# 

2018 Criteria Self-Study Template

Standalone Baccalaureate Programs (SBP)

This document provides a template for standalone baccalaureate programs as they write a self-study document.

1. Replace the italicized and/or highlighted language on the pages that follow with the program’s responses.
2. Do not delete any of the text that follows this page unless specifically indicated (eg, documentation requests for criteria that are not applicable to the program).
3. Do not delete page breaks in the text that follows.
4. Use the formatting provided—text responses are single spaced in 10 point font.
5. When the document is complete, create a cover page and table of contents and REPLACE this page of instructions with the cover page and table of contents. There is no need to provide a list of tables or figures.
6. When producing print copies of the document, print on both sides of the paper and insert a tab in front of each letter of the criteria (A-J). Reviewers prefer spiral-bound documents.

As a self-study document template, this document is designed to provide a format for presenting written information. This document does **not** contain the full text of all criteria and should not be used as a substitute for the criteria document in understanding CEPH’s substantive requirements. Please refer to the [2018 Accreditation Criteria](https://storage.googleapis.com/media.ceph.org/wp_assets/2018.SBPcriteria.pdf) for the complete expectations, definitions, and interpretations of the criteria.

See the [Electronic Resource File (ERF) template guide](https://ceph.org/documents/293/SBP_ERF_Guide.pdf) for instructions on how to organize and label the documentation requests for the ERF.

Version: September 2021

# Introduction

1. **Describe the institutional environment, which includes the following:**
2. year institution was established and its type (eg, private, public, land-grant, etc.)

*INSERT NARRATIVE HERE*

1. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor’s, master’s, doctoral, and professional preparation degrees)

*INSERT NARRATIVE HERE*

1. number of university faculty, staff, and students

*INSERT NARRATIVE HERE*

1. brief statement of distinguishing university facts and characteristics

*INSERT NARRATIVE HERE*

1. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college, or other organizational unit at the university responds

*INSERT NARRATIVE HERE OR PROVIDE LOCATION OF DOCUMENTATION IN ERF IF LIST IS LONG*

1. brief history and evolution of the standalone baccalaureate program (e.g., date founded, educational focus, rationale for offering public health education in unit, etc.)

*INSERT NARRATIVE HERE*

1. **Organizational charts that clearly depict the following related to the program:**
2. the program’s internal organization, including the reporting lines to the designated leader

*INSERT CHART HERE*

\*Reviewers find it helpful to also include a copy of the organizational chart in the ERF

1. the relationship between program and other institutional components, including departments, schools, colleges and other relevant units. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program.

*INSERT CHART HERE*

1. the lines of authority from the program’s designated leader to the institution’s chief executive officer (president, chancellor, etc.), including intermediate levels

*INSERT CHART HERE*

1. **The program’s mission statement; the mission statements for the department, college, school or other organizational unit(s) that house the program; the mission statement for the institution. The program’s (major’s) mission statement must be specific to the program (major) and be used to guide its activities. This programmatic (major) mission statement will also be used to guide the accreditation review.**

*INSERT MISSION STATEMENT HERE*

1. **An instructional matrix presenting the program’s degree offerings. The matrix should include degree, major and any concentrations or sub-specialties within the major. Present data in the format of Template Intro-1. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.**

*INSERT TEMPLATE INTRO-1 HERE*

# A1. Leadership, Management and Governance

**The program, through its leaders and/or faculty, demonstrates autonomy that is sufficient to affirm the program’s ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program’s ability, within the instructional context, to make decisions related to the following:**

* **allocation of program resources**
* **implementation of personnel policies and procedures**
* **development and implementation of academic policies and procedures**
* **development and implementation of the curricula**
* **admission to the major**

**In addition to program-level autonomy, the program’s faculty have clearly defined rights and responsibilities, including formal opportunities for input in decisions affecting the following:**

* **curriculum design, including program-specific degree requirements**
* **student assessment**
* **program evaluation**

**Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.**

1. A description of how each of the following functions (items a-n) is accomplished for the program in the format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for each process and where program faculty have roles in the process. The template also requires the program to cite the relevant supporting document(s) and page(s) (e.g. Faculty Handbook, pp. 12-25; College Bylaws, p. 5).

Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

*INSERT TEMPLATE A1-1 HERE*

*PROVIDE HYPERLINKS TO DOCUMENTS HERE OR* *PROVIDE LOCATION OF DOCUMENTATION IN ERF*

A2. Faculty Engagement

**Faculty (including *full-time and part-time)* regularly interact and are engaged in ways that benefit the instructional program (e.g., instructional workshops, curriculum committee).**

1. A description detailing the interactions and engagement among faculty (*full-time and part-time faculty)*that benefit the instructional program (e.g., instructional workshops, curriculum committee).

*INSERT NARRATIVE HERE*

1. Supporting documentation (e.g., minutes, attendee lists) that demonstrates regular engagement and interactions among faculty.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

B1. Public Health Curriculum

**The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain --- the domains do not each require a single designated course).**

1. A list of all required coursework and components for the program’s degree(s), including the total number of credits required for degree completion in the format of a one-page summary. Provide hyperlinks to relevant documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

*INSERT BULLETED LIST OR TABLE HERE*

*INSERT HYPERLINKS OR PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. A matrix, in the format of Template B1-1, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in this criterion.

*INSERT TEMPLATE B1-1*

1. Provide supporting documentation that clearly identifies how the program ensures grounding in each domain. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. Include examples of student work that relate to assessment of each of the public health domains.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

B2. Competencies

**Students must demonstrate the following foundational competencies:**

1. **Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences**
2. **Locate, use, evaluate and synthesize public health information**

**In addition, the program defines at least three distinct additional competencies****for each concentration** **area identified in the instructional matrix that define the skills with a student will attain in the public health major. The competencies align with the program’s defined mission and the institution’s regional accreditation standards and guide 1) the design and implementation of the curriculum and 2) student assessment. These are not re-statements of the public health domains, but define skills that the student will be able to demonstrate at the conclusion of the program.**

**A general public health curriculum (e.g., BA, BS, BSPH in general public health) is also considered a *concentration.***

**These competencies may be established by other bodies, if applicable and relevant to the program’s intended outcomes. Specifically, if the program intends to prepare students for a specific credential, then the competencies must address the areas of responsibility required for credential eligibility (e.g., CHES).**

1. A list of the program’s foundational competencies including, at a minimum, the two competencies defined by CEPH.

*INSERT LIST HERE*

1. A list of the program’s concentration competencies, including the relevant competencies addressing the areas of responsibility for credential eligibility, if applicable.

*INSERT LIST HERE*

1. A matrix, in the format of Template B2-1, that indicates the assessment activity for each of the competencies defined in documentation requests 1 and 2 above. The template requires the program to identify the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.

*INSERT TEMPLATE B2-1 HERE*

1. Provide supporting documentation for each assessment activity listed in Template B2-1. Documentation should include the following, as relevant, for each listed assessment:

* assignment instructions or guidelines as provided to students
* writing prompts provided to students
* sample exam question(s)

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

B3. Cross-Cutting Concepts and Experiences

**The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences.**

1. A brief narrative description, in the format of Template B3-1 of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion B3.

*INSERT TEMPLATE B3-1 HERE*

**B4. Cumulative and Experiential Activities**

**Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honor theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.**

1. A matrix, in the format of Template B4-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in this criterion.

*INSERT TEMPLATE B4-1 HERE*

1. A brief description of the means through which the program implements the cumulative experience and field exposure requirements.

*INSERT NARRATIVE HERE*

1. Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are available online.

*PROVIDE LIST OF DOCUMENTS AND LOCATION OF DOCUMENTATION IN ERF*

1. Samples of student work that relate to the cumulative and experiential activities. The program must include samples from at least 10% of the number of degrees granted in the most recent year or five samples, whichever is greater.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

**C1. Summary Data on Student Competency Attainment**

**The program collects and analyzes aggregate data on student competency attainment, using the competencies defined in Criterion B2 as a framework. Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed.**

1. A brief summary of the results of data collected on student competency attainment listed in Criterion B2 for the last three years.

*INSERT NARRATIVE HERE*

1. Evidence and documentation of the program’s regular review of data related to student attainment of the competencies defined in Criterion B2. Evidence may include reports, committee meeting minutes or other sources. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4).

*PROVIDE LIST OF DOCUMENTATION*

*FOR EACH ENTRY, PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.

*INSERT NARRATIVE HERE*

**C2. Graduation Rates**

**The program demonstrates that at least 70% students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer.**

**For the purpose of calculating graduation rates the program should only include students who declared the major and have at least 75 credit hours*.***

**If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.**

**The program defines a plan, including data sources and methodologies, for collecting this information. The program identifies limitations and continually works to address data limitations and improve data accuracy. The program does not rely exclusively on institution – or unit-collected data, unless those data are sufficiently detailed and descriptive.**

1. Graduation rates in the form of Template C2-1.

*INSERT TEMPLATE C2-1*

1. A brief narrative description of how the program collects and analyzes data to calculate its graduation rates.

*INSERT NARRATIVE HERE*

1. If applicable, a discussion of limitations of the current data on graduation rate data.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If applicable, a description of plans to improve the accuracy of graduation rate data.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If data do not indicate that 70% or more of students graduate within the maximum time to allowable time AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program’s response rates are comparable to similar baccalaureate programs in the same institution.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If data do not indicate that 70% or more students graduate within the maximum time allowable time AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for improvement that is based on analysis.

*IF APPLICABLE, INSERT NARRATIVE HERE*

**C3. Post-Graduation Outcomes**

**The program demonstrates that at least 80% of graduates from the major have secured employment or enrolled in further education within one year of graduation. This rate calculated based on the number of students for whom outcomes are known.**

**If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on the analysis.**

**The program collects and analyzes the data on the types of employment and further education graduates pursue.**

**The program defines a plan, including data sources and methodologies, for collecting information on post-graduation outcomes. Data collection methods for graduates’ destinations are sufficient to ensure that data are available for at least 30% of graduates each year.**

**The program identifies limitations and continually works to improve data accuracy. Multiple methods, both quantitative and qualitative, may be required, and multiple data collection points may be required. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.**

1. Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. Present information in the format of Template C3-1.

*INSERT TEMPLATE C3-1*

1. Qualitative and/or quantitative information on the types of employment and further education graduates pursue.

*INSERT TABLE, LIST, AND/OR NARRATIVE HERE*

1. A brief narrative description of how the program collects data on post-graduation outcomes.

*INSERT NARRATIVE HERE*

1. If applicable, a discussion of limitations of the current data that are based on data collection.

*IF APPLICABLE, INSERT NARRATIVE HERE.*

1. If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program’s rates are comparable to similar baccalaureate program in the same institution.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If data do not indicate that 80% or more graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specified plan for future improvement that is based on this analysis.

*IF APPLICABLE, INSERT NARRATIVE HERE*

C4. Stakeholder Feedback

**The program collects information about the following through surveys or other data collection (e.g., focus groups, documented key informant interviews):**

* **alignment of the curriculum with workforce needs**
* **preparation of graduates for the workforce**
* **alumni perceptions of readiness and preparation for the workforce and/or further education**

**The program must collect this information from BOTH of the following stakeholder groups:**

* **alumni**
* **relevant community stakeholders(e.g., practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.)**

**The program establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program.**

1. A list of tools used to collect data from each of the following groups:

* alumni
* relevant community stakeholders

*INSERT LISTS HERE*

1. For each tool identified in documentation request 1, include a copy of the instrument and the most recent year of data.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.

*INSERT NARRATIVE HERE*

D1. Designated Leader

**The program has a qualified designated leader with ALL of the following characteristics:**

* **is a full-time faculty memberat the home institution**
* **dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.**
* **has educational qualifications and professional experience in a public health discipline. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH**
* **if the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it has sufficient public health educational qualifications, national professional certifications, and professional experience in its primary faculty members**
* **is fully engaged with decision making about the following:**
* **curricular requirements**
* **competency development**
* **teaching assignments**
* **resource needs**
* **program evaluation**
* **student assessment**

1. The name of and relevant information about the designated leader, in the format of Template D1‑1. Template D1-1 also requires a concise statement of the institution or unit’s formula for calculating FTE.

*INSERT TEMPLATE D1-1*

1. A concise statement of the designated leader’s public health qualifications. If the designated leader does not have public health training and experience, a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications.

*INSERT NARRATIVE HERE*

1. A list of the designated leader’s duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description in the electronic resource file, if available.

*INSERT NARRATIVE HERE*

*IF AVAILABLE, INCLUDE JOB DESCRIPTION IN ERF*

D2. Faculty Resources

**The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to provide student advising, and to achieve expected student outcomes. The following elements, taken together, relate to determining whether the program has sufficient faculty resources.**

* 1. **In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.**
  2. **The program’s student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment, and advising. The program’s SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.**
  3. **The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.**

1. A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

*INSERT TEMPLATE D2-1 HERE*

1. CVs for all individuals listed in Template D2-1.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. A description of the administrative unit’s workload policy and expected workload for program faculty. If multiple categories of faculty support the program, address each category. Following the description, cite the relevant supporting document(s) and page(s) (e.g., Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

*INSERT NARRATIVE HERE*

*PROVIDE HYPERLINKS OR PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D2-2. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

*INSERT TEMPLATE D2-2 HERE*

1. A table showing the average advising load for the last two years in the format of Template D2-3. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

*INSERT TEMPLATE D2-3 HERE*

1. Three examples of how the program has used enrollment data to gauge resource adequacy (e.g., course sequencing, teaching assistants, advising loads, etc.)

*INSERT NARRATIVE HERE*

D3. Student Enrollment

**To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.**

1. A table showing student headcount and student FTE for the last two years in the format of Template D3-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

*INSERT TEMPLATE D3-1 HERE*

E1. Doctoral Training

**Faculty are trained at the doctoral-level in most cases. A faculty member trained at the master’s level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.**

1. If applicable, a brief description of the professional experience and teaching ability of any faculty member listed in Template D2-1 who is trained at the master’s level without a doctoral or other terminal degree (e.g., JD, MD).

*IF APPLICABLE, INSERT NARRATIVE HERE*

E2. Faculty Experience in Areas of Teaching

**Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.**

1. A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template E2-1. This template should include the same faculty members listed in Template D2-1.

*INSERT TEMPLATE E2-1 HERE*

E3. Informed and Current Faculty

**All faculty members are informed and current in their discipline or area of public health teaching. Activities that may demonstrate that faculty members are informed and current may include publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, etc. This list is not intended to be exhaustive.**

1. A description of the activities and methods through which all faculty members remain informed and current in their discipline (e.g., completed professional development opportunities) in the form of Template E3-1. The description must address both full-time and part-time faculty.

*INSERT TEMPLATE E3-1 HERE*

E4. Practitioner Involvement

**Practitioners are involved in instruction through a variety of methods (e.g., guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.**

1. A list of the activities and methods through which practitioners are involved in instruction in the format of Template E4-1.

# 

*INSERT TEMPLATE E4-1 HERE*

# E5. Graduate Students

If this criterion is not applicable, simply write “Not applicable” and delete the text below.

**Course instructors who are currently enrolled graduate students, if serving as primary instructors, have at least a master’s degree in the teaching discipline or are pursuing a doctoral degree with at least 18 semester credits of doctoral coursework in the concentration in which they are teaching.**

1. A list of graduate teaching assistants, if applicable, in the format of Template E5-1.

*INSERT TEMPLATE E5-1 HERE*

# F1. Financial Resources

**The program has access to financial resources that are adequate to fulfill its stated mission. Financial support is adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program’s ongoing operations.**

1. A letter, signed by the administrator(s) responsible for the program at the dean’s level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum, and to achieve expected student outcomes.

*PROVIDE LOCATION OF DOCUMENTATION IN ERF*

1. A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1.

*INSERT TEMPLATE F1-1 HERE*

1. A narrative explanation of the data in Template F1-1 and a discussion of any recent or planned future changes in fiscal resources.

*INSERT NARRATIVE HERE*

# **F2. Physical Resources**

**The program has access to physical resources that are adequate to fulfill its stated mission. Physical resources are adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program’s ongoing operations.**

1. A description of the physical space available for faculty offices, program classrooms, and student meetings or study groups.

*INSERT NARRATIVE HERE*

# F3. Academic and Career Support Resources

**The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:**

* **computing and technology services**
* **library services**
* **distance education support, if applicable**
* **career services**
* **other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program**

1. A description of the program’s academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.

*INSERT TEMPLATE F3-1 HERE*

**G1. Academic Advising**

**Students are advised by program faculty (as defined in Criterion D) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.**

1. A narrative description of the institution’s system for undergraduate academic advising.

*INSERT NARRATIVE HERE*

1. A description of the program’s provision of academic advising, including the following:
2. assignment of advisors

*INSERT NARRATIVE HERE*

1. training and responsibilities of advisors

*INSERT NARRATIVE HERE*

1. policies and procedures related to advising

*INSERT NARRATIVE HERE*

1. process for changing advisors

*INSERT NARRATIVE HERE*

1. rules for frequency of contact with advisors

*INSERT NARRATIVE HERE*

# G2. Faculty Involvement in Public Health Career Advising

**Students are advised by program faculty (as defined in Criterion D) about public health-specific career options beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.**

1. A description of the program’s provision of career advising, including the following:
2. assignment of advisors

*INSERT NARRATIVE HERE*

1. training and responsibilities of advisors

*INSERT NARRATIVE HERE*

1. policies and procedures related to advising

*INSERT NARRATIVE HERE*

1. process for changing advisors

*INSERT NARRATIVE HERE*

1. rules for frequency of contact with advisors

*INSERT NARRATIVE HERE*

**G3. Student Satisfaction with Advising**

# The program regularly tracks and regularly reviews quantitative and qualitative data on student satisfaction with advising.

# The program uses methods that produce specific, actionable data; for example, data must sufficiently differentiate between faculty and staff advising roles, if applicable. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. A brief narrative summary and presentation of summary statistics on student satisfaction with advising for the last three years.

*INSERT NARRATIVE AND DATA HERE*

1. A description of the methods used for collecting and analyzing data on student satisfaction with advising. The description must identify the parties responsible for collecting and analyzing data.

*INSERT NARRATIVE HERE*

1. If applicable, a discussion of limitations of the current data that are based on data collection methodology.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

*IF APPLICABLE, INSERT NARRATIVE HERE*

1. If applicable, specific plans for improvement in provision of advising, based on the data collected.

*IF APPLICABLE, INSERT NARRATIVE HERE*

# H1. Diversity and Inclusion

**The program demonstrates a commitment to diversity and inclusion.**

1. A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the following:
2. assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities

*INSERT NARRATIVE HERE*

1. research and/or community engagement

*INSERT NARRATIVE HERE*

1. any other relevant elements of the program

*INSERT NARRATIVE HERE*

1. Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

*IDENTIFY THE SUPPORTING DOCUMENTS AND PAGES, IF APPLICABLE, FOR EACH LISTED ITEM ABOVE*

*PROVIDE HYPERLINKS OR PROVIDE LOCATION OF DOCUMENTATION IN ERF*

# H2. Cultural Competence

**The program prepares students by developing, reviewing, and maintaining curricula and other opportunities (e.g., service learning) that address and build competency in diversity and cultural considerations.**

**Programs can accomplish these aims through a variety of practices including the following: incorporation of *cultural competency* considerations in the curriculum; recruitment/retention of faculty, staff, and students; and reflection in the types of research and/or community engagement conducted.**

1. A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the program’s curriculum.

*INSERT NARRATIVE HERE*

1. Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

*IDENTIFY THE SUPPORTING DOCUMENTS AND PAGES, IF APPLICABLE, FOR EACH LISTED ITEM ABOVE*

*PROVIDE HYPERLINKS OR PROVIDE LOCATION OF DOCUMENTATION IN ERF*

# I1. Program Offering

If this criterion is not applicable, simply write “Not applicable” and delete the text below.

**The distance-based program offering a) is consistent with the mission of the program and within the program’s established areas of expertise; b) is guided by clearly articulated competencies that are rigorously evaluated; c) is subject to the same quality control processes as other degree programs in the university; and d) provides planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of online learners.**

1. Identification of all degree programs and/or majors that offer a curriculum or course of study that uses an internet-based course management system and may be combined with other modes of distance delivery including audio or web-based conferencing, video, chat, etc., whether synchronous and/or asynchronous in nature.

*INSERT LIST OF DEGREES HERE*

# I2. Student Interaction

If this criterion is not applicable, simply write “Not applicable” and delete the text below.

**The program assures regular and substantive interaction between and among students and the instructor either synchronously and/or asynchronously.**

1. Description of how regular and substantive interaction between and among students and faculty is achieved.

*INSERT NARRATIVE HERE*

# I3. Program Support

If this criterion is not applicable, simply write “Not applicable” and delete the text below.

**The university provides needed support for the program, including administrative, communication, IT, and student services.**

1. Description of support services specific to the distance learning program including the following:
   1. administration

*INSERT NARRATIVE HERE*

* 1. communication

*INSERT NARRATIVE HERE*

* 1. information technology

*INSERT NARRATIVE HERE*

* 1. student services

*INSERT NARRATIVE HERE*

# I4. Program Effectiveness

If this criterion is not applicable, simply write “Not applicable” and delete the text below.

**There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods, and to systematically use this information to stimulate program improvements. Evaluation of competencies and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.**

1. Description of the distance education programs, including
2. an explanation of the model or methods used

*INSERT NARRATIVE HERE*

1. the program’s rationale for offering these programs

*INSERT NARRATIVE HERE*

1. the manner in which it provides necessary administrative, IT, and student support services

*INSERT NARRATIVE HERE*

1. the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university

*INSERT NARRATIVE HERE*

1. the manner in which it evaluates the educational outcomes, as well as the format and methods

*INSERT NARRATIVE HERE*

# I5. Student Identity

If this criterion is not applicable, simply write “Not applicable” and delete the text below.

**The program has processes in place through which it establishes that the student who registers in a distance-based program or a course within a distance-based program is the same student who participates in and completes the course or degree and receives the academic credit. Student identity may be verified by using, at the option of the institution, methods such as a secure login and pass code; proctored examinations; and new or other technologies and practices that are effective in verifying student identity. These processes may be administered through the university. The university notifies students in writing that it uses processes that protect student privacy and alerts students to any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.**

1. Description of the processes that the university uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

*INSERT NARRATIVE HERE*

**J1. Information Accuracy**

**Catalogs and bulletins used by the program, whether produced by the program, department, college, or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards, and degree completion requirements. Advertising, promotional materials, recruitment literature, and other supporting material, in whatever medium it is presented, contains accurate information.**

1. A description of the manner in which catalogs and bulletins used by the program are updated to accurately describe its educational offerings, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

*INSERT NARRATIVE HERE*

1. Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

*PROVIDE HYPERLINKS OR LOCATION OF DOCUMENTATION IN ERF*

**J2. Student Complaint Processes**

**The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.**

1. A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

*INSERT NARRATIVE HERE*

1. Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

*LIST RELEVANT DOCUMENTS AND PAGES FOR EACH PIECE OF EVIDENCE*

*PROVIDE HYPERLINKS OR LOCATION OF DOCUMENTATION IN ERF*