

CEPH Accreditation News & Updates



Council on Education for Public Health

Volume 6, Issue 2

July 2016

CEPH invites attendees to Criteria Rollout Meeting in October

The fourth round of CEPH's [proposed revised criteria](#) for schools of public health (SPH) and public health programs (PHPs) is available for review and comment through September 7, 2016. The Council will review all comments received at its October 2016 meeting and will formally adopt criteria and an implementation plan. The current draft is the result of a process that has spanned three years. Each round of comment and revision has produced valuable insights, and each update has reflected the comments received.

CEPH staff and councilors will provide an overview of the changes and the implementation schedule at the Criteria Rollout Meeting on October 30, 2016. This meeting will include breakout sessions on specific criteria components (eg, faculty resources, defining evaluation practices, MPH curriculum, DrPH curriculum) so that attendees can ask more specific questions. CEPH councilors also plan to hold a session where attendees can engage in a Q&A with them.

The Criteria Rollout Meeting is free of charge and not mandatory; all materials will be available online

after the meeting. While CEPH hopes to accommodate everyone who wants to attend, attendees are strongly encouraged to [register in advance](#). Space may be limited as the date approaches.

Program directors, associate deans, deans, accreditation staff members and any others responsible for the accreditation process for SPHs and PHPs would be the most appropriate attendees. Representatives of standalone baccalaureate programs (SBPs) are welcome to attend; however, this criteria revision process relates only to the criteria for SPHs and PHPs.

CEPH will endeavor to release the adopted criteria and implementation plan as soon as possible after adoption. CEPH anticipates that materials will be released shortly before the Criteria Rollout Meeting.

The meeting details are as follows:

Sunday, October 30, 2016
8:15 am to 11:30 am
Registration opens at 7:30 am
Hyatt Regency Denver
Centennial Ballrooms C, E, F
650 15th Street, Denver, CO

DATES TO REMEMBER

TUESDAY, AUGUST 23, 2016

**All materials due for fall 2016
Council meeting**

WEDNESDAY, SEPTEMBER 7, 2016

**Public comments due on
[proposed criteria](#)**

SUNDAY, OCTOBER 30, 2016

[Criteria Rollout Meeting](#)

8:15 - 11:30 am

**See article to the left for more
information**

FRIDAY, DECEMBER 9, 2016

**Annual reports due from schools
and programs**

See p. 3 for more information

THURSDAY, DECEMBER 29, 2016

**SPH and PHP applications due
for winter 2017 Council meeting**

See p. 5 for more information

WEDNESDAY, MAY 10, 2017

**All materials due for spring 2017
Council meeting**

Save the Dates



Council on Education for Public Health

CEPH 2016 Criteria Rollout Meeting

Stories from the road: First SBP site visitors share experiences

In fall 2015, CEPH conducted the first round of standalone baccalaureate program (SBP) site visits. Several site visitors shared what they learned, what they found most challenging and what they would recommend for others going through the process.

What surprised you about the visit?

“How diverse the student body was in terms of their future goals: some saw this as a great precursor to a professional school (eg, nursing, physical therapy) while others were excited about more traditional areas of public health such as global health or epidemiology.”

“It may be helpful for programs in the future to include faculty throughout the process to increase buy-in and interest.”

Is there anything you will do differently the next time you serve as a site visitor?

“I would become more familiar with the entire report, instead of just focusing on specific sections. There was a lot of overlap between some of the sections, and additional review would have

helped us along.”

What did you learn/gain by serving as a site visitor?

“I learned a great deal about how much time and energy goes into the preparation for one of these site visits, especially from the program perspective. In addition, this site visit was the first time I was exposed to all levels of an institution, from program faculty to university president, working toward a very specific common goal. It was wonderful to see!”

“The visit helped me to see new ways of improving my own undergraduate public health program.”

What was the biggest challenge of the site visit or the preparation for it?

“Finding time to set aside for the pre-work. There never seems to be enough hours in the day!”

“The SBP criteria and self-study document are different than that of graduate-level schools and programs, so I had to adjust my expectations when

reviewing the materials.”

What advice would you give other SBPs (or other SBP site visitors) that have visits coming up?

“Block off time on your calendar when you are at your best to do the pre-work so that you can devote the time and attention it deserves. In addition, I would recommend making the most out of your time with the other reviewers. It is a great time to hear more about what folks are doing in the field.”

“Be prepared to learn! The process and new information from the programs are valuable and interesting.”

“Read all your materials well in advance of your visit. Have most of your writing done before you go and make sure you have identified the questions you need to ask to gain further clarification. Be open to feedback from the rest of your site visit team and capitalize on their expertise. And of course, enjoy the process!”

Early adopters of SBP criteria discuss lessons learned, approaches taken

Attendees of the ASPPH Undergraduate Public Health and Global Health Education Summit on March 20, 2016, had the opportunity to hear first-hand experiences of implementing the criteria for standalone baccalaureate programs (SBP) from a variety of perspectives.



From left, Alison Sullivan, MPH, Lauren Arnold, PhD, MPH, and Randall Cottrell, DEd, MCHES, discuss their use of the SBP criteria from the perspectives of a site visitor, an accredited SPH and an applicant SBP, respectively.

Randall Cottrell, DEd, MCHES, program coordinator for the Public Health Studies Program at the University of North Carolina, Wilmington, discussed his program’s process for developing the self-study and shared experiences from the site visit. His advice to new applicants is to start writing early, allow for more time than you think you might need and be prepared to revise multiple drafts of the self-study document.

Lauren Arnold, PhD, MPH, director of undergraduate programs in public health, health management and emergency management at the Saint Louis University College of Public Health and Social Justice, shared her college’s experience with using the SBP curricular criteria for the review of public health bachelor’s degrees during the college’s reaccreditation review. She discussed the process of integrating the criteria, mapping the curriculum and the challenge of ensuring a standard set of objectives for each course section to ensure consistency as the program grows.

Alison Sullivan, MPH, senior consultant at Deloitte Consulting in Washington, DC, discussed the SBP accreditation process from the perspective of a practitioner site visitor. She said she was impressed by the time and resources involved in accreditation, the emphasis on real-world experiences for students and the creativity of student internships.

CEPH, ASPPH to launch annual reporting cycles in September

CEPH and the Association of Schools and Programs of Public Health (ASPPH) will launch their respective annual data reporting cycles on Monday, September 19, 2016.

Annual report submissions are due by Friday, December 9, 2016. While CEPH collects data for accreditation purposes based on requirements set by the US Department of Education, ASPPH collects data to track trends in education for public health, to facilitate data-informed decision-making and to provide a warehousing system for members that can be accessed when preparing CEPH self-studies.

As reported on page 3 of *CEPH Accreditation News & Updates Volume 5, Issue 2*, ASPPH has made a number of changes to its data collection to align reporting requirements with CEPH. In a continued effort to align reporting, this year ASPPH will begin collecting graduate outcomes data through the ASPPH Data Center Member Portal.

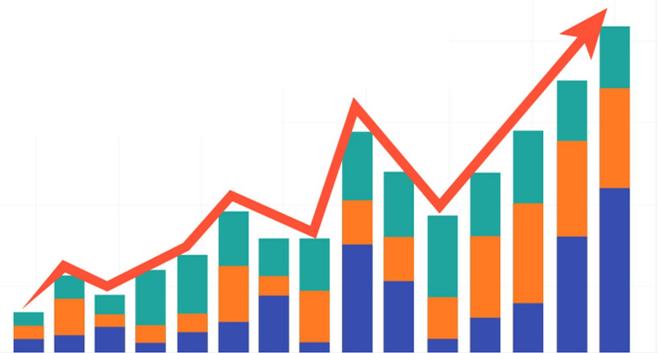
Visit the [ASPPH Data Center](#) to learn more about ASPPH's work with academic public health data.

The CEPH annual report can be accessed through the [annual reporting web portal](#) beginning on September 19. The questions and format remain largely unchanged from previous years.

As always, CEPH reminds schools and program to input data before the deadline to avoid technical difficulties and other unexpected issues that may cause submission delays.

All accredited schools and programs, including those with self-studies or other reports due, must complete the annual report unless the school or program had/will have an initial accreditation decision in spring 2016 or fall 2016.

For more information, please review the [FAQ document on annual reports](#). Any CEPH staff member would be pleased to assist you with questions that are not addressed by the FAQ document or the CEPH website. Questions about ASPPH data can be directed to the [ASPPH Data Center](#).



ASPA survey results align with CEPH's outcomes assessment efforts

Ensuring the quality of public health education is CEPH's primary goal through all of its activities. Its efforts to assess student learning are largely aligned with those of other specialized and professional accreditors, as indicated by the results of a survey administered by the Association of Specialized Accreditors (ASPA) to its members. CEPH is one of 59 accreditor members of ASPA.

Of the 45 programmatic accreditors that responded to the survey, all indicated that they have requirements for educational programs to assess outcomes. Approaches to outcomes assessment vary based on the nature of the profession, licensure/certification requirements and public or regulatory requirements.

"The information and data presented in this report is particularly timely given the current environment," said ASPA Executive Director Joseph Vibert. "Accreditors are regularly questioned about outcomes and accountability to students and the public."

Bright-line outcomes requirements were

reported by 58% of responding agencies. These requirements involve thresholds related to graduation or retention rates, placement rates for employment or internships or licensure exam pass rates for professions with such requirements for entry to practice.

Program-determined indicators based on the program's mission and its context were used to assess outcomes by 76% of respondents.

Requirements for competency assessment (ie, the measurement of student learning and attainment of the knowledge, skills, values, attitudes and professional disposition necessary for safe and effective practice of a profession) were reported by 76% of respondents.



Association of Specialized
and Professional Accreditors

The survey results indicate that specialized and professional accreditors are committed to the core principle of assuring that graduates know and are able to perform the essential functions to safely and effectively practice in their chosen profession. Quality assurance through peer review and the accreditation process requires programs, agencies and stakeholders to be committed to regular and ongoing analysis of the needs of the profession, what is expected of new practitioners and the effectiveness of educational programs in meeting these expectations in light of their mission and goals.

The full report, titled [Outcomes – Getting to the Core of Programmatic Education and Accreditation](#), describes the current state of outcomes assessment by specialized and professional accreditors in higher education.

CEPH executive director represents CEPH, US accreditation in Brazil

CEPH Executive Director Laura Rasar King, MPH, MCHES, spoke about CEPH's ongoing criteria revision process as an example of quality assurance systems in accreditation as part of an International Union for Health Promotion and Education (IUHPE) symposium. Laura represented the US perspective and was joined by presenters from Australia, Italy and France to compare approaches. The 22nd IUHPE World Conference was held in Curitiba, Brazil, in May 2016.

Laura's presentation provided an overview of the multi-year criteria revision process that has been undertaken and explained how CEPH carefully considered the work done by multiple agencies and organizations committed to excellence in public health education.

In addition, Laura provided examples of how academic programs could incorporate concentrations with the new structure for standard expectations of all MPH students. Schools and programs will have greater flexibility to innovate and design curricula using interdisciplinary formats; these changes

are responsive to priorities identified by the workforce.

Laura noted that the proposed curricular framework also allows greater flexibility for programs outside the United States to use the CEPH criteria, if desired, in a more context-appropriate manner.



CEPH welcomes two accreditation specialists to its staff

Alisha O'Connell, MPH, and Yessenia Castillo, MPH, have joined the CEPH staff as accreditation specialists. Both will carry out tasks to ensure that the accreditation review process for schools and programs proceeds smoothly. Their duties include coordinating site visits, corresponding with school/program constituents and site visitors and writing and editing site team reports. Alisha and Yessenia (pronounced Je-sen-nee-a) will also provide technical assistance on CEPH criteria and procedures and provide information to members of the public on accreditation.

Alisha received her MPH in health policy and management from the University of South Carolina. During her time there, Alisha worked as a graduate assistant in the Division of Acute Disease Epidemiology at the South Carolina Department of Health and Environmental Control, where she assisted with preparing the annual Hospital Infections Disclosure Act report, tracked and reviewed healthcare-associated infections across the state and verified healthcare facility data reported to the National Healthcare Safety Network. Alisha also created a downloadable injection safety toolkit for long-term care facilities in South Carolina and served as a state representative for the CDC's *One and Only* campaign.

Yessenia received her MPH in epidemiology from Rutgers, The State University of New Jersey. During her studies, Yessenia worked as the program assistant for the school's B.E.S.T. Maternal and Child Health (MCH) Fellowship Program, where she assisted the fellowship director and the research practicum director. Her duties included analyzing the effectiveness of providing specialized training in MCH,

especially among underrepresented groups, assessing the quality of instruction and promoting community outreach through student-led volunteer activities. Yessenia is a fellow for the 2015-2016 cycle of the MCH Fellowship program. Yessenia also worked as a graduate research assistant in the Epidemiology Department at Rutgers University School of Public Health for The Women's Circle of Health Study, where she assisted with abstracting data for analysis and database maintenance. In addition, Yessenia continues to serve part-time as study coordinator for a research project, Biomarker Feedback of Risk of Cervical Cancer in Tobacco Users, collaborating with the Rutgers University School of Public Health and supported by a grant from the New Jersey Health Foundation.



Alisha O'Connell, MPH (left) and Yessenia Castillo, MPH, joined CEPH in summer 2016 as accreditation specialists.

Frontiers journal issues call for papers from public health students

Frontiers in Public Health Services & Systems Research will publish its first special student issue in spring 2017. A peer-reviewed electronic journal, *Frontiers* features articles that present findings from an ongoing or recently completed empirical study or quality improvement project.

The student special issue will be a peer-reviewed collection of manuscripts with student first authors.

Paper topics appropriate for *Frontiers* answer research questions about the organization, financing and/or delivery of public health services; the structure, operation and/or management of public health delivery systems; the application of quality improvement methods in public health settings; and/or the impact of these endeavors on population health. Findings should have the potential to guide future public health practice, health policy and/or research.

The manuscript selected as the most outstanding by the

editorial board will be the lead article of the issue.

To be eligible to submit a manuscript:

- The first author must be a current student or have graduated from an undergraduate or graduate program in 2016.
- Submissions must include a cover letter indicating where the student author or authors are enrolled or recently graduated from and include the name and email address of a faculty member (advisor, professor) from the enrolled/graduated institution who knows the student.
- Submissions must report on work done while in one of the qualifying student statuses listed above AND the research must have been completed within the last 12 months.
- Manuscripts should not be published previously or submitted elsewhere for publication.

[Detailed submission guidelines](#) can be found on the *Frontiers* website.

SPH/PHP applications that align with new criteria due December 29, 2016

The Council will not accept SPH and PHP applications at the fall 2016 Council meeting and will instead review and accept SPH and PHP applications at its meeting in winter 2017. Applications from standalone baccalaureate programs (SBPs) will be accepted as usual. The Council determined that it would not be appropriate to require applicant schools and programs to comply with 2011 eligibility standards when the expectations, in some cases, will likely be more flexible with the impending adoption of the 2016 Accreditation Criteria.

By delaying applications, prospective schools and programs will be able to complete an application that aligns with the 2016 Criteria and is consonant with the expectations that will be used throughout the review for accreditation.

Although the PHP/SPH template is being revised to reflect the criteria, there are elements that prospective applicants can prepare in the meantime:

- a) a statement indicating that the accreditation unit understands the required components of the application process, including conduct of an on-site consultation visit, attendance at an Accreditation

Orientation Workshop and prompt payment of all fees;

- b) identification of the degrees and concentrations that are included in the accreditation unit;
- c) documentation of regional accreditation;
- d) establishment, or planned implementation (with timeline), of an organizational structure for the accreditation unit with documented lines of responsibility for curriculum development, admission standards, faculty selection and retention, and fiscal planning;
- e) evidence of institutional commitment and fiscal support for the development and/or maintenance of the accreditation unit;
- f) policies and plans for recruitment and selection of faculty; and
- g) policies and plans for recruitment and selection of students.

The revised application template will be available on the [CEPH website](#) in early November. It is due to CEPH by December 29, 2016 via submissions@ceph.org. Please see the text box to the right for more information on how to submit materials to CEPH.

Submitting a report to CEPH?

In an effort to streamline the process of submitting documents to CEPH, all schools and programs are asked to use the submissions@ceph.org email address rather than sending emails directly to individual staff members for the following submissions:

- Interim reports
- Substantive change notices
- Applications
- Responses to site visit team's reports
- Responses to formal additional information requests from the Council

More information about [submitting reports to CEPH](#) is available on the CEPH website.

CEPH makes 23 accreditation decisions at spring 2016 meeting

Georgia State University

School of Public Health

Initial accreditation conferred to July 1, 2021

Brown University

School of Public Health

Initial accreditation conferred to July 1, 2021

University of North Dakota

MPH Program

Initial accreditation conferred to July 1, 2021

Rutgers, The State University of New Jersey

Undergraduate Public Health Program

Initial accreditation conferred to July 1, 2021

University of Nebraska, Omaha

Bachelor of Science in Public Health Program

Initial accreditation conferred to July 1, 2021

University of North Carolina, Wilmington

Public Health Studies Program

Initial accreditation conferred to July 1, 2021

East Carolina University

Public Health Studies Program

Initial accreditation conferred to July 1, 2021

The following schools and programs were granted continued accreditation

Saint Louis University

College of Public Health and Social Justice

Continued accreditation conferred to July 1, 2023

University of Missouri, Columbia

Master of Public Health Program

Continued accreditation conferred to July 1, 2023

Colorado School of Public Health

University of Colorado Denver

University of Northern Colorado

Colorado State University

Continued accreditation conferred to July 1, 2023

University of California, Berkeley

School of Public Health

Continued accreditation conferred to July 1, 2023

University of Tennessee

MPH Program

Continued accreditation conferred to July 1, 2023

Northern Illinois University

MPH Program

Continued accreditation conferred to July 1, 2023

Temple University

Public Health Program

Continued accreditation conferred to December 31, 2017*

Mount Sinai School of Medicine

Graduate Program in Public Health

Continued accreditation conferred to July 1, 2023

West Chester University

MPH Program

Continued accreditation conferred to July 1, 2023

Des Moines University

MPH Program

Continued accreditation conferred to July 1, 2023

Idaho State University

MPH Program

Continued accreditation conferred to July 1, 2023

Université de Montréal

Master of Science in Public Health Program

Continued accreditation conferred to July 1, 2017*

SUNY Downstate Medical Center

School of Public Health

Continued accreditation conferred to July 1, 2023

University of Connecticut

Graduate Program in Public Health

Continued accreditation conferred to July 1, 2023

George Washington University

Milken Institute School of Public Health

Continued accreditation conferred to July 1, 2023

University of Alabama at Birmingham

School of Public Health

Continued accreditation conferred to July 1, 2023

* Typically, this review would result in an accreditation term of seven years. The Université de Montréal and Temple University have submitted applications to transition from program to school; therefore, the date of the next review is dictated by the review process for the transition. The institutions must successfully conduct full accreditation reviews with site visits in January 2017 and March 2017, respectively, to maintain continuing CEPH accreditation.

For a complete list of accredited schools and programs, visit CEPH's [website](#).



Charles Hamilton, DrPH, MPH and Sharon Cameron, MPA serve as peer reviewers on a CEPH site visit with CEPH Deputy Director Mollie Mulvanity, MPH (center).



Leading and fostering innovation in quality improvement

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other baccalaureate, master's and doctoral degrees are offered as well. Visit www.ceph.org for more information.

Yessenia Castillo to present research study at APHA Annual Meeting

CEPH Accreditation Specialist Yessenia Castillo, MPH, has been invited to present her study "Perceptions of Cervical Cancer Risk among Tobacco Users Seeking Annual Gynecological Screenings in a Diverse Urban Clinic" at the APHA Annual Meeting in Denver. Yessenia's presentation is scheduled for session 3106.0, Substance use and cancer risk: A collaborative session by the Cancer Forum and ATOD Section on Monday, October 31, 2016 at 10:30 am.

This research study is a collaborative effort among faculty at Rutgers, The State University of New Jersey School of Public Health and the Rutgers Environmental and Occupational Health Sciences Institute. The study is funded by the New Jersey Health Foundation. This presentation represents the pilot phase of a larger research study, "Biomarker Feedback of Risk of Cervical Cancer in Tobacco Users," with the second clinical phase of the study beginning in summer 2016.

Yessenia joined the study as a research staff member while she was an MPH student in the Epidemiology Department at Rutgers School of Public Health. She contributed to the development of the protocols needed for IRB approval and surveys used. Yessenia also participated in the primary data collection, working with health care practitioners at the clinic and with the clinic staff to administer the survey. She was also responsible for analyzing the data. These activities served as her MPH practicum experience. Noteworthy to this study is the inclusion of alternative tobacco products besides conventional cigarettes, such as electronic nicotine delivery systems (ENDS), hookah, smokeless tobacco and cigarillos, illustrating the changing face of tobacco in the US.

Yessenia now serves as a part-time study coordinator for the second phase of the study, which will focus on gathering clinical information, specifically testing cotinine levels, a predominant nicotine metabolite. The second phase of the study will also further investigate perceptions of cervical cancer risk among tobacco users. The results of the study will be used to identify more effective tobacco cessation interventions, identify opportunities during gynecological screenings for health education about the link between tobacco use and cervical cancer risk and contribute to the development of educational materials for patients about the link between tobacco use and cervical cancer risk.

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