Criteria for AUPHA Undergraduate Program Certification

Revised June 2017

	Eligibility	
	Criteria	**Review Elements**
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.	• Is there evidence that the College or University is accredited and by whom?
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.	• Is the program listed as a course of study leading to a baccalaureate degree? • Is the program listed on the University's website as a course of study?
C.	The program must have graduated its first cohort of students prior to the self-study year.	• When did the first cohort of students graduate?
D.	Programs with 150 or less students enrolled must have a minimum of two full-time terminally degreed (heretofore termed "qualified") 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.	• AUPHA Self Study Tables • 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. • Terminally degreed faculty members are those faculty that hold the highest academic degree in their given field. This may include faculty with a JD degree, etc.

E.	All students enrolled in the program must receive not less than 25% of the instruction within the program from full time university faculty.	• Do the syllabi as well as Self Study Table demonstrate that at least 25% of the program instruction is provided by full time faculty employed by the university rather than adjuncts or guest lecturers? • Programs should recognize this as a minimum standard, but should strive for a higher percentage.
F.	The program must require each student to complete a faculty-supervised internship of not less than 120 hours.	• Is the internship stated as a requirement of the program in all marketing and recruitment materials? • Are all students required to complete the internship? • If not, what criteria does the program use to excuse students from the internship requirement? • 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.
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.	• Does the program or university have an EEO statement?

Program Structure, Faculty and Resources

	Criteria	Review Elements
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.	• Are there statements of mission, vision and values for the program? • Do these statements align with the program's focus and structure? • Are the mission, vision and values reflected in the curriculum as well as the faculty and student composition? • Where graduate and undergraduate programs exist in the same unit, the undergraduate program must have its own mission statement.

2.	The Program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.	• Does the program have established goals, objectives and outcomes? • Are they action-based, observable and measurable? • Are there goals, objectives and outcomes for all aspects of program activity, including student educational outcomes, teaching, research and service outcomes? • Do the goals, objectives and outcomes tie to the evaluation processes addressed in Criteria 27-29?
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.	• Is the program director responsible for the administrative tasks associated with the program, including program management, curriculum development and evaluation, counseling and selection of students, and other administrative duties? • Is the program director given release time (minimum one 3 credit hour course) to devote to his/her administrative duties?
4.	Program Directors must demonstrate continuing professional development related to their role and responsibilities, and the healthcare management profession.	• Can the program director demonstrate pursuit of continued professional development through attendance at conferences related to his role as program director? • Can the program director demonstrate pursuit of continued professional development through attendance at conferences related to the healthcare management profession?
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.	• Is there a university policy on teaching and work load? • Teaching loads must not be so great as to restrict faculty from pursuing research and service activities as well as professional development and administrative duties. • Is there a university policy that allows course release time for research and administrative duties? • Student/faculty ratios must be sufficiently low as to allow students sufficient access to faculty.
6.	Full-time faculty must have primary roles in the governance and organization of the program including academic planning, curriculum development and review, academic advising, and program improvement.	• On what committees do the faculty serve? • How are faculty engaged in curriculum development and review, academic advising and program improvement on an ongoing basis?

7.	Full-time faculty employed must have demonstrated scholarly and/or professional activity in health care management / administration consistent with the mission of the program and scholarship expectations of the University.	• Can the program demonstrate that faculty are pursuing continuing professional development and knowledge development in the field of healthcare management through either research, service, or continuing education in the field? • Is there evidence that this is reflected in the faculty member's teaching?
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.	• Adjunct faculty are those faculty that are hired ad hoc per semester. Part-time faculty are those faculty that have Full-time appointments elsewhere in the University. • Are there established criteria for adjunct faculty? • How are adjunct faculty trained and oriented into the program and prepared for teaching responsibilities? • How are adjunct faculty evaluated? • Does adjunct faculty participate in program meetings and activities?
9.	Given the mission & goals of the program, the program must demonstrate the adequacy of the financial base.	• Does the program have adequate financial resources to support the operations of the program including faculty, research and students? • 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? • Is there sufficient administrative support for the program?
10.	Given the mission & goals of the program, the program must demonstrate the adequacy of the facilities and equipment.	• Facilities includes, but is not limited to, such things as office space, classrooms, and information technology. • Are there any limitations or barriers to access of facilities or equipment?
11.	Given the mission & goals of the program, the program must demonstrate the adequacy of the both traditional and non-traditional academic and teaching resources.	• This frequently includes such things as websites and other promotional materials, teaching and learning resources, libraries and information services, writing laboratories, computer education and technology support. • Are the information resources available to faculty and students adequate? • Do all students have equal access to program and university resources, regardless of whether they take courses on campus or online? • If courses are offered online, is the technology adequate to provide a positive learning experience?

Student Support Systems

	Criteria	Review Elements
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.	• Describe the program's admission process and procedures, including the selection criteria and how and by whom the admission decisions are made. • How many students applied for admission during the self-study year? How many students were admitted during the self-study year? • Are the criteria applied consistently? Are exceptions made? If so, what are the criteria for making exceptions? • Explain how the selection process relates to the program's mission, goals and objectives.
13.	Students must have access to adequate academic advising and career placement support.	• Describe the academic advising process for students. • Describe the career placement resources available to program students.
14.	Students must have access to peer networks and means to communicate.	• Describe the peer networks and methods used by the program to facilitate communication among peers. [Examples of peer networks include social media networks (Facebook, LinkedIn, etc.), student organization/club activities and/or other opportunities.] • List and describe any student professional organizations or clubs. Include a student participation rate in these activities
15.	Programs must provide students with the appropriate process to address concerns or complaints regarding academic or other issues.	• Describe the process for addressing student complaints and concerns.

Professional and Alumni Linkages

	Criteria	Review Elements
16.	The program must have a committed community advisory board that meets at least once per year.	• Advisory boards may consist of part-time faculty, adjunct faculty, community practitioners, alumni, current students, etc. • Does the program have a committed community advisory board? • How does it function? • Does it meet at least once per year and include at least one alumni and one student?
17.	The program must have established relationships with appropriate professional communities in order to provide students with opportunities for professional socialization and leadership development.	• Does the program have established relationships with professional communities?

18.	The program must show good faith efforts/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	• Not all programs have access to their alumni database, thus the inclusion of "good faith efforts/have a plan in place".

Curriculum and Teaching

	Criteria	Review Elements
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 the various teaching modalities utilized achieve learning objectives of the student and are appropriate for the educational content being delivered.	• What teaching methodologies and modalities are being utilized by the program? • Are these methodologies and modalities appropriate to the student demographic and the desired learning objectives of the students? • Are they appropriate for the educational content being delivered?
20.	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.	• Does the program provide a list of competencies with desired outcomes clearly stated? • How is the program integrating these competencies into its curriculum? • How is the program measuring the outcomes?
21.	The program will ensure that course syllabi are uniform and include course content, assignments, readings, teaching and assessment methods, and learning objectives.	• Are syllabi attached and consistent with Self Study Table? • Do all syllabi include course content, assignments, readings, teaching and assessment methods, and learning objectives?
22.	The program will have adequate coverage of the following content areas in its curriculum:	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 following content areas.
	• The US Healthcare System	Introduces and describes the healthcare delivery system and the resources that comprise it. Often includes theoretical basis for the system, its history and development, as well as its overall planning, organization, management, evaluation, quality, professions, and it's major health policy issues.
	• 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. Introduction to the use of epidemiologic concepts and principles in the practice of managing the health of populations and communities. 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.
	• 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.
	• 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, etc.) May also examine skills of healthcare managers, such as leadership, communication, and acting as change managers and strategic planners.
	• 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.

• Management of human resources and health professionals	Explores the manager's role in creating and maintaining a productive health 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.
• 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 E-Health; planning and project management and the future of information technology in healthcare management.
• Healthcare Law	Overviews law in general and health care issues specifically. Explores aspects of employer-employee relations in the health care 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.
• 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.
• Leadership	Explores ways to guide, direct and assume principal responsibility in the workplace.
• Statistical analysis and application to decision making	Introduces students to research methods—formulating a research question, model, reviewing the literature, and writing up research results in a health care context. Introduces students to 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.
• Healthcare Economics	Explores the economic influences and underpinnings of the healthcare delivery system. Examines the importance of economics in health care decisions, both demand and supply-side factors, and how public policy influences the economy of healthcare.
• Post-acute Care	Examines services provided after hospitalization by skilled nursing facilities, inpatient rehabilitation facilities, nursing homes, home health care, and long term care hospitals. A key component of post-acute care is the co-ordination from a central point to effect smooth transitions. Create understanding of how this care fits into the continuum of care in managing risk in a healthcare reform environment.
• Healthcare Marketing	Examines the basic marketing principles and applies them to the health care field. Analyzes the diversity of the health care consumer's definition of care, along with the need to distinguish between individual patients versus corporate America as a customer. Examines the various healthcare delivery models as changers of healthcare marketing.
• Financial analysis and management	Examines the current system of financing health care and the factors affecting it. Explores and analyzing 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.
• Ethics in business and clinical decision-making	Explores and analyzes contemporary health care situations in terms of ethical dimensions. Topics may include patient-care giver 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.

	• 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.

Experiential and Applied Learning

	Criteria	Review elements
23.	The program must ensure that the internship experience meets the stated goals and objectives of the program.	• Is the internship experience consistent with the stated goals and objectives of the program? • The program may waive the internship based on the healthcare management accomplishments related to the expressed competency expectations associated with this requirement.
24.	The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.	• Is the internship appropriately sequenced and integrated into the curriculum? • Is there an effective process for monitoring and evaluating the internship experience? • The program must demonstrate that an appropriate evaluation process is used to make determination of waiver or reduction of this requirement if a student presents a compelling case for not completely participating in the internship.
25.	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.	• Does the program provide its students with a capstone experience? • This can include, but is not limited to, case studies, strategic planning courses, summative papers, etc.

	Program Evaluation and Improvement Criteria	**Review elements**

26.	The program must demonstrate an annual assessment process of student learning outcomes.	• Describe the assessment process for student learning outcomes, including the varied assessment methods used.
		• Provide assessment results from the self-study year.
		Examples of student learning outcomes assessments include but are not limited to:
		   • Student self-assessments
		
		   • Instructor assessments
		
		   • Preceptor assessments
		
		   • Standardized cumulative (exit) examinations
		
		   • Course grades
		
		   • Student pre-post exams

27.	The program must demonstrate an annual assessment process of programmatic outcomes.	• Describe the annual assessment process of programmatic outcomes, including the varied assessment methods used.
		• Provide the results from assessment data.
		• Programmatic outcomes measures should be defined in program goals/objectives. Examples of program level assessment methods include but are not limited to:
		   • Exit interviews
		
		   • Student program survey
		
		   • Alumni surveys
		
		   • Student evaluations of teaching
		
		   • Advisory board assessments/reviews
		
		   • College University assessment/reviews

28.	The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in program revision and improvement.	• Describe the process for reviewing and responding to results of student learning outcome and programmatic outcome assessments. • Describe programmatic changes made since the last certification and the impetus for these changes. (For initial certification list changes in the past three years.)