

2019 Undergraduate Certification Self-Study (2017 Criteria Revisions)

INTRODUCTION AND INSTRUCTIONS

Congratulations! Your program meets the Eligibility Requirements and you are now ready to begin the Self-Study. This page provides you the necessary information needed to complete and submit your Self-Study.

This Self-Study Guide and all documentation is based upon the self-study year, the most recently completed academic year. This may be supplemented with more recent data to add to the understanding of the program and its future direction. Evidence should focus exclusively on information related to the specific program for which certification is sought.

The next page in this survey allows navigation by criterion number as opposed to simply using the **Prev** and **Next** buttons to move between criterion pages. The navigation page will also allow the respondent to invite others to assist in the completion of the self-study.

Please do not hesitate to contact [Carly Evans](#) at any time if you have questions or concerns about your Self-Study.

ABOUT THE PROGRAM

University Name

School/College Name

Department Name

Program Name

Name (with suffix and degrees) of Program Leader

Program Leader Email

Certification Status

- New Certification
- Re-Certification

Start Date of Self-Study Year

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 1)

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.

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

1b. Please enter below the program's Vision Statement:

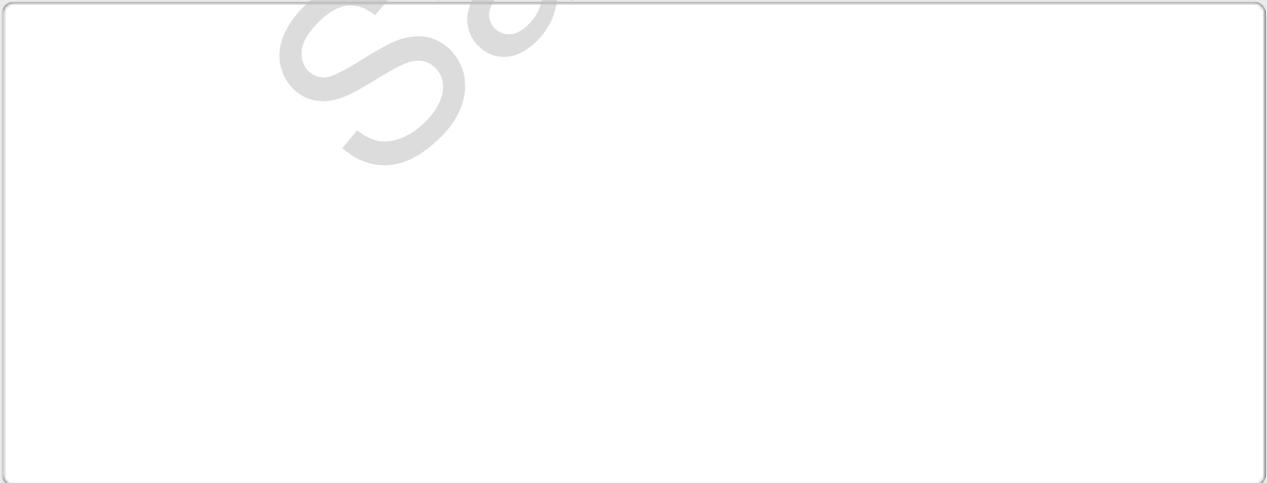
1c. Please enter below the program's Values Statement:

Criterion 2. The Program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.

2a. List below the Program Goals (provide as much narrative description as you would like):

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2b. List below the Program Objectives (as distinct from student learning objectives) (provide as much narrative description as you would like):

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2c. List below the Program Outcomes (as distinct from student learning outcomes) (provide as much narrative description as you would like):



PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 3)

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

3a. Describe the authority and responsibility of the Program Director.



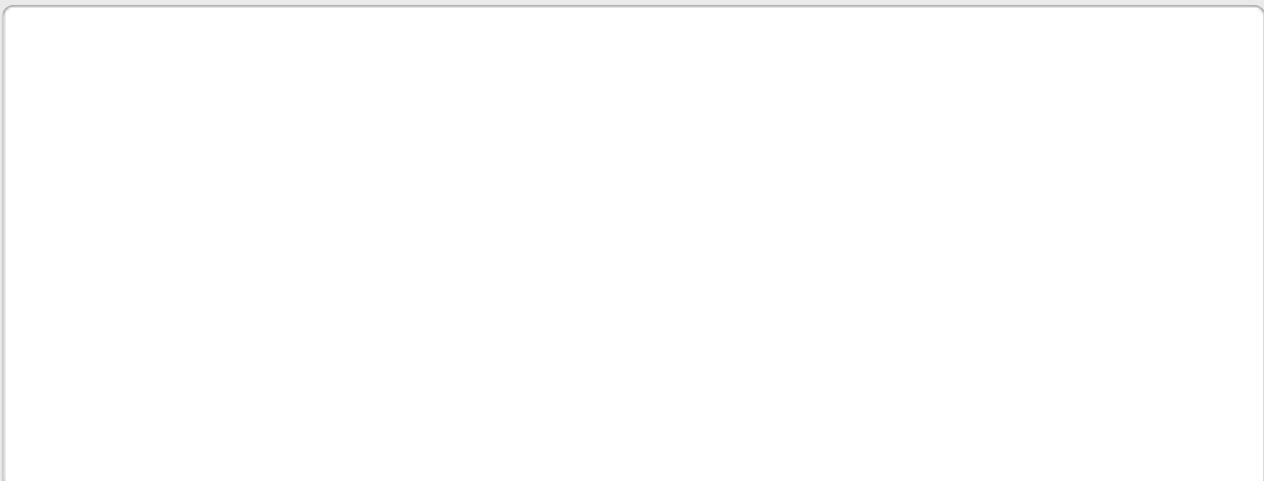
3b. Describe release time or other support for administrative duties granted to the Program Director.



PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 4)

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

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.



PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 5)

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.

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

5a. 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.

Browse...

5b. 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)

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 6)

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.

6a. Describe the role of the faculty in the organization and governance of the program.

6b. Describe the role of the 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 worksheet](#) and then upload below.

Browse...

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.

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](#) worksheets and upload below.

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7c. If there is additional narrative that you would like to provide for greater detail to this information, please provide that below.

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PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 8)

Criterion 8. If the program uses adjunct faculty, 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.

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 9)

Criterion 9. Given the mission & goals of the program, the program must demonstrate the adequacy of the financial base.

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.

Browse...

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 10)

Criterion 10. Given the mission & goals of the program, the program must demonstrate the adequacy of the facilities and equipment.

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

PROGRAM STRUCTURE, FACULTY, AND RESOURCES (Criterion 11)

Criterion 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.

11a. Describe the library facilities available to students and faculty of the program. Describe the holdings (books/periodicals) available in the library that address health 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 (ie. Business, Allied Health, Public Administration, Research Centers, and Extended Learning Centers, etc.).

11e. If the program offers courses on-line or in a distance education format, describe the technologies involved in delivering these courses. Are additional resources provided for the creation and regular revision of online courses?

11f. Describe any on-line or internet-based 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 students attending your program primarily or exclusively in an online format can access program and university resources.

This is your chance to upload any supplemental information for those criteria under **Program Structure, Faculty, and Resources**.

The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 2bProgramObjectives.pdf)

Upload supplemental information here:

Browse...

STUDENT SUPPORT SYSTEMS (Criterion 12)

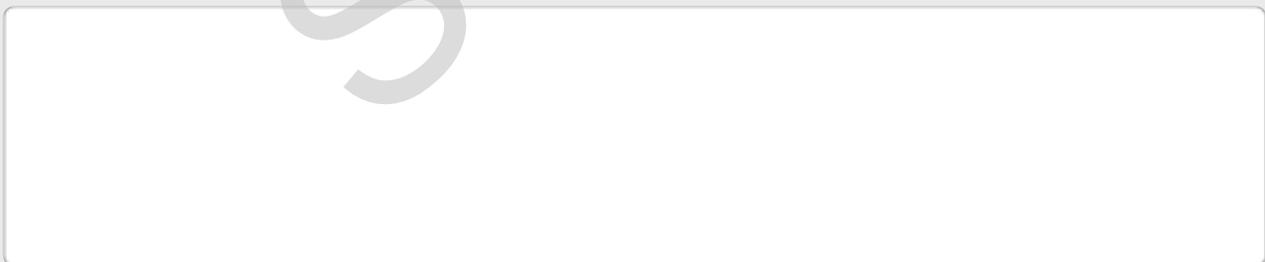
Criterion 12. In programs where admission is selective, the program must demonstrate that the procedures for admitting students to the program are compatible with the mission, goals and objectives of the program.

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. Below you may attach examples of program brochures, promotional materials, posters, websites, etc.



12d. Upload any marketing material relevant to student recruitment and information-sharing.

Browse...

12e. Provide links to any sites you would like the review team to reference as it relates to student recruitment and program marketing.

URL1

URL2

URL3

URL4

STUDENT SUPPORT SYSTEMS (Criterion 13)

Criterion 13. Students must have access to adequate academic advising and career placement support.

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.

STUDENT SUPPORT SYSTEMS (Criterion 14)

Criterion 14. Students must have access to peer networks and means to communicate.

14. 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

STUDENT SUPPORT SYSTEMS (Criterion 15)

Criterion 15. Programs must provide students with an appropriate process to address concerns or complaints regarding academic or other issues.

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)

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.

16. Describe the organization and functions of any advisory committees, boards or groups. How do advisory committees or boards facilitate communication between practitioners and faculty, or provide input to program activities? How do students interact with advisory committees or boards?



PROFESSIONAL AND ALUMNI LINKAGES (Criterion 17)

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.

17a. Describe the program's major 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 any other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader presentations or other supplemental educational programs.

PROFESSIONAL AND ALUMNI LINKAGES (Criterion 18)

Criterion 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.

18. Describe how program alumni are linked to current students, faculty and programmatic efforts and what efforts are underway to expand this involvement and connection.



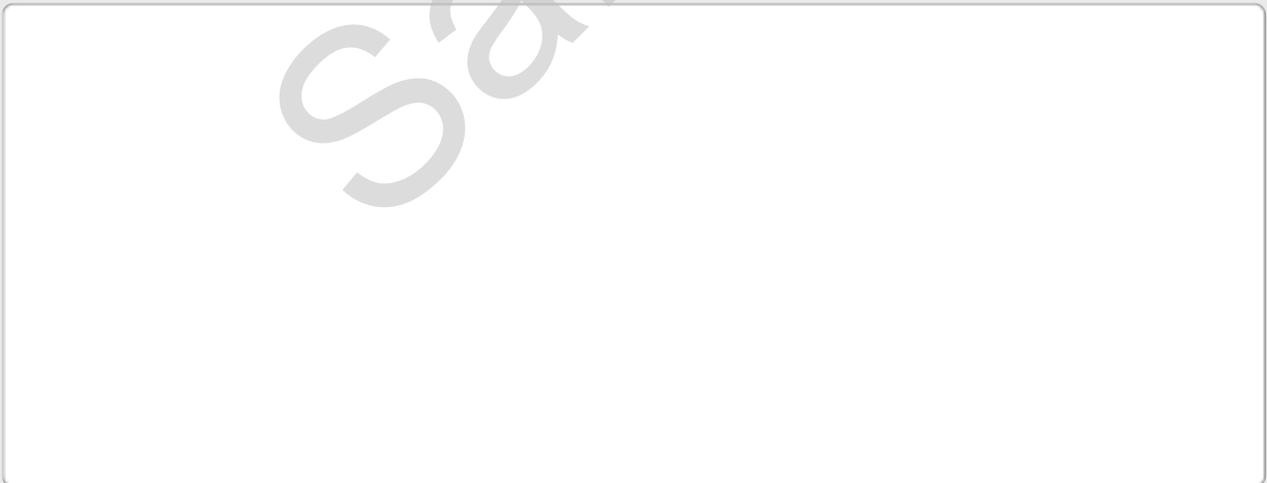
CURRICULUM AND TEACHING (Criterion 19)

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.

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 distance education, explaining the teaching format used for distance education (such as synchronous or asynchronous on-line teaching, teleconference, or other modalities).



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



19d. Describe how on-line or distance education 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 distance education courses? Do any courses combine on-line and classroom teaching in the same section?



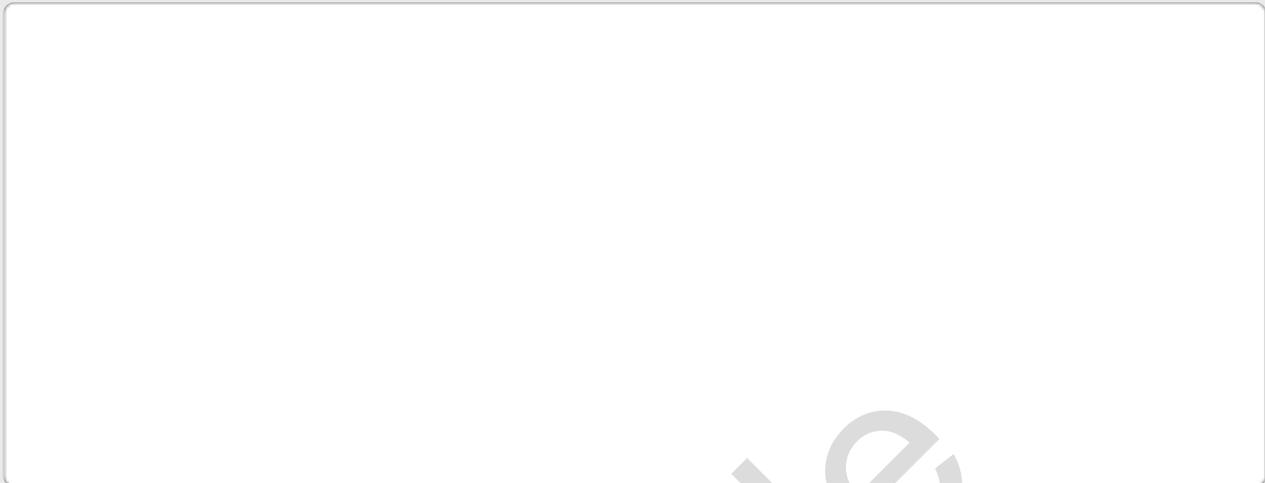
19e. Describe how the program assesses if students have the skills and competencies to succeed in a distance learning environment.



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



19g. Describe how the program assures that students in distance learning 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 distance learning technologies in the teaching program. Describe also how faculty performance in distance education is evaluated.



CURRICULUM AND TEACHING (Criterion 20)

Criterion 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.

20a. 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.



Sample

20b. Describe how program's competencies were developed and how they are reviewed and revised.



Sample

Complete the [Course Competencies worksheet](#) to demonstrate how your program's competencies map to the curriculum and then upload below.

Browse...

CURRICULUM AND TEACHING (Criterion 21)

Criterion 21. The program will ensure that course syllabi are uniform and include course content, assignments, readings, teaching and assessment methods, and learning objectives.

21. Upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number. You may upload up to 10 files in each of the following 3 questions.

Browse...

If more space is needed, upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number.

Browse...

If more space is needed, upload individual syllabi for each course offered in the program as a core requirement or elective. Files should be named by the course number.

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CURRICULUM AND TEACHING (Criterion 22)

Criterion 22. 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
- Post-acute Care
- Healthcare Marketing
- Financial analysis and management
- Ethics in business and clinical decision-making
- Strategy formulation and implementation
- Quality assessment for patient care improvement

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 correlate to the competencies listed in Criterion 20.

22a. Complete the [Course Content worksheet](#) to demonstrate how your curriculum covers the required content areas and then upload below.

Browse...

22b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.



EXPERIENTIAL AND APPLIED LEARNING (Criterion 23)

Criterion 23. The program must ensure that an internship experience of at least 120 hours meets the stated goals and objectives of the program.

23a. Describe how the program uses the internship to meet the goals and objectives of the program.



23b. Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.



23c. 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.



EXPERIENTIAL AND APPLIED LEARNING (Criterion 24)

Criterion 24. The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.

24a. Describe how internship sites are identified and selected.



24b. Describe how internship preceptors are oriented to the expectations of the internship experience.



24c. Describe how internship sites and preceptors are evaluated.



24d. Describe how student performance in the internship is evaluated.



24e. Describe the faculty role in internship supervision.



24f. What are the policies regarding the awarding of credit and student remuneration for the internship experience?



1. 24g. Describe the evaluation process 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.

EXPERIENTIAL AND APPLIED LEARNING (Criterion 25)

Criterion 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.

Considerations:

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

25a. 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.

25b. 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 26)

Criterion 26. 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.

Considerations

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

26a. 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.



26b. Provide a brief description of student outcomes for the last 3 years. Where possible, show trends of outcomes over time.



26c. Describe how the program reviews student achievement and outcomes and uses that information to drive program improvement.



PROGRAM EVALUATION AND IMPROVEMENT (Criterion 27)

Criterion 27. The program must demonstrate an annual assessment process of programmatic outcomes.

Considerations

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

27a. Describe the body or person(s) primarily responsible for ongoing evaluation and assessment of the program's attainment of goals, objectives and outcomes.



27b. Describe the process used to assess the program's progress towards stated goals, objectives and outcomes.



27c. Describe how program evaluation tools have been used with students, faculty, alumni, and practitioners to identify strengths and weaknesses in the program structure and educational processes.



27d. 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.

Browse...

PROGRAM EVALUATION AND IMPROVEMENT (Criterion 28)

Criterion 28. The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in program revision and improvement.

28a. Describe how the data gathered from the process described above is used to inform and drive program improvement.

28b. Describe programmatic changes made since the last certification and the impetus for these changes. (For initial certification list changes in the past three years.)

28c. Upload the most recent program improvement action plan.

Browse...

This is your chance to upload any supplemental information that you may wish to include for any of the criteria contained within the Self-Study. The upload below will accept up to 10 files. Please label each file with the number of the criterion that the file pertains to (e.g. 27bOutcomeTrends.pdf).

Upload supplemental information here:

Browse...

Congratulations

Thank you for your self-study submission. You will receive a copy of your submission soon. If you have any further questions about your completed self-study, please do not hesitate to contact [Carly Evans](#).