

Criterion I.B.3:

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

Review Elements

- a. Are there accommodations or resources made available to faculty to handle the additional workload associated with classes of 30 or more?
- b. Are there additional resources available to faculty of Programs with online or blended instruction?
- c. Are there policies governing the use of Teaching Assistants (TA's) and co-teaching in the Program?
- d. For Programs with online or blended instruction, are there methods to ensure that qualified faculty have responsibility for the majority of instructional time?

Not Met	Partially Met	Met
<input type="checkbox"/> Accommodations / resources are not sufficient to handle classes of 30+.	<input type="checkbox"/> Some cases of accommodations / resources not being consistently sufficient to handle classes of 30+.	<input type="checkbox"/> Accommodations / resources are <u>consistently</u> available to faculty to handle the additional workload associated with 30+ sized classes.
<input type="checkbox"/> Additional resources are not available to faculty of Programs with online or blended instruction.	<input type="checkbox"/> Additional resources are inconsistently available to faculty of Programs with online or blended instruction.	<input type="checkbox"/> Additional resources are consistently available to faculty of Programs with online or blended instruction.
<input type="checkbox"/> Policies governing the use of Teaching Assistants (TA's) / co-teaching are inadequate, absent, or are not upheld.	<input type="checkbox"/> Policies governing the use of Teaching Assistants (TA's) / co-teaching are adequate to address faculty workload, but are not consistently upheld.	<input type="checkbox"/> Policies governing the use of Teaching Assistants (TA's) and co-teaching in the Program are clearly and consistently adequate to address faculty workload.
<input type="checkbox"/> Processes are absent or insufficient to ensure that qualified faculty have responsibility for the majority of instructional time.	<input type="checkbox"/> There are methods in place to ensure appropriate faculty responsibility for the majority of instructional time, but in practice they are not consistently used.	<input type="checkbox"/> There are methods in place and being consistently followed to ensure that qualified faculty have responsibility for the majority of instructional time.

Note: The template is designed to be an aid to professional judgment, and not a substitute for it.

Criterion III.A.1:

The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of the curriculum, course content, learning objectives, and teaching and assessment methods.

Review Elements

- a. Do the competencies align with the Program’s mission?
- b. Do the competencies align with the types of jobs that students enter?
- c. Is there an adequate description of the competency development process and the review for relevancy process (i.e. relevancy to the mission and types of jobs that graduates enter) by faculty?
- d. Has the Program demonstrated that the selected competencies can be obtained by the design of the curriculum?
- e. Has the Program demonstrated that the structure and sequencing of the curriculum (including other program activities where applicable), course content and learning objectives facilitate achievement of the designated levels of the selected competencies?

Not Met	Partially Met	Met
<input type="checkbox"/> There is little or no link between competencies and the Program’s stated mission.	<input type="checkbox"/> The link between competencies and the Program’s mission is unclear.	<input type="checkbox"/> Competencies clearly align with the Program’s mission.
<input type="checkbox"/> There is little or no evidence of an attempt to identify and teach competencies relevant to the types of jobs students enter.	<input type="checkbox"/> Competencies seem appropriate to the types of jobs students enter.	<input type="checkbox"/> Competencies clearly align with the types of jobs that students enter.
<input type="checkbox"/> Competency development and relevancy review processes are inadequate (e.g., is the responsibility of a single individual with no apparent discussion with the broader faculty).	<input type="checkbox"/> Competency development and relevancy review processes are unclear.	<input type="checkbox"/> The competency development and relevancy review processes are sufficient.
<input type="checkbox"/> The Program does not demonstrate that the selected competencies can be obtained by the design of the curriculum.	<input type="checkbox"/> The Program demonstrates that the selected competencies can be obtained by the design of the curriculum, but the description is lacking in some ways.	<input type="checkbox"/> The Program demonstrates convincingly that the selected competencies can be obtained by the design of the curriculum.
<input type="checkbox"/> The structure and sequencing of the curriculum do not follow a clear logic with respect to the competency achievement process and end-goals.	<input type="checkbox"/> The structure and sequencing of the curriculum suggests some apparent disconnects or sequencing problems (e.g., a pattern of higher-level competencies being taught before lower-level competencies).	<input type="checkbox"/> The structure and sequencing of the curriculum appears appropriate to the competency achievement process and end-goals.
<input type="checkbox"/> Ties between learning objectives, competencies, and learning outcomes are unclear or missing from a substantial portion of the curriculum.	<input type="checkbox"/> Ties between learning objectives, competencies, and learning outcomes are available for a majority of the curriculum, but may be missing in some areas.	<input type="checkbox"/> Ties between learning objectives, competencies, and learning outcomes are clear and sufficiently documented throughout all or almost the entire curriculum.

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Criterion III.A.2:

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

Review Elements

(First clarify the types of roles graduates should be taking, according to the mission of the Program)

- Are the essential healthcare system and healthcare management knowledge areas defined by the Program supportive of the Program’s mission?
- Has the Program described the defined essential healthcare system and healthcare management knowledge areas to be covered by the curriculum?
- Are all students equally exposed to these areas? [i.e. Is all essential health care system and management content delivered by required courses ?]
- If core courses are waived, is there a policy that ensures that students attain the content and competencies of the waived course?
- Are there procedures present for incorporating healthcare content into courses taught outside of the Program and ensuring integration across the curriculum?
- If the program is less than 40 semester credit hours (not including any residency or internship requirement on which credits are earned) , is there adequate description of how the set of competencies are implemented and achieved?

Not Met	Partially Met	Met
<input type="checkbox"/> The program does not have a description of essential knowledge areas covered.	<input type="checkbox"/> The Program has a description of essential knowledge areas, but it lacks sufficient depth.	<input type="checkbox"/> The Program has a clear description of essential healthcare system and healthcare management knowledge areas covered by the curriculum.
<input type="checkbox"/> No attempt to tie knowledge areas to the Program’s mission.	<input type="checkbox"/> Ties between knowledge areas and the Program’s mission are unclear.	<input type="checkbox"/> The knowledge areas described by the Program clearly support the Program’s mission.
<input type="checkbox"/> Absence of any feedback from stakeholders about the adequacy of the Program’s coverage.	<input type="checkbox"/> Insufficient information from stakeholder feedback to be clear that these areas are adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, or ideally some combination) that knowledge of the healthcare system and healthcare management is adequately covered in the Program.
<input type="checkbox"/> Multiple areas of more-than-minor concern; some students are not consistently covering the essential knowledge areas.	<input type="checkbox"/> Minor areas of concern regarding comprehensive exposure to the knowledge areas by all students (e.g., issues/concerns with waivers, minor but essential knowledge areas mapping to elective courses, inconsistency in courses taught outside).	<input type="checkbox"/> All students receive adequate exposure to the knowledge areas through required courses.
		<input type="checkbox"/> Policies governing course waivers do not preclude any students from attaining the knowledge areas described by the Program.
		<input type="checkbox"/> If knowledge areas are taught outside the Program, there are procedures present for incorporating healthcare content into those courses and ensuring integration across the curriculum.
<input type="checkbox"/> Program requires less than 40 sem. Cr. Hr, with inadequate / no description of how competencies are achieved	<input type="checkbox"/> Program requires less than 40 sem. Cr. Hr, and the description of how competencies are implemented / achieved is lacking.	<input type="checkbox"/> Program requires 40 or more semester credit hours (not including any residency or internship requirement) <u>or</u> , if less than 40, there is adequate description of how the set of competencies are implemented and achieved.

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Criterion III.A.3:

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

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

Review Elements

- a. Are competencies in communications and interpersonal effectiveness developed in the required curriculum and program activities?
- b. Are these competencies addressed at a level that is consistent with the mission of the Program?

Not Met	Partially Met	Met
<input type="checkbox"/> Coverage of communications appears seriously inadequate in one or more ways given the Program's mission (e.g., absence of key areas, or lack of coverage at an appropriate level)	<input type="checkbox"/> Coverage of communications appears to be lacking.	<input type="checkbox"/> Based on the Program's narrative, communications appears adequately covered in the required curriculum and program activities as appropriate to the Program's mission.
<input type="checkbox"/> There is an absence of any evidence of feedback from employers, students, alumni, faculty about the adequacy of the program's attention to communications .	<input type="checkbox"/> There is insufficient information from stakeholder feedback to be clear that communications is adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, or ideally some combination) that communications is adequately covered in the Program.
<input type="checkbox"/> Coverage of interpersonal effectiveness appears seriously inadequate in one or more ways given the Program's mission (e.g. absence of key areas, or lack of coverage at an appropriate level).	<input type="checkbox"/> Coverage of interpersonal effectiveness appears to be lacking.	<input type="checkbox"/> Based on the Program's narrative, interpersonal effectiveness appears adequately covered in the required curriculum and program activities as appropriate to the Program's mission.
<input type="checkbox"/> There is an absence of any evidence of feedback from employers, students, alumni, faculty about the adequacy of the program's attention to interpersonal effectiveness .	<input type="checkbox"/> There is insufficient information from stakeholder feedback to be clear that interpersonal effectiveness is adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, faculty, or some combination) that interpersonal effectiveness is adequately covered in the Program.
<input type="checkbox"/> Level to which competencies are addressed do not make sense given the mission of the Program.	<input type="checkbox"/> Level to which competencies are addressed may not appear consistent with the mission of the Program.	<input type="checkbox"/> Competencies are addressed at a level that is consistent with the mission of the Program.

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Criterion III.A.4:

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

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

Review Elements

- a. Are competencies in critical thinking, analysis and problem solving developed in the required curriculum and program activities?
- b. Are these competencies addressed at a level that is consistent with the mission of the Program?

Not Met	Partially Met	Met
<input type="checkbox"/> Coverage of critical thinking, analysis, and problem solving appears seriously inadequate in one or more ways given the Program's mission (e.g., absence of key areas, or lack of coverage at an appropriate level)	<input type="checkbox"/> Coverage of critical thinking, analysis, and problem solving appears to be lacking.	<input type="checkbox"/> Based on the Program's narrative, critical thinking, analysis, and problem solving appear adequately covered in the required curriculum and program activities as appropriate to the Program's mission.
<input type="checkbox"/> There is an absence of any evidence of feedback from employers, students, alumni, faculty about the adequacy of the program's attention to critical thinking, analysis, and problem solving.	<input type="checkbox"/> There is insufficient information from stakeholder feedback to be clear that critical thinking, analysis, and problem solving is adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, faculty, or some combination) that critical thinking, analysis, and problem solving are adequately covered in Program.
<input type="checkbox"/> Level to which competencies are addressed do not make sense given the mission of the Program.	<input type="checkbox"/> Level to which competencies are addressed may not appear consistent with the mission of the Program.	<input type="checkbox"/> Competencies are addressed at a level that is consistent with the mission of the Program.

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Criterion III.A.5:

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

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

Review Elements

- a. Are competencies in management and leadership developed in the required curriculum and program activities?
- b. Are these competencies addressed at a level that is consistent with the mission of the Program?

Not Met	Partially Met	Met
<input type="checkbox"/> Coverage of management and leadership appears seriously inadequate in one or more ways given the Program's mission (e.g., absence of key areas, or lack of coverage at an appropriate level).	<input type="checkbox"/> Coverage of management and leadership appears to be lacking.	<input type="checkbox"/> Based on the Program's narrative, management and leadership appears adequately covered in the required curriculum and program activities as appropriate to the Program's mission.
<input type="checkbox"/> There is an absence of any evidence of feedback from employers, students, alumni, faculty about the adequacy of the program's attention to management and leadership .	<input type="checkbox"/> There is insufficient information from stakeholder feedback to be clear that management and leadership is adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, faculty, or some combination) that management and leadership are adequately covered the Program.
<input type="checkbox"/> Level to which competencies are addressed do not make sense given the mission of the Program.	<input type="checkbox"/> Level to which competencies are addressed may not appear consistent with the mission of the Program.	<input type="checkbox"/> Competencies addressed at a level that is consistent with the mission of the Program.

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Criterion III.A.6:

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

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

Review Elements

- a. Are competencies in professionalism and ethics developed in the required curriculum and program activities?
- b. Are these competencies addressed at a level that is consistent with the mission of the Program?

Not Met	Partially Met	Met
<input type="checkbox"/> Coverage of professionalism appears seriously inadequate in one or more ways given the Program's mission (e.g., absence of key areas, or lack of coverage at an appropriate level).	<input type="checkbox"/> Coverage of professionalism appears to be lacking.	<input type="checkbox"/> Based on the Program's narrative, professionalism appears adequately covered in the required curriculum and program activities as appropriate to the Program's mission.
<input type="checkbox"/> There is an absence of any evidence of feedback from employers, students, alumni, faculty about the adequacy of the program's attention to professionalism .	<input type="checkbox"/> There is insufficient information from stakeholder feedback to be clear that professionalism is adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, faculty, or some combination) that professionalism is adequately covered in the Program.
<input type="checkbox"/> Coverage of ethics appears seriously inadequate in one or more ways given the Program's mission (e.g., absence of key areas, or lack of coverage at an appropriate level).	<input type="checkbox"/> Coverage of ethics appears to be lacking.	<input type="checkbox"/> Based on the Program's narrative, ethics appears adequately covered in the required curriculum and program activities as appropriate to the Program's mission.
<input type="checkbox"/> There is an absence of any evidence of feedback from employers, students, alumni, faculty about the adequacy of the program's attention to ethics .	<input type="checkbox"/> There is insufficient information from stakeholder feedback to be clear that ethics is adequately covered.	<input type="checkbox"/> There is evidence from stakeholder feedback (employers, students, alumni, faculty, or some combination) that ethics is adequately covered in the Program.
<input type="checkbox"/> Level to which competencies are addressed do not make sense given the mission of the Program.	<input type="checkbox"/> Level to which competencies are addressed may not appear consistent with the mission of the Program.	<input type="checkbox"/> Competencies addressed at a level that is consistent with the mission of the Program.

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Criterion III.B.1:

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

Review Elements

- a. Do the methods reflect the rigor expected of graduate education and emphasize methods that involve active student participation?
- b. Is there an estimate of the overall percentage of student activity that are focused on higher vs. lower level teaching and learning methods according to the level definitions provided? (Verify from syllabi cover sheets).
- c. To what extent is the balance between higher vs. lower level teaching and learning methods appropriate given the mission and goals of the Program?

Not Met	Partially Met	Met
<input type="checkbox"/> Other than a few courses, there is little evidence of teaching and learning methods reflecting adult learning principles and at a level appropriate to graduate education.	<input type="checkbox"/> Program demonstrates some over-reliance on lower-level teaching and learning methods, particularly in one or more courses where use of higher-level methods would be expected.	<input type="checkbox"/> Program shows clear evidence of incorporating a range of teaching and learning methods throughout the curriculum, consistent with adult learning principles and based on higher education taxonomic levels appropriate to graduate education.
<input type="checkbox"/> Student evaluation activities substantially under-emphasize higher level teaching and learning methods.	<input type="checkbox"/> Some courses fall short of the rigor expected of graduate education, as reflected / confirmed by constituent feedback.	<input type="checkbox"/> Throughout the curriculum, methods used reflect the rigor expected of graduate education.
<input type="checkbox"/> Most or all courses do not appear to emphasize active student participation.	<input type="checkbox"/> Some courses do not appear to emphasize active student participation.	<input type="checkbox"/> Throughout the curriculum, methods used emphasize active student participation.
<input type="checkbox"/> Program fails to provide an estimate of the overall percentage of student activity that is focused on higher vs. lower level teaching and learning methods.	<input type="checkbox"/> Student evaluation activities somewhat under-emphasize higher level teaching and learning methods.	<input type="checkbox"/> Program provides an estimate of the overall percentage of student activity that is focused on higher vs. lower level teaching and learning methods.
<input type="checkbox"/> There is mostly an absence of higher-level teaching and learning methods, given the mission and goals of the Program.	<input type="checkbox"/> There is insufficient attention to higher-level teaching and learning methods, given the mission and goals of the Program.	<input type="checkbox"/> The balance between higher vs. lower level teaching and learning methods is appropriate given the mission and goals of the Program.

Note: The template is designed to be an aid to professional judgment, and not a substitute for it.

Criterion III.C.1:

The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.

Review Elements

- a. Do the methods reflect the rigor expected of graduate education and emphasize methods beyond those associated with knowledge evaluation?
- b. Is there an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods according to the level definitions provided? (Verify from syllabi cover sheets)
- c. To what extent is the balance between higher vs. lower level assessment methods appropriate given the mission and goals of the Program?

Not Met	Partially Met	Met
<input type="checkbox"/> Other than a few courses, there is little evidence of teaching and learning methods reflecting adult learning principles and at a level appropriate to graduate education.	<input type="checkbox"/> Program shows clear evidence of incorporating a range of assessment methods throughout much of the curriculum, but numerous courses rely on lower-level knowledge-based methods.	<input type="checkbox"/> Program shows clear evidence of incorporating a range of assessment methods throughout the curriculum.
<input type="checkbox"/> Assessment methods regularly reflect a level that falls short of the rigor expected of graduate education.	<input type="checkbox"/> Assessment methods used occasionally fall short of the rigor expected of graduate education.	<input type="checkbox"/> Assessment methods used consistently reflect the rigor expected of graduate education.
<input type="checkbox"/> Program fails to provide an estimate of the overall percentage of focus on higher vs. lower level assessment methods.	<input type="checkbox"/> Program provides an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods, but the estimates appear somewhat incongruent with the cover sheets.	<input type="checkbox"/> Program provides an estimate of the overall percentage of student evaluations that are focused on higher vs. lower level assessment methods according to the level definitions provided (verifiable from syllabi cover sheets).
<input type="checkbox"/> Most or all courses are dominated by lower-level assessment activities.	<input type="checkbox"/> Assessment activities under-emphasize higher level methods.	<input type="checkbox"/> The balance between higher vs. lower level assessment methods is appropriate given the mission and goals of the Program.

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Criterion IV.C.1:

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

Review Elements

- a. Is there a systematic plan for pedagogical development of all core faculty?
- b. Is this plan aligned with the Program’s competency development and assessment plan?
- c. Have the regular faculty development activities in the Program been described? Are these adequate?
- d. Is there an approach for providing and monitoring individual faculty development in pedagogy?
- e. Has a description of the Program and University level resources been provided?

Not Met	Partially Met	Met
<input type="checkbox"/> There appears to be little focus on systematic faculty development within the Program and University.	<input type="checkbox"/> It is unclear that development is systematically pursued by the Program. (e.g., the Program or department may provide continuing education / faculty development sessions, but participation is voluntary and/or lacks ties back to individual faculty goals).	<input type="checkbox"/> A detailed description of the Program and University- level resources, including time spent, faculty attendance, session content, etc., has been provided.
<input type="checkbox"/> There is no (or inadequate) mechanisms in place to address shortfalls in pedagogy, as evidenced by an absence of actions taken in cases where courses are falling short.	<input type="checkbox"/> Development plans’ ties back to the Program’s competency development and assessment plans may be unclear in some ways.	<input type="checkbox"/> Faculty development activities in the Program have been documented and appear adequate to support systematic plans / investment in pedagogical improvement for all core faculty.
<input type="checkbox"/> There is no evidence / documentation that development plans are being followed.	<input type="checkbox"/> There is evidence that development plans are being followed, but evidence is not clear for all core faculty.	<input type="checkbox"/> There is clear evidence that development plans are being followed for all core faculty.
<input type="checkbox"/> Faculty development plans do not tie to the Program’s competency development and assessment plans.	<input type="checkbox"/> The development plan has at least some ties to the Program’s competency development and assessment plan.	<input type="checkbox"/> The development plan is aligned with the Program’s competency development and assessment plan.

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