AUPHA

2013++

# Self-Study Guide

for AUPHA
Undergraduate Certfication

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## ABOUT AUPHA

The Association of University Programs in Health Administration (AUPHA) is a global network of colleges, universities, faculty, individuals, and organizations dedicated to the improvement of healthcare delivery through excellence in healthcare management and policy education. Its mission is to foster excellence and drive innovation in health management and policy education, and promote the value of university-based management education for leadership roles in the health sector. AUPHA is the only non-profit entity of its kind that works to improve the delivery of health services—and thus the health of citizens—throughout the world by educating professional managers at the entry level. AUPHA's membership includes the premier baccalaureate, master's, executive and doctoral degree programs in health administration education in the United States, Canada, and around the world. Its faculty and individual members represent more than 400 colleges and universities.

### VISION
To develop leaders who possess the values and competencies necessary to drive improvement throughout the health system.

### MISSION
AUPHA fosters excellence and drives innovation in health management and policy education, and promotes the value of university-based management education for leadership roles in the health sector.

## AUPHA Undergraduate Certification

AUPHA recognizes those baccalaureate healthcare management/administration programs meeting the established criteria as eligible for AUPHA Certification. An undergraduate program review is required for Certification. Once certified, programs must undergo a program review at least every three years and most commonly every six years.

The review is informed by the Self Study Document. The self study serves as a guide for faculty reviewers. It is expected that, as part of this review process, the program and its faculty will question, evaluate, and possibly amend the programmatic structure, goals, and teaching methods to reflect the criteria and their own educational goals and objectives. The program's Self Study Document and any materials requested by the review team stand as evidence in the review. The submitted materials become the property of AUPHA.

AUPHA recognizes that flexibility and innovation are essential to the design and development of curricula. Each program must define its mission and objectives and must, therefore, be judged within the context of that mission and the defined objectives. However, it is incumbent on the program to demonstrate how its curriculum meets the intent of the AUPHA criteria. Failure to provide adequate evidence of this constitutes sufficient reason for the denial of Certification

Programs are encouraged to strive for the highest quality. The established criteria reflect minimal programmatic structure, faculty, and curriculum expectations of AUPHA Certified programs. The review process does not consist of a checklist of characteristics or essentials; rather it is based upon a collegial judgment of whether a program meets the AUPHA criteria for undergraduate health administration education. All programs seeking and holding AUPHA Certification are subject to the criteria.

## GENERAL  SELF STUDY INSTRUCTIONS

AUPHA has established a rigorous peer-review process for programs willing to undergo external review in the interest of program excellence. Successful completion of the undergraduate review process leads to certification by AUPHA and attainment of Full Certified Undergraduate membership status if the program is a member of AUPHA. The Undergraduate Certification Criteria and companion Self-Study Guide were developed and are routinely revised by AUPHA's Undergraduate Program Committee (UPC). The UPC manages the undergraduate review process through which its standards and criteria are applied. The Committee is composed of leading program directors and faculty from undergraduate healthcare management/administration programs who are familiar with program development, monitoring, and operations.

The Certification process involves the preparation of a detailed self-study by the applicant healthcare management/administration program based on standards established by AUPHA. The self-study provides a detailed picture of the program's structure, educational processes, and evaluation/improvement mechanisms, and is based upon the self-study year. Documentation for the self-study should be based on information from the most recently completed academic year. This may be supplemented with more recent data to add to understanding the program and its future direction. Evidence should focus exclusively on information related to the specific program for which certification is sought.

A panel of peers is appointed by the UPC to review the self-study materials and seek clarification or amplification of the self-study information in preparation for a review session. Undergraduate review involves the face-to-face meeting of the appointed peer review team with the program director and selected faculty and college/university administrators for the purpose of thoroughly examining the program. The review team's reports and recommendations are the basis of certifying the program and identifying needed changes for program improvement.

## ABOUT THE ELECTRONIC SELF-STUDY

AUPHA has developed an electronic self-study using the web-based platform, SurveyGizmo. The system eliminates the need for programs to send hard copies of documents to reviewers and to AUPHA, and ensures uniformity across all submissions. Programs standing for certification will receive a customized link to the self-study survey via the system. See the deadlines below for timing.

The electronic self-study simplifies the collection of materials by allowing programs to upload and/or link documents and information within the survey. At any point throughout the survey, URLs may be entered to respond to a criterion, as long as it adequately fulfills all necessary points of the criterion.

### AUPHA SELF STUDY TABLES
As in previous iterations of the self-study guide, the electronic self-study requires various information to be submitted in tables. These tables are now in an Excel format and can be downloaded via the **AUPHA Self Study Table link** at the beginning of the survey. As a program progresses through the survey, instructions will be given as to which tab needs to be completed to address the referenced criterion. The tables should be uploaded as a single Excel file at the conclusion. Please see Appendix 4 for example tables.

### TO SAVE BEFORE SUBMITTING
The platform allows programs to enter information, save, and return at a later date. To save, click on "**Save and Continue Later**" at the top of the most recently completed page. The system will request an email address to which a link will be sent. Following the link will return you to the point in the survey where you stopped. You can move between pages in the survey at any time..

### TO SUBMIT
Please do not click "**Submit**" at the conclusion of the survey until the self-study is actually ready to be submitted. Once a survey has been submitted, a program is not able to access that information again. Hit "**Submit**" only when all data has been entered and you are confident that you are ready to send it in.

### CONSULTATION WITH AUPHA
AUPHA encourages all undergraduate programs to consult with the Undergraduate Program Committee and AUPHA staff during the preparation of the self-study and throughout the certification process for guidance and advice. Programs may visit the AUPHA offices to review the most recently submitted self-study documents from all AUPHA Full Member programs. In addition, AUPHA staff can send PDFs of self studies for specific programs if requested.

## SELF STUDY ELEMENTS: ABOUT THE PROGRAM

Programs will be asked to provide the following information at the beginning of the electronic self-study:

- University Name

- School/College Name

- Department Name

- Program Name

- Main Campus Address

- Name (with suffix and degrees) of Program Leaders

- Program Leader Telephone

- Program Leader Email

- Certification Status

- Start Date of Self-Study Year

## SELF STUDY ELEMENTS: ELIGIBILITY

All programs intending to stand for certification are required to meet all seven eligibility requirements. Programs standing for the first time will be required to demonstrate that each criterion is met before an application and payment is accepted by AUPHA.

## ELIGIBILITY CRITERION A
Programs in the United States must be located in a college or university accredited by a regional agency recognized by the Council for Higher Education Accreditation. Programs outside of the United States and its territories must be located in a college or university that is accredited by the appropriate accrediting body for that country.

### Self Study Requirement(s)
Indicate the name of the regional accrediting agency or other appropriate accrediting body, the date of the last accreditation and the length of accreditation awarded.

- Name of regional accrediting body or other agency
- Date of last accreditation
- Length of last accreditation

## ELIGIBILITY CRITERION B
The program must be officially approved by the governing body of its college/university and be listed in the college catalog as a course of study leading to a baccalaureate degree.

### Self Study Requirement(s)
**B1.**   Year program was established

**B2.**    Identify the governing body responsible for approving the degree.

**B3.**   State the name of the bachelor's degree program for which certification is sought. Indicate the name of the degree and the abbreviation used (e.g., Bachelors of Health Administration, BHA).

**B4.**   Specify the campus name and address of any additional sites where your program is delivered other than your primary campus (Campus 1)

**B5.**   Provide a URL for the online university catalog.

**B6.**   Provide a URL for the program webpage.

**B7.**   If not already addressed in the materials linked above, please provide a general description of your program, its history, and its role in the University and the community. (1500 words max)

## ELIGIBILITY CRITERION C
The program must have graduated its first cohort of students prior to the self-study year.

**Self Study Requirement(s)**

**C1.**   Year the first cohort graduated.

**C2.**   Number of students in first cohort.

**C3.**   Total number of students graduated to date.

**<u>ELIGIBILITY CRITERION D</u>**
Programs with 150 or less students enrolled (inclusion of both full-time and part-time) must have a minimum of two full-time terminally degreed faculty members whose primary appointments are in the health services management program and who hold academic rank (at the level of assistant, associate, or full professor). Programs with more than 150 students enrolled must have an additional faculty member meeting the above criteria for every 100 additional students over 150.

**Considerations**
Where there are joint graduate and undergraduate programs where the faculty is shared between the programs, multiple qualified faculty may be combined to justify 2 FTE. Not more than 3 qualified faculty may be used to support one FTE.

In programs offered at multiple sites, there must be 2 qualified faculty responsible for each site. One may be the program chair located off-site so long as that person has primary responsibility for the program. The second qualified faculty member responsible for the program must be on-site.

Terminally-degreed faculty members are those faculty that hold the highest academic degree in their given field.  This includes all earned doctorates, medical doctorates, and juris doctorate degrees.  While terminally-degreed faculty are strongly preferred and, in most cases, expected, a faculty member holding a master's level degree may be appropriate in certain circumstances.  In such circumstances, it is the program's responsibility to document the faculty member's qualifications as it pertains to both professional experience and teaching ability.  In all cases, at least one faculty member must hold a doctorate.

**Self Study Requirement(s)**
**D1.**   Number of students pursuing a major enrolled in your program during the self-study year

- Full-time
- Part-time

**D2.**   Number of students pursuing a minor in your program during the self-study year. If not applicable, please enter N/A.

- Full-time
- Part-time

**D3.**   Upload PDF versions of the CV for each faculty member (full-time, part-time, or adjunct) that teach in the program for required and elective courses.

*Note:* Each upload box below will allow you to upload 10 CVs. If you need to upload additional files you may do so below. CV's should be named as follows: lastname.pdf

*Note:* To save time you may want to create a single PDF containing all faculty CVs in alphabetical order by last name.

**Complete the Faculty Overview and Faculty Teaching tabs in the AUPHA Self Study Tables.**

## ELIGIBILITY CRITERION E
All students enrolled in the program must receive not less than 25% of the instruction within the program from full-time university faculty.

**E**. The data provided in the AUPHA Self Study Tables in Criterion D will satisfy the response to this criterion. If you wish to make any commentary on the number of employed vs. adjunct faculty teaching in your program, or plans for future hires, you may do so in the space below, but a response is not required. (max 1500 words)

## ELIGIBILITY CRITERION F
The program must require each student to complete a faculty-supervised internship of at least 120 hours.

### Considerations
Faculty-supervised means that, at a minimum, the program has an organized reporting system in place for students to report back to a faculty member.

### Self Study Requirement(s)

**F1.** Length of internship (in hours)

**F2.** Is there a waiver process for students to not complete an internship? If yes, please describe this process under Criterion 24.

**F3.** Describe how the internship requirement is communicated to potential students and provide URLs of where this appears in the catalog or program website. (150 word max)

**F4.** Upload the course syllabus for the internship.

**F5.** Describe how the experience is supervised.

## ELIGIBILITY CRITERION G
The program may not unlawfully discriminate based upon race, ethnic origin, creed, gender or disability in any of its activities and must be in full compliance with relevant laws as well as university policies regarding affirmative action and equal opportunity. Institutions with religious affiliations may adopt policies related to such affiliations provided adequate notice of such policies is given to all applicants, students, faculty, and employees.

**Self Study Requirement(s)**

**G1.** Provide a link to the University's EEO statement (if available online) or upload the statement. If a link to the University's EEO statement is not available, upload the statement.

## PROGRAM STRUCTURE, FACULTY, AND RESOURCES

### CRITERION 1
The program will have statements of mission, vision, and values that are reflected in the program's focus, structure, curriculum, faculty, and student composition.

**Considerations**
Where graduate and undergraduate programs exist in the same unit, the undergraduate program must have its own mission statement.

**Self Study Requirement(s)**

**1a.** Please enter the program's Mission Statement

**1b.** Please enter the program's Vision Statement

**1c.** Please enter the program's Values Statement

### CRITERION 2
The program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.

**Self Study Requirement(s)**

**2a.** List the program goals below (provide narrative description as needed):

**2b.** List the program objectives below – as distinct from student learning outcomes (provide narrative description as needed):

**2c.** List the program outcomes below – as distinct from student learning outcomes (provide narrative description as needed):

### CRITERION 3
The program must have a designated leader (Chair, Director, Coordinator, etc.) who is responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program director must be given adequate release time to devote to curriculum development and evaluation, counseling of students, program management and administrative duties within the institution.

**Self Study Requirement(s)**

**3a.** Describe the responsibility and authority of the Program Director (or other designated program leader).

**3b.** Describe release time or other support for administrative duties granted to the Program Director (or other designated program leader).

## CRITERION 4
Program Directors must demonstrate continuing professional development related to their role and responsibilities, and the healthcare management profession.

### Self Study Requirement(s)

**4.** Describe how the Program Director pursues continuing professional development and how these endeavors relate to his/her role and responsibilities as Program Director, as well as to the profession of healthcare management.

## CRITERION 5
Teaching loads and student/faculty ratios must be consistent with the program's mission, goals, and objectives as well as the college/university's standards for promotion and tenure.

### Self Study Requirement(s)

**5a.** For each full-time faculty member for whom you have submitted a CV, please indicate their teaching load in the following format:

> Academic Calendar = Semester
> Smith, John, Teaching Load = 3:4
> Brown, Janet, Teaching Load = 4:2
>
> If Summer Semester is applicable
> Smith, John, Teaching Load = 3:4:2
> Brown, Janet, Teaching Load = 4:2:1

**5b.** Upload the section of the faculty handbook that speaks to teaching load and the criteria the program/university uses in promotion and tenure evaluation, and post-tenure review. If not available as a file upload, cut and paste the relevant content into the box below.

   *Note:* If you were unable to upload a file above, please cut and paste the relevant policy regarding teaching load and criteria for promotion, tenure, and post-tenure review here.

**5c.** Provide any additional information regarding teaching loads and/or promotion and tenure (i.e. differences between teaching loads and those required for promotion and tenure)

## CRITERION 6
Full-time faculty must have primary roles in the governance and organization of the program including academic planning, curriculum development and review, advising, and program improvement.

### Self Study Requirement(s)

**6a.** Describe the role of the full-time program faculty in the organization and governance of the program.

**6b.** Describe the role of the full-time faculty in recruitment, evaluation, and promotion decisions.

**6c.** Describe how the full-time faculty meets as a group to discuss program governance, organization, and other administrative issues.

**Complete the College/University Committee tab in the Self Study Table to list the college/university committees on which the program is represented.**

## CRITERION 7
Full-time employed faculty must have demonstrated scholarly and/or professional activity in healthcare management/administration consistent with the mission of the program and scholarship expectations of the University.

### Self Study Requirement(s)

**7a.** Describe program or university policies regarding full-time faculty performance requirements with respect to teaching performance, scholarly activities, and service to the university, profession, and community.

**7b.** Describe the procedures by which faculty are relieved from duties to pursue research, consultation, and attendance at professional meetings and conferences.

**Complete the Faculty Scholarship & Faculty Service tabs of the AUPHA Self Study Tables.**

**7c.** Provide below any additional narrative that you would like to give greater detail to the information provided on the Faculty Scholarship & Faculty Service tabs of the AUPHA Self Study Tables.

## CRITERION 8
If the program uses adjunct faculty then the program must have established procedures for selection, orientation, and evaluation of practitioners and must demonstrate how it involves adjunct faculty in the academic program.

### Self Study Requirement(s)

**8a.** Describe the procedures for selecting adjunct faculty for inclusion in the program.

**8b.** Describe the procedures for evaluating the performance of adjunct faculty.

**8c.** Describe mechanisms for orienting or preparing adjunct faculty to teach in the program.

**8d.** Describe how adjunct faculty are integrated into program activities.

## CRITERION 9
Given the mission and goals of the program, the program must demonstrate the adequacy of the financial base.

**Self Study Requirement(s)**

**9a.** Describe the financial support base for the program, including the procedures for determining budgetary allocation to the program. If the program coexists with a graduate program or other degree programs within the same academic budgetary unit, how are resources allocated across the programs and managed?

**9b.** If available, upload the program or department budget for the self study year.

### CRITERION 10

Given the mission and goals of the program, the program must demonstrate the adequacy of the facilities and equipment.

**Self Study Requirement(s)**

**10.** Describe physical facilities available to the program, including office space, dedicated classrooms, the availability of information technology in offices and classrooms, and computing facilities.

### CRITERION 11

Given the mission and goals of the program, the program must demonstrate the adequacy of the both traditional and non-traditional academic and teaching resources.

**Self Study Requirement(s)**

**11a.** Describe the library facilities available to students and faculty of the program. Describe the holdings (books/periodicals) available in the library that address healthcare management/administration.

**11b.** Describe the university/college computing facilities available to students and faculty of the program.

**11c.** Describe other academic resources available to students and faculty.

**11d.** Describe major linkages between the program and other academic units on campus (i.e., Business, Allied Health, Public Administration, Research Centers, and/or Extended Learning Centers).

**11e.** If the program offers courses online format, describe the technologies involved in delivering these courses. Are additional resources provided for the creation, routine revision, and evaluation of online courses?

**11f.** Describe any online teaching tools that are used to complement traditional classroom-based instruction. How are faculty trained and supported in the use of these tools?

**11g.** Describe how online students access program and university resources.

### CRITERION 12

In programs where admission is selective, the program must demonstrate that the procedures for admitting students to the program are compatible with the mission, goals and objectives of the program.

**Self Study Requirement(s)**

**12a.** Describe the program's admission policies, their relationship to those of the university or college, and any special requirements for admission to the program. Who has the authority to admit students? What percent of applicants are admitted to the program? At what point in the overall program is the student recognized as a health management / administration major?

**12b.** Describe the students enrolled in the program during the self study year, including the number of full-time students, the number of part-time students, and the total number of students graduated within the self study year. If the program has more than one degree option, specify the number of students enrolled in each option, including any minors.

**12c.** Describe how potential majors get information about the program and how the program informs potential students about degree offerings. Describe any events such as open houses or career fairs in which the program participates. Attach examples of program brochures, promotional materials, posters, websites, etc., if desired.

**12e.** Provide links to any sites you would like the review team to reference as it relates to student recruitment and program marketing (include Web sites, and social media sites such as Twitter, Facebook, or LinkedIn if used).

### CRITERION 13

Students must have access to adequate academic advising and career placement support.

**Self Study Requirement(s)**

**13.** Describe the program and university procedures for student advisement and career placement. Describe any resources available to students to assist them with career planning.

### CRITERION 14

Students must have access to peer networks and means to communicate.

**Self Study Requirement(s)**

**14.** Describe the existing and planned peer networks and student clubs that exist within your program or to which your students have access. Describe the extent of student involvement in the networks, the types of activities in which the groups network, any affiliations of the network with professional associations (ACHE, MGMA, etc.). By what other means do students network and communicate?

## CRITERION 15

Programs must provide students with an appropriate process to address concerns or complaints regarding academic or other issues.

### Self Study Requirement(s)

**15.** Describe any program or university policies to enable students to voice concerns or complaints. Describe how students' concerns or complaints are addressed.

## PROFESSIONAL AND ALUMNI LINKAGES

### CRITERION 16
The program must have a committed community advisory board that meets at least once per year.

### Considerations
Advisory boards may consist of part-time faculty, adjunct faculty, community practitioners, alumni, current students, healthcare professionals, etc.

### Self Study Requirement(s)

**16.** Describe the organization and function of any advisory committee, board or group. How does the advisory committee or board facilitate communication between practitioners and faculty, or provide input to program activities? How do students interact with the advisory committee or board?

### CRITERION 17
The program must have established relationships with appropriate professional communities in order to provide students with opportunities for professional socialization and leadership development.

### Considerations
Professional communities might consist of local chapters of professional organizations (ACHE, MGMA, HFMA, etc.), other local healthcare-focused organizations, etc.

### Self Study Requirement(s)

**17a.** Describe the program's linkages with professional communities, associations, and practitioners.

**17b.** Describe any student associations or clubs not addressed in Criterion 14. Describe how practitioners interact with students through all student club activities.

**17c**. Describe other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader presentations, or other supplemental educational programs.

### CRITERION 18
The program must show good faith effort/have a plan in place to have established linkages to alumni. This includes, but is not limited to, alumni involvement in an alumni association, mentoring, internships, educational activities and program support.

### Self Study Requirement(s)

**18.** Describe how program alumni are linked to current students, faculty, and programmatic efforts, as well as any efforts underway to expand involvement and connection.

### CRITERION 19

The program must utilize teaching methodologies and modalities appropriate to the curriculum of the program and needs of the student and must demonstrate that various teaching modalities utilized achieve learning objectives of the student and are appropriate for the educational content being delivered.

### Self Study Requirement(s)

**19a.** Describe the extent to which various traditional teaching methodologies or formats are utilized for courses offered by the program, including but not limited to traditional lecture or classroom-based education; team teaching; guest lectures; team projects and presentations; the case study method; and the use of service learning.

**19b.** Describe the program's involvement in online education, explaining the teaching format used (such as synchronous or asynchronous online teaching, teleconference, or other modalities).

**19c.** How many courses are available online education format? What percent of the program can be accessed online? For online students, what, if any, time is required on campus or in a traditional classroom setting?

**19d.** Describe how courses are integrated with traditional classroom-based courses. How many students take courses in each of these formats? Do the same faculty members teach both classroom-based and online courses? Do any courses combine online and classroom teaching in the same section?

**19e.** Describe how the program assesses whether students have the skills and competencies to succeed in an online learning environment.

**19f.** Describe how parity of education and learning outcomes is documented for traditional classroom-based and online courses.

**19g.** Describe how the program assures that students in online programs have access to all necessary resources, including libraries and computer networks and other retrieval capabilities and that they have the capability to use them effectively.

**19h.** Describe how the program provides support for faculty and students to use effectively existing learning technologies and adapt to new ones, e.g., service technicians, site administrators, library resource personnel, and instructional technologists.

**19i.** Describe how faculty are trained and equipped to use online teaching technologies in the teaching program. Describe also how faculty performance in online teaching is evaluated.

### CRITERION 20

The program must require a prerequisite course of study that ensures that the student has the following minimum competencies:

a. Communication (written and oral)

b. Computational Skills (mathematics and quantification)

c. Critical Thinking (ability to analyze problems)

d. Societal and Cultural Context (historical, philosophical, social, cultural, economic, political and scientific foundations)

### Considerations
More than one content area may be covered in a single course or a single content area may be covered in multiple courses.

### Self Study Requirement(s)

20a. Provide a brief narrative describing the general education/liberal arts requirements for admission and graduation from the program.

20b. Upload a single document containing the course descriptions for all prerequisite courses.

## CRITERION 21
The program will develop or adopt a set of competencies to serve as the foundation of its curriculum that will relate to the program's mission and the market that it serves.

### Self Study Requirement(s)

**21a.** 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.

**21b**. Describe how program's competencies were developed and how they are reviewed and revised.

**Complete the Course Competencies tab in the Self Study Table to demonstrate how your program's competencies map to the curriculum.**

## CRITERION 22
The program will ensure that course syllabi are uniform and include course content, assignments, readings, teaching and assessment methods, and learning objectives.

### Self Study Requirement(s)

**22.** Upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by course number. Each upload can accept up to 10 files.

**CRITERION 23**

The program will have adequate coverage of the following content areas in its curriculum:

- The US healthcare system
- Population/community health
- Cultural competence/diversity
- Organizational development/organizational behavior theory
- Management of healthcare organizations
- Operations assessment and improvement
- Management of human resources and health professionals
- Information systems management and assessment
- Healthcare law
- Governance
- Health policy
- Leadership
- Statistical analysis and application to decision making
- Healthcare economics
- Healthcare marketing
- Financial analysis and management
- Ethics in business and healthcare decision making
- Strategy formulation and implementation
- Quality assessment for patient care improvement
- Managerial epidemiology
- Research methodology

## Considerations

More than one content area may be covered in a single course or a single content area may be covered in multiple courses. Adequate coverage means that students should have a fundamental knowledge of each of the above content areas. This should correlate to the competencies listed in Criterion 21.

## Self Study Requirement(s)

**23a.** Complete the Course Content tab in the Self Study Table to demonstrate how your curriculum covers the required content areas.

**23b.** Please provide any additional narrative needed to inform the review team about how the required content is covered in the curriculum.

## EXPERIENTIAL AND APPLIED LEARNING

### CRITERION 24

The program must ensure that an internship experience of at least 120 hours meets the stated goals and objectives of the program.

**Self Study Requirement(s)**

**24a.** Describe how the program uses the internship to meet the goals and objectives of the program.

**24b.** Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.

**24c.** If the internship requirement is ever waived for a student, please describe the criteria for which that waiver might be granted and how that is applied consistently to all students.

### CRITERION 25

The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.

**Self Study Requirement(s)**

**25a.** Describe how internship sites are identified and selected.

**25b.** Describe how internship preceptors are oriented to the expectations of the internship experience.

**25c.** Describe how internship sites and preceptors are evaluated.

**25d.** Describe how student performance in the internship is evaluated.

**25e.** Describe the faculty role in internship supervision.

**25f.** Describe any policies regarding the awarding of credit and student remuneration for the internship experience.

### CRITERION 26

The program must demonstrate how it provides integrative experiences that allow students to apply the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in healthcare management/administration.

**Considerations**

This can include, but is not limited to, case studies, strategic planning courses, summative papers, capstone courses, consulting projects, etc.

**Self Study Requirement(s)**

**26a.** Describe the activities provided by the program, other than the field experience, that are primarily integrative in nature. Describe how each activity provides students with opportunities to draw upon and apply material covered throughout the program of study.

**26b.** If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to program objectives.

## PROGRAM EVALUATION AND IMPROVEMENT

### CRITERION 27

The program must have a process and method to assess, and be able to demonstrate, the accomplishment of student learning outcomes and conduct that assessment at least annually.

### Self Study Requirement(s)

**27a.** Describe how the program measures student progress towards mastery of student learning objectives. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.

**27b.** Provide a brief description of the results of student outcomes assessment for the last three years. Where possible, demonstrate trends of outcomes over time.

**27c.** Describe the process by which the program reviews student achievement and outcomes and how the program uses that information to drive program improvement.

### CRITERION 28

The program must have a process and method to assess programmatic outcomes and conduct that assessment at least annually.

### Self Study Requirement(s)

**28a.** Describe the body or person(s) primarily responsible for ongoing evaluation and assessment of the program's attainment of goals, objectives, and outcomes.

**28b.** Describe the process used to assess the program's progress towards stated goals, objectives, and outcomes.

**28c.** Describe how evaluation tools have been used with students, faculty, alumni, and practitioners to identify strengths and weaknesses in the program structure and educational processes.

**28d.** Upload the report from your most recent program assessment process. This report should list program goals, objectives, and outcomes, how they were measured, and progress against those goals.

### CRITERION 29

The program must provide evidence that the outcome assessments are the basis for program revision and improvement through an action plan.

### Self Study Requirement(s)

**29a.** Describe how the data gathered from the process described above is used to inform and drive program improvement.

**29b.** Upload the most recent program improvement action plan.

# APPENDIX 1: SELF-STUDY GUIDE GLOSSARY

**Cohort**
A group of students working together through the healthcare management/administration curriculum. While the traditional definition does not allow for students to join the cohort throughout the curriculum, programs may accept transfer students into the cohort, or part-time students may graduate alongside a cohort.

**Degree**
The academic award conferred by a university upon completion of the program of study. Various degrees are granted by the programs certified by AUPHA, including BHA, BBA, BS, etc.

**Experiential Learning**
Formal and structured faculty and/or preceptor-directed practical experience as part of the requirements for an undergraduate degree.

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

**Faculty, Part-Time**
Faculty members who are not employed full-time by the University but who share responsibility for teaching, advising, and/or administration of the program. Note: if the university definition of "Part Time Faculty" differs from this definition, please use the university definition noting that in the document.

**Faculty, Full-Time**
Faculty members employed full-time by the university whose primary appointment is within the primary academic unit being reviewed, and whose primary responsibility is for teaching, advising, and administration within the program.

**Goals, Objectives & Outcomes, Program**
Written targets for achievement that are measurable and provide a baseline against which to evaluate program effectiveness.

**Governing Body**
A group of persons with the authority and responsibility to set policy and direct an institution. The name given to the governing body may vary from institution to institution. Some examples include the board of trustees, the board of directors, or the board of education.

**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.

**Mission**
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 certified is offered in a face-to-face format.

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

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

**Online Instruction**
Broadly encompasses what in the past was referred to as "**distance education**" and also includes **e-learning** and **blended instruction**.

**Primary Appointment**
The program, department, or college in which a faculty member is housed.

**Program**
The healthcare management/administration program that is undergoing AUPHA Undergraduate Certification Review.

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

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

**Self-Study 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.

**Student Learning Outcomes**

Student learning outcomes or SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values. SLOs specify an action by the student that must be observable, measurable and able to be demonstrated!

**Terminally Degreed**

Terminal degrees include all doctoral degrees, including the Juris Doctorate.

# APPENDIX 2: CONTENT AREA DESCRIPTIONS

**Ethics in Business and Clinical Decision-making**
Explores and analyzes contemporary healthcare situations in terms of ethical dimensions. Topics may include patient-caregiver relationships, high-tech medicine, ICU dilemmas, medical experimentation, and confidentiality of patient medical records, AIDS and ethics, death and dying, and the issues of an aging population. Genetic research and its application to patient care may also be explored. Explains issues around contracts and reimbursement in terms of ethical practices and conduct.

**Financial Analysis and Management**
Examines the current system of financing healthcare and the factors affecting it. Explores and analyzes budgetary concepts, financial management, cost accounting and management under rate control and competition, as well as the differences between the goods and service industries. Examines the pros and cons of a single payer system.

**Governance**
Explores the principles of the governance structure of healthcare organizations and how they can be effectively managed. Included may be considerations of governmental, accreditation, and professional associations' oversight.

**Health Policy**
Examines procedures of how healthcare policy is developed at the federal and state levels. Considers the influence of all constituencies in policy formation. Examines the role of politics in healthcare. Compares existing policy and policy formation in other countries to how it is accomplished in the U.S.
Healthcare economics

Explores the economic influences and underpinnings of the healthcare delivery system. Examines the importance of economics in healthcare decisions, both demand and supply-side factors, and how public policy influences the economy of healthcare.

**Healthcare Law**
Provides an overview of law in general and healthcare issues specifically. Explores aspects of employer-employee relations in the healthcare setting and legal ramifications of patient treatment and medical records. Investigates the legal environment in healthcare delivery and discusses the importance of being completely familiar with this environment.

**Healthcare Marketing**
Examines basic marketing principles and applies them to the healthcare field. Analyzes the diversity of the healthcare consumer's definition of care, along with the need to distinguish between corporate and individual consumers. Examines various healthcare delivery models as influencers of healthcare marketing.

**Information Systems Management and Assessment**
Explores the critical role information technologies and systems play in healthcare organizations. The focus is often on the underlying technologies including hardware, applications, the Internet,

and electronic health records; planning and project management and the future of information technology in healthcare management.

## Leadership
Explores classical and current views of leadership. Provides a foundation in theories and models of leadership; allows students to assess their own leadership style.

## Management of Healthcare Organizations
Addresses the application of managerial concepts and practices to healthcare organizations. Compares and contrasts governance, strategy, structure, firm conduct, and performance across different types of health organizations (hospitals, clinics, physician practices, long term care, pharmaceutical, device, and biotechnology companies, etc. May also examine skills of healthcare managers, such as leadership, communication, and acting as change managers and strategic planners.

## Management of Human Resources and Health Professionals
Explores the manager's role in creating and maintaining a productive healthcare workforce by understanding management theory and practice of managing the employment relationship, including human resource planning, job analysis, recruitment, selection, development, work re-design, performance evaluation, compensation, employee relations. May provide an overview of ethics and the legal environment as it pertains to HR issues. Workforce diversity and changing demographics may also be covered.

## Operations Assessment and Improvement
Addresses the manager's role in improving healthcare quality and outcomes, including clinical and organizational improvement, technology assessment, and quality improvement practices. May also present outcomes research that includes methods, cost effectiveness, measurement, decision support, quality of life, and improvement management. The evolution of the accreditation process and how it has driven healthcare delivery improvements may also be covered.

## Organizational Development/Organizational Behavior Theory
Explores methods of making organizations and individuals more adaptive and productive, in order to help organizations cope with change. Techniques of intervention (such as team building, process consultation, feedback, and conflict resolution) are often introduced and explained. May also examine research and theories on the forces underlying the way members of an organization behave. Topics can include the behavior of work groups and supervisors, intergroup relations, employees' goals and attitudes, problems in communication, the circumstances of change in an organization, and the goals and design of an organization.

## Population/Community Health
Introduces students to the field of public health and epidemiology, emphasizing the socio-cultural factors associated with the distribution and etiology of health and disease. Methodological skills including the calculation of rates, analysis of vital statistics, and programming data using a basic statistical package are usually covered. Definition and description of health problems within specific communities using census data and other sources of objective information are often highlighted. Exercises allowing students to determine ways in which health providers, community leaders, and community residents view health problems, and

compare these views with more objective data as a means to develop health intervention strategies may be included.

## Cultural Competence/Diversity

Examines cultural diversity in society and teaches awareness related to worldviews and beliefs about diversity issues. Explores the crucial role that culture plays in the healthcare of a client or patient and the need to deliver services in a culturally competent manner.

## Statistical Analysis and Application to Decision Making

Introduces students to the theory, application, and use of computer-based statistics. Applications may include the use of a standard database that will assist students in the process of developing computer skills using a statistical software package. Examines methods of descriptive statistics and probability, including describing, exploring, and comparing data and how it can be used in decision making. Explores inferential statistics relative to population parameters and hypotheses testing.

## Strategy Formulation and Implementation

Examines the steps and processes associated with strategic planning, as well as the need for strategic planning and the difficulty of doing this in healthcare delivery. Explores the linkages between mission and strategic planning and examines the roles of all stakeholders in the strategic planning process.

## Quality Assessment for Patient Care Improvement

Examines the various outcomes assessment tools, and their reliability and accuracy. Explores how healthcare delivery systems can better measure outcomes from both patient and organizational perspectives. Analyzes quality improvement programs and examines their adaptability to the healthcare environment.

## APPENDIX 3: SUBMISSION TIMELINE & DEADLINES

The following are the approximate deadlines in the certification process. An official timetable is sent to all programs once they have confirmed their intent to stand. The timeline starts in the calendar year preceding the year in which the program is reviewed.

**April**
- AUPHA notifies programs eligible for, or required to undergo, Undergraduate Program Review in the following year.
- Eligible programs that are not required to undergo review are asked of their intent to stand for review
- Programs required to undergo review confirm that they are aware of this requirement and have the opportunity at this time to request a review delay under the circumstances identified in the *Policies and Procedures*.

**May**
AUPHA sends Self-Study Guide, criteria, timetable, and application to programs that have tentatively committed to standing for review at the following year's Annual Meeting

**June**
Programs standing for review for the first time attend a mandatory Pre-Certification Workshop at Annual Meeting.

**August**
- Programs submit application, eligibility worksheet, and review fee to AUPHA by August 15th or first business day thereafter.
- Programs wishing to submit a request for delay must do so not later than August 15th. The Board of Directors of AUPHA or its Executive Committee votes on any requests for delay as forwarded by the UPC Chair.

**September - October**
AUPHA notifies programs of review team members and programs respond

**October**
Programs submit Eligibility section of the self-study via SurveyGizmo by October 15, or first business day thereafter for AUPHA and the UPC to confirm final eligibility

**November**
Programs submit self-study documents via SurveyGizmo by November 30, or first business day thereafter

**December**
All self-study documents are reviewed by AUPHA staff for completeness.

**December – February**

Review team assesses and discusses the program self-study. Team Chairs may give deadlines to program for response to specific questions during this time.

**February**
- Review team notifies program of any additional information needed
- Programs respond

**April**
Review team notifies program of items for discussion at Annual Meeting face-to-face review

**June, AUPHA Annual Meeting**
Face-to-face review with review team

**August**
AUPHA sends draft report to the program for review for factual errors and omissions

**September**
Final report due with recommendation for Certification
AUPHA Undergraduate Program Committee reviews Panel recommendations and forwards to the Board

**October**
AUPHA Board of Directors votes on recommendation of UPC
Program is notified of results of Board vote

# FACULTY OVERVIEW

| Name | Degree(s) & Discipline | Dates of Service | Rank/Title | Administrative Role | Status | Program of Primary Appointment | If not FT in program, indicate % time in program |
|---|---|---|---|---|---|---|---|
| J. Doe | PhD, Health Administration | Fall 1990-Current | Professor/Program Director | | Full Time, 100% in Program | Health Administration | |
| J. Smith | PhD, Public Administration | Fall 2000-Current | Professor | | Full Time, 100% in Program | Health Administration | |
| A. Jones | DrPH, Health Economics | Fall 2006-Current | Associate Professor | | Full Time, 100% in Program | Health Adminitration | |
| B. Miller | DrPH, Epidemology | Fall 2007-Current | Assistant Professor | | Full Time, less than 100% in Program | Public Health | 60% |
| G. Doe | MHA, MBA | Fall 2010-Current | Instructor | | Part Time | Business | 25% |

# FACULTY TEACHING

| Name | Status | If Adjunct, indicate name of primary employer | If Adjunct, indicate title in primary employment | Course(s) Typically Taught Separate with semi-colon | Annual Teaching Load | Teaching Ratings |
|---|---|---|---|---|---|---|
| J. Doe | Full Time, 100% in Program | | | HA400; HA500; HA1000 | 12 hours | 3.5/5 |
| J. Smith | Full Time, 100% in Program | | | HA600; HA700; HA800; HA900 | 15 hours | 4.0/5 |
| A. Jones | Full Time, 100% in Program | | | HA100; HA200; HA300; HA102 | 15 hours | 3.6/5 |
| B. Miller | Full Time, less than 100% in Program | | | HA203; HA303, PH200, PH300 | 15 hours | 4.5/5 |
| G. Doe | Part Time | | | BA300, BA200 | 6 hours | 3.0/5 |

**COLLEGE AND UNIVERSITY COMMITTEES**

| Committee Name | Committee Level (i.e. University, Department) | Faculty Representative | Method by which Faculty Representative is chosen for assignment |
|---|---|---|---|
| College Curriculum Committee | Department | J. Doe | Appointed by Chair |
| Budget Advisory Committee | Department | J. Smith | Appointed by Chair |
| Institutional Review Board | University | J. Smith | Elected |
| Faculty Senate Student Affairs Committee | Univerity | B. Miller | Appointed by President |
| Ethics Committee | University | A. Jones | Elected |

# FACULTY SCHOLARSHIP

*Since last Self Study Year or, if new Certification, Self Study Year plus prior 2 years*
*Details of all grants, contracts, publications and presentations must appear on Faculty CV.*

| Name | Competetive Grants | | | | | | Contracts Awarded | | Publications | | | | Presentations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grants Awarded as PI | | Grants Awarded, Not PI | | Grants as PI Not Funded | | | | Books/ Chapters Published | Monographs Published | Journal Articles Published | Reviews Performed | Paper Presentations | Invited Lectures |
| | # | $ | # | $ | # | $ | # | $ | # | # | # | # | # | # |
| J. Doe | 2 | 200,000 | 1 | 75,000 | | | | | 3 | | 4 | 1 | 2 | 1 |
| J. Smith | 1 | 50,000 | | | | | 2 | 25,000 | 4 | | 3 | | | 1 |
| A. Jones | 2 | 100,000 | 1 | 25,000 | | | | | 2 | 2 | 3 | 1 | 2 | |
| B. Miller | 1 | 25,000 | 2 | 100,000 | | | | | 1 | | 4 | | | 1 |
| G. Doe | | | 2 | 50,000 | | | | | 1 | | 2 | | 4 | |

# FACULTY SERVICE

*Since last Self Study Year or, if new Certification, Self Study Year plus prior 2 years*
*Details of all service must appear on faculty member CV*

| Name | Service | | |
|---|---|---|---|
| | University (hit ALT-Enter to separate in list) | Community (hit ALT-Enter to separate in list) | Profession (hit ALT-Enter to separate in list) |
| | | | |
| J. Doe | Committee Representative<br>Academic Advisor<br>Post-Tenure Review External Reviewer | | ACHE Fellow<br>AUPHA Keynote Speaker |
| J. Smith | Committee Representative<br>Academic Advisor | University Healthcare Wellness Program | Journal of Health Administration Education; Reviewer<br>Undergraduate Panel Reviewer |
| A. Jones | Committee Representative<br>Faculty Advisory Board | HIV and AIDs Prevention Clinic; Executive Director | AUPHA Board of Directors<br>Undergraduate Panel Reviewer/Chair |
| B. Miller | Committee Representative<br>Family Leave Policy Task Force | Department of Public Health; Committee and Task Force Member | |
| G. Doe | Committee Representative | | Intellectual Property Task Force<br>HFMA Board of Directors |

# COURSE CONTENT

**Response Key:**
A=Primary Content of Course
B=Content Addressed in more than 50% of Course Content
C=Content Covered in Depth in at least 1 lecture
D=Content Mentioned, No Substantive Coverage

| Course Number | Course Name | When in curriculum | If Other, When? | Required or Elective? | Credits | Ethics in business & healthcare decision-making | Financial analysis and management | Governance | Health policy | Healthcare Economics | Healthcare Law | Healthcare Marketing | Info systems management & assessment | Leadership | Management of healthcare organizations, | Mgmt of human resources & health professionals | Managerial Epidemiology | Operations assessment and improvement | Org development/org behavior theory | Population/community health | Quality assessment for patient care improvement | Research Methodology | Statistical analysis & applic to decision making | Strategy formulation and implementation | US Healthcare System |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HSM202 | Ethics & Decision Making | Year 1 Spring | | Required | 3 | | | | | | | | | | | | | | | | | | | | |
| HA100 | Intro to Health Administration | Year 1 Fall | | Required | 3 | D | | D | D | D | D | | | D | | | | | | | | | | | |
| HA102 | Health Administration | Year 1 Spring | | Required | 3 | C | | C | C | C | C | | | C | | | | D | | | | | B | C | |
| HA200 | Bio Statistics | Year 1 Spring | | Required | 3 | | | | | | | | | | | | | | | | | A | | | |
| HA203 | Health Information Systems | Year 1 Spring | | Elective | 3 | | | | | | | | A | | | | | | | | | C | | | |
| HA300 | Computer Applications in HA | Year 2 Fall | | Required | 3 | | | | | | | | C | | | | | | | | | | | | |
| HA303 | Managed Care | Year 2 Fall | | Elective | 3 | | | | | | | | | | C | | | C | | | | | | | |
| HA400 | Health Care Leadership | Year 2 Fall | | Required | 3 | C | | | C | | | | D | A | | | | B | | D | | | | B | |
| HA500 | Medical Care Oganizations in the US | Year 2 Spring | | Required | 3 | | | D | | | | | | | B | C | | | | D | C | | | | B |
| HA600 | International Health Administration | Year 2 Spring | | Elective | 3 | | | C | | | | D | | | | | | | | | | | | | |
| HA700 | Financial Planning in Health Care | Year 2 Fall | | Required | 3 | | A | | | D | | | | | | | | | | | | | | | |
| HA800 | Epidemiology | Year 1 Spring | | Required | 3 | | | | D | | | | | | | | | | | | | | | | |
| HA900 | Health Care Ethics | Year 1 Spring | | Elective | 3 | A | | | | | | | | | A | | | | | | | | | | |
| HA1000 | Internship | b/n yr 1/2 | | Required | 6 | | | | | | | | | | | | | | | | | | | | |
| PH200 | Health Disparities, Diversity and Cultural Competency | Year 1 Fall | | Elective | 3 | | | | D | | | | | | | | | | | B | | | B | | C |
| PH300 | Social Marketing Program Management | Year 1 Spring | | Required | 3 | | | | | | | B | | | | | | | | | | | | | |
| BA200 | Introduction to Financial Planning | Year 1 Fall | | Required | 3 | | C | | | | | | | | | | | | | | | | | | |
| BA300 | Economics | Year 1 Spring | | Required | 3 | | | | | B | | | | | | | | | | | | | | | |

# COURSE COMPETENCIES

| Course Number | Course Name | When in curriculum | If Other, When? | Required or Elective? | Credits | Poplation Health | Statistical Analysis | Healthcare Financing and delivery systems | US Healthcare System | Health Policy | Healthcare Leadership | Economic Analysis |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| HSM202 | Ethics & Decision Making | Year 1 Spring | 0 | Required | 3 | | | | | | | |
| HA100 | Intro to Health Administration | Year 1 Fall | 0 | Required | 3 | x | | | | x | x | |
| HA102 | Health Administration | Year 1 Spring | 0 | Required | 3 | | | | | x | x | |
| HA200 | Bio Statistics | Year 1 Spring | 0 | Required | 3 | | x | | | | | |
| HA203 | Health Information Systems | Year 1 Spring | 0 | Elective | 3 | | x | | | | | |
| HA300 | Computer Applications in HA | Year 2 Fall | 0 | Elective | 3 | | x | | | | | |
| HA303 | Managed Care | Year 2 Fall | 0 | Elective | 3 | | | | | | | |
| HA400 | Health Care Leadership | Year 2 Fall | 0 | Required | 3 | | | | | | x | |
| HA500 | Medical Care Oganizations in the | Year 2 Spring | 0 | Required | 3 | | | | x | | | |
| HA600 | International Health Administratio | Year 2 Spring | 0 | Elective | 3 | | | | | | | |
| HA700 | Financial Planning in Health Care | Year 2 Fall | 0 | Required | 3 | | | x | | | | |
| HA800 | Epidemiology | Year 1 Spring | 0 | Required | 3 | | x | | | | | |
| HA900 | Health Care Ethics | Year 1 Spring | 0 | Elective | 3 | | | | | | | |
| HA1000 | Internship | b/n yr 1/2 | 0 | Required | 6 | | | | | | x | |
| PH200 | Health Disparities, Diversity and C | Year 1 Fall | 0 | Elective | 3 | x | | | | | | |
| PH300 | Social Marketing Program Manag | Year 1 Spring | 0 | Required | 3 | | | | | | | |
| BA200 | Introduction to Financial Planning | Year 1 Fall | 0 | Required | 3 | | | | x | | | |
| BA300 | Economics | Year 1 Spring | 0 | Required | 3 | | | | | | | x |