Clayton State University
Special Course and Academic Program Fee Form
Fiscal Year 2019

Name of Fee:	Dental Hygiene Lab Fee
Fee Type:	Special Course Lab Fee
Office Responsible for Fee:	Department of Dental Hygiene
Amount of Fee:	$15.00/Lab Course
Basis (per term, one time, etc.):	Per semester

Purpose and use of the fee (explain benefit to student or education):
The purpose of the fee is to purchase or repair special lab equipment, purchase supplies that support teaching and learning in the laboratory, as well as community outreach and trips that enhance continuous learning and professional development.

Revenue in FY19	$	2,721.90
Expenditures in FY19	$	2,644.99
Surplus/(Deficit) amount	$	76.91

Point of Contact for questions:

Name: Susan Duley
Phone: x4911
E-mail: Susanduley@clayton.edu

For more rmation on how this fee is used and related financial data, please go to: Annual review of Fee Usage.

Form Submitted By: Susan A Duley Date: 9-25-19

Asia Etheridge Date: 9/27/19

VP/Dean/Director

Special Course and Academic Program Fee

Review Form

Signature Page

Prepared By:

Susan Duley — Susan Duley — 9-25-19

Signature — Printed Name — Date

The Chair/Associate Dean and Dean of the College requesting this fee must sign the signature page prior to review of this Application Form by the Special Course and Academic Fees Advisory Committee.

Chair/Associate Dean/Associate VPAA:

Susan Duley — 9-25-19

Signature — Date

College Dean (if applicable)

Lisa Eichelberger — 10/17/19

Signature — Date

By signing you are indicating that you reviewed the fee and/or the comments made by the advisory committee.

Chair of the Special Course and Academic Fees Advisory Committee:

Michelle Finley — Nov 4, 2019

Signature — Date

Provost

kevindemmitt@clayton.edu kevindemmitt@clayton.edu (Nov 4, 2019) — Nov 4, 2019

Signature — Date

President

Nov 4, 2019

Signature — Date

Fee Name	Committee Review Comments	FY19 amount reviewed/FY20 Collecting/FY21 approved	Requires Application to USG/BoR? Yes or No
Dental Hygiene Lab fee	*Review*: The committee was concerned that a narrative was not provided even though the form indicates that it should be provided. The committee doesn't understand some purchases (scheduling software, scantrons) and these are new charges this year. Lab fees should not be used for scantrons or scheduling software. The original fee application indicated that the fee revenue would be used to purchase lab supplies used by the students who pay the fees. It does not appear that the fee revenue was used to purchase lab supplies. The committee requested a narrative to describe the expenditures during the appeals process before they approved this fee for the future. *Appeal*: A narrative was provided with an explanation that some items were purchased using the fee revenue since an accreditation visit reduced other funds that would be used. The committee feels very strongly that the fee revenue should NEVER be used for items that are not approved originally and are not used in this course. While the committee understands the issue and has sympathy the fee manager should remember that the committee will not approve this fee in the future if fee revenue is not spent correctly. The committee approved the fee for FY21 after the appeal was filed.	FY19: $15/course FY 20: $15/course FY 21: $15/course	No

Special Course and Academic Program Fee

Review Form

Fiscal Year Review (Ex. FY15): FY19

Department/College: Dental Hygiene

Fee Name: Dental Hygiene Lab Fee

List the course(s) or program(s) for which this fee applies:

3100C
3120L
4300C
3300A
3300B
3200C
4400C
3230L

Revenue Collected this Fiscal Year **$2,721.90**
(obtain this from the revenue summary report you attach)

Please complete the expenditures chart below (obtain this from the budget activity report you attach).

Expenditures	**Amount**
Personal Services	
511000-Faculty	
512000-PT Faculty	
513000-Summer Faculty	
521000-Prof/Admin	
522000-Staff	
523000-Grad Asst	
524000-Student Asst	
525000-Casual Labor	
551000-FICA	
552000-Retirement Systems	
553000-Group Insurance	
566000-Other Personal Services	
Travel	

641000-Employee Travel	
651000-NonEmployee Travel	
OS&E	
714000-Supplies and Materials	1,864.99
715000-Repairs and Maintenance	
719000-Rents(Non Real Estate)	
720000-Insurance and Bonding	780.00
727000-Other Operating Expense	
733000-Software	
742000-Publications and Printing	
743000-Equipment(Small Value)	
744000-IT Equipment(Small Value)	
748000-Real Estate Rentals	
751000-Per Diems & Fees	
753000-Contracts	
771000-Telecommunications	
781000-Scholarships	
783000-Stipends	
Equipment	
843000-Equipment(Inventory)	
Total Expenditures	2,644.99
Net Operating Gain (Loss) *Subtract your total revenue from your total expenditures.*	76.91

Attach the following to this form:

- A Revenue Summary Report (from People Soft Financials).
- A Budget Activity Report—Detail (from People Soft Financials)
- For each expenditure in the report provide an explanation of what was purchased (typically provided in a spreadsheet format).
- A memo or cover letter addressing any items/services purchased that did not exist in the original narrative provided on the original application form, any unusual circumstances you noted about the fee, and/or any significant remaining revenue or deficit in the fee account. If you feel that the fee should be reduced, eliminated or increased you will need to submit a new application for the fee.

LEDGER HISTORY REPORT - Detail
Clayton State University

Ledger:	ACTUALS	**Fund:**	10600	**Program:**	11100	**Account Range:**	400000	**to**	999999
Fiscal Year:	2019	**Budget Ref:**	2014	**Class:**	11000	**Department Range:**	0610310	**to**	0610310
Acct Period Range:	1 to 1					**Project Range:**	ALL		

Fund	Dept	Program	Class	Proj/Grant	Account	Budget Ref
10600	0610310	11100	11000		409943	2014
Other General	Dental Hygiene Lab	General Academic	General operations		Health Science Lab Fee	

Jrnl/Tran Date	Type	DocumentID	Line	Description	Vendor	Check	Pre-Encum	Encumbrance	Expended
07/05/18	JE	B0[illegible]149	861	Banner Journal - 18[illegible]			0.00	0.00	-15.00
07/05/18	JE	B0[illegible]149	86	Banner Journal 18[illegible]			0.00	0.00	-[illegible]90.00
10/15/18	JE	B00[illegible]	92	Banner Journal 18[illegible]			0.00	0.00	30.00
10/16/18	JE	B00[illegible]	11	Banner Journal - 18[illegible]			0.00	0.00	75.00
10/16/18	JE	B00[illegible]	1	Banner Journal [illegible]			0.00	0.00	[illegible]
10/16/18	JE	B00[illegible]	215	Banner Journal 18[illegible]			0.00	0.00	-15.00
10/23/18	JE	B000[illegible]9089	26	Banner Journal - 18[illegible]			0.00	0.00	-45.00
10/23/18	JE	B000[illegible]9089	27	Banner Journal - 18[illegible]			0.00	0.00	-15.00
10/23/18	JE	B000[illegible]3089	29	Banner Journal 18[illegible]			0.00	0.00	90.00
10/23/18	JE	B000[illegible]3089	28	Banner Journal - 18[illegible]			0.00	0.00	-30.00
10/25/18	JE	B000[illegible]0013	107	Banner Journal - 18[illegible]			0.00	0.00	-30.00
10/30/18	JE	B000[illegible]558	104	Banner Journal - 18[illegible]			0.00	0.00	-30.00
10/31/18	JE	B000[illegible]903	96	Banner Journal - 18[illegible]			0.00	0.00	15.00
11/06/18	JE	B000[illegible]	[illegible]	Banner Journal - 18[illegible]			0.00	0.00	30.00
11/13/18	JE	B000[illegible]5989	195	Banner Journal 18[illegible]			0.00	0.00	-15.00
11/14/18	JE	B000[illegible]6894	84	Banner Journal - 18[illegible]			0.00	0.00	-15.00
11/20/18	JE	B000[illegible]8768	105	Banner Journal - 18[illegible]			0.00	0.00	-15.00
11/26/18	JE	B000[illegible]	86	Banner Journal - 18[illegible]			0.00	0.00	-45.00
11/29/18	JE	B000[illegible]	[illegible]	Banner Journal - 18[illegible]			0.00	0.00	-15.00
11/30/18	JE	B000[illegible]1884	16	Banner Journal - 18[illegible]			0.00	0.00	-66.00
04/[illegible]/19	JE	B000[illegible]	1117	Banner Journal - 190817			0.00	0.00	-11.10
04/[illegible]/19	JE	B000[illegible]	1116	Banner Journal - 190815			0.00	0.00	-43.30
04/[illegible]/19	JE	B000[illegible]	1119	Banner Journal - 190816			0.00	0.00	[illegible]
04/[illegible]/19	JE	B000[illegible]	1120	Banner Journal 190814			0.00	0.00	-43.30
04/[illegible]/19	JE	B000[illegible]	1121	Banner Journal - 190811			0.00	0.00	11.10
04/[illegible]/19	JE	B000[illegible]	1122	Banner Journal - 190814			0.00	0.00	33.30
04/[illegible]/19	JE	B000[illegible]	1123	Banner Journal - 190814			0.00	0.00	33.30
04/[illegible]/19	JE	B000[illegible]	1124	Banner Journal - 190814			0.00	0.00	-111.00
04/[illegible]/19	JE	B000[illegible]	1125	Banner Journal - 190811			0.00	0.00	[illegible]
04/[illegible]/19	JE	B000[illegible]	1126	Banner Journal 190815			0.00	0.00	[illegible]
04/30/19	JE	B000[illegible]	145	Banner Journal - 191201			0.00	0.00	11.10

LEDGER HISTORY REPORT - Detail
Clayton State University

Ledger:	ACTUALS	**Fund:**	10600	**Program:**	11100	**Account Range:**	400000	**to**	999999
Fiscal Year:	2019	**Budget Ref:**	2019	**Class:**	11000	**Department Range:**	0610310	**to**	0610310
Acct Period Range:	1 to 1[illegible]					**Project Range:**	ALL		

05/03/19	JE	B000694130	112	Banner Journal - 191231	0.00	0.00	-11.10
05/13/19	JE	B000697701	206	Banner Journal - 191332	0.00	0.00	11.10
Totals for Account:		409943			**0.00**	**0.00**	**-2,721.90**

Fund	Dept	Program	Class	Proj/Grant	Account	Budget Ref
10600	0610310	11100	11000		714100	2019
Other General	Dental Hygiene Lab	General Academic	General Operations		Supplies and Materials	

Jrnl/Tran Date	Type	DocumentID	Line	Description	Vendor	Check	Pre-Encum	Encumbrance	Expended
11/20/18	REQ	0000503813	1	Scantron Answer Sheet			154.14	0.00	0.00
11/29/18	PO	0000514597	1	Scantron Answer Sheet	SCANTRONCO		0.00	-68.00	0.00
11/29/18	PO	0000514597	1	Pre-Enc Liquidation: 0000503813/1	SCANTRONCO		-0.00	0.00	0.00
11/29/18	PO	0000514597	1	Scantron Answer Sheet	SCANTRONCO		0.00	154.14	0.00
11/29/18	PO	0000514597	1	Pre-Enc Liquidation: 0000503813/1	SCANTRONCO		-154.14	0.00	0.00
11/30/18	JE	000064[illegible]411	24	To Book November 2018 PCARD Charges.			0.00	0.00	166.39
0[illegible]/15/19	JE	AP00656650	108	All wipe instruments cleaner			0.00	0.00	746.55
02/15/19	JE	AP00666657	21	Eaglesoft for DHYG			0.00	0.00	178.00
02/15/19	JE	AP00666657	23	Eaglesoft for DHYG			0.00	0.00	178.00
02/15/19	JE	AP00666657	25	Eaglesoft for DHYG			0.00	0.00	178.00
02/15/19	JE	AP00666657	30	Eaglesoft for DHYG			0.00	0.00	178.00
02/15/19	JE	AP00666657	32	Eaglesoft for DHYG			0.00	0.00	178.00
02/15/19	JE	AP00666657	19	Eaglesoft for DHYG			0.00	0.00	178.00
02/15/19	JE	AP00666657	24	Eaglesoft for DHYG			0.00	0.00	178.00
03/21/19	JE	AP00677445	119	Arestin Minocycline			0.00	0.00	178.00
03/21/19	JE	AP00677445	129	8-1/4" Bench Mount			0.00	0.00	964.46
03/21/19	JE	AP00679998	2	Oraquix Gel & Jeltrate Canister			0.00	0.00	432.76
03/21/19	JE	AP00679999	5	District-Dental Hygiene Clinic			0.00	0.00	975.18
06/04/19	JE	AP00706780	45	8-1/4" Bench Mount			0.00	0.00	1,834.09
06/06/19	JE	AP00708088	9	All wipe instruments cleaner			0.00	0.00	-[illegible]
06/06/19	JE	AP00712388	4	District-Dental Hygiene Clinic			0.00	0.00	746.55
06/06/19	JE	AP00708088	7	Oraquix Gel & Jeltrate Canister			0.00	0.00	-1,834.09
06/20/19	JE	AP00716862	3	Scantron Answer Sheet			0.00	0.00	975.18
06/20/19	Vchr	05342357	1	Enc Liquidation: 0000514597/1			0.00	0.00	86.14
06/20/19	Vchr	05342357	1	Scantron Answer Sheet	SCANTRONCO		0.00	-86.14	0.00
					SCANTRONCO	239411	0.00	0.00	0.00
Totals for Account:		714100					**0.00**	**0.00**	**1,864.99**

LEDGER HISTORY REPORT - Detail
Clayton State University

Ledger:	ACTUALS	**Fund:**	10600	**Program:**	11100	**Account Range:**	400000	**to**	999999
Fiscal Year:	2019	**Budget Ref:**	2019	**Class:**	11000	**Department Range:**	0610310	**to**	0610310
Acct Period Range:	1 to 12					**Project Range:**	ALL		

Fund	Dept	Program	Class	Proj/Grant	Account	Budget Ref
10600	0610310	11100	11000		720100	2019
Other General	Dental Hygiene Lab	General Academic	General Operations		Insurance And Bonding	

Jrnl/Tran Date	Type	DocumentID	Line	Description	Vendor	Check	Pre-Encum	Encumbrance	Expended
10/17/18	PEQ	0000503646	.	Mercer Professional student Liability Ins. renewal -new poli			780.00	0.00	0.00
10/23/18	IO	0000144418		Pre-Enc Liquidation: 0000503646/1	MERCERHEAL		0.00	0.00	0.00
10/23/18	IO	0000144418	.	Pre-Enc Liquidation: 0000503646/1	MERCERHEAL		780.00	0.00	0.00
10/23/18	IO	0000144418		Mercer Professional student Liability Ins. renewal -new poli	MERCERHEAL		0.00	780.00	0.00
10/23/18	IO	0000144418		Mercer Professional student Liability Ins. renewal -new poli	MERCERHEAL		0.00	0.00	0.00
10/25/18	JE	AT0062121	38	Mercer Professional student Li			0.00	0.00	780.00
10/25/18	Vch	3533852	1	Enc Liquidation: 0000144418/1	MERCERHEAL		0.00	-780.00	0.00
10/25/18	Vch	3533852	1	Mercer Professional student Li	MERCERHEAL	94080	0.00	0.00	0.00
Totals for Account:		**720100**					**0.00**	**0.00**	**780.00**
Totals for Project:							**0.00**	**0.00**	**-76.91**
Totals for Department:		**0610310**					**0.00**	**0.00**	**-76.91**

Dental Hygiene Lab Fees

Speedtype Fund 10600 Dept. ID 0610310 Program 11100 Class 11000

714100 - Supplies & Materials
715102 - Maintenance Contracts
727109 - Freight In
727111 - Freight Out

Beg. Balance
$2,721.90

Date	Vendor	Item/Description	Cost	Acct. Charged	Payment Method	Balance
		BEGINNING BALANCE				$2,721.90
11/30/18	Crystal Springs	Water for Sterilization	168.39	714100	P-card	$2,553.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$2,375.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$2,197.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$2,019.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$1,841.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$1,663.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$1,485.51
02/15/19	Patterson Dental (Eaglesoft)	Scheduling Software for Student Learning	178.00	714100	Check	$1,307.51
03/21/19	Henry Schein	Arestin Minocycline	364.46	714100	Check	$943.05
06/01/19	Scantron	Scantron Answer Sheets	86.14	714100	Check	$856.91
10/25/19	Mercer	Professional Student Liability Insurance	780.00	720100	PO	$76.91
		Total Expended to Date	**$ 2,644.99**			

Surplus/Deficit **$76.91**

Special Course and Academic Program Fee

Appeal Form

Signature Page

Prepared By:

Dr. Susan I. Duley — Susan Duley — 10/16/19

Signature — Printed Name — Date

The Chair/Associate Dean and Dean of the College requesting this fee must sign the signature page prior to review of this Application Form by the Special Course and Academic Fees Advisory Committee.

Chair/Associate Dean/Associate VPAA

Signature — 10/16/19 Date

College Dean (if applicable)

Signature — 10/17/19 Date

By signing you are indicating that you agree to this fee or a revised version of this fee.

Chair of the Special Course and Academic Fees Advisory Committee:

Signature — Date

Provost

Signature — Date

President

Signature — Date

After Approved by President Submit Form to Budget Office with any revisions made.

Fund	Department	Program	Class	Accounts
10600	0610310	11100	11000	714100 720100

Special Course and Academic Program Fee

Appeal Form

Date of Appeal: 10/16/19

College/Department: Dental Hygiene

Fee Name: Dental Hygiene Lab Fee

Answer the following questions for your appeal. In most cases you do not need to submit a new application form unless your form was not properly done or you are changing a denied program fee to a course fee (then you would need to submit the new course fee form along with this page.

1. The SCAPFA Committee provided detailed comments that lead to their decision concerning the fee. Please address those comments here. For example, if we reduced your fee or eliminated it due to the fact that you are not spending all of the revenue then you will need to explain why you are not spending all of the revenue.
2. Justify why the program's department/college budget cannot support these expenditures and why students should be expected to pay the fee to cover the expenditure.
3. Describe the benefit this revenue will provide to the students who are paying it.
4. Provide any evidence that helps you to justify your fee.

The scheduling software (Eaglesoft) is a lab supply because it is used by every student on every patient in order to document protected health information.

The reason that we used lab fee funds to purchase scantron is related to the exceptional expenditures we had last year related to our CODA re-accreditation site visit from the Commission on Dental Accreditation; thus, some lab fee funding was utilized for payment in other areas. The program received full re-accreditation without one recommendation, which is the first time this has occurred in the history of the program.

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: • The US Healthcare System • Population/community health	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. 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. 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.)