Services Finance I	HSMP 880 Operations Management for Health Service Organizations	HSMP 805 Introduction to Health Policy	HSMP 821 Health Services Finance II	HSMP 870.02 Clinical Rotations	HBP 725 Behavioral Sciences for Health Care Managers	HSMP 811 Legal Environment of Health Care	HSMP 822 Health Services Fin. Decision-Making	HSMP 882 Information Systems	EHS 794 Essentials for Env. & Health Mgmt.	HSMP 870.05 Human Resource Management	HSMP 870.06 Health Care Marketing	HSMP 831 Strategic Mgmt. & Prog. Development	Summer Administrative Residency	Professional Development	
1 Financial Skills						I		I					A								
2 Performance Measurement	B		B			I	B	I					A	I							
3 Project Management							B						I	I					I		
4 Organizational Management		A												I		I			A		
5 Organizational Behavior Theory		A																	I		
6 Structural Design of Health Care Organizations	B	A								B				I		B					
7 Operations Assessment & Improvement	B						I			I			A	I							
8 Management of Human Resources & Health Professionals	B	I								B						I					
9 Information Technology Management & Assessment	B													I		B					
10 Market Analysis, Research & Assessment																B	I	A			
11 Collaboration						I		I	B				A	I		B	I	A	I		

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12 Strategy Formulation & Implementation												I	I					A				
13 Quality Assessment for Patient Care Improvement	B						I			B			I									
14 Ethics in Business & Clinical Decision Making	B				B				I	B	I	I				B						
15 Written, Verbal, & Interpersonal Communication Skills	B	A	B		B	I		I	A	I			I	I	I	B	I	I	A	I	I	
16 Population Health & Status Assessment	B		B	I			B					I	I			B						
17 Health Policy Formulation, Implementation & Evaluation	I								A				I			B						
18 Legal Principles Development, Application & Assessment	B												I			B	B					
19 Governance Structure & Roles	B	I																				
20 Impact & Influence							B	A	A			B	I	A	I				A	A		
21 Leadership & Change Management	B	A					B							I						I	I	
22 Professional Skills Development	I											I								A	I	A
23 Interprofessional Collaboration	B	I										I				B					I	
24 Statistical Analysis & Application				I	I		I	B		I					I							
25 Economic Analysis & Application to Decision Making						I	I			I					I							
26 Information Seeking	I						I			I					I				B	I	A	I

Key: Course-specific skill levels students are expected to develop within each competency are. These skill categories are adapted from the six learning levels defined by B. S. Bloom et al., 1956. *Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain*.

- B = Basic skills encompassing knowledge and comprehension of subject matter;
- I = Intermediate skills encompassing application of knowledge to analyze a problem;
- A = Advanced skills encompassing ability to evaluate, judge and synthesize information.

III.A.2 The program curriculum will provide students with a depth and breadth of knowledge of the healthcare system and healthcare management aligned with the mission.

INTERPRETATION

The program should ensure mastery of the depth and breadth of knowledge required of graduates in the settings reflected by the program's Mission

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.

Programs must ensure that graduates are receiving an appropriate depth and breadth of knowledge of the healthcare system and healthcare management. Programs should articulate major content areas, describe how the program monitors appropriate content areas for inclusion, and identify how the curriculum design exposes students to these areas. Areas of focus will differ by program dependent on each program's mission and core requirements. Content knowledge may be provided to students through a single course, a field activity, or provided in an integrated manner across a series of courses or activities.

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). Course syllabi should include session by session topics, and learning and assessment methods.

REQUIRED:

1. Describe how the curriculum defines the healthcare management program by delineating the knowledge areas in healthcare management and of the healthcare system.
2. Describe the process by which your program identifies essential healthcare system and healthcare management knowledge areas your curriculum is expected to cover and how the program ensures students are exposed to these areas.
3. Provide a complete list of required courses offered in the curriculum including course numbers, full course titles, credit hours, department (if non-program), names of faculty teaching in the self-study year, and enrollment data on Figure 11. The list should be organized by the typical course of study, by academic period, for each program offered. Typical elective courses should be listed separately and clearly labeled as such. Note also which courses are delivered online. ~~the percentage of the course taught online.~~
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 core course waivers, and the frequency of students receiving waivers. Include in your description how this policy assures attainment of the competencies of the waived course(s).
6. Provide course syllabi for each course listed in Figure 11. On the cover sheet, map the learning objectives to the level of the program's selected competencies being built in the course.
7. For programs less than 40 semester credit hours (or the equivalent quarter or trimester credit hours) not inclusive of the residency or internship component of the program, give a description of the implementation of the set of competencies.

Figure 11: Courses Offered (self-study year)

Degree -

Year Curriculum Implemented –

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

Year in Program	Session	Course Number & Title	Credits	Instructor(s)	Department	Student Enrollment program students (non program)	Offered Online Only (O) Traditional (I) Blended/Hybrid (B)
CORE/REQUIRED COURSES							
<i>Year One</i>	<i>Fall</i>	<i>HM503 Healthcare Finance</i>	<i>3</i>	<i>L.Garroway</i>	<i>MGMT</i>	<i>15 (4)</i>	<i>0</i>
ELECTIVES							

III.A.3 The program curriculum will develop students' competencies in communications and interpersonal effectiveness.

III.A.4 The program curriculum will develop students' competencies in critical thinking, analysis, and problem solving.

III.A.5 The program curriculum will develop students' competencies in management and leadership.

III.A.6 The program curriculum will develop students' competencies in professionalism and ethics.

INTERPRETATION III.A.3-III.A.6

CAHME recognizes these competencies as 'core' to the profession of healthcare management, and so should be represented in any competency model chosen or developed by the Program. It is anticipated that a Program's competency model will also add other competencies according to its specific mission and the positions students take upon graduation. CAHME does not prescribe a maximum number of competencies.

The following descriptions are provided to assist program directors in defining how their competencies relate to these domains:

Communications and interpersonal effectiveness: "Communications" should include competencies associated with giving and receiving of information between an individual and other individuals or groups. "Interpersonal effectiveness" involves 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.

Critical thinking, analysis, and problem solving: This domain 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.

Management and leadership: This domain 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.

Professionalism and ethics: This domain 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.

REQUIRED III.A.3-III.A.6:

1. Describe how the competencies identified in III.A.3-6 are addressed by the program's set of competencies.
2. Explain where these competencies are developed in the required curriculum and program activities.

III.B. Teaching and Learning Methods

III.B.1 The Program will incorporate a range of teaching and learning methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education.

INTERPRETATION

Throughout the curriculum, the Program should incorporate a range of teaching and learning methods as appropriate to the course objectives and competencies. This range should be aligned with the curriculum design and should seek to emphasize methods that involve active student participation (i.e. higher-level methods), which tend to be more effective in developing competencies. Examples of lower and higher-level methods are provided in the table below; benchmark information concerning the balance of these activities in other graduate programs is available in Calhoun et al. (2009).

Level	Teaching and Learning Method	Definition
Lower ↑ ↓	Readings	Students complete assigned readings in textbook , articles, websites, etc.
	Lecture no media	Professor does most of the talking, without any media support
	Lectures with media	Professor does most of the talking, with some sort of media support (e.g. PowerPoint, overheads, video, whiteboards, etc.). Students participate via discussion that is primarily characterized by students asking clarifying questions, etc.
	Guest Speakers	Individual/panel of experts from the field present to student
	Online discussions	Students actively engage in an online discussion, either synchronous or asynchronous, with the professor and with each other. Students can stimulate or respond to discussion.
	Class Discussions	Students actively engage in open discussion with the professor and with each other. Students can stimulate or respond to discussion.
	Web-based modules	Interactive learning via CD/DVD/Internet that is more than searching for information or reading websites
	In-class	Students formally deliver information to the rest of the class in a

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Presentations	well-prepared format that required analysis and preparation
Cases	Students actively engage in analyzing a case study to determine causes, implications, strategies etc. Case analysis is either shared with the class through open and interactive discussion or debate, or students prepare a written case analysis for review and feedback.
Team activities	Three or more students collaborate as a group to complete one deliverable
Simulation exercises	Interactive learning in which students' actions significantly affect how the learning unfolds and the subsequent outcomes of the learning. Simulations may or may not be computer based (e.g. tabletop simulations).
External Field Experiences	Students are placed in non-academic applied or real-world work settings and allowed to learn from the work experience, including externships and internships. Learning outcomes are shared in the academic environment and evaluated.
Strategic/Consulting Projects	Students actively engage in completing an actual consulting project for a health organization. Alternatively, students complete an assignment that stimulates a realistic project in a health organization.
Reflective learning	Students complete structured process (e.g. journaling, one minute response, assessment instruments, weekly reports) to review, understand, analyze, and evaluate their own learning and/or performance. The evaluation should be based on pre-selected criteria. In addition, the assessment could include a comparison of their performance assessment with their peers and/or experts in the field.

Adapted from NCHL (2006): *Competency Integration in Health Management Education: A Resource Series for Program Directors and Faculty*. Used with permission.

REQUIRED:

1. Using the syllabi cover sheets as a guide, discuss the overall percentage of time a typical student spends on higher vs. lower level teaching and learning methods, according to the level definitions provided. In your analysis of student time associated with the activity, include time spent both inside and outside of class.
2. Evaluate the extent to which the balance between higher vs. lower level teaching and learning methods is appropriate given the mission and goals of your program, as well as any plans / methods you are pursuing to implement higher level methods.

III.B.2 The Program will provide, throughout the curriculum, opportunities for students to participate in team-based and interprofessional activities.

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. Students need the opportunity for exposure to other professions, particularly outside of healthcare. It is this cross-discipline collaboration and professional understanding that will lead to the success of students as they enter the field. Opportunities should be provided for students to work with others inside or outside the program and across other disciplines such as: nursing, medicine, allied health professions, public health, information technology, policy, insurance, suppliers, and/or engineering.

REQUIRED:

1. Describe major team based activities in the curriculum, distinguishing which activities take place in optional elective courses and which activities students are exposed to as a required element of the curriculum. Identify any programmatic or curricular based approach to teaming your program has adopted.
2. Describe the opportunities students have to participate in interprofessional activities.
3. For programs with online instruction, describe the team building and interprofessional opportunities that occur within the required face to face instructional time.

III.B.3 The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations.

INTERPRETATION

CAHME recognizes the importance of 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. The Program will have relationships with a variety of healthcare management employers to integrate the field of practice into both teaching and career guidance.

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; guest speakers; adjunct and clinical faculty, 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, during the typical course of study.
2. Describe how these experiences are used in their learning.
3. Provide a listing of Health Organizations engaged by the program during the self study year as shown in Figure 12. Engagements can include, but are not limited to, preceptors, adjunct and clinical faculty, guest speakers, career advisors and/or mentors.

Figure 12: Health Organizations Utilized By Program

Organization Name	Location	Utilized for

III.B.4 The Program curriculum will include integrative experiences, including field-based applications that require students to draw upon, apply and synthesize knowledge and skills covered throughout the program of study.

INTERPRETATION

Students should participate in integrative experiences, including field based applications, which foster continuous learning through information access, synthesis, and use in critical thinking. Students should draw upon learning and content throughout the program of study in an integrative manner.

Examples of integrative experiences include a well-supervised field experience with a didactic component, internship, 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.

Field based 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.

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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
3. For field based applications, 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.
4. For field based applications, describe how students' needs for field based applications are determined and decisions made for these applications. Also 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.
5. 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.

III.C. Assessment and Evaluation

III.C.1 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.

INTERPRETATION

Throughout the curriculum, the Program should incorporate a range of assessment methods as appropriate to the course objectives and competencies. These methods should reflect the rigor expected of graduate education and should therefore emphasize methods beyond those associated with knowledge evaluation. Examples of lower and higher-level assessment methods are provided in the table below.

Level	Assessment Method	Definition
Lower ↑ ↓	Pre/Post knowledge or skill testing	Any formal comparative assessment of the student's knowledge or skills both before and after a learning intervention
	Exams Midterm, Final, Other	Any formal exam (including essay, short answer, multiple choice etc) to evaluate student learning
	Papers/reports	Student generated written work that is part of the learning process or is the final documentation of learning, including

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		research reports, mid-term and or final papers
← Higher → ↓	Observation Checklists	Faculty or student-generated observational assessment of skills or behaviors; could be completed by self, peers, faculty, or other experts etc.
	Case review and feedback	Utilization of a predetermined set of variables/criteria to evaluate case analysis work, and to provide effective suggestions/recommendations for improvement
	Project review and feedback	Utilization of a predetermined set of variables/criteria to evaluate case analysis work, and to provide effective suggestions/recommendations for improvement
	Team effectiveness assessment	Criterion-based observational feedback of student behavior (and possibly work products) in team projects
	Journals	Collection of reflective writings, either structured or free form, about a topic
	Experiential Report/Portfolios	Collection of evidence, prepared by the student and evaluated by the faculty member, to demonstrate mastery, comprehension, application, and synthesis against a standardized assessment rubric
	Reflective Modeling	Standardized techniques to facilitate awareness and evaluation of one's behavior and to generate plans for improvement, including self, peer, faculty, preceptor or other expert assessment
	Class participation	Active monitoring, assessment, and feedback focused on the frequency, consistency, and quality of the student's participation during face to face and online discussions
	Strategic or Consulting Projects	Students actively engage in completing an actual consulting project for a health organization. Alternatively, students complete an assignment that simulates a realistic project in a health organization

Adapted from NCHL (2006): *Competency Integration in Health Management Education: A Resource Series for Program Directors and Faculty*. Used with permission.

REQUIRED:

1. Using the syllabi cover sheet as a guide, estimate the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods, according to the level definitions provided.
2. Evaluate the extent to which the balance between higher vs. lower level assessment methods is appropriate given the mission and goals of your program, as well as any plans / methods you are pursuing to implement higher level methods.

III.C.2 The Program will evaluate course instruction and the curriculum and use the results to improve the quality of the teaching and learning environment.

INTERPRETATION

Evaluating course instruction and a program's curriculum is essential to a process of continual improvement. Programs should demonstrate a plan which outlines specific methods of curricular review taken; evaluation of courses, experiences and environments; and how this information is used for improvement.

REQUIRED:

1. Describe the body or person(s) primarily responsible for ongoing evaluation of the curriculum and course instruction.
2. List the methods of evaluation for course instruction and the program's curriculum and demonstrate how these results are used for quality improvement. (Programs may use bulleted lists or tables as appropriate).

III.C.3 The Program will regularly evaluate the extent to which students and graduates attain the competencies and use the evaluation for continuous improvement.

INTERPRETATION

Programs will have a process which regularly evaluates the extent to which students and graduates attain the competencies defined in IIIA1. Competencies should be the primary measure against which student achievement is measured and there should be efforts for both direct and indirect measurements. Programs are expected to demonstrate links between industry expectations and alumni feedback to student competencies.

REQUIRED:

1. Describe how the program measures student **progress towards mastery** of program competencies. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.
2. Describe how the results of these measurements are used by the program for continuous improvement.

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 13 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 16 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.

Figure13: Summary of Current Program Faculty

Faculty Name ⁴ (LAST, FIRST)	Highest degree earned & year	Date appointed to Program	Qualified ⁵ (a)/ (pr)	Faculty ⁶ (C)/(Adj)	Program responsibility ⁷	% Remuneration carried in budget	Courses Taught in Self Study Year (# of credits)
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)

⁴ 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

⁵ Use A to indicate Academically Qualified and PR to indicate Professionally Qualified

⁶ Use C to indicate Core Faculty and Adj to indicate Adjunct Faculty

⁷ 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

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IV.A.2 The Program will foster a diverse culture within the faculty and learning environment

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 14.

Figure 14: 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.A.3 The Program faculty will have responsibility for: making recommendations regarding admission of students, specifying healthcare management competencies, evaluating student performance and awarding degrees.

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 confirming that students should be awarded 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.

IV.A.4 Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.

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).

IV.B. Research and Scholarship

IV.B.1 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.

INTERPRETATION

CAHME encourages individual, collaborative and multi-disciplinary research and scholarship and/or other relevant professional achievements, 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. Professional achievements may be demonstrated through accomplishments in the professional practice realm, such as leadership positions held in healthcare organizations or other parts of the health industry. The nature and volume of such achievements should be individually consistent with the stage of the faculty member's career and collectively adequate to support a Program of graduate healthcare management education, consistent with the Program's mission and goals.

REQUIRED:

1. Complete Figure 15 to describe Program research and scholarship activity.
- 4.2. 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.
- 2.3. Assess the relationship between scholarly and professional achievement activities and the stated Program mission, goals and objectives. Based on this assessment, describe any recommendations for change in the foci and/or composition of faculty, and any steps being taken or planned to implement them, if appropriate.

IV.B.2 The Program will ensure that there is a systematic plan for, and investment in, individual faculty research and scholarship.

INTERPRETATION

The purpose of this criterion is to determine how goals to improve research and scholarly activities are identified, and a plan for meeting those goals, including resource requirements, is developed and implemented. CAHME will seek evidence of continuous development of faculty research and scholarship to support the Program's mission and research goals. It is expected that Programs will develop individual plans 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 research and scholarship. Include a description of resources available to individuals for their development.

IV.C. Teaching

IV.C.1 The Program will ensure that there is a systematic plan for, and investment in, individual faculty pedagogical improvement.

INTERPRETATION

The purpose of this criterion is to determine how goals to improve teaching are identified, and a plan for meeting those goals, including resource requirements, is developed and implemented. CAHME will seek evidence of continuous development of faculty teaching and assessment methods to support program 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 your program's plan for faculty pedagogical improvement. In your description demonstrate how the plan is aligned with the program competency development and assessment plan.
2. Describe how teaching improvement goals are developed and monitored for individual faculty including the frequency of progress evaluation.
3. Describe the regular faculty development activities within your program. Examples include seminars, workshops, peer review and/or other means of updating and feedback to improve teaching skills.
4. Describe your program's approach to providing and monitoring individual faculty pedagogical development, including the frequency of progress evaluation. Include a description of program or university-level resources available to individuals for their development.

IV.C. 2 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.

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 and identify where they are reflected in course syllabi.

IV.D Community and Professional Service

IV.D.1 Faculty will participate in health-related community and professional activities outside of the university.

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. Describe the relationship between faculty community service activities and program goals.
2. Using Figure 16, 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.

Figure 16: Description of Faculty Health Related Community Service and Continuing Education Activities

(For Self-Study year only)

Faculty	Health Related Community Service Activities	Professional Affiliations / Continuing Education

IV.D. 2 Faculty will draw upon their community and professional service activities in their teaching.

INTERPRETATION

The purpose of this criterion is to enhance faculty teaching by using the role of service and the opportunity to influence the field to 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.
-

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

Individual Syllabus Cover Sheet

1. Course # & Course title:			
2. Taught in Self-Study Year By:			
3. Normally offered: ___ Fall ___ Winter ___ Spring ___ Summer			
4. Requirement status: ___ Required since (date): ___ Elective			
5. Prerequisites:			
6. Position in typical course sequence [e.g., 2nd semester]:			
7. Enrollment for 3 most recent offerings (indicate number of students and year):			
Year	#Program Students	# Non-Program Students	Total
8. (CHECKLIST) SYLLABUS CONTAINS:			
<input type="checkbox"/>	Behavioral objectives	<input type="checkbox"/>	Course Requirements
<input type="checkbox"/>	Competencies	<input type="checkbox"/>	Performance Expectations
<input type="checkbox"/>	Session by Session Topics with Reading Assignments	<input type="checkbox"/>	Course Description

9. Learning objective links to competencies

COURSE OBJECTIVE	PROGRAM COMPETENCY
•	
•	
•	
•	
(repeat as appropriate)	

10. Teaching and Learning methods used (see Criterion III.B.1)

TEACHING / LEARNING METHODS	% OF TIME
Higher Level (e.g. In class presentations, Cases, Team Activities, Simulations, External Field Experiences, Strategic/Consulting Projects, Reflective Learning)	
Lower Level (e.g. Readings, Lectures, Guest Speakers, Online/Class Discussions, Web Modules)	

11. Assessment methods used (see Criterion III.C.1)

ASSESSMENT METHODS	% OF GRADE
Higher Level (e.g. Observation checklists; Case/Project review and feedback; Team effectiveness assessment; Journals; Experiential report/Portfolios; Reflective Modeling; Class participation; Strategic/Consulting Projects)	
Lower Level (e.g. Pre/Post Knowledge/Skills Testing; Exams; Papers/ Reports)	

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