

## **Criteria for Undergraduate Program Certification**

**Updated criteria with all revisions through October 2025.**

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### Eligibility Criteria

| Criterion Letter | Criterion Language   | Review Elements and Guidance   | Corresponding Eligibility Survey Questions  |
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| <b>A</b>         | 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. | <ul style="list-style-type: none"> <li>Is there evidence that the College or University is accredited and by whom?</li> </ul>  | <p>A1. Indicate the name of the regional accrediting agency or other appropriate accrediting body and the date of the last accreditation.</p> <p>A2. Indicate the length of accreditation awarded:</p> <ul style="list-style-type: none"> <li>5 Years</li> <li>7 Years</li> <li>10 Years</li> <li>Other (Please Specify)</li> </ul> <p>A3. Please indicate any specialized accreditation that you may have at the program, school, or university level:</p> <ul style="list-style-type: none"> <li>CEPH</li> <li>AACSB</li> <li>ACBSP</li> <li>EQUIS</li> <li>NASPAA</li> <li>Other, please specify:</li> </ul> |
| <b>B</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.   | <ul style="list-style-type: none"> <li>Is the program listed as a course of study leading to a baccalaureate degree?</li> <li>Is the program listed on the University's website as a course of study?</li> </ul> | <p>B1. Year Program was Established</p> <p>B2. Identify the governing body responsible for approving the degree.</p> <p>B3. State the name of the bachelor's degree program for which certification is sought. Indicate the name of the degree and the abbreviation used (e.g., Bachelors of Health Administration, BHA).</p>   |

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|          |  |   | <p>B4. Provide a URL for the online university catalog.</p> <p>B5. Provide a URL for the program webpage.</p>   |
| <b>C</b> | <p>The program must have graduated its first cohort of students prior to the self-study year.</p>  | <ul style="list-style-type: none"> <li>When did the first cohort of students graduate?</li> </ul>   | <p>C1. Year the first cohort graduated.</p> <p>C2. Number of students in first cohort.</p> <p>C3. Total number of students graduated to date.</p>   |
| <b>D</b> | <p>Programs with 150 or less students enrolled must have a minimum of two full-time 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).</p> <p>Qualified faculty are those that hold a terminal degree in the field, including but not limited to a PhD, DHA, or EdD. In lieu of a terminal degree, faculty may also be considered qualified by holding a professional degree in the field (MD, JD, Masters) as well as having professional experience that is substantial both in duration and level of responsibility.</p> <p>Programs with more than 150 students enrolled must have an additional faculty member meeting the above criteria for every 100 additional students over 150.</p> | <ul style="list-style-type: none"> <li>In addition to completing the Faculty Overview worksheet, programs will also provide links to faculty websites or upload their CVs.</li> <li>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.</li> <li>In programs offered at multiple physical sites (campuses), there must be 2 qualified faculty responsible for each site.</li> <li>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. Programs must describe the qualifications of</li> </ul> | <p><b>Considerations:</b></p> <ol style="list-style-type: none"> <li><b>Multiple qualified faculty may be combined to justify 2 FTE where there are joint graduate and undergraduate programs with shared faculty.</b></li> <li><b>No more than 3 qualified faculty may be used to support one FTE.</b></li> </ol> <p><b>In programs offered at multiple physical sites (campuses), there must be 2 qualified faculty responsible for each site.</b></p> <p><b>Terminally degreed faculty members are those faculty that hold the highest academic degree in their given field. This includes all earned doctorates, medical doctorates, and juris doctorate degrees. While terminally degreed faculty are strongly preferred and, in most cases, expected, a faculty member holding a master's level degree may be appropriate in certain circumstances. In such circumstances, it is the program's responsibility to document the faculty member's qualifications as it pertains to both professional experience and teaching ability. In all cases, at least one faculty member must hold a doctorate.</b></p> |

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|  | <p>Programs with multiple physical sites (campuses), must ensure 2 qualified faculty are responsible for each site.</p> <p>Programs that do not meet this criterion to the letter may make a case for their eligibility, which will be reviewed by the Undergraduate Program Committee (UPC). In rare circumstances, UPC may accept the program's rationale for eligibility and grant an exception.</p> | <p>any FT faculty not meeting the terminal degree/academic requirements and provide justification for these qualifications.</p> <ul style="list-style-type: none"> <li>• If faculty are split across multiple schools (e.g. dual appointments), programs must denote what percent of effort the faculty member puts toward the Health Administration program. Those percentages will be used to assess FTE.</li> </ul> | <p>D1. Number of students pursuing a major enrolled in your program during the self-study year</p> <p>Full Time<br/>Part Time</p> <p>D2. Number of students pursuing a minor in your program during the self-study year. If not applicable, please enter N/A.</p> <p>Full Time<br/>Part Time</p> <p>D3What is the primary mode of delivery for your program (online, in-person, hybrid)?</p> <p>D4. Specify the primary physical location for your program (campus name and address).</p> <p>D5. Does your program operate at additional physical sites other than the one listed above? If so, please provide the address of all additional sites (campuses) where your program is delivered and the names of the two faculty members primarily responsible for the program at each address.</p> <p>D6. Provide a link to each faculty member's webpage listing their credentials, or upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) who teaches required or elective courses in the program. Each upload box below will allow you to upload 10 CV's. If you need to upload additional files you may do so below. CVs should be named as follows: lastname.pdf Note: To save time you may want to create a single PDF containing all faculty CVs in alphabetical order by last name.</p> |
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|          |   |  | <p>If more space is needed, upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teaches in the program for required and elective courses. Each upload box below will allow you to upload 10 CV's. If you need to upload additional files you may do so below. CVs should be named as follows: lastname.pdf</p> <p>If more space is needed, upload PDF versions of the CV for each faculty member (full time, part time, or adjunct) that teaches in the program for required and elective courses. Each upload box below will allow you to upload 10 CV's. If you need to upload additional files you may do so below. CVs should be named as follows: lastname.pdf</p> <p>D7. Complete the <a href="#">Faculty Overview worksheet</a> and upload below.</p> <p>D8. Optional: If the program does not meet this criterion, please provide a rationale for why it should be granted eligibility. This rationale will be reviewed by the Undergraduate Program Committee, which in rare instances may accept the program's rationale for eligibility and grant an exception.</p> <p>D9. Optional: Please upload any supporting documentation for the rationale provided in D8.</p> |
| <b>E</b> | All students enrolled in the program must receive not less than 25% of the instruction within the health administration program (both core and elective courses) from full time university faculty. | <ul style="list-style-type: none"> <li>Do the syllabi, as well as Self Study Table, demonstrate at least 25% of the program instruction is provided by full time faculty employed by the university, rather than adjuncts or guest lecturers?</li> </ul> | E1. If you wish to make any commentary on the number of employed vs. adjunct faculty teaching in your program, or plans for future hires, you may do so in the space below, but a response is not required. (Max 1500 words)   |

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|          | <p>Programs that do not meet this criterion to the letter may make a case for their eligibility, which will be reviewed by the Undergraduate Program Committee (UPC). In rare circumstances, UPC may accept the program's rationale for eligibility and grant an exception.</p>   | <ul style="list-style-type: none"> <li>Programs should recognize this as a minimum standard but should strive for a higher percentage.</li> </ul>  | <p>E2. Complete the <a href="#">Courses By Faculty Worksheet</a> and upload below.</p> <p>E3. Optional: If the program does not meet this criterion, please provide a rationale for why it should be granted eligibility. This rationale will be reviewed by the Undergraduate Program Committee, which in rare instances may accept the program's rationale for eligibility and grant an exception.</p> <p>E4. Optional: Please upload any supporting documentation for the rationale provided in E3.</p>  |
| <b>F</b> | <p>The program must require each student to complete a faculty supervised internship (preferably face to face, though virtual options may be included) of a minimum of 120 hours (or more as specified by the program).</p> <p>For cases in which a student has a compelling case for not completing the internship (e.g., extenuating circumstances, significant prior professional experience in the field of health administration, etc.), programs may adopt an alternate applied learning experience that is equivalent in length to the program's internship requirement. The alternate applied learning experience must be faculty-supervised and can take place in any field across health and social services.</p> | <ul style="list-style-type: none"> <li>Does the program require an internship? Is the internship stated as a requirement of the program in all marketing and recruitment materials? Is the internship at least 120 hours in length?</li> <li>In cases where students demonstrate a compelling case for not completing the internship (e.g., extenuating circumstances, significant prior professional experience in the field of health administration, etc.), is there an alternate applied learning experience requirement in place?</li> <li>What criteria does the program use to excuse students from the internship requirement and direct them to the alternate applied learning experience?</li> </ul> | <p>F1. Does your program require an internship of all students?</p> <p>F2. Describe how the internship requirement is communicated to potential students and provide URLs of where this appears in the catalog or program website. (300-word max)</p> <p>F3. What is the length of the required internship (in hours)?</p> <p>F4. In cases where students demonstrate a compelling case for not completing the internship (e.g., extenuating circumstances, significant prior professional experience in the field of health administration, etc.), is there an alternate applied learning experience requirement in place? Describe the process by which the internship requirement is waived in favor of the alternate applied learning experience. What criteria does the program use to excuse students from the internship requirement and direct them to the alternate applied learning experience?</p> |

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|          |   | <ul style="list-style-type: none"> <li>Is the alternate applied learning experience equivalent in hours to the internship?</li> <li>Is the internship completed under the guidance of a healthcare organization (HCO) preceptor?</li> <li>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. Is that the case for both the internship and the alternate applied learning experience (if applicable)?</li> </ul> | <p>F5. What is the length of the alternate applied learning experience (in hours)?</p> <p>F6. Is the internship completed under the guidance of a healthcare organization (HCO) preceptor?</p> <p>F7. Describe how the internship is supervised.</p> <p>F8. If applicable: Describe how the alternate applied learning experience is supervised.</p> <p>F9. Upload the course syllabus for the internship/alternate applied learning experience.</p> |
| <b>G</b> | <p>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.</p> <p>While AUPHA recognizes that not all international programs may have an EEO statement as required by US law, the expectation is that all programs undergoing review have a</p> | <ul style="list-style-type: none"> <li>Does the program or university have an EEO statement?</li> </ul>   | <p>G1A. Provide a link to the University's EEO statement (if available online) or upload the statement.</p> <p>G1B. If a link to the University's EEO statement is not available, upload the statement.</p>  |

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|          | statement related to equal opportunity and access for all faculty, staff, and students.                             |   |   |
| <b>H</b> | The program must demonstrate an assessment plan that includes both program level outcomes and student competencies. | <p>Programs provide evidence of the following:</p> <ol style="list-style-type: none"> <li>1. Assessment and improvement related to student competencies.</li> <li>2. Assessment and improvement related to program level outcomes.</li> </ol> | <p>H1a. Provide a description of the process the program uses to make changes to its competency model (based on assessment data). Who is responsible for assessing when changes are needed? Who is responsible for identifying and implementing competency changes?</p> <p>H1b. Provide a list of measures on which data collection takes place as well as the sources of data. Data sources for student level competencies assessment might include:</p> <ul style="list-style-type: none"> <li>○ Assignments</li> <li>○ Exam Grades</li> <li>○ Student self-assessments</li> <li>○ Instructor assessments</li> <li>○ Preceptor assessments</li> </ul> <p>H2a Provide a description of the process the program uses to make program-level changes. How is the program assessed? Who is responsible for assessing when changes are needed? Who is responsible for identifying and implementing program level changes?</p> <p>H2b Provide a list of measures on which data collection takes place as well as the sources of data. Data sources for program-level outcomes might include:</p> <ul style="list-style-type: none"> <li>○ Exit interviews</li> <li>○ Student program survey</li> <li>○ Alumni surveys</li> <li>○ Student evaluations of teaching</li> <li>○ Advisory board assessments/reviews</li> <li>○ College University assessment/reviews</li> </ul> |



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### Program Structure, Faculty, and Resources Criteria

| Criterion Number | Criterion Language   | Review Elements and Guidance  | Corresponding Self-Study Questions   |
|------------------|--|---|--|
| <b>1</b>         | The program will have statements of mission, vision, and values that are reflected in the program's focus, structure, curriculum, faculty, and student composition.          | <ul style="list-style-type: none"> <li>Are there statements of mission, vision, and values for the program?</li> <li>Do these statements align with the program's focus and structure?</li> <li>Are the mission, vision and values reflected in the curriculum as well as the faculty and student composition?</li> <li>Where graduate and undergraduate programs exist in the same unit, the undergraduate program must have its own mission statement.</li> </ul>     | <p>1a. Enter the program's mission statement.</p> <p>1b. Enter the program's vision statement.</p> <p>1c. Enter the program's values statement.</p>  |
| <b>2</b>         | The Program will have established goals, objectives, and outcomes that are action-based, observable, and measurable.   | <ul style="list-style-type: none"> <li>Does the program have established goals, objectives, and outcomes?</li> <li>Are they action-based, observable, and measurable?</li> <li>Are there goals, objectives, and outcomes for all aspects of program activity, including student educational outcomes, teaching, research, and service outcomes?</li> <li>Do the goals, objectives, and outcomes tie to the evaluation processes addressed in Criteria 27-29?</li> </ul> | <p>2a. List the program goals below (provide as much narrative description as you would like):</p> <p>2b. List the program objectives below (as distinct from student learning objectives):</p> <p>2c. List the program outcomes below (as distinct from student learning outcomes):</p>   |
| <b>3</b>         | 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 | <ul style="list-style-type: none"> <li>Describe the program's admission process and procedures, including the selection criteria and how and by whom the admission decisions are made.</li> <li>How many students applied for admission during the self-study year? How many students were admitted during the self-study year?</li> <li>Are the criteria applied consistently? Are exceptions made? If so, what are the criteria for making exceptions?</li> </ul>     | 3a. 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? |

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|          | objectives of the program.   | <ul style="list-style-type: none"> <li>Explain how the selection process relates to the program's mission, goals, and objectives.</li> </ul>   | <p>3b. 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.</p> <p>3c. 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.</p> <p>3d. Upload any marketing materials relevant to student recruitment and information-sharing.</p> <p>3e. Provide links to any sites you would like the review team to reference as it relates to student recruitment and program marketing.</p> |
| <b>4</b> | 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 | <ul style="list-style-type: none"> <li>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?</li> <li>Is the program director given adequate release time and/or compensation for their time to devote to their administrative duties? At a minimum, the program director should be provided a 3-credit hour course</li> </ul> | <p>4a. Describe the authority and responsibility of the program director:</p> <p>4b. Describe release time or other support for administrative duties granted to the program director.</p>   |

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|          | 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. | <p>release AND other remuneration that may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>○ Additional course release time (for a total of at least 6 credit hours)</li> <li>○ A paid stipend for administrative work</li> <li>○ Additional contract time allowing for administrative work</li> <li>○ Etc.</li> </ul> <ul style="list-style-type: none"> <li>• The program should provide evidence to justify the program director has adequate release time to fulfill their duties.</li> </ul> |  |
| <b>5</b> | Program Directors must demonstrate continuing professional development related to their role and responsibilities, and the healthcare management profession.  | <ul style="list-style-type: none"> <li>• Can the program director demonstrate pursuit of continued professional development through attendance at conferences related to their role as program director?</li> <li>• Can the program director demonstrate pursuit of continued professional development through attendance at conferences related to the healthcare management profession?</li> </ul>   | 5. List the continuing professional development activities the program director pursues and describe how these endeavors relate to both their role and responsibilities as program director and to the profession of healthcare management.  |
| <b>6</b> | 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.                                   | <ul style="list-style-type: none"> <li>• Is there a university policy on teaching and workload?</li> <li>• 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.</li> <li>• Is there a university policy that allows course release time for research and administrative duties?</li> <li>• Student/faculty ratios must be sufficiently low as to allow students sufficient access to faculty.</li> </ul>  | <p>6a. For each full-time faculty member for whom you have submitted a CV, please indicate their teaching load in the following format:</p> <p>Academic Calendar = Semester<br/>Smith, John, Teaching Load = 3:4<br/>Brown, Janet, Teaching Load = 4:2</p> <p>If Summer Semester is applicable:<br/>Smith, John, Teaching Load = 3:4:2<br/>Brown, Janet, Teaching Load = 4:2:1</p> <p>6a. Upload the section of the faculty handbook that speaks to teaching load and the criteria</p> |

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|          |   |  | <p>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.</p> <p>6b. 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.</p> <p>6c. 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).</p> |
| <b>7</b> | 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. | <ul style="list-style-type: none"> <li>On what committees do the faculty serve?</li> <li>How are faculty engaged in curriculum development and review, academic advising, and program improvement on an ongoing basis?</li> </ul>  | <p>7a. Describe the role of the faculty in the organization and governance of the program.</p> <p>7b. Describe the role of the faculty in recruitment, evaluation, and promotion decisions.</p> <p>7c. Describe how the full-time faculty meet as a group to discuss program governance, organization, and other administrative issues.</p> <p>Complete the <a href="#">College/University Committee Worksheet</a> and then upload below.</p>  |
| <b>8</b> | Full-time faculty employed must have demonstrated scholarly and/or professional activity in health care management /  | <ul style="list-style-type: none"> <li>Can the program demonstrate that faculty are pursuing continuing professional development and knowledge development in the field of healthcare management through either scholarship, research, service, or continuing education in the field?</li> </ul> | <p>8a. 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.</p>  |

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|           | administration consistent with the mission of the program and scholarship expectations of the University.   | <ul style="list-style-type: none"> <li>Is there evidence that this is reflected in the faculty member's teaching?</li> </ul>  | <p>8b. Describe the procedures by which faculty are relieved from duties to pursue research, consultation, and attendance at professional meetings and conferences.</p> <p>Complete the <a href="#">Faculty Scholarship</a> &amp; <a href="#">Faculty Service</a> worksheets and upload below.</p> <p>8c. If there are additional details that you would like to provide for this criterion, please provide that below.</p> |
| <b>9</b>  | 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. | <ul style="list-style-type: none"> <li>Adjunct faculty are those faculty that are hired ad hoc per semester.</li> <li>Are there established criteria for adjunct faculty?</li> <li>How are adjunct faculty trained and oriented into the program and prepared for teaching responsibilities?</li> <li>How are adjunct faculty evaluated?</li> <li>Does adjunct faculty participate in program meetings and activities?</li> </ul>                   | <p>9a. Describe the procedures for selecting adjunct faculty for inclusion in the program.</p> <p>9b. Describe the procedures for evaluating the performance of adjunct faculty.</p> <p>9c. Describe the mechanisms for orienting and preparing adjunct faculty to teach in the program.</p> <p>9d. Describe how adjunct faculty are integrated into program activities.</p>  |
| <b>10</b> | Given the mission & goals of the program, the program must demonstrate the adequacy of the financial base.  | <ul style="list-style-type: none"> <li>Does the program have adequate financial resources to support the operations of the program including faculty research and students?</li> <li>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?</li> <li>Is there sufficient administrative support for the program?</li> </ul> | <p>10a. 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?</p> <p>10b. If available, upload the program or department budget for the self-study year.</p>    |

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| <p><b>11</b></p> | <p>Given the mission &amp; goals of the program, the program must demonstrate the adequacy of facilities, equipment, and academic and teaching resources.</p> | <ul style="list-style-type: none"> <li>• Facilities include, but are not limited to, such things as physical office space, classrooms, and information technology. Programs that primarily deliver content online should discuss any physical facilities provided for faculty and/or students (office space, computers, software, etc.).</li> <li>• This frequently includes things such as websites and other promotional materials, teaching and learning resources, libraries, and information services, writing laboratories, computer education and technology support.</li> <li>• Are the information resources available to students and faculty adequate?</li> <li>• Do all students have equal access to program and university resources, regardless of whether they take courses on campus or online?</li> <li>• If courses are offered online is the technology adequate to provide a positive learning experience?</li> <li>• Are there any limitations or barriers to access of facilities, equipment, or academic and teaching resources?</li> </ul> | <p>11a. Describe the 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.</p> <p>11b. Describe the library facilities available to students and faculty of the program. In addition to a description of any physical library facilities, this should include a description of virtual library resources available to faculty and students, including any holdings (books, periodicals, online databased, etc.) that address health administration.</p> <p>11c. Describe the university/college computing facilities available to students and faculty of the program. In addition to describing any physical facilities, this should include information about virtual resources such as software and technologies used to support students, deliver course material, or complement instruction. How are faculty trained and supported to use these tools? For programs offering online content, are additional resources provided for the creation and regular revision of online courses?</p> <p>11d. Describe other academic resources available to students and faculty.</p> <p>11e. Describe major linkages between the program and other academic units (i.e.</p> |
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|  |  |  | <p>Business, Allied Health, Public Administration, Research Centers, and Extended Learning Centers, etc.).</p> <p>11f. Describe how students attending your program primarily or exclusively in an online format can access program and university resources.</p> |
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### Student Support Systems Criteria

| Criterion Number | Criterion Language  | Review Elements and Guidance  | Corresponding Self-Study Questions  |
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| <b>12</b>        | Students must have access to adequate student services, academic advising, and career preparation and support.                    | <ul style="list-style-type: none"> <li>Describe the academic advising process for students.</li> <li>Describe the career placement resources available to program students.</li> </ul>  | <p>12a. Describe the resources available for student services, academic advising, and career preparation and support.</p> <p>12b. Describe any resources available to students to assist them with career planning.</p>   |
| <b>13</b>        | Students must have access to peer networks and means to communicate.  | <ul style="list-style-type: none"> <li>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.]</li> <li>List and describe any student professional organizations or clubs. Include a student participation rate in these activities</li> </ul>   | <p>13a. 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.]</p> <p>13b. List and describe any student professional organizations or clubs. Please include a student participation rate in each of these activities.</p>        |
| <b>14</b>        | Programs must provide students with the appropriate process to address concerns or complaints regarding academic or other issues. | <ul style="list-style-type: none"> <li>Describe the process for addressing student complaints and concerns.</li> <li>Without providing identifying details, describe any formal student grievances that have been submitted since the program's last AUPHA certification. If the program is undergoing initial certification, describe any formal student grievances that have been submitted in the last four years.</li> <li>What were the results of the formal student grievances described above?</li> </ul> | <p>14a. Describe any program or university policies to enable students to voice concerns or complaints.</p> <p>14b. Describe how students' concerns or complaints are addressed.</p> <p>14c. Without providing identifying details, describe any formal student grievances that have been submitted since the program's last AUPHA certification. If the program is undergoing initial certification, describe any formal student</p> |



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|  |  |  | <p>grievances that have been submitted in the last four years.</p> <p>14d. What were the results of the formal student grievances described above?</p> |
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### Professional and Alumni Linkages Criteria

| Criterion Number | Criterion Language   | Review Elements and Guidance  | Corresponding Self-Study Questions  |
|------------------|--|---|---|
| <b>15</b>        | The program must have a committed community advisory board that meets at least once per year.  | <ul style="list-style-type: none"> <li>Advisory boards may consist of part-time faculty, adjunct faculty, community practitioners, alumni, current students, etc.</li> <li>Does the program have a committed community advisory board?</li> <li>How does it function?</li> <li>Does it meet at least once per year and include at least one alumnus and one student?</li> </ul> | <p>15a. 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?</p> <p>15b. How do students interact with advisory committees or boards?</p>  |
| <b>16</b>        | The program must have established affiliations with appropriate professional organizations to provide students with opportunities for professional socialization and leadership development. | <ul style="list-style-type: none"> <li>Does the program have established affiliations with professional organizations?</li> </ul>   | <p><b>Considerations:</b><br/><b>Professional affiliations might be in the form of local chapters of professional organizations (ACHE, MGMA, HFMA, etc.), local healthcare-focused organizations, etc.</b></p> <p>16a. Describe the program's major linkages with professional organizations, associations, and practitioners.</p> <p>16b. Describe any student associations or clubs not addressed in Criterion 14.</p> <p>16c. Describe how practitioners interact with students through all student club activities.</p> <p>16d. Describe any other opportunities afforded to students to interact with healthcare practitioners such as healthcare symposia, community leader</p> |

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|           |   |   | presentations, or other supplemental education programs.  |
| <b>17</b> | 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 | <ul style="list-style-type: none"> <li>Not all programs have access to their alumni database, thus the inclusion of "good faith efforts/have a plan in place".</li> </ul> | 17. Describe how the program alumni are linked to current students, faculty and programmatic efforts and what efforts are underway to expand this involvement and connection. |

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### Curriculum and Teaching Criteria

| Criterion Number | Criterion Language   | Review Elements and Guidance   | Corresponding Self-Study Questions  |
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| <b>18</b>        | The program must utilize teaching methodologies and modalities appropriate to the curriculum of the program and needs of the students and must demonstrate that the various teaching modalities utilized achieve learning objectives of the student and are appropriate for the educational content being delivered. | <ul style="list-style-type: none"> <li>• What teaching methodologies and modalities are being utilized by the program?</li> <li>• Are these methodologies and modalities appropriate to the student demographic and the desired learning objectives of the students?</li> <li>• Are they appropriate for the educational content being delivered?</li> </ul> | <p>18a. Describe the extent to which various 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.</p> <p>18b. Describe the program's involvement in online education, explaining the teaching format used (such as synchronous or asynchronous online teaching, or other modalities).</p> <p>18c. How many courses are available online? What percent of the program can be accessed online?</p> <p>18d. For online students, what, if any, time is required on campus or in a traditional classroom setting? Describe how online courses are integrated with traditional in-person courses. How many students take courses in each of these formats?</p> <p>18e. Do the same faculty members teach both in-person and online courses?</p> |

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|           |   |   | <p>18f. Do any courses combine on-line and in-person teaching (hybrid or hyflex) in the same section?</p> <p>18g. Describe how the program supports students in developing their skills and competencies in an online environment.</p> <p>18h. Describe how parity of education and learning outcomes is documented for traditional in-person and online education courses.</p> <p>18i. Describe how the program assures that students in the online learning program 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.</p> <p>18j. 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.</p> <p>18k. Describe how faculty are trained and equipped to use online learning technologies in the teaching program. Describe how faculty performance in online education is evaluated.</p> |
| <b>19</b> | The program will develop or adopt a set of competencies to serve as the foundation of its curriculum that will relate | <ul style="list-style-type: none"> <li>Does the program provide a list of competencies with desired outcomes clearly stated?</li> <li>How is the program integrating these competencies into its curriculum?</li> <li>How is the program measuring the outcomes?</li> </ul> | 19a. Provide a list of competencies used by the program and describe how these competencies align with the program's mission and the types of jobs graduates enter.  |

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|           | to the program's mission and the market that it serves.  |   | <p>19b. Describe how the program's competencies were developed and how they are reviewed and revised.</p> <p>Complete the <a href="#">Course Competencies worksheet</a> to demonstrate how your program's competencies map to the curriculum and then upload below.</p>  |
| <b>20</b> | <p>For all courses taught within the program, faculty must provide students with access to information about the following essential elements:</p> <ul style="list-style-type: none"> <li>• Course Title/Catalog Number if Applicable</li> <li>• Instructor's name and contact information</li> <li>• A description of the course/content (could be narrative or via a calendar/schedule format)</li> <li>• A set of learning objectives for the course</li> <li>• An indication of how students will be assessed and graded in the course</li> <li>• Course, program, and university/college policies, procedures, and resources <ul style="list-style-type: none"> <li>○ Examples include academic integrity,</li> </ul> </li> </ul> | <p>These essential elements may be communicated via syllabi, course pages on a learning management system, the university catalog, or in other ways. For courses within the major/concentration, there must be a systematic approach to providing students with access to these essential elements.</p> <p><b>Please note:</b> AUPHA does not require all essential elements to appear in the same place, though there should be uniformity regarding where a single element appears. For example, if the program identifies the learning management system as the place where students find the instructor's name and contact information, all courses within the major/concentration should provide this information on the learning management system.</p> | <p>20a. How do faculty let students know who they are and how to get in contact with them?</p> <p>20b. How do students know the learning objectives and structure for the course?</p> <p>20c. How do students know what is expected of them to complete in the course (assignments, exams, papers, projects, etc.)?</p> <p>20d. How do students know how they will be assessed/graded in the course?</p> <p>20e. How do students find the course policies and procedures?</p> <p>20f. How do students find the program and university policies and procedures?</p> <p>20g. How do students find university and program resources available to them?</p> <p>20h. For courses within the major/concentration, what is the systematic approach for providing students access to all essential elements?</p> |

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|           | support for students with disabilities, FERPA, etc. Specific policies/procedures to be communicated will be determined by the program and/or college/university.   |   | 20i. Please provide evidence of where each essential element can be found. For example, if there is a standard syllabus template within the university or department that includes some of the essential elements, please upload the template here, as well as the syllabus for each course within the major/concentration. If some essential elements are found on the learning management system, please upload screenshots of those elements as they appear in courses within the major/concentration. For elements that appear on public-access university webpages, please provide links. All evidence should appear as it would when students access it. Note: Depending on where the program identifies each element can be found, multiple types of evidence may be uploaded here. |
| <b>21</b> | <p>The program will have adequate coverage of the following content areas in its curriculum:</p> <ol style="list-style-type: none"> <li>1. Analytics, Research Methods, and Statistics</li> <li>2. Communication, Interpersonal Skills, and Professionalism</li> <li>3. Community, Population, and Public Health</li> <li>4. Cultural Perspectives and Inclusive Excellence</li> <li>5. Ethics</li> <li>6. Governance</li> </ol> | <p>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.</p> <p>A brief description of each content area is provided below.</p> <ol style="list-style-type: none"> <li>1. <b>Analytics, Research Methods, and Statistics:</b> Introduces students to research methods—formulating a research question, modeling, reviewing the literature, and writing up research results in a health care context. Introduces students to theory, application and use of computer-based statistics and data analytics. Applications may include the use of a standard database that will assist students in the process of developing computer skills using a statistical</li> </ol> | <p><b>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 does not necessarily mean a single course dedicated to the topic. Multiple topics may be covered in a single course and singular topics may be covered across courses. In general, adequate coverage is more than a single lecture in a single class. It is up to the self-study writer to demonstrate where and how topics are covered within the curriculum.</b></p> <p><b>For additional information on content areas and what they cover, please review the <a href="#">Undergraduate Certification Content Area/2022 Body of Knowledge (BOK)</a></b></p>   |

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|  | <p>7. Health Law<br/>8. Health Economics<br/>9. Healthcare Financial Management<br/>10. Health Information Systems<br/>11. Healthcare Marketing<br/>12. Health Operations Management, Quality Improvement, and Safety<br/>13. Health Policy<br/>14. Human Resources Management<br/>15. Leadership<br/>16. Long-Term and Post-acute Care<br/>17. Management, Strategy, and Organizational Behavior<br/>18. The US Healthcare Delivery System</p> <p>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 does not necessarily mean a single course dedicated to the topic. Multiple topics may</p> | <p>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. Discusses differences between data analytics (as used to observe structured and unstructured trends and patterns in data) and statistics (as used to validate theories using scientific processes).</p> <p>2. <b>Communication, Interpersonal Skills, and Professionalism:</b> The behaviors and tactics a person uses to interact with others effectively. In the business world, this refers to an employee's ability to work well with others (e.g., coworkers, patients, etc.). Interpersonal skills range from communication and listening to attitude and deportment. Professionalism is the personal character graduates of a program exhibit in professional settings.</p> <p>3. <b>Community, Population, and Public Health:</b> Introduces students to the fields of community, population, and public health, 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</p> | <p><a href="#">Domain Mapping Table</a> and corresponding <a href="#">BOK domains</a>.</p> <p>21a. Complete the <a href="#">Course Content Worksheet</a> to demonstrate how your curriculum covers the required content areas and then upload below.</p> <p>21b. Please provide any additional narrative you feel would inform the review team about how the required content is covered in the curriculum.</p> |
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|  | <p>be covered in a single course and singular topics may be covered across courses. In general, adequate coverage is more than a single lecture in a single class. It is up to the self-study writer to demonstrate where and how topics are covered within the curriculum.</p> | <p>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.</p> <p>4. <b>Cultural Perspectives and Inclusive Excellence:</b> Healthcare professionals need an understanding of diversity leadership issues including but not limited to concepts of identity (race, ethnicity, gender, religion, and sexual orientation), cultural competence, unconscious bias, power and privilege, equity, inclusion, and social justice. The focus should be on growing, managing, and supporting an increasingly diverse workforce, improving team and organizational effectiveness, and reducing disparities in health access and outcomes due to structural, institutional, and individual barriers.</p> <p>5. <b>Ethics:</b> 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.</p> <p>6. <b>Governance:</b> Explores the principles of the governance structure of healthcare organizations and how they can be effectively managed. Included</p> |  |
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|  |  | <p>may be considerations of governmental, accreditation, and professional associations' oversight.</p> <p>7. <b>Health Law:</b> 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.</p> <p>8. <b>Health Economics:</b> 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.</p> <p>9. <b>Healthcare Financial Management:</b> Financial management examines financial accounting and managerial accounting, as well as the finance concepts and procedures used for decision making applicable to both tax-exempt and investor-owned healthcare organizations. Topics may include 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.</p> <p>10. <b>Health Information Systems:</b> Explores the critical role information technologies and systems play in healthcare organizations. The focus is often</p> |  |
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|  |  | <p>on the underlying technologies including hardware, applications, the Internet, AI, and E-Health; planning and project management, and the future of information technology in healthcare management.</p> <p>11. <b>Healthcare Marketing:</b> 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.</p> <p>12. <b>Health Operations Management, Quality Improvement, and Safety:</b> 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. 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.</p> |  |
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|  |  | <p>13. <b>Health Policy:</b> 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.</p> <p>14. <b>Human Resources Management:</b> 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.</p> <p>15. <b>Leadership:</b> Explores ways to guide, direct and assume principal responsibility in the workplace.</p> <p>16. <b>Long-Term and Post-Acute Care:</b> Management is sometimes simply defined as the process of getting things done through and with people. It is a set of principles related to the functions of planning, organizing, directing, and controlling, and the application of these principles in harnessing physical, financial, human, and informational resources efficiently and effectively to achieve these organizational goals. Techniques of intervention (such as team building, process consultation, feedback, and conflict resolution) are often introduced and explained. Strategic planning</p> |  |
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|  |  | <p>explores methods of making organizations and individuals more adaptive and productive, with the aim of helping the organization achieve its objectives. Organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structures have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. 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. AUPHA programs should ensure that students are not only exposed to the theories and concepts of organizational behavior, but also how these concepts manifest within the unique and complex health care industry.</p> <p><b>17. Management, Strategy, and Organizational Behavior:</b> 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 an understanding of how this care fits into the continuum of care in managing risk in a healthcare reform environment.</p> <p><b>18. The US Healthcare Delivery System:</b> 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,</p> |  |
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|  |  | <p>organization, management, evaluation, quality, professions, and its major health policy issues.<br/> <i>Please note programs located outside of the U.S. should adapt this content area to the healthcare delivery system within their home country.</i></p> |  |
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### Experiential and Applied Learning Criteria

| Criterion Number | Criterion Language  | Review Elements and Guidance   | Corresponding Self-Study Questions  |
|------------------|---|--|---|
| <b>22</b>        | The program must ensure that the internship meets the stated goals and objectives of the program.   | <ul style="list-style-type: none"> <li>Is the internship consistent with the stated goals and objectives of the program?</li> <li>Is the internship appropriately sequenced and integrated into the curriculum?</li> <li>Is there an effective process for monitoring and evaluating the internship?</li> <li>The program must have established procedures for selection, orientation, and evaluation of practicum/internship sites and preceptors.</li> </ul> | <p>22a. Describe how the program uses the internship to meet the goals and objectives of the program.</p> <p>22b. Describe how the internship is sequenced in the curriculum and the rationale for that sequencing.</p> <p>22c. Describe how internship sites are identified and selected.</p> <p>22d. Describe how internship preceptors are oriented to the expectations of the internship experience.</p> <p>22e. Describe how internship sites and preceptors are evaluated.</p> <p>22f. Describe how student performance in the internship is evaluated.</p> <p>22g. Describe the faculty role in internship supervision.</p> <p>22h. Describe the policies regarding the awarding of credit and student remuneration for the internship experience?</p> |
| <b>23</b>        | The program must demonstrate that an appropriate evaluation process is used to determine whether a student has a compelling case for completing the | <ul style="list-style-type: none"> <li>What criteria does the program use to excuse students from the internship requirement and direct them to the alternate applied learning experience?</li> <li>Since the program's last certification review, how many students have been approved for an alternate applied learning experience? How</li> </ul>   | <p>23a. What criteria does the program use to excuse students from the internship requirement and direct them to the alternate applied learning experience?</p> <p>23b. Since the program's last certification review, how many students have been approved for an alternate applied learning experience? How many students have</p>  |

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|           | <p>alternate applied learning experience in lieu of the internship.</p> <p>The program must ensure that the alternate applied learning experience meets the stated goals and objectives of the program.</p>               | <p>many students have completed an alternate applied learning experience in lieu of the internship?</p> <ul style="list-style-type: none"> <li>• Is the alternate applied learning experience appropriately sequenced and integrated into the curriculum?</li> <li>• Is there an effective process for monitoring and evaluating the alternate applied learning experience?</li> <li>•</li> </ul>   | <p>completed an alternate applied learning experience in lieu of the internship?</p> <p>23c. If applicable: provide at least one example of an alternate applied learning experience completed by a student who was waived from the internship.</p> <p>23d. Describe how alternate applied learning experiences are identified and selected.</p> <p>23e. Describe how student performance in the alternate applied learning experience is evaluated.</p> <p>23f. Describe how alternate applied learning experiences are supervised.</p> <p>23g. What are the policies regarding the awarding of credit and student remuneration for the alternate applied learning experience?</p> |
| <b>24</b> | <p>The program must demonstrate how integrative experiences allow students to apply the skills and knowledge obtained in the liberal arts foundation, conceptual and technical competencies in healthcare management.</p> | <ul style="list-style-type: none"> <li>• Does the program provide its students with a capstone experience? Is the capstone experience separate from the internship/alternate applied learning experience? This can include, but is not limited to, case studies, strategic planning courses, summative papers, etc.</li> <li>• Do both the internship and alternate applied learning experience provide students the opportunity to: <ul style="list-style-type: none"> <li>- Learn by doing</li> <li>- Reflect on their experience</li> <li>- Integrate and apply what they have learned in the classroom to their applied learning experience?</li> </ul> </li> </ul> | <p>24a. Does the program provide its students with a capstone experience? Is the capstone experience separate from the internship/alternate applied learning experience?</p> <p>24b. Describe the activities provided by the program, other than the internship/alternate applied learning 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.</p> <p>24c. If a major paper, thesis or research project is required, describe the nature of the requirement and the relationship to program objectives.</p>                              |



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|  |  |  | <p>24d. Describe how both the internship and alternate applied learning experience provide students the opportunity to:</p> <ul style="list-style-type: none"> <li>- Learn by doing</li> <li>- Reflect on their experience</li> <li>- Integrate and apply what they have learned in the classroom to their applied learning experience?</li> </ul> |
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### Program Evaluation and Improvement Criteria

| Criterion Number | Criterion Language  | Review Elements and Guidance   | Corresponding Self-Study Questions  |
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| 25               | <p>A. Assessment – Student Level Outcomes</p> <p>The program must demonstrate an annual assessment process of student learning outcomes that measures competencies that have been adopted by the program.</p> <p>B. Improvement – Student Level Outcomes</p> <p>The program must demonstrate how the annual assessment of student learning is used in competency and curriculum revision and improvement.</p> | <p>A. Describe the assessment process for student learning outcomes (competencies), including the varied assessment methods used.</p> <p>Competencies adopted by the program (as provided for Criterion 19) should be identified along with the associated measure for each. Programs should also have an identified threshold for taking action, as well as data from (at least) the self-study year.</p> <p>Programs should use more than a single measure for assessment. Examples of student learning outcomes (competencies) assessments include, but are not limited to:</p> <ul style="list-style-type: none"> <li>○ Assignments</li> <li>○ Exam Grades</li> <li>○ Student self-assessments</li> <li>○ Instructor assessments</li> <li>○ Preceptor assessments</li> <li>○ Standardized cumulative (exit) examinations</li> </ul> <p>B. Describe the process for reviewing and responding to results of student learning outcome (competencies) assessments.</p> <p>Provide two to four specific examples of competency changes undertaken in the last three years based on data collected for the measures indicated in 26A. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining planned change, as well as identifying and implementing the change.</p> | <p>25a. Complete the <a href="#">Data Measures for Student Competencies Table</a>.</p> <p>25b. Complete the <a href="#">Student Competencies Improvement Table</a>.</p> |

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| <p><b>26</b></p> | <p>A. Assessment – Program Level Outcomes</p> <p>The program must demonstrate an annual assessment process of programmatic outcomes.</p> <p>B. Improvement – Program Level Outcomes</p> <p>The program must demonstrate how the annual assessment of programmatic outcomes is used in program revision and improvement.</p> | <p>A. Describe the annual assessment process of programmatic outcomes, including the varied assessment methods used.</p> <p>Each program level outcome should be identified along with its associated measure. Programs should also have an identified threshold for taking action, as well as data from (at least) the self-study year.</p> <p>Programs should use more than a single measure for assessment. Programmatic outcomes measures should be defined in program goals/objectives. Examples of program level assessment methods include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Exit interviews</li> <li>• Student program survey</li> <li>• Alumni surveys</li> <li>• Student evaluations of teaching</li> <li>• Advisory board assessments/reviews</li> <li>• Student self-assessments</li> <li>• Instructor assessments</li> <li>• Preceptor assessments</li> <li>• Standardized cumulative (exit) examinations</li> <li>• Student pre-post exams</li> <li>• College University assessment/reviews</li> </ul> <p>B. Describe the process for reviewing and responding to results of programmatic outcome assessments.</p> <p>Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining planned change, as well as identifying the change itself.</p> | <p>26a. Complete the <a href="#">Data Measures for Program Level Outcomes Table</a>.</p> <p>26b. Complete the <a href="#">Program Level Outcomes Improvement Table</a>.</p> |
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