

Criteria Revision Comparison 2015/2017

Criteria	Criteria	Review Element 2015	Review Element 2017
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.	<ul style="list-style-type: none"> - What are the criteria for program admission? · Is it clear that the program's admissions criteria relate to its mission? · Are the criteria applied consistently? Are exceptions made? If so, what are the criteria for making exceptions? - What is the follow-up procedure for conditional admissions? 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> · Do all students receive academic advising and career placement support throughout their enrollment in the program? - Advising should be consistent and produce results. 	<ul style="list-style-type: none"> - 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.	The program should establish peer networks for students, i.e. a student healthcare executives' association.	<ul style="list-style-type: none"> - 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.	Is there a process in place for the program to address concerns or complaints from students?	Describe the process for addressing student complaints and concerns.

<p>20</p> <p>The program must require a prerequisite course of study that ensures that the student has the following minimum competencies:</p> <ul style="list-style-type: none"> • Communication (written and oral) • Computational Skills (mathematics and quantification) • Critical Thinking (ability to analyze problems) • Societal and Cultural Context (historical, philosophical, social, cultural, economic, political and scientific foundations) 		<p><i>Removed because this criterion is required by regional accreditation bodies and was redundant.</i></p>
<p>22/ old 23</p> <p>The program will have adequate coverage of the following content areas in its curriculum:</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 means that students should have a fundamental knowledge of each of the following content areas.</p>
<p>Population/community health</p>	<p>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. 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.</p>	<p>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.</p>

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	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.	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.
	Statistical analysis and application to decision making	Introduces students to the 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.	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.
	Post Acute Care	<i>New in 2017</i>	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.
26/old 27	The program must demonstrate an annual assessment process of student learning outcomes.	<ul style="list-style-type: none"> · What process does the program use to assess educational outcomes? - The program must conduct these assessments annually. 	<ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Student self-assessments - Instructor assessments - Preceptor assessments - Standardized cumulative (exit) examinations - Course grades - Student pre-post exams

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<p>27/old 28 The program must demonstrate an annual assessment process of programmatic outcomes.</p>	<p>· What process does the program use to assess the programmatic outcomes? - The program must conduct these assessments annually.</p>	<p>- 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</p>
<p>28/ old 29 The program must demonstrate how the annual assessment of student learning and programmatic outcomes is used in program revision and improvement.</p>	<p>Does the program provide evidence that the outcomes assessments are the basis for program revision and improvement?</p>	<p>- 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.)</p>